

**THE USE OF PEER INTERVIEW METHOD TO IMPROVE THE
STUDENTS' SPEAKING ABILITY AT SMPN 2
POLONGBANGKENG UTARA**

(Pre Experimental Research at the Eighth Grade of SMPN 2 Polongbangkeng Utara)



*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the
Degree of English Education Department*

Sri Wahyuni Amaliah

105351124516

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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LEMBAR PENGESAHAN


Skripsi atas nama **Sri Wahyuni Amaliah**, NIM 105351124516, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 102 Tahun 1443 H/ 2022 M, tanggal 05 Jumadil Akhir 1443 H/ 08 Januari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu, 15 Januari 2022**.

Makassar, 15 Jumadil Akhir 1443 H
08 Januari 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag. (.....)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. Baharullah, M.Pd. (.....)
4. Dosen Penguji :
1. Erwin Akib, M.Pd., Ph.D. (.....)
2. Dr. Nuning Anugrawati, S.Pd., M.Pd. (.....)
3. Dr. Hj. Umah, S.Pd., M.Pd. (.....)
4. Muhammad Astrianto Setiadi, S.Pd., M.Pd. (.....)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM 860.934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : The Use of Peer Interview Method to Improve the Students' Speaking Ability at SMPN 2 Polongbangkeng Utara

Name : Sri Wahyuni Amaliah

Reg. Number : 105351124516

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 18 Januari 2022

Approved By

Consultant I


Consultant II



Erwin Akib, S.Pd., M.Pd., Ph.D


Hjrah, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department


Erwin Akib, M.Pd., Ph.D.
NBM. 860 934


Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



MAJELIS DIKELITBANG PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELING SHEET

Full Name : Sri Wahyuni Amaliah

Student ID : 105351124516

Department : English Education

Research Title: The Use of Peer Interview to Improve The Students' Speaking Ability

Consultant I : Erwin Akib, S.Pd., M.Pd., Ph.D

Date	Chapter	Consultant's Note	Sign
02/08/21	IV	Data Result	Li
08/07/21	IV	SPSS	Li
11/07/21	V	Conclusion and Suggestion	Li
			Li

Makassar,August 2021

Approved by,
Head of English Education Department

5-11-2021
Ummi Khaerati Syam, S.Pd., M.Pd.

NEM: 977 807



MAJELIS DIKELITIBANG PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELING SHEET

Full Name : Sri Wahyuni Amaliah

Student ID : 105351124516

Department : English Education

Research Title: The Use of Peer Interview to Improve The Students' Speaking Ability

Consultant I : Hijrah, S.Pd., M.Pd.

Date	Chapter	Consultant's Note	Sign
8/8/2021	IT	- revise your sample	[Signature]
5/10/2021	TU	- revise your conclusion - NO abstract	[Signature]
27/10/21	TJ	→ revise your conceptualization →	[Signature]
29/10/2021		Acc	[Signature]

Makassar,August 2021

Approved by,

Head of English Education Department

5-11-2021
Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **SRI WAHYUNI AMALIAH**

NIM : **105351124516**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Use of Peer Interview Method to Improve the Stdents' Speaking Ability at SMPN 2 Polongbangkeng Utara**

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Makassar, Januari 2022

Yang membuat pernyataan:

SRI WAHYUNI AMALIAH

105351124516

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **SRI WAHYUNI AMALIAH**

NIM : **105351124516**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Use of Peer Interview to Improve the Students' Speaking Ability at the Eighth Grade of SMPN 2 Polongbangkeng Utara**

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Makassar, Januari 2022

Yang membuat pernyataan:

SRI WAHYUNI AMALIAH

105351124516



I dedicated this thesis special to My Parents, My Brother, My Sisters and My Friends.

ABSTRACT

Amaliah Sri Wahyuni. 2021. The Use of Peer Interview to Improve the Students' Speaking Ability at the Eighth Grade of SMPN 2 Polongbangkeng Utara. A thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Erwin Akib and Hijrah.

This research aimed to know the use of peer interview to improve the students' speaking ability in fluency and accuracy of the students. The population of this research is the eighth grade of SMPN 2 Polongbangkeng Utara which consist of 5 classes with 167 students, and I focused 32 students at VIII D of SMPN 2 Polongbangkeng Utara. The method used quantitative research with pre-experimental research. The instrument used for collecting the data namely speaking test in descriptive text.

In result of the data indicated that the students' mean score of pre-test in fluency is 61.56. While the post-test was higher than mean score of pre-test, was 78.44. It means that there was a significant difference. And also the students' mean score of pre-test in accuracy was 62.83. While the post-test was higher than mean score of pre-test, was 80.16. It means that there was a significant difference. And the result of improvement speaking from pre-test to post-test in improving speaking ability was 6.63%.

Keywords: *Peer Interview Method, Fluency (smoothness), Accuracy (pronunciation),*

Speaking Ability.

ABSTRAK

Sri Wahyuni Amaliah. 2021. Penggunaan metode wawancara sebaya untuk meningkatkan kemampuan berbicara siswa di kelas VIII SMPN 2 Polongbangkeng Utara. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Hijrah.

Penelitian ini bertujuan untuk mengetahui penggunaan Metode Wawancara Sebaya dalam meningkatkan kelancaran dan ketepatan berbicara siswa. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 2 Polongbangkeng Utara yang terdiri dari 5 kelas dengan 167 siswa, saya berfokus pada 32 siswa di kelas VIII.D SMPN 2 Polongbangkeng Utara. Metode yang digunakan adalah penelitian kuantitatif dengan penelitian pra experimental. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara dalam bentuk deskriptif teks.

Hasil menunjukkan nilai pre-test siswa dalam kelancaran berbicara adalah 61.56, sementara nilai post-test lebih tinggi dari nilai pre-test kelancaran berbicara, yaitu 78.44, artinya ada peningkatan signifikan. Dan juga nilai pre-test dalam ketepatan berbicara siswa adalah 62.83, sementara nilai post-test lebih tinggi dari nilai pre-test yaitu, 80.16, ada peningkatan signifikan. Hasil pre-test ke post-test dalam meningkatkan kemampuan berbicara siswa adalah 6.63%.

Kata kunci: *Metode Wawancara Sebaya, kelancaran berbicara (kefasihan) dan ketepatan berbicara (pengucapan), kemampuan berbicara*

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The Researcher

SRI WAHYUNI AMALIAH

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CHAPTER I

INTRODUCTION

A. Background

Speaking is essential in our life. Without speaking, we will be impossible life in society. We can have good cooperation and relationships with other people through communication, interaction and conversing directly. Through it, we can freely explain our feelings and ideas and the information that we have more natural to share. Speaking as the ability to express oneself in the situation, the activity that reports acts, or status in precise words or the ability to converse or communicate a sequence of ideas fluently. It means the people may express their desire in a particular situation sequentially. But speaking is not easy to do. It is not easy for students to speaking, whether they speak in front of a lot of people or just speak with friends.

Betsabe Navaro Romero (2018) said that learning to speak a new language is in many cases, far from satisfactory simply because they feel they need to cope with many different aspects at one time, and that seems to be impossible in real conversations. Students can prepare to have native-like proficiency in the second language, and we should move on to the second language teaching context to improve learners' skills. In that respect, we should reflect on the teachers' role in this situation and what they can do to succeed with their learners. Teachers, therefore, need to analyze the students' needs, face their problems, and find fruitful solutions that help them develop their speaking abilities.

In a pleasant class atmosphere, sometimes the teacher gets students are easy to speak in class. But at other times, it is not easy to get students easy to talk to. In learning Speaking, the students often find some problems. The problem frequently is that their native language causes them challenging to use a foreign language. Another reason is because of motivation lack to practice the second language in daily conversation. They are too shy and afraid to take part in the conversation. Many factors can cause the students' speaking skills, among others, the students' interest, the material, the media, and technique in teaching English.

