IMPROVING ENGLISH SPEAKING ABILITY THROUGH PEER EVALUATION TECHNIQUE AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR

(AN EXPERIMENTAL RESEARCH)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in part of fulfillment of the
Requirements for the degree of Education in English Education Department

FACHRUL ACHSAN SAPUTRA

105351111519

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR

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MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN

Skripsi atas nama **Fachrul Achsan Saputra** NIM **105351111519**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 317 Tahun 1445 H/2023 M, tanggal 01 Safar 1445 H/17 Agustus 2023 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 **Selasa 5 September 2023**.

Makassar, 20 Shafar 1445 H / 5 September 2023 M

Panitia Ujian:

1. **Pengawas Umum** : **Prof. Dr. H. Ambo Asse, M.Ag** (.....)
2. **Ketua** : **Erwin Akib, S.Pd., M.Pd., Ph.D.** (.....)
3. **Sekretaris** : **Dr. H. Baharullah, M.Pd.** (.....)
4. **Dosen Penguji** : 1. **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.** (.....)
   2. **Dr. Sujarwati, S.Pd., M.Pd.** (.....)
   3. **Dr. Yassir Mallapiang, S.S., M.Pd.** (.....)
   4. **Hijrah, S.Pd., M.Pd.** (.....)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

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

Terakreditasi Institusi
BAN-PT

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS
بسم الله الرحمن الرحيم

Jalan Sultan Alauddin No. 259 Makassar
Telp. (0411) 866972/081213333247
Email : prodibg@unismuh.ac.id
Research Service :
research@bg.unismuhmakassar.ac.id
Website : bg.fkip.unismuh.ac.id

APPROVAL SHEET

Tittle	:	Improving English Speaking Ability Through Peer Evaluation Technique At Benteng Panynyua English Club Makassar (An Experimental Research)
Name	:	Fachrul Achsan Saputra
Reg. Number	:	105351111519
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 31 Agustus 2023

Approved By,

Consultant I	**Consultant II**
Maharida, S.Pd., M.Pd.	**Hijrah, S.Pd., M.Pd**
NIDN. 0916044501	NIDN. 0916018404

Dean of FKIP Universitas Muhammadiyah Makassar	Head of English Education Department
Erwin Akib, S.Pd., M.Pd., Ph.D.	**Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**
NBM. 860 934	NBM. 977 807

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS TERAKREDITASI UNGGUL LEMBAGA AKREDITASI MANDIRI

RESEARCH GROUP

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS
بسم الله الرحمن الرحيم

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Fachrul Achsan Saputra**
NIM	:	**105351111519**
Department	:	**English Education Department**
Title	:	**IMPROVING ENGLISH SPEAKING ABILITY THROUGH PEER EVALUATION TECHNIQUE AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR (AN EXPERIMENTAL RESEARCH)**
Consultant I	:	**Maharida, S.Pd., M.Pd**

Day / Date	Chapter	Note	Sign
Thursday 13-07-2023	I-3	Revised Chapter 1-III Particles on the Heres	
Wednesday 19-07 2023	3	Check the conceptual framework	
Monday 24-07-2023	3-4	Findings should correlate with Discussion	

Makassar, ...August.....20.23

Approved by:
Head of English Education Department

28 August 2023

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

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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name : **Fachrul Achsan Saputra**
NIM : **105351111519**
Department : **English Education Department**
Title : **IMPROVING ENGLISH SPEAKING ABILITY THROUGH PEER EVALUATION TECHNIQUE AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR (AN EXPERIMENTAL RESEARCH)**
Consultant I : **Maharida, S.Pd., M.Pd**

Day / Date	Chapter	Note	Sign
Friday 28-07-2023	4	Data analysis and Presentation	
Monday 07-08-2023	4	Discussion for should be completed with theory	
Thursday 10-08-2023	1-5	Ace - prepare for seminar	

Makassar, August 2023
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977807

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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : proslibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Fachrul Achsan Saputra**
NIM	:	**105351111519**
Department	:	**English Education Department**
Title	:	**IMPROVING ENGLISH SPEAKING ABILITY THROUGH PEER EVALUATION TECHNIQUE AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR (AN EXPERIMENTAL RESEARCH)**
Consultant II	:	**Hijrah, S.Pd., M.Pd.**

NO comment but Full Stop

Day / Date	Chapter	Note	Sign
Thursday 13-07-2023	IV	- Typing, Space - Refuse your conceptual frame-work	
Tuesday 18-07-2023	II	- Table 4.1	
Tuesday 25-07-2023	I	- Rewrite your result. - Abstract - Revise your Abstract	

Makassar, August 2023

Approved by:
Head of English Education Department

10 August 2023

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

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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Fachrul Achsan Saputra**
NIM	:	**105351111519**
Department	:	**English Education Department**
Title	:	**IMPROVING ENGLISH SPEAKING ABILITY THROUGH PEER EVALUATION TECHNIQUE AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR (AN EXPERIMENTAL RESEARCH)**
Consultant II	:	**Hijrah, S.Pd., M.Pd.**

Day / Date	Chapter	Note	Sign
Tuesday 01-08-2023	V	2. where's your CV?	[signature]
Tuesday 08-08-2023	IV	1) the writter should be past Tense. 3.	[signature]
Wednesday 09-08-2023	V	→ prepare your PPT & study hard Acc	[signature]

Makassar, ...August.....20.23

Approved by:
Head of English Education Department

[signature] 10 August 2023

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

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PRODI PENDIDIKAN BAHASA INGGRIS
Jalan Sultan Alauddin No 259 Makassar
Telp 0411-866837/085213155247
Email prodibg@unismuh.ac.id
Research Service
research@bg.unismuhmakassar.ac.id
Website bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Fachrul Achsan Saputra
Nim : 105351111519
Jurusan : Pendidikan Bahasa Inggris
Judul Skiripsi : Improving English Speaking Ability Through Peer Evaluation Technique At Benteng Panynyua English Club Makassar (An Experimental Research).

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-866837/081213153247
Email : prodibg@unismuh.ac.id
Research Service
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Fachrul Achsan Saputra
Nim : 105351111519
Jurusan : Pendidikan Bahasa Inggris
Judul Skiripsi : Improving English Speaking Ability Through Peer Evaluation Technique At Benteng Panynyua English Club Makassar (An Experimental Research).

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3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusuns kripsi ini.
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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang Membuat Pernyataan

Fachrul Achsan Saputra

MOTTO AND DEDICATION

"Don't suffer in silence"

I dedicate the results of this study as an expression of respect andexpression of my sincere love to sincere affection to:

My beloved parents, Drs. H. Muhammad Said, S.Pd and Hj. Nuraeni Samad, S.Pd, who have always honestly given the best prayers and who have always supplied love and motivation in achieving my achievement and who have also made incalculable sacrifices for my education.

ABSTRACT

Fachrul Achsan Saputra, 2023. Improving English Speaking Ability Through Peer Evaluation Technique At Benteng Panynyua English Club Makassar. A Thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Maharida and Hijrah.

The goal of the study was to determine whether the Benteng Panynyua English Club Makassar members' ability to speak with proper pronunciation and confidence had improved due to peer evaluation. The pre-test and post-test designs were used in experimental research with one group. The Benteng Panynyua English Club Makassar committee served as the study's subject. Ten people made up the sample. Pre- and post-test speech assessments were used to gather the data. The researcher used a t-test analysis to determine whether peer evaluation is useful in enhancing speaking skills. In preparation for the six meetings, research was done.

The analysis's findings revealed a sizable difference between the pre-test and post-test. The post-test pronunciation mean score (74.6) was much higher than the pre-test. The self-confidence post-test mean score (75.9) was significantly higher than the self-confidence pre-test mean score (56.8). The pronunciation t-test's value (6.11) was more significant than the t-table's (2.262). The degree of freedom (df) was equal to 9, and the value of the fluency t-test (8.68) was more significant than the t-table (2.262). The researcher, therefore, concluded that peer evaluation was effective in enhancing the students' capacity to speak in the Members' Makassar's Benteng Panynyua English Club.

Keywords: Peer Evaluation, SpeakingAbility, EnglishClub

ABSTRAK

Fachrul Achsan Saputra, 2023. Improving English Speaking Ability Through Peer Evaluation Technique At Benteng Panynyua English Club Makassar. Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Maharida dan Hijrah.

Tujuan dari penelitian ini adalah untuk mengetahui apakah kemampuan anggota Benteng Panynyua English Club Makssar untuk berbicara dengan pelafalan yang benar dan percaya diri telah meningkat karena evaluasi rekan. Desain pre-test dan post-test digunakan dalam penelitian eksperimen dengan satu kelompok. Panitia Benteng Panynyua English Club Makassar menjadi subjek penelitian. Sepuluh orang membuat sampel. Penilaian pidato sebelum dan sesudah tes digunakan untuk mengumpulkan data. Peneliti menggunakan analisis uji-t untuk menentukan apakah evaluasi teman berguna dalam meningkatkan keterampilan berbicara. Untuk persiapan enam kali pertemuan dilakukan penelitian.

Temuan analisis mengungkapkan perbedaan yang cukup besar antara pre-test dan post-test. Nilai rata-rata pelafalan post-test (74,6) jauh lebih tinggi daripada pre-test. Rata-rata skor kepercayaan diri post-test (75,9) secara signifikan lebih tinggi daripada skor rata-rata pre-test kepercayaan diri (56,8). Nilai uji-t pengucapan (6,11) lebih signifikan daripada nilai t-tabel (2,262). Derajat kebebasan (df) sama dengan 9, dan nilai fluency t-test (8,68) lebih signifikan dari t-tabel (2,262). Oleh karena itu, peneliti berkesimpulan bahwa evaluasi sejawat efektif dalam meningkatkan kemampuan berbicara siswa di Klub Bahasa Inggris Benteng Panynyua Anggota Makassar.

Kata Kunci: Peer Evaluation, Kemampuan Berbicara, English Club

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Aamiin.

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CHAPTER I

INTRODUCTION

A. Background

English is an international language that people must learn. Someone who wants to participate or be active in global competition needs to know it. Someone who understands English and is fluent in speaking it will serve as a passport to travel around the world. One may struggle to compete worldwide without being fluent in English (Rokhyati, 2013). In Indonesia, English has become a compulsory subject that must be studied at every level of schooling so that students can use international languages and compete globally.

In learning English, people should have several skills that should be learning. Mursalim (2022) said that speaking, listening, reading, and writing are the four interrelated skills that must be understood when learning a language. Based on Aljadili (2014), Speaking is essential in learning English because it is the method most individuals use to communicate.

Magfirah (2021), in her research, said that speaking, in general, can be understood as orally communicating one's ideas, emotions, opinions and feelings to others so that their implementation of the objective is possible. Speaking is an oral communication technique that includes the speaker and the listener. The speaker conveys the information, and the listener receives the information. According to Gert and Hans, cited in Baihaqi (2016), Saying is defined as utterances made to have one's intentions understood and receive verbal

communication to understand the speaker's intentions. As a result, people may readily communicate their preferences and convey their feelings by speaking.

Learning English in a school environment is very limited. According to Khajlo (2013), one of the lacks of learning English in School is the limited time we got while in English. There are four skills that students should learn. Such as reading, listening, writing, and speaking are the four skills in English. Based on Fahira (2022), these skills are inextricably linked. Speaking is one of the most crucial skills students acquire while learning English. Thus, Hadijah in Fitratullailah (2019) discovered that the students' reasons for having difficulty speaking in English were not only due to their limited knowledge of the skills necessary for speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension, but also to more internal factors, such as shyness when speaking, a lack of confidence, a lack of practice, poor time management, a lack of emitting material, and exposure issues. Then, Language anxiety, mainly speaking, may be considered about speaking abilities.

Benteng Panyunyua English Club (BPEC) is a non-profit organization developing English for everyone. This organization is more accurately referred to as an English club. This club was founded on April 7, 1986. Benteng Penynyua English Club Makassar is an English club held on Sundays at Fort Rotterdam Makassar and is open to the public. Carrying out weekly activities requires the involvement of participants or active members who have a role and responsibility in organizing the movement of the Lovely Sunday Meeting. Before the activities start, the participants are trained in advance on organizing activities at the Lovely

Sunday Meeting, so there is no fear or nervousness during the activity. Benteng Penyuyua English Club is one of the best places to develop ourselves in English because everyone can come for free to learn English directly and, of course, have the opportunity to develop their abilities in English. Participants or active members in the Benteng Penynyua English Club Makassar as the host or provider must be confident in their respective skills; they must be able to demonstrate the powers they have at every Sunday Meeting, such as being able to communicate with people, handle discussions and debates, give lessons about English, able to express opinions and dare to appear in public. This activity has several items. Such as, *Who Am I, Ice Breaking, debating and discussion, Building Skills, Announcement*, and the last Evaluation for the constituent. So, in the previous section, we will evaluate the lack of our activity. For example, They give feedback to each other and how to overcome those problems that have occurred.

Peer evaluation is a process in which individuals within a group or organization assess and provide feedback on their peers' performance, skills, or behaviour. It involves the evaluation of one's colleagues or teammates by those who work alongside them or have direct interactions with them. The purpose of peer evaluation varies depending on the context. It can be used in educational settings, workplaces, research projects, or team-based activities. Peer evaluation enables members to absorb the peer's work and response, unlike instructor evaluation, which typically causes members to focus more on grades than seeking criticism. Members who receive peer evaluations can better recognize their flaws and errors. It will also allow the students time to process the knowledge, which

may improve their subsequent work. Peer evaluation is referred to as a representative system for learning since it shows the closeness between students in facilitating efficient learning and emphasizing student collaboration under the teacher's guidance. By creating opinions about individuals while listening to them, learners can improve their grasp of English. According to Landry et al. (2014), peer evaluation resulted in a significant improvement in the student's performance. The findings showed that over 90% of students (strongly) believed that peer review helped students learn.

According to Azarnoosh in Nida (2017), alternative assessment is thought to be more significant, diversified, interactive, and continuing than typical end-of-course evaluation. In other words, it is more genuine in giving members feedback that is more insightful. Additionally, in the alternative, members' roles are switched from being passive students to becoming active participants in the assessment process. This makes it possible to hold training and evaluation concurrently, which is something that conventional approaches could not do. The impact that members' viewpoints have on learning is another important factor. Peer evaluation, in their eyes, is more than just knowledge about oneself; it plays a significant role in their educational experience, influencing both the lessons they are expected to learn and their interactions with other participants or members. As a result, English Cub Makassar frequently examines peers in Benteng Panyunyua in order to enhance speaking.

Based on the description above, the researcher wants to know the effectiveness of improving their speaking skills through peer evaluation at

Benteng Panynyua English Club Makassar. So, in this case, the researcher intends to raise this problem through this thesis entitled: **"IMPROVING ENGLISH SPEAKING ABILITY THROUGH PEER EVALUATION TECHNIQUE AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR."**

B. Problem Statement

Based on the background above, the following problems can be formulated namely:

Does peer evaluation improve the members of speaking skills in terms of self-confidence and pronunciation?

C. Objective of the Research

To investigate whether the use of peer evaluation improves member's speaking skills in terms of self-confidence and pronunciation.

D. Significant of the Research

The researcher believes that the results will be helpful for the following research and the readers. The outcomes of this inquiry will likely have both theoretical and practical value.

1. Theoretically

The researcher hopes that this can be used as a resource for future readers and researchers who wish to conduct similar research by providing information about the English community and can be used as a reference for augmenting speaking skills through peer evaluation.

2. Practically

a. For the participants or members, the researcher hopes that with this research, Benteng Panynyua English Club Makassar members will become evaluation material or motivational material to develop speaking skills through peer evaluation.

b. For the English learner interested in learning English outside of school by joining the English club, the researchers hope that this research can motivate them to develop speaking skills through peer evaluation.

c. For the researcher, This research will provide new knowledge and new lessons to know the function of peer evaluation to improve speaking skills and achieve future goals as a candidate teacher.

d. For the next researcher, The researcher hopes that this can be additional information to be used in future research.