Based on Nurina Permata Sari (2011:17), the students are weak in English speaking skills. When they speak, they take so much time to think about what they are going to say; some do not say anything. In her Research, she got that the teacher teaches the students traditionally. The teacher asks the students to perform the dialogue in front of the class without asking them to develop a more communicate dialogue using their way. So, they only memorize the conversation, and most of the students do not know how to use some expressions taught by their teacher in real communication. This strategy cannot help the students to use language as a means of communication.

In speaking learning, especially at SMPN 2 Polongbangkeng Utara, the students are challenge to express their opinions in the learning process. They fear to speak, and sometimes they choose to be silent when the teacher asks, especially when the teacher gives verbal questions to the students. That makes the students lazy to learn. It shows that the students have a problem with speaking. But sometimes the students can be brave to speak English with their friends because

they are freer to express their opinion. To achieve that, the researcher wants to apply a peer interview method where the student speaks with their friend in the learning process. So their speaking skills can improve through peer interview.

Peer interview are considered the most suitable method for exploratory Research is investigating opinions, values, and motivations. With peer interviews, the students will be more comfortable to speak in the learning process because they just talk with their seatmates. A friend is always accompanying in a variety of situations of difficulty or happiness. Depdiknas suggests that peers' definition is the same age, parallel or balanced, for example, playing with the classmate. In the classroom, the seatmate students are close to each other, and they usually know their habits and hobbies. In speaking class, the teacher can use peer interviews to make the students more active and brave to express their opinion.

B. Problem of the Research

Based on the background, the researcher formulates the following research questions:

1. Do the students speaking fluency in term of smoothness improve through peer interview?
2. Do the students speaking accuracy in term of pronunciation improve through peer interview?

C. Objective of The Research

This research aims to find out:

1. The use of peer interview to improve the students' speaking fluency in term of smoothness.
2. The use of peer interview to improve the students' speaking accuracy in term of pronunciation.

D. Significance of The Research

The significances of this research are:

1. Theoretical Significances
 - a. This research will give the teachers understanding and reflection about the use of peer interviews to improve the students' speaking ability.
 - b. This research can be references to researcher who want conduct this topic.
2. Practical significances
 - a. This research will motivate the students to speak English every time with their friends and have the spirit to learn English. The students will make the English as a habit.
 - b. For the researcher, this research can develop the knowledge about the students' ability to speak and know the students' interactions with their friends in the learning process.

E. Scope of the Research

The researcher use peer interview method to improve the students' speaking ability. This research focused on the speaking aspects, namely fluency in term of smoothness and accuracy in term of pronunciation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The use of Peer Interview had been conducted previously by some researchers. The related researchers are the following:

1. Jafar (2019) from STKIP Muhammadiyah Bone. Using Peer Interview Technique for ELT. The result of the data analysis showed that the mean score of the pre-test was smaller than the mean score of the post-test ($30.1227 < 72.1327$), and the students had a positive attitude in speaking English through peer interview technique (80 percent) positive. So, it concludes that the peer interview technique increased the students' speaking ability significantly, and the students had a positive attitude in studying speaking through peer interview techniques.
2. Fitratullailah (2019) from Makassar Muhammadiyah University. The Use of Peer Interviewing to Improve the Students' Speaking Ability. The result of the analysis showed that there was a significant difference between pre-test and post-test. The mean score of the post-test accuracy (76.3) was more significant than the pre-test (55.6). The mean score of the post-test of fluency (77.5) was more significant than the pre-test (52.5). The value of the t-test of fluency (25.1) was more significant than the t-table (2.045) and degree of freedom (df)=29. Therefore, the researcher concluded that peer interviewing was

successful in improving the students' speaking ability of the eighth-grade students' of MTs Aisyiyah Sungguminasa. That result related to Nunan (2013) state that peer interviews as a technique in teaching Speaking can help the students understand correct pronunciation by getting a correction.

3. Khairunnisa (2018) from Tadulako University Palu. The Effect of Peer Interview Technique on Students' Speaking Skill. The data analysis result indicates that there was a significant difference between the effects of pre-test and post-test. The mean score result of the experimental class significantly developed from 52.00 to 76.00. Meanwhile, the mean score of the control class grew from 52.00 to 57.00. Based on the result of the pre-test and post-test, it is founding that the t-value is 8.42. Applying the degree of freedom (df) 60 and 0.05 level of significance establishes that the t-table is 1.967. It means that the t-value (8.42) is higher than the t-table (1.967). Furthermore, it clarifies that the hypothesis is accepted. Thus, Peer Interview Technique is useful to develop the X grade students' speaking skills at SMAN Model Terpadu Madani Palu.

Based on previously those researches above, the researcher interest to doing this Research using peer interviews. The similarities of this Research and those researches are using peer interview methods to improve the students' English skills. Peer interviews give the students effort and motivation to improve their ability and the teacher's support in monitoring the students' activity.

There are the differences between my Research and these Research. The first Research focuses on finding the positive attitude of the students through the peer interview method. The scope in the Second Research is using fluency and

accuracy generally, but in my Research is uses eloquence Smoothness and skill pronunciation. The third Research is using a Quasi-Experimental research design, and I use Pre Experimental design.

B. Speaking

1. The Definition of Speaking

Speaking is the ability to hone skills because it includes many aspects of English language skills including pronunciation, listening, grammar and vocabulary at the same time Yanto (2015). Wahyuni (2017) argued that speaking is using spoken language consisting of short, incomplete or fragmented speech in the sphere of pronunciation. Speaking is one of the skills that must be mastered and really must be able to be practiced in the field with other people as the interlocutor Astrawan (2013). In the educational system, learning English using speaking material will be taught by the teacher and usually the teacher uses discussion or dialogue techniques as the first step in teaching. In this speaking skill, a person must really have mastered pronunciation well. Pronunciation is the rule in pronouncing words in English or the way someone says a word. A crucial thing that deserves to be categorized in this field is the ability to speak, namely mastering a lot of vocabulary. To master a lot of vocabulary requires as much practice as possible and this is the key to speaking skills. Practice, practice and practice. Practice makes perfect, says an expression. In addition, the ability to master grammar is also very important so that we are fluent in English. Apart from all the aspects that must be considered in

mastering speaking skills. The most important thing is that a person must have self-confidence in mastering speaking skills Yanto (2015).

From all those definitions above, it can conclude that Speaking is the way of communicating with other by using verbal language. Learning English without practice Speaking is useless. Through speaking, people can express their ideas, minds freely, and spontaneously.

2. The Elements of Speaking

According to Vanderkevent in Kurniati (2015: 5) there are three components in speaking, namely:

a. The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b. The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both the speakers and the listeners will use sign.

According to Hormaililis in Harahap (2015: 2), there are four components below has a great influence in speaking skill. They are:

a. Accuracy

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Accuracy in speaking is a way of people speaks by using an appropriate vocabulary, pronunciation and grammar. Accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantics or discourse features of a language Bryne in Lim (2017). Accuracy is the state of being correct or exact and without error, especially as result of careful afford. In this chase accuracy is divided into three elements: vocabulary, pronunciation, and grammar.

1) Vocabulary

Based on Longman Dictionary in Hanum (2017) vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

Vocabulary is highly focused on, suggesting that a language is essentially its lexicon and only inconsequently the grammar vocabulary has some meaning, namely vocabulary is supply the reader of a book in a foreign language with the English equivalent of the words use in it, assumes that all are obscure, and also has

the meaning of the whole stock up of terms used by any set of person, or by an individual.

2) Pronunciation

Pronunciation is an act or result of producing the sound of speech, including articulation, vowel information, accent, and inflection, often with reference to some standard of concerns or acceptability.

Simon and Schuster (2014) define pronunciation as:

- The act of pronouncing words concerning the articulation of sound, the placing of stress, intonation, etc.
- The manner of uttering a discourse noticeably accent is not most priority matter to be a native speaker like pronunciation, but having sure that the saying is understood more critical. In other hands, the language learners need to be able to say what he or she wants to say. It means that his/her pronunciation should be adequate for that purpose (being understood). It cannot separate from intonation and stress.