E. Scope of Research

The scope of this research focuses on how Benteng Panynyua English Club Makassar members to improve their speaking skills through peer evaluation in terms of pronunciation and self-confidence.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

Related researchers have conducted many studies regarding Peer Evaluation for Augmenting English Public Speaking. And some of them are as follows:

1. Annisa Cahyani Prastika (2019) in her thesis, "The Use of Peer Assesment Technique to Improve Speaking Performance of Junior High School Students of Gula Putih Mataram in Academi Year 2019/2020 (2020)". In this study, the researcher engaged in two cycles of classroom action research (CAR). Each cycle comprised preparing, doing, watching, and reflecting. Twenty-eighth graders at Junior High School Gula Putih Mataram served as the study's subjects. Tests (Pre-test, Post-test 1, and Post-test 2), observation and documentation, field notes, and testing were all employed by the researchers to gather data. The investigation was conducted with an English instructor at Gula Putih Mataram Junior High School. The outcome of this study. Prove that the Gula Putih Mataram Junior High School's students talk more clearly while using the peer assessment technique. The student's average score on the pre-and post-tests can serve as proof. The pre-test average was 57.00, the post-test average was 68.75, and the post-test II average was 76.75. It indicates that pupils' speaking abilities can be enhanced by utilizing the Peer Assessment Technique.
2. Fastabiqul Khairat Nida (2017), in her thesis, "The Use of Peer Assesment to Improve Oral Presentation Skills". The research was conducted and found

that Her own experiences also reinforce the idea that peer assessment can significantly positively impact how well students develop oral presentation abilities. The positive responses from the students to the questionnaires show that learners who are exposed to the peer assessment process and given a chance to both assess and be assessed by peers can gain rich experiences from the learning process, understand the instructional framework and course materials more deeply, and foster their involvement, responsibility, and excellence. Furthermore, most believe that the criticism (scores and comments) offered by peers is acceptable, fair, and beneficial in helping them improve their abilities. They also think evaluating others' performances can boost their awareness, responsibility, and verbal presentation ability.

3. Nur Fitratullailah (2019), in her thesis, "The Use of Peer Interviewing to Improve the Students' Speaking Ability". Peer interviews helped students become more accurate speakers in terms of vocabulary and pronunciation. The improvement between the pre-and post-tests served as evidence. The mean post-test score (76.3) was higher than the mean pre-test (55.6). Thus, there was a 37.23% improve speaking skills.
4. Based on Zam-Zam Adam (2020) in his thesis, "Enhancing the Students' Speaking Skill Through Peer and Self Assessment Method at The Second Grade of SMA 3 Pare-Pare", According to the study, there was a considerable improvement in the student's speaking abilities both before and after they received instruction using the "peer and self-assessment" method. It was demonstrated by the students' continual development, particularly in

vocabulary and fluency. When comparing the first and last meetings, it can be seen that the students tended to keep quiet and were reluctant to speak up at the beginning of the meeting. Still, in the subsequent sessions, they became more engaged and more comfortable speaking up because they used the peer and self-assessment methods well.

5. Dea Amelia (2021), in her thesis," Improving Students' Speaking by Utilizing A Peer Group Method For the Eleventh Grade Students of SMA Negeri 1 Palopo". Speaking skills are efficiently taught to students in the eleventh grade at SMA Negeri 1 Palopo using the peer group technique. It has been established that the mean test scores of the students differ significantly between the pre-and post-tests. The students' mean score on the pre-test was 39,88, while their post-test score was 61,05. It will be demonstrated how peer groups can help students speaking abilities.

Based on the previous research above, it can be concluded that Peer Evaluation in education is critical to supporting and assisting our academic success. Some of the studies above have similarities in their research subject, that is, students and teachers, which are essential subjects in the literary world, especially in the school environment. But most of them do research in School. Therefore, this research wants to explore new information about whether peer evaluation improves the members' speaking skills in terms of self-confidence and pronunciations.

B. Theoretical Background

1. Concept of Speaking

a. Definition of Speaking

People speak every day, every minute, or even every second. According to Thornbury, cited in Fauzan (2014), speaking is an aspect of daily life we take for granted. It is common knowledge that speaking is one of the most important abilities in learning English.

According to Torky (2006), speaking is one of the four language skills in learning a language. Speaking is one of the primary goals of language learning, according to Aljadili (2014).

According to Gert & Hans in Efrizal (2012), speaking is a way to express what people wish to say to convey ideas, opinions, facts, and knowledge.

While according to Muchlis (2014), speaking is an oral communication technique that involves two people: the speaker, who transmits the message, and the listener, who hears it.

Hence, Khotimah (2014) Speaking plays a significant role in daily life by immediately communicating one's thoughts. It affects how well someone performs in various social, political, business, and academic areas. A good presenter who can speak persuasively to a large audience creates an excellent presentation.

We can conclude from several definitions of speaking from the experts that speaking is a crucial skill in everyday life involving two people: the

speaker and the listener. Speaking aims to make people overcome problems and discuss each other If someone want to make sure something important.

b. Element of Speaking

Speaking skills encompass a range of elements that contribute to effective verbal communication. However, the researcher will only pay attention to pronunciation and self-confidence.:

a. Pronunciation

According to Anugrah A.T (2019) In English-speaking activities, pronunciation is crucial since it significantly impacts the meaning of utterances. If someone mispronounces several words in a statement, it might hinder communication and even be one of the factors that cause the dialogue to break down.

One of the hardest skills to master in learning speaking english is pronunciation, therefore students should dedicate a lot of time to getting it right. According to Gilakjani (2016) pronunciation is one of the fundamental conditions for proficiency and one of the key components of language training. Gilakjani continued that pronunciation is the act of producing English sounds. By repeating sounds and correcting them when they are made incorrectly, pronunciation can be learned. When someone begin studying pronunciation, they form new habits and get through challenges brought on by the first language. We can defined pronunciation as the act of producing sounds that convey meaningPeople can comprehend language learners who have clear pronunciation even when

they make mistakes in other language skills, but they cannot understand speakers of unclear pronunciation, regardless of how well-versed they are in vocabulary and grammar.

Gilakjani (2012) in his journal said that the speaker's own pronunciation is used by listeners to assess a speaker's proficiency in English. A speaker's overall language proficiency suffers if their pronunciation is that poor. Poor pronunciation is particularly challenging to hear and requires more work and focus on the part of the listener. Misunderstandings and communication breakdowns are caused by poor pronunciation. Listeners perceive a speaker's overall language competence far more accurately if they can understand their pronunciation, even to the point of forgiving grammatical errors.

According to Kelly cited Wibawa, Y.K. 2014. Language teachers focusing on pronunciation often break it down into its components. He contends that phonemes and suprasegmental characteristics are the two main components of pronunciation.

The components of English pronunciation are divided into segmental and suprasegmental aspects, according to Ramelan, cited in Anugrah (2019). The first is segmental characteristics, or sound units grouped in sequential order. This characteristic can be researched separately. It implies that each utterance may be divided into linear segmental features. The second is suprasegmental traits, characteristics like stress, length, intonation, and others always present when segmental is

produced. But suprasegmental cannot be researched in isolation. It is impossible to describe suprasegmental traits without addressing segmental. The researcher concludes that for pupils to understand English pronunciation, they must also learn suprasegmental qualities. Segmental Features of Pronunciation include vowels, diphthongs and consonant.

A vowel is a sound that is made with a clear flow. Here, "free passage" refers to the unhindered production of vowel sounds. There are two categories of English vowels: long vowels and short vowels. Long vowels consist of /iː/, /ɜː/, /aː/, /uː/, /ɔː/, while short vowels consist of /ɪ/, /e/, /ae/, /ə/, /ʌ /, /ʊ/, /ɔ/. According to Kelly (2000), a diphthong consists of two vowel sounds and involves switching from one vowel sound to another (like /e/ in the word rain). In English, the first sound of each phoneme is louder and longer than the second. While, A consonant is a speech sound produced by obstructing or restricting the airflow from the vocal cords, mouth, or both, in various ways. Consonants are the opposite of vowels, which are speech sounds produced without significant constriction or closure of the vocal tract.

b. Self-Confidence

According to Sudirman, et al., (2020) said that, self-confidence is defined as an individual's acceptance of his or her own talents, love and awareness of his or her own feelings. whereas Utama, et al., (2013) stated that self-confidence encompasses making excellent or bad decisions when performing an action.

Kamali (2012) said that, one of the element that influences pupils' success in language acquisition is their level of self-confidence, People who lack confidence may not attain their goals or may never even attempt to obtain what they want because they lack confidence, which means that confidence can be one of the things that might provide us satisfaction. However, those who have succeeded did so not because they are talented but rather because they have self-confidence. Some people have a strong sense of self-worth because they believe it will enable them to acquire something novel or educational for themselves. As an illustration, we look at numerous schools. If students feel comfortable asking the teacher questions about subject they don't understand, they won't feel humiliated. This self-assurance is crucial for all students to develop their speaking.

According to Greenacre, L., Tung, N.M. & Chapman T. (2014), It would be reasonable to assume that social self-confidence would be crucial in the creation of peer-influencing natural opinion leaders. People who are more self-assured are typically more driven to engage in the behavior they are most confident in. In this situation, having social confidence will encourage people to socialize more with those around them. They will think they can control their social relationships and deal with the positive and negative situations that frequently emerge in social interactions. In comparison to other members of the group, a more sociable person will inherently forge more social ties, enhancing their capacity to influence the group as a whole through social interaction. Because it is a

sign of a greater social position in the group, this will make their purchasing behavior more obvious and perhaps more alluring to imitate among those around them.

Low self-confidence adverse impacts may also limit a person's ability to influence their peers. Guardia et al., cited in Greenacre, L., Tung, N.M. & Chapman T. (2014) said An individual with low social self-confidence and the irregular social behavior that goes along with it would be far less predictable to those around them. Unpredictability and chaotic behavior make someone less likely to establish or maintain high levels of interpersonal influence. Consistency is necessary for successful ongoing social relationships; relationships must be maintained continuously and consistently in order to be sustained.

According to Gurler cited in Rischi. N. 2021 An individual is said to have self-confidence if they are aware of their own strengths, love themselves, and understand their own emotions. splits self-assurance into two subgroups. First is Intrinsic self-confidence and second is Extrinsic self-confidence. Intrinsic self-confidence refers to an individual's feelings of self-reconciliation or satisfaction. The components of innate self-confidence are self-esteem, self-love, self-knowledge, setting clear goals, and positive thinking. Extrinsic self-confidence also includes how one acts and thinks around other people. Communication and emotional self-control are the building blocks of confidence.

C. Speaking Implementation

According to Ailah (2019), Many second or foreign-language learners place a high focus on developing their English-speaking abilities. Because of this, students frequently gauge their language learning achievement based on how much they think their speaking abilities have improved. As a result, there are many different techniques for learning to talk, from direct approaches that concentrate on particular aspects of oral engagement to indirect approaches that foster oral interaction.

Speaking activities that focus on getting students to make sounds, phrases, or grammatical structures range from those that are controlled by the teacher to those where the students have more freedom to pick the language they use, according to Alonso, cited in Ailah (2019). Fewer control activities focus on improving the learner's fluency through three-part expansion functions of speaking to create the appropriate resources for the students, whereas control activities typically focus on the learners producing language accurately. There are three types of talk: interaction, transaction, and performance. Each of these activities has a distinct form and purpose, necessitating various instructional strategies.

a. Talk as a interconnection

Talk as interconnection describes the typical discussion we have. It speaks of engagement that has a social purpose as its main objective. The message is less important than the speakers and how they want to exhibit themselves to one another

b. Talk as a negotiation

Situations where the emphasis is on the message or what is said or done are referred to as talk as bargaining. Instead of concentrating on the participants and how they engage socially, the main lesson is to communicate clearly and precisely.

c. Talk as a presentation

Talk as presentation, or public speaking that conveys information in front of an audience, is the third sort of talk. It can include things like speeches, announcements made in public, and school presentations.

2. Peer Evaluation

a. Definition of Peer Evaluation

Prastika, A.C. (2020) said Peer evaluation is a collaborative procedure among students. To encourage and accomplish growth and improvement in their learning, students who obtain feedback from their peers gain access to various opinions regarding their work.

Regarding facilitating successful learning, emphasizing student partnerships, and collaborating to overcome some problems that occurred under the teacher's guidance, peer evaluation is defined as the representative method for learning, according to Thomas et al., cited in Sabilah et al. (2022). It is always possible to assess the learners' performance by having peers provide public speaking criticism. However, due to hesitation, students are reluctant to provide feedback in the evaluation. Hence, Peer assessment comes in numerous forms, but at its core, it involves students giving feedback

to one another on the caliber of their work. In some cases, the practice of peer feedback will also involve giving grades, but it is well known that this is a procedure that is challenging.

Weaver & Richard L (1985) said that the process of peer evaluation is defined, along with the system's values and rewards. The approach is also covered, along with some of the main criticisms. The position of the course director is offered as a response to each concern. This technique may not be suitable for all classroom circumstances, students, or teachers, but it does have some definite advantages.

b. Advantages & Disadvantages of Peer Evaluation

1. Advantages of Peer Evaluation

Numerous research has argued in favor of peer review due to its many advantages. Peer evluation, for instance, according to Hyland (2000), motivates students to participate in class activities and lessens their reliance on teachers. There are several advantages of peer evaluation.

Peer evaluation has several advantages, including the following:

a. it encourages people to become more independent, responsible, and involved;
b. it clarifies assessment criteria;
c. it helps students receive a wider range of feedback;
d. it helps people become more autonomous, responsible, and involved.

As not all groups need the teacher's presence, many groups can be conducted simultaneously.

2. Disadvantages of Peer Evaluation

Peer evaluation has many advantages, but it also has some potential drawbacks. For example,

a. People might not be able to evaluate one another;
b. They might not take it seriously; they might let friendships, entertainment value, and other subjectivity influence their marking;
c. People might not enjoy peer marking because they might be discriminated against, misunderstood, etc.

The researcher in the current experimental study has therefore concentrated much of his effort on this after learning from the list of potential weaknesses that can surface during and after the deployment of peer assessment as outlined above. In order to avoid, or at least reduce, the risk of being exposed to the weakness, a well-prepared meeting structure for the six-meeting course in the experimental class has been a critical concern.

3. English Club

According to Rusli (2014), the English Club is a program that allows students to advance their English skills in a welcoming and encouraging setting. The English Club Program has been used to reinforce and inspire normal academic work. The writer has largely used the English Club Program in this latter capacity. An English language researcher who also doubles as a teacher runs the English Club and plans a variety of engaging and fun language-based activities for the everyone to participate in.

A program called English Club offers participants the chance to improve their English in a friendly and supportive environment. A group of people who gather, join, or collaborate for a structured shared aim, notably to study the English language, is referred to as an English club, according to Hamadameen and Qani (2020). You are free to learn and use English in this place, Because we can feel a good impact on our own life, we have more opportunities to increase our speaking skill especially in pronouncation and improving our self-confident through english club.

Benteng Panynyua English Club, also known as BPEC Makassar, is one of the famous english clubs in Makassar. On April 7th, 1986, it got going. Before the name changed to Benteng Panynyua English Club, it was called the Companion English Club. BPEC eventually changed its name to Benteng Panynyua English Club Makassar (BPEC Makassar) on July 7, 1986. The fort in the center of Makassar City, namely Fort Rotterdam, which inspired the name of BPEC. Benteng Panyunyua English Club Makassar (BPEC Makassar) was founded by Drs. Nur Alam Syah Paidung, Arham Hidayat, Muh. Gazali, and Syarifuddin. In BPEC they always conduct their sosial program every Sunday that we called it Lovely Sunday Meeting. Fort Rotterdam, one of the most popular tourist destinations is where BPEC always holds its weekly meetings, according to Muh Syahril Asdar (2017). Due to its popularity among tourists, BPEC itself is mentioned in travel guides. At BPEC, participants are welcome from all walks of life. Both employees and students of elementary, middle, high school and college

are included. Club activities have been a great opportunity for individuals to interact since BPEC was founded 36 years ago

Benteng Penynyua English Club Makassar offers a number of agenda. There are a number of activities available, including *introduction, ice breaking, DND (debating and discussion), skill-building, entertainment show, and announcement* as the last one. The Benteng Penynyua English Club Makassar agenda is a great tool for increase our speaking skills through peer evaluation.