3) Grammar

Grammar is a set of rules and examples dealing with the syntax and word structures (morphology) of a language. Moreover, Nordquist (2018) explains that a language wouldn't work without grammar because people couldn't communicate effectively. The speakers and listeners of any exchange need to both functions in

the same system to understand each other. The morphology of a language includes fundamental axioms such as the existence of tenses of verbs, articles and adjectives and their proper order, how questions are phrase, and more.

b. Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Fluency is the extent to which speakers use the language quickly and confidently with view hesitations or unnatural pauses, false starts, word searches, etc. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. It is explain that fluency defines the ability to communicative intent without hesitation, many pause or breakdown in communication. It refers to how well you communicate naturally. Fluency component divided into three, there are:

1) Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces form (Brown in Asmayanti & Amalia 2014). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions and reduce vowels.

2) Pauses

Pausing is often viewed as a factor of disfluent speech (Rossiter in Ayyub; 2015) however, pausing is not an uncommon or wholly negative feature of the fluent language. Pauses are utilizing as space for breathing and thinking when participating in any form of oral discourse.

3) Hesitation

According to the Cambridge Online Dictionary, hesitation is the act of pausing before doing something, mainly because you are nervous or not certain. Hesitation disfluencies showed an interesting pattern: participants were more likely to repeat words, but no more likely to use fillers in the fast conditions.

c. Comprehension

Syakur Ringgi (2012) stated that comprehension is needs in oral communication. It is to avoid the misunderstanding among the speaker and the listener. It includes comprehend the situation, the condition in where the verbal communication takes place.

3. Function of Speaking

In speaking there are some function that have been classified and explained by the experts. Brown and Yule in Sriananda (2014:13) made the useful distinction between the speaking's interactional function in which serves to maintain and establish social relation and the transactional functions which focus on the

information exchange. Besides, there are three function of speaking from Brown and Yule in Sriandana (2014:13) in which each of speech activity is quite distinct in terms of function and form, also each requires different teaching approach, as follow:

a. Speaking as interaction

Speaking as the interaction refers to what we mean by conversation and describe interaction that serve a primarily social functions. When the people meet each other, they are greeting, engage small talk, recount the recent experiences, and so on because they wish to be friendly and establish the comfortable zone of interaction with others. The focus is more on the speakers and how want to present themselves to each other. Such exchange may be either casual or more formal, depending on circumstance and their nature. Speaking as the interaction is perhaps the most challenging skill to teach since interactional talk is a complex and subtle phenomenon under the control of unspoken rules.

b. Speaking as transaction

Speaking as transaction refers to the situation where the focus is on what is said or done. Make the message oneself understood clearly and accurately is the central focus rather than the participants and how they interact socially with other. In such a transaction, speaking is associate with other activity. For example, students may engage in hands on activities (e.g. in English Lessons) to explore concepts associated between and other skill like listening, writing or reading. In this type of spoken language, students and teachers usually focus on the meaning or on talking their way to understand. Speaking as transaction is more easily planned since current communicative materials are a precious resource of group activity, information gap, and role paly that can provide a source for practicing how to use talk for sharing and obtaining information.

c. Speaking as performance

The third type of speaking that can be usefully distinguished has called speaking as performance. It refers to a public talk that transmits information before and audience, such as classroom presentation, public announcement and speeches. Speaking as performances tends to be in the form of monologue rather than dialogue, it often follow a recognizable format (e.g. a statement of welcome telling the story, the presentation of the chart and closer to written language than conversational language).

C. Teaching Speaking

1. What is Teaching Speaking

Teaching (Brown, in Ginusti 2014:13) is facilitate learning and guide, enabling learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking and setting the conditions for learning speaking.

Also, Nunan in Permanasari (2014:14) describes what teaching involves. He stated to teach speaking means to teach language learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Bygate in Permanasari (2014:14) stated that one of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. In other words, the teacher needs to have a good preparation and plan for teaching and learning activities in the class. The preparation includes the teaching method and

teaching material. It is also important to consider the age range of the students before he or she designs teaching activities because teaching children, teens, and adults are different. The students in vocational school includes in teenagers.

Teenager is an age of transition, confusion, self-consciousness, growing, and changing body and minds (Brown, in Permanasari 2014: 14). He also mentioned how to keep students' self-esteem because it will be most important concern to teach teens. They are "avoiding embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small group works.

Harmer suggests a basic methodological model for teaching speaking which is embedded in the teaching and learning process done in this research study. The steps are lead-in, set the task, monitor the process, and task feedback:

- a. The teacher started by leading the students to the topic. In this step, the teacher may ask them some questions related to the problem to activate their background knowledge.
- b. The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity and Provide all the information required to run the activity.
- c. After the activity is starting, the teacher monitors are the process. Teachers may go around the class, listen to students working, and help them when they find difficulties.

- d. Once the activity has finished, the teacher give feedback to the students. In providing feedback, the responses focus not on the students' language but also on the content of the task.

2. Reasons for Teaching Speaking

Harmer stated that there are three main reasons for getting students to speak in the classroom:

- a. Speaking activity provide rehearsal opportunities changes to practice real life speaking in the safety of the school.
- b. Speaking task in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing, both successful they are and what language problems they are experiencing.
- c. Students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. It is mean that they will be able to use word and phrases fluently without very much conscious thought.

Seen how speaking activity provide rehearsal opportunities give both teacher and students feedback and motivate the students because of their appealing quality. Above all, they help students to be able to produce language automatically.

3. The goal of the teaching speaking

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should avoid confusion in the message due to faulty pronunciation, vocabulary or grammar and observe the social and cultural rules that apply in each in each communication situation.

4. The Roles of Teacher during Speaking Activities

The teacher needs to play different roles during different speaking activities (Harmer, in trianti (2011)). Harmer highlights some parts such as prompter, participant and feedback provider.

Sometimes, during classroom activities, role play as an example, students are unable to speak or lose their words for lack of vocabulary. In these situations, teachers may not be quiet. Some encouragements are needed to help students think creatively rather than always depend on the teachers' words. Teachers may prompt them by offering words or phrases to suggest that the students say something or suggest what could come next.

Next, teachers can be involved in an activity as a participant. It is an excellent reason to participate in the event with the students that the teacher can live things up from the inside. Still, they have to avoid the possibility of the dominating the proceedings.

Through giving feedback, the teacher can do both assessing and correcting the students' oral works. However, teacher should concern with the questions *when*

and *how* which gives the students feedback. The decisions of providing feedback during vocal works also depend on the stage of the lesson, the activity, the type of mistake made and the particular student itself.

D. Peer Interview

1. Definition of Peer Interview

According to Kerlinger (2019), an interview is a face to face interpersonal situation when a person is an interviewer asking questions designed to get answers relevant to the research problem to someone interviewed. According to Bercikova (2019) peer interviewing is one way in encouraging and improving students to speak up and to be active and has a positive attitude. Moleong (2013) found that peer interview is a conversation conducted by two parties, namely the interviewer who asks questions and the interviewee who answers the question. Sugiono (2014) state that meetings are used as data collection techniques if the researcher will carry out a preliminary study to find problems that must examine. Researchers also want to know things from deeper respondents and a small number of respondents. Tracy (2013) found that peer interviews can improve the richness of qualitative data because they can establish deeper rapport with participants, which enhances the process of sharing personal stories. If only because the rapport established helped interviews be more comfortable to talk openly about painfully tricky situations they had experienced.

Peers are individuals who have almost the same position, age, status and mindset. Blazevic (2016: 46) says that peers are defined as a social group consisting

of people of the same age, education or social status. Peers are children of the same age or maturity level. Peers also teach problem-solving skills. Peers teach various things, one of which is teaching skills in solving problems, especially to fellow group members.

From all the definitions above, it can be concluded that peer interview is the method to improve speaking skill which doing by pair with friend. Peer interview is very useful to improve the students speaking ability because teacher guide the students to more active to talk in the class.

2. Aspects of Peer Interviews

The aspects of peer interview according to Meilinda R, Harlina H, & Hakim (2018) are follows:

- a. Individual openness in groups, namely individual openness to groups and acceptance of individual presence in groups.
- b. Individual cooperation in groups, namely individual involvement in group activities and willingness to provide ideas for the progress of the group and talk to each other in close relationships.
- c. The frequency of individual relationships in groups is the intensity of individuals meeting their group members and talking to each other in close relationships.

3. The Effect of Peer Interview

Peer-tutoring enhances motivation, improved cognition, and social outcomes in learning an increased sense of responsibility for one own learning and

enhanced metacognitive (Lang, 2012). Peer interviews also can help the students to develop enjoyable cooperation through conversation. According to Pentilla (2010), the principles of peer interviews shown to decrease turnover rates because they have a vested interest in making sure the person offered the position will be successful and stay on long-term.

4. Procedures of peer interview

Peer interview is one way in encouraging and improving students to speak up and to be active in the learning process and also expected the students have a positive attitude Bercikova (2018 37-52). In other words, the students start the activity by pair with their seatmates and interviewing each other. For further, the procedure of peer interview as follows:

- a. The researcher explains to the students about the topics which are going to interview. The topics are the interest topics which can make them active to interview.
- b. After the students understand the topics are going to interview, the researcher allows the students to think about the topic for 5-10 minutes to make sure they are ready to talk to each other.
- c. Next, the students take a sit face to face for each pair, and the researcher gives commands to begin the interview.
- d. Each student has 10-20 minutes to interview their seatmate.
- e. While the activity conducted, the researcher is working around to control students and make sure that they are speaking English for interview.

- f. When the time is up, the researcher asks students to stop the activity.
- g. Before the researcher gives some conclusions about the topic that interview, the researcher asks each student to tell their point of view about the item has been interviewed in front of the class or just stand up for their chair, and other students will listen to it.
- h. Last, the researcher give conclusion and close the activity.



E. Conceptual Framework

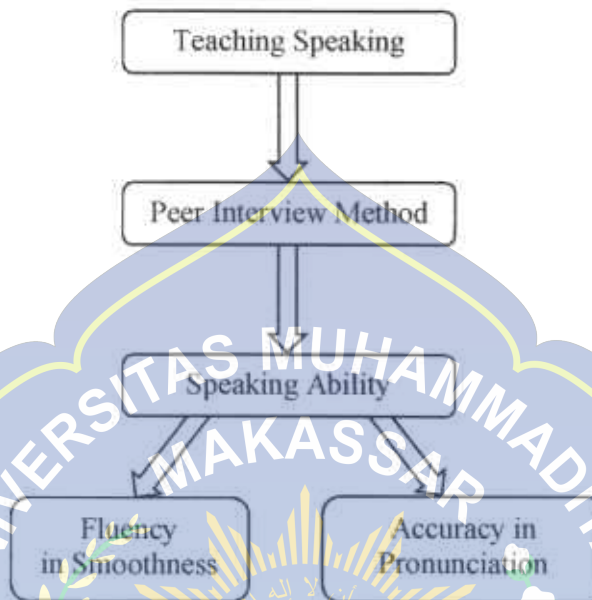


Figure 2.1. Conceptual Framework

In this research, the researcher uses the peer interview method in the learning process, and the output is fluency in term of smoothness and accuracy in term of pronunciation in speaking skill. The researcher wants to know how the students interview their seatmates and how they develop good cooperation with each other.

The researcher gives the students the topic to talk and guide the students to pairing and do the interview. Then, the researcher has a role as the controller to assist the students. And the result will impact students speaking Fluency in term of smoothness and Accuracy in term of pronunciation.

F. Hypothesis

Hypotheses of this research are:

1. H0 (Null Hypothesis): The students' speaking ability improve through peer interview.
2. H1 (Alternative Hypothesis): The students' speaking ability does not improve through peer interview.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used pre- experimental research to know the students' speaking ability through peer interviews at the eighth-grade students SMPN 2 Polongbangkeng Utara. Researcher did a pre-test to know the basic knowledge of students' about their speaking ability. The next step is treatment, and the researcher used a peer interview as the method. At the end of the Research, there was a post-test. By getting students' scores in pre-test and posttest, the significance between them has showed. The research design can describe as:



Where:

- O1 = Pre-Test
- X = Treatment
- O2 = Post-Test

1. Pre-Test

The pre-test applied to the students to know their prior knowledge about their fluency in term of smoothness and accuracy in term of pronunciation in speaking ability. The pre-test was oral test. The students has described about home in front of the class.

2. Treatment

The treatment applied to the students after the pre-test. Peer interview has used as the method. The treatment procedure can be described as follows:

- a. The researcher explained the topics which were interviewed by the students
- b. The researcher gave 5-10 minutes for the students to understand the topic
- c. The students were face to face with their seatmates
- d. The students were interviewed each other 10-20
- e. The researcher observed the students' activity by taking note of the students' fluency and accuracy
- f. The teacher asked students to stop the activity when the time is up

3. Post-Test

The post-test was applied after treatment. The post-test aims to know the signs of students' fluency in terms of smoothness and accuracy in terms of pronunciation in speaking ability. The students described about their school in front of the class.

B. Population & Sample

1. Population

The population of this research are the eighth grade of SMPN 2 Polongbangkeng Utara which consists of 5 classes, with 167 students. Obviously, it can be seen in the following table.

No.	Class	Number of Students
1	VIII A	33
2	VIII B	37
3	VIII C	35
4	VIII D	32
5	VIII E	33

Source: KTU SMPN 2 Polongbangkeng Utara

Table 3.1. Population of the Eighth Grade SMPN 2 Polongbangkeng Utara

2. Sample

Sample selection was very important to conduct the research study. This research used purposive sampling method. The researcher used this sampling because the students in VIII D grade are low in oral presentation.

C. Research Variable

Variable is the object of Research or something that becomes the concern of Research. There are two types of variables, dependent variable (Y) and independent variable (X). The dependent variable is the variable of focus or the central variable on which other variables will act if there is any relationship. The Independent variable is selected by the researcher to determine the relationship with the dependent variable. In this Research, there were two variables; those variables were:

1. The Independent Variable (X)

Independent variable is a variable that influences or becomes the cause of change or emergence of the dependent variable. The Independent variable in this Research is the use of peer interviews as a learning model or method in speaking ability.

2. Dependent Variable (Y)

In other dependent variable has the same mention with the output variable. The dependent variable is a variable which influenced or become active because of the independent variable. The dependent variable in this Research is students' Fluency and Accuracy in speaking skills.

D. Research Instrument

1. Test

Test is collecting data to measure the ability of the students in the cognitive aspects or the level of mastery material. According to Arunkunto, test is a series of questions, exercises or other tools used to measure the skills, intelligence knowledge, abilities or talents of an individual or group. The researcher gave oral test to the students to committee pre-test and post-test. The students was make a dialogues and present in front of the class with pairs.

E. Data Collection Method

The researcher used test to collect the data. The objective of the test as the research instrument is to collect the data about the students' speaking Fluency in

term of smoothness and Accuracy in term of pronunciation with used peer interview method. In collecting the data, the researcher presents some procedures as below:

1. The researcher has gave pre-test at the first meeting to know the knowledge of the students.
2. The researcher has gave the treatment to the students after did the pre-test to improve the students' knowledge with used peer interview.
3. The researcher has gave the post-test at the last meeting, after treatment to know the improving or the result of the students' knowledge.