B. Conceptual Frameworks

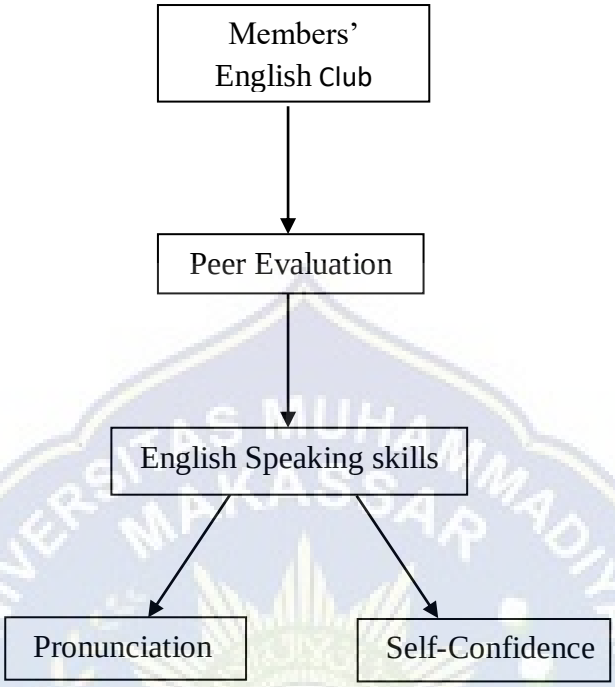

Figure 2.1 Conceptual Framework

The conceptual framework above revealed that the Benteng Panynyua English Club Makassar Fort, which is frequently held at Fort Rotterdam every Sunday, was the intended venue for this research. The study focused on the Member's English Club. Both observation and interviews were used to perform this research. The researcher wanted to know how Benteng Penynyua English Club members improved speaking skills through peer evaluation in terms of pronunciation and self-confidence, so they could share new knowledge and advice with others who wanted and were interested in learning English by joining an English club to have strong and good speaking skills through peer evaluation.

CHAPTER III

RESEARCH METHODOLOGY

In this section, the researcher discussed the research design, the topic of the investigation, the research instrument, the data collection method, and the data analysis method.

A. Research Design

The researcher employed an experimental methodology by giving participants pre-and post-tests and treatment. The research design was:

Table 3.1 Research design

Experimental	Pre-test	Treatment	Post-test
E	**O_1**	**X**	**O_2**

Where:

E : Experimental

O_1 : Pre-test

X : Treatment

O_2 : Post-Test

Arifin in Ailah (2019)

B. Research Variables

This research involved two kinds of variables: independent and dependent variables. The following two variables can be explained by:

a. The Independent variable

The variable the writer chose, adjusted and measured was an independent variable. The use of peer evaluation as a method, which could be described as a tool to assist students' speaking performance and learning activity, was an independent variable of this research.

b. The Dependent Variable

The speaking abilities of the members were the dependent variable in this study. The researcher conduct an oral speaking test for members to gauge their speaking abilities. The members demonstrated how they would respond to the test through speaking.

C. Population and Sample

1. Population

The population in this research were members of the Benteng Panynyua English Club Makassar, which consists of 10 committee members.

2. Sample

The committee at Benteng Rotterdam selected the sample based on the president's consideration that this member has the lowest level of English

proficiency compared to the others and has more self-confidence to explore their ideas in speaking. The researcher interviewed the committee using a purposive sampling technique. Ten members were used in this study since they are all active members, making it simple for the researcher to obtain further information from them.

D. Data Collection

The research instruments used speaking tests which were the main research tools in this study. A speaking test is an assessment or evaluation method used to measure a person's ability to communicate. It was designed to assess a person's speaking skills, including fluency, pronunciation, self-confidence and ability to convey ideas and information effectively. During a speaking test, the researcher gave prompts or questions that they needed to respond to orally. This could involve expressing opinions, describing experiences, engaging in discussions, or participating in role plays. The test conduct in one group.

The researcher administered a speaking exam to assess the members' speaking abilities. The members gave the test item to characterize the outcome of the discussions. Each member's speaking time was at least 5 minutes, and members were given an oral test at least two times.

The data collection process for this study includes the following steps:

a. Pre-test

A pre-test occurred before taking any action that aims to measure the speaking ability of members:

Form of pre-test:

1 The researcher informed the members about the pre-test.

2 The researcher provided a handout consisting of specific topics to measure their pronunciation and, at the same time, their self-confidence; the researcher assessed during the debate section.

3 The researcher recorded and also transcript during the activity.

4 The researcher asked several questions related to the handout and they answered the questions and spoke for five minutes.

5 The researcher labeled or underlined the word when someone made mistakes in pronouns something.

6 Self-confidence focuses on when someone does fill or was not confident during the speech.

b. Treatment

The researcher implemented four meetings to complete the treatment. The treatment steps are as follows:

The first meeting:

1. The researcher informed the members about the test.

2. The researcher created a group to gather members,
3. The researcher provided a handout and asked to read it. The topic discussed depends on the day's topic, such as mental illness, love, and childfree.
4. The researcher asked them about the topic that was being discussed.
5. The researcher focused on the handout and underlined when someone made mistakes in pronunciation.
6. The researcher assessed self-confidence during the debate section.
7. Self-confidence focuses on when someone did filler or was not confident during the speech.
8. The researcher found the members' mistakes in speaking and corrected the members' responses.
9. The researcher considered how the members value the process.

The second meeting

1. The researcher informed the members about the test.
2. The researcher created a group to gather members,
3. The researcher provided a handout and asked to read it. The topic discussed depends on the day's topic, such as mental illness, love, and childfree.
4. The researcher asked them about the topic that was being discussed.
5. The researcher focused on the handout and underlined when someone made mistakes in pronunciation.
6. The researcher assessed self-confidence during the debate section.

7. Self-confidence focused on when someone did filler or was not confident during the speech.
8. The researcher found the members' mistakes in speaking and corrected the members’ responses.
9. The researcher considered how the members value the process.

The third meeting

1. The researcher informed the members about the test.
2. The researcher created a group to gather members,
3. The researcher provided a handout and asked to read it. The topic discussed depends on the day’s topic, such as mental illness, love, and childfree.
4. The researcher asked them about the topic that was being discussed.
5. The researcher focused on the handout and underlined when someone made mistakes in pronunciation.
6. The researcher assessed self-confidence during the debate section.
7. Self-confidence focuses on when someone did filler or was not confident the during speech.
8. The researcher found the members' mistakes in speaking and corrected the members’ responses.
9. The researcher considered how the members value the process.

The fourth meeting

1. The researcher informed the members about the test.
2. The researcher created a group to gather members,
3. The researcher provided a handout and asked to read it. The topic discussed depends on the day's topic, such as mental illness, love, and childfree.
4. The researcher asked them about the topic that was being discussed.
5. The researcher focused on the handout and underlined when someone made mistakes in pronunciation.
6. The researcher assessed self-confidence during the debate section.
7. Self-confidence focuses on when someone did filler or was not confident the during speech.
8. The researcher found the members' mistakes in speaking and corrected the members' responses.
9. The researcher considered how the members value the process.

c. Post-Test

This post-test conducted by distributing a different handout where the content and topics were having different ideas and values.

Form of post-test:

1 The researcher informed the members about the post-test.

2 The researcher provided a handout consisting of specific topics to measure

their pronunciation and, at the same time, their self-confidence; the researcher assessed during the debate section.

3 The researcher recorded and also transcript during the activity.

4 The researcher asked several questions related to the handout, and they answered the questions and spoke for five minutes.

5 The researcher labeled or underlined the word when someone made mistakes in pronouns something.

6 Self-confidence focuses on when someone does fill or was not confident during the speech.

E. Data Analysis

1. The data in this research divided into pronunciation and self-confidence.
   a. Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	They have excellent pronunciation and speak clearly.
Very Good	8.6 – 9.5	They are very well at pronunciation and speak quickly and effectively.
Good	7.6 – 8.5	They are well at pronunciation and speak effectively

Fairly Good	6.6 – 7.5	They sometimes speak rush, but they have fairly good pronunciation.
Fair	5.6 -6.5	They sometimes speak with a rush and proper pronunciation.
Poor	3.6 – 5.5	They speak rush, and more sentences do not deserve pronunciation.
Very Poor	0.0 – 3.5	They communicate little to nothing and speak quickly, pronouncing more sentences incorrectly.

(Layman in Ailah, 2019)

b. Self Confidence

Classification	Score	Criteria
Excellent	9.6 – 10	They have a high of self-confidence and excellent speech.
Very Good	8.6 – 9.5	They are very well at self-confidence and speak clearly.
Good	7.6 – 8.5	They are well at self-confidence and speak clearly.

Fairly Good	6.6 – 7.5	They sometimes speak rush, but they have fairly good of self-confidence.
Fair	5.6 -6.5	They sometimes speak rush, but they have fair of self-confidence..
Poor	3.6 – 5.5	They speak rush and some sentences and lack of self-confidence.
Very Good	0.0 – 3.5	They speak very rush and no self-confidence.

(Layman in Ailah,2019)

2. The researcher used the following formula to get the members' mean scores after compiling the data from the test:

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

Where:

X = mean score

$\sum X$ = overall total score

N = number of students overall

(Gay, 1987)

3. To find out the improvement of percentage

$$\%=\frac{K2-K1}{K2}x100$$

Where:

%: The percentage of improvement

X2 : The total score of Post-test

X1 : The total score of pre test

4. The researcher used the following formula for the post- and pre-test:

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

Where:

t = significance test

D = the average total deviation score

ΣD = the total difference in scores

ΣD^2 = the square of the differential score

N = total subject count

(Gay, 1981)

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the analyzed data and mainly covers findings and discussions. Moreover, It describes the outcome from the data collected through (pre-test and post-test) constitutes the research's findings. The conversation was then described, including further explanations, interpretations of the results, and relation to other research.

A. Findings

The study's conclusions focused on Benteng Panynyua English Club Makassar members. They were the t-test result, hypothesis testing, and the difference between the pre-and post-test mean scores. These findings indicated the following:

1. The Members' Speaking Pronunciation

Peer evaluation helps members with their pronunciation and speaking skills. The table below, based on the members' pronunciation scores, shows it.

Table 4.1 The Members' Speaking Ability in Terms of Pronunciation

Indicators	The Members' mean score		Improvement (%)
	Pre-test	Post-test	
Pronunciation	59	74.6	66.44
$\sum X$	59	74.6	
$\overline{X}$	29.5	33.25	12.71

The peer evaluation technique shows the improvement in members' pronunciation as measured in the table above. The members' mean pronunciation

score on the pre-test was 59, while the post-test was 74.6. The members' main pronunciation score on the pre-test was 29.5, and on the post-test, it was 33.25. The table demonstrates the significant improvement in the members' speaking ability regarding pronunciation. The members' major post-test score of 33.25 represents a considerable improvement between the pre-and post-test results. Moreover, improvement between the pre-test and post-test was 66.44, and the improvement of the member's main pronunciation score was 12.71. Based on the results above, it can be concluded that by employing the peer evaluation technique, members' pronunciation is improved.

Table 4.2 The Rate Percentage of Pre-Test and Post-Test Score in Pronunciation

	Pronunciation				
No	**Classification**	**Pre-Test**		**Post-Test**	
		F	**%**	**F**	**%**
1	Excellent	0	0	0	0
2	Very good	0	0	1	10
3	Good	0	0	2	20
4	Fairly good	2	20	6	60
5	Fair	6	60	1	10
6	Poor	2	20	0	0
7	Very poor	0	0	0	0
	Total	**10**	**100%**	**10**	**100%**

The pre-test and post-test pronunciation rate percentage scores from 10 members are displayed in the table above. In the pre-test, 2 (20%) of the members have poor scores, 6 (60%) received fair scores, and 2 (20%) receive fairly good scores. One member (10%) received a very good score on the post-test, two (20%) received good scores, six (60%) received fairly good scores, and one (10%) member received a fair score. Nobody received a poor grade. It indicates that members' pronunciation test results both before and after the test show an improvement**.**

Based on the pronunciation above results, the members' pre-and post-test scores help to determine the t-test's significance, indicating that using the peer evaluation technique to treat them was a success. The table below about speaking ability in terms of pronunciation shows the value of the t-test.

Table 4.3 The Value of T-test in Pronunciation

Variable	T-Test	T-Table	Comparison	Classification
Pronunciation	9.48	2.262	T-Table <T-Test 2.262< 9.48	Significant

The table above demonstrates that the members' t-test results were better than the t-table. The pronunciation t-test value yields a score of 9.48 after calculation. The difference between the t-test and the t-table was 2.262<9.48.

2. The Members' Speaking Self-Confidence

Peer evaluation helps members with their self-confidence and speaking skills. The table under, which was based on the members' pronunciation scores, shows it.

Table 4.4 The Members' Speaking Ability in Terms of Self-Confidence

Indicators	The members' mean score		Improvement (%)
	Pre-test	Post-test	
Self-Confidence	56.8	75.9	67.25
$\sum X$	56.8	75.9	
$\overline{X}$	28.4	37.95	33,62

The improvement in members' self-confidence, as measured by the Peer Evaluation Technique, was shown in the table above. The table demonstrates a significant improvement in the members' ability to pronounce words from the pre-test to the post-test, where the members' mean pronunciation score in the pre-test was 56.8 and 75.9 in the post-test. The members' main score on the pre-test of self-confidence was 28.4 and 37.95 on the post-test. The members' main post-test score of 37.95 represents a considerable improvement between the pre-and post-test results. Moreover, the improvement between the pre-test and post-test was 67.25, and the improvement of the member's main self-confidence score was

33.62. Based on the results above, it can be concluded that by employing the peer evaluation technique, members' pronunciation has improved.

Table 4.5 The Rate Percentage of Pre-Test and Post-Test Score in Self-Confidence

	Self Confidence				
No	**Classification**	**Pre-Test**		**Post-Test**	
		F	**%**	**F**	**%**
1	Excellent	0	0	0	0
2	Very Good	0	0	1	10
3	Good	0	0	4	40
4	Fairly Good	2	20	5	50
5	Fair	5	50	0	0
6	Poor	3	30	0	0
7	Very Poor	0	0	0	0
	Total	**10**	**100%**	**10**	**100%**

The self-confidence rate percentage scores from the pre-and post-tests from 10 members are displayed in the table above. Three (30%) of the members received poor scores on the pre-test, five (50%) received fair scores, and two (20%) received fairly good score. While on the post-test, one member (10%) had a very good score, four members (40%) received a good score, and five members

(50%) received a fairly good score. Nobody receives a poor grade. It indicates that members' self-confidence scores improved between the pre-test and post-test**.**

Based on the self-confidence mentioned above result, the members' performance on the pre-and post-tests helps to assess the significance of the t-test, which reveals that the members' improvement after using the peer evaluation technique was successful. The table below about speaking skills in terms of self-confidence shows the value of the t-test.

Table 4.6 TheValue of T-test in Self-Confidence

Variable	T-Test	T-Table	Comparison	Classification
Self-Confidence	10.51	2.262	T-Table <T-Test 2.262< 10.51	Significant

The table above demonstrates that the members' t-test results are better than the t-table. The self-confidence score after computing the t-test value was 10.51. The t-test and t-table comparison was 2.262<10.51.

Table 4.7 The Improvement of the Students' Speaking Ability

(Pronunciation and Self- Confidence)

Variables	The members' score		Improvement(%)
	Pre-test	Post-test	
Pronunciation	29.5	33.25	37.23
Self-Confidence	28.4	37.95	47.6
X	57.9	75.25	29.96

Used Peer Evaluation Technique, the members' progress in pronouncing words correctly and feeling confident was shown in the table above. The table demonstrates a considerable improvement in the members' pronunciation from the pre-test to the post-test, where the members' mean pronunciation score was 29.5 in the pre-test and 33.25 in the post-test. The members' mean self-confidence score on the pre-test was 28.4, while it was 37.95 on the post-test, indicating both ability and self-confidence. The members' average improvement in pronunciation was 37.23, and their average gain in self-confidence was 47.6. The members' pre-test pronunciation and self-confidence scores were 57.9, while post-test results were 75.25. The average speaking score of the participants improved in terms of pronunciation and self-confidence were 29.96.