F. Data Analysis Technique

This research is used quantitative analysis by using SPSS application. The aim of used SPSS application is to know if there any significant from pre-test to posttest. For collecting data or measure the content and language use of students' speaking skill, this research was evaluated students' speaking fluency and accuracy by using Longman's scoring profile.

I. Accuracy in term of pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation and intonation are almost always very clear/accurated.
Very Good	4	Pronunciation and intonation are usually clear/accurated with a few problem areas.
Good	3	Pronunciation and intonation errors sometimes make it difficult to understand the student.
Average	2	Frequent problems with pronunciation and intonation.
Poor	1	The students' speak very hasty, more sentences are not appropriate in pronunciation or no communication.

Longman (2009)

Table 3.2. Scoring Rubric of Accuracy in Pronunciation

2. Fluency in term of smoothness

Classification	Score	Criteria
Excellent	5	Has to make an effort at times and search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Very Good	4	Although has to make an effort and search for words, there are not too many unnatural pauses fairly smooth delivery mostly.
Good	3	Has to make an effort much of the time, often repeat the word which has already said.
Average	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Longman (2009)

Table 3.3. Scoring Rubric of Fluency in Smoothness

BAB IV

FINDINGS AND DISCUSSION

A. Findings

The purpose of this research was to find out whether there is the significance and the difference “speaking ability between the students” who were taught by using Peer Interview method. This research was conducted at the VIII D students of SMPN 2 Polongbangkeng Utara in the academic year of 2021/2022 which consists of 32 students. The result of data findings found that teaching speaking through Peer Interview can improve the students’ speaking ability especially in fluency in term of smoothness and accuracy in term of pronunciation, at the VIII D class of SMPN 2 Polongbangkeng Utara. It could be seen the result data analysis was follow:

1. The Use of Peer Interview to improve the students’ speaking ability fluency in term of smoothness.

a. Pre-test

Valid	32
Missing	0
Mean	61.56
Std. Deviation	8.747
Variance	76.512
Range	20
Minimum	50
Maximum	70

Table 4.1 students’ score in Fluency (smoothness) Pre-Test

Based on the data of pre-test, as clearly presented the mean of the total pre-test score was 61.56, the minimum was 50, maximum 70 and standard deviation was 8.747.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	9	28.1	28.1	28.1
55	3	9.4	9.4	37.5
60	3	9.4	9.4	46.9
65	3	9.4	9.4	56.3
70	14	43.8	43.8	100.0
Total	32	100.0	100.0	

Table 4.2 Frequency and Rate Percentage of the students' Fluency in term of smoothness in Pre-test

Table 4.2 shows the frequency and percentage of the students' speaking pre-test from 32 students. As clearly presented, the highest percentage of the students' (43.8%) was in average classification. Meanwhile, some of the students' got poor ability percentage in speaking.

In conclusion, before the treatment, the students' at the eighth grade of SMPN 2 Polongbengkeng Utara had fair ability in speaking ability especially in descriptive text.

b. Post test

Valid	32
Missing	0
Mean	78.44
Std. Deviation	6.530
Variance	42.641
Range	20
Minimum	70
Maximum	90

Table 4.3 students' score Fluency in term of smoothness in post-test

Based on the data of post-test above, as clearly presented the mean of the total post-test score 78.44, the minimum was 70, maximum was 90 and standard deviation 6.530.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	7	21.9	21.9	21.9
75	9	28.1	28.1	50.0
80	6	18.8	18.8	68.8
85	7	21.9	21.9	90.6
90	3	9.4	9.4	100.0
Total	32	100.0	100.0	

Table 4.4 frequency and rate percentage of the students' Fluency in term of smoothness in post-test

Table 4.4 showed the frequency of the students' speaking in the post-test from 32 students, as presented in the table almost all of the students were in good category or have good speaking. Besides, there were very small percentage that got fairly good category just 3 students or 9.4 %. There was no students were in poor category. It means that students' speaking ability in the school was significantly improved after treatment.

Based on the rate percentage on the table 4.2 pre-test it was found that there was not students who got excellent, 15 (46.9%) students got poor, 17 (53.2%) students got average. Then, in post-test on table 4.4 there was significant improvement of students' speaking ability. There are 16 (50.1%) students got very good, 22 (69%) students got good. There was not excellent, average and poor.

Indicator	Pre-test	Post-test	Improvement %
Fluency in term of smoothness	61.56	78.44	27.42%

Table 4.5 students' improvement speaking in fluency in term of smoothness.

Based on the table 4.5 shows that the mean score of pre-test was 61.56 and post-test was 78.44. The improvement of pre-test and post-test was 27.42 %. Based on the result, it concluded that the using peer interview was able to give greater contribution in teaching and learning speaking.

2. The Use of Peer Interview to Improve the Students' Speaking Ability Accuracy in term of pronunciation.

a. Pre-test

Valid	32
Missing	0
Mean	62.03
Std. Deviation	7.917
Variance	62.676
Range	25
Minimum	50
Maximum	75

Table 4.6 students score in Accuracy in term of pronunciation.

Based on the data of Pre-Test, As clearly presented that mean of the total pre-test score is 62.03 the minimum is 50, maximum is 70 and standard 7.917.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	6	18.8	18.8	18.8
55	5	15.6	15.6	34.4
60	2	6.3	6.3	40.6
65	9	28.1	28.1	68.8
70	9	28.1	28.1	96.9
75	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Table 4.7 Frequency and rate percentage of the students' Accuracy in term of pronunciation in pre-test

The table above shows the frequency and percentage of the students' accuracy in term of pronunciation pre-test from 32 students. As clearly presented, the highest percentage of the students' (28.1%) is in average classification. Meanwhile, one of the students gets good classification. In addition there is no students' gets excellent category.

In conclusion, before the treatment, the students' at the Eighth grade of SMPN 2 Polongbangkeng Utara has good ability in speaking especially in accuracy in term of pronunciation.

b. Post-Test

Valid	32
Missing	0
Mean	80.16
Std. Deviation	4.997
Variance	24.975
Range	20
Minimum	70
Maximum	90

Table 4.8 students score in Accuracy in term of pronunciation Post-Test

Based on the data of post-test above, as clearly presented the mean of the total post-test score is 80.16 the minimum is 70, the maximum 90 and standard deviation is 4.997.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	2	6.3	6.3	6.3
75	7	21.9	21.9	28.1
80	13	40.6	40.6	68.8
85	8	25.0	25.0	93.8
90	2	6.3	6.3	100.0
Total	32	100.0	100.0	

Table 4.9 frequency and rate percentage of students' Accuracy in term of pronunciation Post-test

The table above shows the frequency and percentage of the students' accuracy in term of pronunciation in the post-test from 32 students, as presented in the table, almost all of the students are in good category with 13 students or 40.6%. Besides, there are very small percentage that get very good and average, only 4 students or 12.6% and there is no students are in poor and excellent category. It

means that the students' accuracy in term of pronunciation in that school significantly improve after treatment.

Based on the rate percentage on the 4.7 table in pre-test it is found that there is no students get excellent and very good. There are 1 (3.1%) got good category, 20 (62.5%) got average and 11 (34.4%) poor. Then in post-test on table 4.9 there is significant improvement of students' accuracy in term of pronunciation. There are 10 (31.3%) students get very good, 20 (62.5%) get good and 2 (6.3%) get average. There is not students get excellent and poor.

Indicator	Pre-test	Post-test	Improvement %
Accuracy in term of pronunciation	62.03	80.16	29.22%

Table 4.10 the Students' Improvement speaking in accuracy in term of pronunciation

Based on the table above shows that the mean score of pre-test is 62.03 and post-test 80.16. The improvement of pre-test and post-test is 29.22%. Based on the result, it concludes that the use of peer interview is able to give good contribution in teaching and learning speaking especially in accuracy in term of pronunciation.