Table 4.8 The Members' Classification of Pre-Test and Post-Test in Terms of Pronunciation and Self-Confidence

Variables	Means core of Pre-Test	Mean Score of Post-Test	Classification
Pronunciation	29.5	33.25	Significant
Self-Confidence	28.5	37.95	

In the pre-test, the members' classification for pronunciation was (29.5), as shown in the table above, and in the post-test was (33.25). The members' self-confidence was poorly rated in the pre-test (28.5) but fairly rated in the post-test (37.95), meaning that the post-test self-confidence and pronunciation ratings were higher than those of the pre-test. Consequently, there is a change between the pre-test and post-test.

3. Hypothesis test

The members' pre-and post-test scores on the pronunciation and self-confidence tests help assess the significance of the t-test. The table below about speaking ability shows the results of the t-test.

Table 4.9 The Value of T-Test Pre-Test and Post-Test

Variable	T-Test	T-Table	Comparison	Classification
Speaking Ability	9.30	2.262	T-Table <T-Test 2.262 < 9.30	Significant

The table above demonstrates that the members' t-test value was higher than the value of the t-table. The speaking ability exam yields a score of 9.30 after computing the t-test value. The t-test and t-table comparison was 2.262<9.30.

The outcome of statistical analysis at the significance level of 0.05 with a degree of freedom (df) = n-1, where df = 10-1 and df = 9, reveals a statistically significant difference between the mean score of the post-test and pre-test. Additionally, the t-test value (9.30 > 2.262) was higher than the t-table value. This indicates that the members' English-speaking abilities before and after using the peer evaluation technique differed noticeably. The explanation above indicates that the alternative, Hypothesis (H1), was accepted. So, members used the peer evaluation method to enhance their English pronunciation and self-confidence.

B. Discussion

The research finding indicates that the members' speaking ability using peer evaluation and discussion methods shows the improvement in members speaking ability in terms of pronunciation and self-confidence. The improvement shows the process in the pre-test and post-test.

As seen in the post-test, members' speaking abilities have increased due to using the peer evaluation technique. The researcher left out the pre-test explanation from the student's peer evaluation. The participants could not understand pronunciation and confidence when the researcher only supplied an exercise (pre-test) before conducting peer evaluation.

The members were involved in their activity in the gorgeous Sunday meeting after the researcher treated them with peer evaluation. The speaking test was used to collect data, and as was previously discussed in the findings section, the results indicate that the students' improvements after using peer evaluation were significant.

The researcher discovered that when peer assessment was used in the speaking process, the mean score of the members' post-test was more significant than their pre-test. The pronunciation score is displayed in Table 4.1. The pre-test score was 59, while the post-test score, calculated using peer evaluation, was 74.6, and the improvement was 66.44%. The members' main pronunciation score on the pre-test was 29.5, and on the post-test, it was 33.25, and the improvement of the

member's main pronunciation score was 12.71%. The self-confidence score is displayed in Table 4.4. The pre-test's mean score was 56.8, while the post-test mean score, calculated using peer evaluation, was 75.9, and the improvement was 67.25%. The members' main self-confidence score on the pre-test was 28.4, and on the post-test, it was 37.95, and the improvement of the member's main pronunciation score was 33.62%.

Because they are practicing new pronunciation that members throughout the discussion, their speech could improve after applying peer evaluation to improve pronunciation. The members spoke with ease as a result. As a result of their self-confidence and familiarity with their terminology, the members actively participate in discussions and felt comfortable speaking in front of their peers. Considering the justification mentioned above. So, The researcher concluded that the peer evaluation approach emphasizes proper pronunciation and self-confidence in Benteng Panynyua English Club Makassar's lovely Sunday Meeting. According to Bercikova (2007), peer evaluation is one method for motivating and enhancing students' willingness to speak up, participate, and have a good attitude. According to Lang (2006), the benefits of peer evaluation include higher motivation, better cognitive and social learning outcomes, increased ownership of one's own learning, and improved metacognition. Additionally, peer evaluation can foster a sense of cohesion among members

The members' ability in speaking was improved due to the speaking test results. The post-test results in terms of pronunciation and confidence served as proof. This technique could alter the members' knowledge category. On the pre-test, the category score for pronunciation was 29.5, and it increased to 33.25 on the post-test. The category score for confidence was 28.4 on the pre-test and 37.95 on the post-test; The table shows how the members improved between the pre-test and post-test; the members' improvement in pronunciation between the two tests was 37.23%, while their improvement in self-confidence between the two tests was 47.6%. The members' pre-test pronunciation and self-confidence scores were 57.9, while post-test results were 75.25. The average speaking score of the participants improved in terms of pronunciation and self-confidence by 29.96%. It indicates improvement between pre-test and post-test in terms of pronunciation and self-confidence.

On the other hand, the researcher discovered that the t-test is more significant than the t-table or is still present when comparing the results of the two tests. Table 4.3 displays the pronunciation score, where the t-test result was 9.48, and the t-table result was 2.262. Table 4.6 displays the self-confidence score; the table score was 2.262, and the t-test result was 10.51. Table 4.9 displays the speaking ability score, the t-table score was 2.262, and the t-test result was 9.30 It indicates that the pre-test and post-test show a substantial difference

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussions in the previous chapter, the researcher can conclude as follow:

The members' pronunciation and confidence in speaking both improved using peer evaluation. It was demonstrated by

1. Utilizing Members' pronunciation skills increased peer evaluation. The improvement between the pre-and post-tests served as evidence. The mean post-test score (29.6) was higher than the mean pre-test (33.25). Consequently, 37.23% of members' speaking skills improved.
2. Peer evaluation helped members talk more confidently and with better speaking abilities. The improvement between the pre-and post-tests served as evidence. The mean post-test score (28.5) was higher than the mean pre-test (37.95). As a result, members' speaking skills improved by 47.6%.

B. Suggestion

According to the findings of the data analysis, the researcher would like to make the following suggestions:

1. The researcher advises members to attend an English club regularly since it was helped them communicate more clearly and improves their speaking ability.
2. The researcher advises using peer evaluation to improve communication skills and speaking competency.
3. Speaking was the first aspect of the English language proficiency test to provide direct information. The researcher should offer simple and enjoyable speaking tasks so the participants are more engaged and receptive.

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

APPENDICES

PRE-TEST

Activity : Speaking test

Time : 60 minutes

Mechanism :

A pre-test will occur before taking any action that aims to measure the speaking ability of members:

Form of pre-test:

1. The researcher informed the members about the pre-test.
2. The researcher provided a handout consisting of specific topics to measure their pronunciation and, at the same time, their self-confidence; the researcher assessed during the debate section.
3. The researcher recorded and also transcript during the activity.
4. The researcher asked several questions related to the handout and allowed to answered the questions and spoke for five minutes.
5. The researcher labeled or underlined the word when someone made mistakes in pronouns something.
6. Self-confidence focused on when someone fill or was not confident during the speech.

BENTENG PANYNYUA ENGLISH CLUB
(Social Institution for Education and Human Resources Development)
Sekretariat: Jalan Mannuruki 2 lrg. 7A No. 97B, Makassar
Telephone : 082348358149/081343988180; Surel: bentengpanynyua86@gmail.com

Love VS Hate

Love is a feeling of deep affection **(kasih sayang)**. It is often associated **(berkaitan)** with other positive feelings like caring, warmth, and happiness. Love is generally an emotion we feel towards a close person. Love can be called a complex emotion because the love we feel towards a person differs according to the familiarity with that person. Meanwhile, hate is an intense **(kuat)** dislike towards a person or a thing. Hate is often associated with negative feelings such as anger, hostility **(permusuhan)** and violence.

The feeling of loving a friend, partner, or family member is all-consuming and comforting. But, what happens when the seeds **(benih)** of hate start to sprout **(tumbuh)** in a garden of love and you find yourself filled with both admiration **(kekaguman)** and disdain **(penghinaan)** for the same person? As it's happening, you may not realize that you are indeed in the midst of loving and hating a person all at the same time.