2. Hypothesis Testing (t-test of Significant)

The hypothesis testing in the next step to get conclusion of analysis this research. The researcher committed test in one class was taught by using peer interview. So to know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance $(p) + 0,05$ with the degree of freedom $(dl) = N-1$ where the N- number of subject (32 students) then the value

of table is 1.695 the t-test statistic, analysis of independent sample was applied. The researcher uses program SPSS 24 to analysis the T-test.

As for the hypothesis in this research were H0 states that there is no significant difference students' speaking ability before and after treatment speaking material by using peer interview in descriptive text of eighth grade students of SMPN 2 Polongbangkeng Utara in the academic years 2021/2022. While the alternative Hypothesis (H1) states that there is significant difference students' speaking ability before and after treatment speaking material by using peer interview on descriptive text of eighth grade students of SMPN 2 Polongbangkeng Utara in the academic years 2021/2022. Hypothesis test can be done after the normality and correlation test were done.

Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreTest Fluency - PostTest Fluency	-16.875	5.35061	.94586	-18.80410	-14.94590	-17.841	31	.000
Pair 2	PreTest Accuracy - PostTest Accuracy	-18.125	5.49927	.97214	-20.10770	-16.14230	-18.644	31	.000

Table 4.11 T-Test Calculation/Value

The result of t-test for speaking ability focus on fluency and accuracy levels as follows:

Variable	T-test	T-table	comprehension	Classification
Fluency (smoothness)	17.841	1.695	t-test > t-table	Significantly different
Accuracy (pronunciation)	18.644	1.695	t-test > t-table	Significantly different

Table 4.12 the T-test Value of Students' Speaking Ability

Table 4.12, showed that t-test value for speaking ability focused on fluency in term of smoothness with the t-test value was $17.841 > 1.695$ and accuracy in term of pronunciation with t-test $18.644 > 1.695$. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there were as a significant different between the result of pre-test and post-test in speaking ability.

Based on the result, it concluded that there was improvement of the students' speaking ability dealing with fluency in term of smoothness and accuracy in term of pronunciation by using peer interview.

B. DISCUSSION

In this section discussed about the result of data collected and analysis to depict students' speaking ability in teaching and learning process by using peer interview. The description of data collected from speaking ability with described picture as explanation in previous section showed that the students speaking ability was improved. It was supported by mean score and percentage of the students' pre-

test and post-test result. Based on the finding above, the use of peer interview made students had mean score was higher in speaking ability.

Based on the problem above, the researcher gave the treatment by using peer interview so that the students could show the improvement in post-test. In pre-test, only gave the exercise (picture) to know their prior knowledge before using peer interview.

At the beginning, their speaking ability was bad. Almost of them were confused, and only saw the picture also spent much time to think about what they want to describe about the picture.

The researcher gave the treatment by using peer interview. As the result, students become active and enjoy in speaking activity. They would be easy to do the speaking ability. Most of their utterance were correct and no need to think for a long time to know what they want to say.

The result of the data collection through speaking test as explained to the previous finding section that the students' achievement after using peer interview was significant. In using speaking ability in speaking activity, the writer found that the mean score of post-test students' achievement is greater than pre-test. In table 4.1 showed that the score of find out the orientation which the mean score of pre-test in fluency in term of smoothness was 61.56 and accuracy in term of pronunciation was 62.03 after peer interview the score of fluency in term of smoothness was 78.44 and accuracy in term of pronunciation was 80.16. Then, in table 4.6 showed that the score of to know the improving fluency in term of smoothness was 62.03 and in table 4.8 showed that the score of to know the improving accuracy in term of pronunciation was 80.16 after using peer interview.

Through the result of pre-test and post-test, the result of t-test value of level significant (p) = 0.05 with degree of freedom in fluency in term of smoothness (df) = 31; in accuracy in term of pronunciation (df) = 31. Indicated t-table value is 1.695 and t-table fluency in term of smoothness is 17.841; in accuracy in term of pronunciation 18.644.

After the calculating the value t-test analysis, then is it compared with t-table value. As the result, the researcher finds that the value of t-test is higher than the t-table. It means that null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted because there is difference significant mean score of the test that have given by researcher using peer interview in speaking class.

From the discussion above, it can be concluded that using peer interview is one of teaching method that can improve students' speaking ability at the Eighth grade SMPN 2 Polongbengkeng Utara.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSIONS

Based on discussion proposed in previous chapter, it can be concluded that:

1. The use of per interview can improve the students' speaking fluency in term of smoothness at the Eighth grade of SMPN 2 Polongbangkeng Utara. It is proven by the students' mean score improvement from pre-test to post-test. The students' mean score of pre-test in fluency in term of smoothness is 61.56. While the post-test is higher than mean score of pre-test the post-test in fluency in term of smoothness is 78.44. Moreover, based on the data analysis, t-test value is higher than the t-test table ($17.841 > 1.695$). It means that there is a significant difference. Therefore H_0 is rejected and H_1 is accepted.
2. The use of peer interview can improve the students' speaking accuracy in term of pronunciation at the Eighth grade of SMPN 2 Polongbangkeng Utara. It is proven by the students' mean score improvement from pre-test to post-test. The students' mean score of pre-test in accuracy in term of pronunciation is 62.03. While the post-test is higher than mean score of pre-test, the post-test in accuracy in term of pronunciation is 80.16. Moreover, based on the data analysis, T-test value is higher than the t-test table values ($18.644 > 1.695$). It means that there is a significant. Therefore H_0 rejected and H_1 is accepted.

B. SUGGESTION

After passed all of the procedures to finish this thesis, the researcher would like to give some suggestions in apply peer interview in teaching speaking ability, as follows:

1. The researcher suggests to the students to more active in learning speaking and more brave to speak and explain their idea because it is very important to improve their speaking ability.
2. The researcher suggests to the teacher that should be creative in teaching English especially in speaking. Because in mastering English need more method or technique to improve it and the researcher suggests to the teacher should be more patient to help the students to solve their problem in learning English.
3. The other researchers who would like to conduct similar research. They are suggested to apply the method in different level of the students because every school has different level of the students. The other researchers should be creative and innovative to modify the activities of the method in using peer interview to improve the students' speaking ability.

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Appendix A**PRE-TEST**

The researcher will give the students' 3-5 minutes to describe about house in front of the class. With this topic the researcher can see the accuracy and fluency of the students' in speaking.



POST-TEST

Post-test will be same with the pre-test. The researcher will give the students' 3-5 minutes to describe their house in front of the class. With this topic the researcher can see the accuracy and fluency of the students' in speaking.



Appendix B



The Students' Post-test

Appendix C

The list name of VIII D at SMPN 2 POLONGBANGKENG UTARA

No	Code	Name
1	S-1	Abd Wahid
2	S-2	Ade Indri Avmadira
3	S-3	Alfiyansyah Ramadani
4	S-4	Ananda Aziza Putri
5	S-5	Aslan Rafi Achmad
6	S-6	Asmin
7	S-7	Astira
8	S-8	Aswin
9	S-9	Atni Ramadhani
10	S-10	Cinta Nurqalbi
11	S-11	Dewi Nur Agsa
12	S-12	Feola Eka Wulan
13	S-13	Hendra
14	S-14	Ibrahim
15	S-15	Ira Sartika Sari
16	S-16	Jessica Anastasya
17	S-17	Johendra
18	S-18	Kiki Lestari
19	S-19	Melisa Wulan Putri
20	S-20	Muh Ikbal
21	S-21	Muhammad Ali
22	S-22	Muhammad Asdar
23	S-23	Muhammad Hasbi
24	S-24	Muhammad Sabir
25	S-25	Najma Aliyah Putri
26	S-26	Nur Atiyah Fauziah
27	S-27	Nur Azizah
28	S-28	Nurfina Munawir
29	S-29	Nurmayanti
30	S-30	Rifqah Djamilah Sausan
31	S-31	Sitti Khadijah
32	S-32	Tasya Ashari

Appendix D

Data Analysis of Students' Mean Score Pre-Test and Post-Test

No	Sample	Pre-test fluency	Post-test Fluency	Pre-test accuracy	Post-test accuracy
1	S-1	50.00	70.00	55.00	70.00
2	S-2	70.00	80.00	65.00	85.00
3	S-3	50.00	75.00	50.00	70.00
4	S-4	55.00	70.00	50.00	75.00
5	S-5	70.00	80.00	70.00	85.00
6	S-6	50.00	75.00	55.00	75.00
7	S-7	70.00	85.00	65.00	80.00
8	S-8	50.00	70.00	50.00	75.00
9	S-9	70.00	80.00	70.00	80.00
10	S-10	70.00	85.00	65.00	80.00
11	S-11	50.00	75.00	55.00	75.00
12	S-12	70.00	90.00	70.00	85.00
13	S-13	70.00	80.00	70.00	80.00
14	S-14	70.00	85.00	65.00	80.00
15	S-15	70.00	85.00	65.00	85.00
16	S-16	70.00	80.00	70.00	80.00
17	S-17	70.00	85.00	70.00	90.00
18	S-18	50.00	75.00	55.00	80.00
19	S-19	55.00	75.00	50.00	80.00
20	S-20	70.00	90.00	70.00	90.00
21	S-21	70.00	80.00	65.00	85.00
22	S-22	70.00	85.00	70.00	85.00
23	S-23	70.00	80.00	65.00	85.00
24	S-24	60.00	75.00	50.00	80.00
25	S-25	50.00	70.00	55.00	75.00
26	S-26	55.00	80.00	60.00	80.00
27	S-27	50.00	75.00	65.00	80.00
28	S-28	50.00	80.00	50.00	80.00
29	S-29	50.00	70.00	50.00	75.00
30	S-30	70.00	90.00	70.00	90.00
31	S-31	70.00	85.00	65.00	80.00
32	S-32	70.00	80.00	70.00	80.00

Appendix E

To know the score of the students', the researcher used formula:

$$\text{Score} = \frac{\text{Correct answer Score}}{\text{Maximum Score}} \times 100$$

A. Rubric of fluency in term of smoothness

Classification	Score	Criteria
Excellent	5	Has to make an effort at times and search for words. nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Very Good	4	Although has to make an effort and search for words, there are not too many unnatural pauses fairly smooth delivery mostly.
Good	3	Has to make an effort much of the time, often repeat the word which has already said.
Average	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

B. Rubric of accuracy in term of pronunciation

Classification	Score	Criteria
Excellent	5	Has to make an effort at times and search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Very Good	4	Although has to make an effort and search for words, there are not too many unnatural pauses fairly smooth delivery mostly.
Good	3	Has to make an effort much of the time, often repeat the word which has already said.
Average	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Longman (2009)

After Scoring, the data classified as follows:

No	Score	Classification
1	91-100	Excellent
2	81-90	Very good
3	71-80	Good
4	61-70	Average
5	50-60	Poor

(Depdikbud, 2010 : 27)

Appendix F

The Improvement of Students in Speaking Ability

1. Improvement Students' Fluency (smoothness)

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\% = \frac{78.44 - 61.56}{61.56} \times 100$$

$$\% = \frac{16.88}{61.56} \times 100$$

$$\% = 0.2742 \times 100$$

$$\% = 27,42$$

The students' improvement = 27.42%

2. Improvement Students' Accuracy in term of pronunciation

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\% = \frac{80.16 - 62.03}{62.03} \times 100$$

$$\% = \frac{18,13}{62,03} \times 100$$

$$\% = 0.2922 \times 100$$

$$\% = 29.22$$

The students' improvement = 29.22%

3. The improvement Speaking Ability

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\% = \frac{29.22 - 27.42}{27.42} \times 100$$

$$\% = \frac{1.8}{27.42} \times 100$$

$$\% = 0.0655 \times 100$$

$$\% = 6.55\%$$

The improvement Speaking Ability = 6.55%

Appendix G

T-Test Analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTestFluency	61.5625	32	8.74712	1.54629
	PostTestFluency	78.4375	32	6.53002	1.15435
Pair 2	PreTestAccuracy	62.0313	32	7.91684	1.39951
	PostTestAccuracy	80.1563	32	4.99748	.88344

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreTestFluency & PostTestFluency	32	.792	.000
Pair 2	PreTestAccuracy & PostTestAccuracy	32	.726	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreTestFluency – PostTestFluency	-16.87500	5.35061	.94586	-18.80410	-14.94590	-17.841	31	.000
Pair 2	PreTestAccuracy – PostTestAccuracy	-18.12500	5.49927	.97214	-20.10770	-16.14230	-18.644	31	.000

Appendix H

Distribution of T-table

Pr	0.25	0.10	0.05	0.025	0.01
Df	0.50	0.20	0.10	0.050	0.02
1	1.00000	3.07768	6.31375	12.70620	31.82052
2	0.81650	1.88562	2.91999	4.30265	6.96456
3	0.76489	1.63774	2.35336	3.18245	4.54070
4	0.74070	1.53321	2.13185	2.77645	3.74695
5	0.72669	1.47588	2.01505	2.57058	3.36493
6	0.71756	1.43976	1.94318	2.44691	3.14267
7	0.71114	1.41492	1.89458	2.36462	2.99795
8	0.70639	1.39682	1.85955	2.30600	2.89646
9	0.70272	1.38303	1.83311	2.26216	2.82144
10	0.69981	1.37218	1.81246	2.22814	2.76377
11	0.69745	1.36343	1.79588	2.20099	2.71808
12	0.69548	1.35622	1.78229	2.17881	2.68100
13	0.69383	1.35017	1.77093	2.16037	2.65031
14	0.69242	1.34503	1.76131	2.14479	2.62449
15	0.69120	1.34061	1.75305	2.13145	2.60248
16	0.69013	1.33676	1.74588	2.11991	2.58349
17	0.68920	1.33338	1.73961	2.10982	2.56693
18	0.68836	1.33039	1.73406	2.10092	2.55238
19	0.68762	1.32773	1.72913	2.09302	2.53948
20	0.68695	1.32534	1.72472	2.08596	2.52798
21	0.68635	1.32319	1.72074	2.07961	2.51765
22	0.68581	1.32124	1.71714	2.07387	2.50832
23	0.68531	1.31946	1.71387	2.06866	2.49987
24	0.68485	1.31784	1.71088	2.06390	2.49216
25	0.68443	1.31635	1.70814	2.05954	2.48511
26	0.68404	1.31497	1.70562	2.05553	2.47863
27	0.68368	1.31370	1.70329	2.05183	2.47266
28	0.68335	1.31253	1.70113	2.04841	2.46714
29	0.68304	1.31143	1.69913	2.04523	2.46202
30	0.68276	1.31042	1.69726	2.04227	2.45726
31	0.68249	1.30946	1.69552	2.03951	2.45282
32	0.68223	1.30857	1.69389	2.03693	2.44868
33	0.68200	1.30774	1.69236	2.03452	2.44479

Appendix I**LESSON PLAN****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)****A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku disiplin, tanggung jawab, peduli, toleransi, gotong royong, santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena jujur dan kejadian tampak mata.

KI 4: Mencoba, mengolah dan menyaji dalam ranah konkrit (menggunakan, mengurai, merangkai, memodifikasi) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

4.12 : Menyusun teks deskriptif lisan dan tulisan, pendek dan sederhana tentang orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

4.4.1 : Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulisan, pendek dan sederhana.

C. Indikator

Meningkatkan kemampuan siswa dalam berbahasa inggris dengan berfokus pada kefasihan (smoothness) dan pengucapan (pronunciation).

D. Tujuan Pembelajaran

Dapat meningkatkan kemampuan siswa dalam berbahasa inggris dengan berfokus pada kefasihan (smoothness) dan pengucapan (pronunciation).

E. Model/ Metode Pembelajaran

Peer interview method.

F. Sumber Kegiatan Pembelajaran

- Media : Teks/ gambar
- Sumber belajar : Buku dan internet

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan pertama

a. Kegiatan Awal

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Guru memperkenalkan dirinya sebagai guru bahasa inggris sementara.
- Memeriksa kehadiran siswa.
- Menyampaikan tujuan pembelajaran yang akan berlangsung.
- Menyampaikan topic pembelajaran yang akan dibahas yaitu deskriptif teks.

b. Kegiatan Inti

- Menanyakan kepada siswa apakah mereka pernah belajar speaking sebelumnya.
- Guru meminta siswa untuk memahami topik yang telah diberikan.
- Guru meminta siswa untuk mendeskripsikan “rumah” di depan kelas atau hanya berdiri dari bangkunya.
- Guru memberikan penjelasan dan penyimpulan materi atau topik dengan metode yang digunakan dalam pembelajaran speaking.

c. Kegiatan Penutup

- Guru memberikan penjelasan dan menyimpulkan terkait pembelajaran menggunakan metode tersebut.
- Guru memberikan penghargaan kepada siswa yang telah aktif dalam pembelajaran.
- Guru memberikan motivasi paada siswa yang belum bisa berpartisipasi aktif dalam kegiatan pembelajaran.
- Menanyakan perasaan siswa setelah melakukan pembelajaran tersebut.
- Menyampaikan rencana pembelajaran pada pembelajaran berikutnya.

2. Pertemuan Kedua

a. Kegiatan Awal

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa.
- Menyampaikan tujuan pembelajaran yang akan berlangsung.
- Menyampaikan tujuan pembelajaran yang akan berlangsung.
- Menyampaikan topik pembelajaran yang akan dibahas.
- Guru bertanya pada siswa mengenai hal yang berkaitan dengan materi.
- Guru mengajak siswa mengingat kembali topik yang pernah dipelajari.

b. Kegiatan Inti

- Menanyakan kepada siswa apakah telah mempelajari materi yang telah dieritahu sebelumnya yaitu tentang teks deskriptif tentang mendeskripsikan "sekolah".
- Guru membagi siswa dalam kelompok berpasangan.
- Guru meminta siswa untuk berdiskusi tentang mendeskripsikan ruang kelas dengan pasangannya.
- Guru meminta siswa untuk berdiskusi sesuai topik yang diberikan.
- Guru mengontrol kegiatan siswa dan memastikan siswa menggunakan bahasa inggris dalam diskusi.
- Membiasakan siswa membaca dan menulis untuk menyelesaikan masalah.
- Guru memberikan penjelasan dan menyimpulkan materi atau topik dengan metode yang digunakan dalam pembelajaran speaking.

c. Kegiatan Penutup

- Guru bertanya tentang hal yang vbelum dipahami oleh siswa mengenai cara mencari ide pokok dan kesimpulan dalam suatu bacaan.
- Menanyakan perasaan siswa setelah melakukan pembelajaran menggunakan metode peer interview.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

3. Pertemuan Ketiga

a. Kegiatan Awal

- Guru menyapa dengan menggunakan bahasa Inggris.
- Guru memeriksa kehadiran siswa.
- Guru memastikan peserta didik merespon, jika belum guru tidak akan melanjutkan jika sebagian besar siswa belum mengerti, bisa di combine dengan bahasa Indonesia.
- Guru meminta perwakilan siswa untuk baca doa sebelum pelajaran dimulai.
- Guru memberikan motivasi dengan mengaitkan pelajaran dengan materi sebelumnya.

b. Kegiatan Inti

- Siswa bersama guru melakukan review pembelajaran minggu lalu.
- Guru memilih kategori untuk dijadikan tema pembelajaran (Pantai dan Museum).
- Guru meminta siswa untuk berdiskusi tentang salah satu topik yang dipilih siswa dengan pasangannya.
- Guru mengontrol kegiatan siswa dan memastikan siswa menggunakan bahasa Inggris.
- Membiasakan siswa membaca dan menulis untuk menyelesaikan masalah.

- Guru memberikan motivasi dengan mengaitkan pelajaran dengan materi sebelumnya.

b. Kegiatan Inti

- Siswa bersama guru melakukan review pelajaran yang lalu.
- Guru memilih kategori untuk menjadi tema pembelajaran (Pekerjaan dan Manusia).
- Guru meminta siswa untuk berdiskusi tentang salah satu topik yang dipilih siswa dengan pasangannya.
- Guru mengontrol kegiatan siswa dan memastikan siswa menggunakan bahasa inggris dalam diskusi.
- Membiasakan siswa membaca dan menulis untuk menyelesaikan masalah.
- Guru memberikan penjelasan dan menyimpulkan materi atau topik dengan metode yang digunakan dalam pembelajaran speaking.
- Siswa memaparkan hasil yang didapatkan menggunakan metode peer interview tersebut.

c. Kegiatan Penutup

- Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Siswa memperhatikan informasi tentang rencana pembelajaran untuk pertemuan sebelumnya.
- Siswa dan guru mengucapkan salam penutup dan berdoa sebelum pulang.

5. Pertemuan Kelima

a. Kegiatan Awal

- Guru menyapa dengan menggunakan bahasa Inggris.
- Guru memeriksa kehadiran siswa.
- Guru memastikan peserta didik merespon, jika belum guru tidak akan melanjutkan jika sebagian siswa belum mengerti, bisa digabungkan dengan bahasa Indonesia.
- Guru menyuruh perwakilan siswa untuk baca doa sebelum pembelajaran dimulai.
- Guru memberikan motivasi dengan mengaitkan pembelajaran dengan materi sebelumnya.

b. Kegiatan Inti

- Siswa bersama guru melakukan review pembelajaran yang lalu.
- Guru meminta siswa untuk memilih topik untuk dijadikan tema pembelajaran.
- Guru meminta siswa untuk berdiskusi tentang salah satu topik yang dipilih siswa dengan pasangannya.
- Guru mengontrol kegiatan siswa dan memastikan siswa menggunakan bahasa Inggris.
- Membiasakan siswa membaca dan menulis untuk menyelesaikan masalah.

- Guru memberikan penjelasan dan menyimpulkan materi atau topik dengan metode yang digunakan dalam pembelajaran speaking.
- Siswa memaparkan hasil yang didapatkan menggunakan metode peer interview.

c. Kegiatan Penutup

- Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Siswa memperhatikan informasi tentang rencana pembelajaran untuk pertemuan berikutnya.
- Siswa dan guru mengucapkan salam penutup dan berdoa sebelum pulang.

6. Pertemuan Keenam

a. Kegiatan Awal

- Guru menyapa dengan menggunakan bahasa Inggris.
- Guru mengabsen siswa.
- Guru memastikan peserta didik merespon, jika belum guru tidak akan melanjutkan jika sebagian besar siswa belum mengerti, bisa dicombine dengan bahasa Indonesia.
- Guru menyuruh perwakilan siswa untuk baca doa sebelum pelajaran dimulai.
- Guru memberikan motivasi dengan mengaitkan pelajaran dengan materi sebelumnya.

CURRICULUM VITAE

SRI WAHYUNI AMALIAH. Was born on 21st May 1998 in Sungguminasa. From the marriage of her parents Alm. Abdul Malik (father) and St Naaliah Abdullah (mother). She has three siblings Fadhlán Fadhlillah, Risky Amaliah Islafiah, and Nurul Amaliah Maulidah, she is the third child of four children.

She began elementary school at SD Inpres Pa'bangngiang from 2004 to 2010 and continue her study at SMPN 30 Bulukumba from 2010 to 2013 and persue her senior high school at SMK Muhammadiyah Bulukumba. In the same year, she decided to continue her tertiary education in UNISMUH Makassar with majoring English Education. At the end of her study, she could finish her thesis by tittle "The Use of Peer Interview to Improve the Students' Speaking Ability at SMPN 2 Polongbangkeng Utara.