Unlike the person that you despise **(membenci)** or the family member that you absolutely adore, emotional ambivalence **(dua perasaan yang bertentangan)** allows for hate and love to co-exist **(hidup bersama)** rather than one overshadowing **(menaungi)** the other. When you're a small child and you express hostility, in that moment, you feel that your feelings are the only reality, and you forget about loving feelings.

As we mature and learn to navigate our feelings, learning to decipher **(menguraikan)** the root **(akar)** of the hate or hostility and tolerate these feelings enables **(memungkinkan)** us to relate better with others. Balancing between the feelings of hate and love is a part of life and growing up. For some people, the feelings of hate are momentary or situational and they are able to move beyond it and rebuild their love. However, some are in situations where the pendulum **(ayunan)** is constantly swinging between the two emotions. In that instance, finding a way to tolerate both while addressing **(mengatasi)** the negative feelings can offer a calming relief for everyone in the partnership.

Let's discuss!

1. In your own definition, what is love and hate?
2. Have you ever love someone but hate him/her after it? How do you react to those feelings?
3. Have you ever love someone and hate him/her at the same time? How do you deal with it?
4. Can you feel if someone is loving you? What will you do if he/she confesses their feeling to you?
5. What if someone is hating you? What will you do?

POST-TEST

Activity : Speaking test

Time : 60 minutes

Mechanism :

This post-test is conducted by distributing a different handout where the content and topics are having different ideas and values:

Form of post-test:

1. The researcher informed the members about the post-test.
2. The researcher provided a handout consisting of specific topics to measure their pronunciation and, at the same time, their self-confidence; the researcher assessed during the debate section. .
3. The researcher recorded and also transcript during the activity.
4. The researcher asked several questions related to the handout and allowed to answered the questions and spoke for five minutes.
5. The researcher labeled or underlined the word when someone made mistakes in pronouns something.
6. Self-confidence focused on when someone fill or was not confident during the speech.

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BENTENG PANYNYUA ENGLISH CLUB
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Childfree Trends

Lately, the term childfree is often a conversation in the Indonesian social world. Childfree can be interpreted **(ditafsirkan)** as the choice to live without having children after marriage. Since influencer Gita Savitri Devi uploaded a story on Instagram explaining her decision for Childfree which caused a lot of pros and cons.

If you look at the data released by the world bank, the trend of the birth rate in Indonesia continues to decline **(menurun).** Even in 2019 the crude birth rate per 1000 population in Indonesia was at 17.75. population growth. The population growth rate in 2010-2020 shows a 1.25 percent declined from the previous period in 2000-2010 showing a 1.49 percent figure. If you look at the data, there has been a decline in births in Indonesia. This is reinforced by the emergence **(kemunculan)** of the childfree phenomenon, many things that make someone choose chidfree, namely related to psychological problems, economics, and environmental factors, even some people choose childfree for fear of giving birth to children in a world full of violence.

However, choosing to be childfree does not mean without risk, in the mindset of the conservative society of Indonesia being childfree will get a negative stigma from the surrounding environment, and from the family environment. There are several main factors why so many uples choose to be childfree, the first such as not being ready to become parents, economic factors, environmental factors and even physical factors for themselves and their partners.

The author of the book Childfree & Happy, Victoria Tunggono, said that if you want to be a parent, you are not only prepared in terms of material and physical aspects, but you must also have the mental readiness of someone who wants or who is already a parent to serve their children in the future. Victoria revealed, there were 5 main reasons: they took such an attitude. Namely physical issues (hereditary **(turun-temurun)** illness), psychological (readiness/mental problems), economics, the environment (the world is already too crowded), and personal reasons.

Let's discuss!!!

1. What do you think about child free?
2. Do you agree with the couples who have decided to child free?
3. Base on your opinion, what makes young couples want to do child free ?
4. Could child free be applied in many young couples in Indonesia ?

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Tempat Pembelajaran : Benteng Panynyua English Club Makassar

Alokasi Waktu : 6 x 40

A. Kompetinsi Inti

KI1 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, toleransi, santun, percaya diri, dalam interaksi secara efektif dengan lingkungan sosial.

KI2 Memahami pengetahuan (faktua, konseptual dan prosedural) berdasarkanrasa ingin tahunya tentang ilmu pengetahuan dan isu-isu terkini terkait fenomena yang terjadi.

KI3 Mampu meningkatkan pengetahuan berbahasa Inggris serta mampu berbicara Bahasa Inggris.

B. Tujuan Penelitian

Setelah melalui beberapa proses pre-test, treatment dan post-test anggota diharapkan terampil memahami, dan bertanya serta mampu meningkatkan skill berbicara dalam Bahasa Inggris untuk:

a. Meminta Meminta mengungkapkan pendapat serta meresponnya, untuk melaksanakan komunikasi interpersonal dengan teman.
b. Menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percya diri, bertanggung jawab, peduli ,kerjasama, dan cinta damai (sikap, pengetahuan, keterampilan)
c. Mampu meningkatkan skill berbahasa Inggrisnya yang awalnya A1 menjadi A2 atau bahkan sampaiC2.

C. Materi Penelitian

Materi Pokok	Handout sebagai topic pembahasan (a) meminta perhatian(b) mengecek pemahaman (c) menghargai kinerja yang baik (d) meminta /mengungkapkan pendapat dan meresponya.
Fungsi social	Menjaga hubungan yang baik antar sesama teman.

D. Media Alat dan Sumber Belajar

a) Handphone
b) Handout

F. Langkah-Langkah Pembelajaran

Pertemuan 1 : Love VS Hate

BENTENG PANYNYUA ENGLISH CLUB
(Social Institution for Education and Human Resources Development)
Sekretariat: Jalan Mannuruki 2 lrg. 7A No. 97B, Makassar
Telephone : 082348358149/081343988180; Surel: bentengpanynyua86@gmail.com

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The feeling of loving a friend, partner, or family member is all-consuming and comforting. But, what happens when the seeds **(benih)** of hate start to sprout **(tumbuh)** in a garden of love and you find yourself filled with both admiration **(kekaguman)** and disdain **(penghinaan)** for the same person? As it's happening, you may not realize that you are indeed in the midst of loving and hating a person all at the same time.

Unlike the person that you despise **(membenci)** or the family member that you absolutely adore, emotional ambivalence **(dua perasaan yang bertentangan)** allows for hate and love to co-exist **(hidup bersama)** rather than one overshadowing **(menaungi)** the other. When you're a small child and you express hostility, in that moment, you feel that your feelings are the only reality, and you forget about loving feelings.

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3. Have you ever love someone and hate him/her at the same time? How do you deal with it?
4. Can you feel if someone is loving you? What will you do if he/she confesses their feeling to you?
5. What if someone is hating you? What will you do?

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1. Pendahuluan

a) Peneliti memberi salam kepada anggota

b) Peneliti membagikan handout kepada anggota

c) Peneliti menyampaikan tujuan penelitian

2. Kegiatan Inti

Mengamati

a) Anggota mendengarkan penjelasan tentang definisi love dan hate dari peneliti

b) Anggota membaca handout setiap satu orang satu atau 2 kalimat

c) Anggota mengidentifikasi kosa kata yang belum diketahui

Menanya

a) Peneliti memberikan pertanyaan kepada anggota tentang topiknya

b) Peneliti memberikan kesempatan kepada anggota untuk mengajukan pertanyaan.

Berkomunikasi

a) Anggota akan berdiskusi mengenai pendapat mereka masing-masing.

b) Anggota lain akan mengoreksi pendapat sesama anggota diskusi.

3. Penutup

a) Peneliti dengan anggota memberikan umpan balik terhadap proses dan hasil pembelajaran

b) Kegiatan diskusi ditutup dengan salam atau berdoa sebelum pulang

Pertemuan 2: Extrovert VS Introvert

BENTENG PANYNYUA ENGLISH CLUB
(Social Institution for Education and Human Resources Development)
Sekretariat: Fort Rotterdam Makassar, JL. Penghibur No. 1 Makassar
Telephone: 0882020463338/085241082857; Surel: bentengpanynyua86@gmail.com

Extrovert VS Introvert

By Hani

An extrovert is generally categorized as someone who thrives in social situations. They may be known as the "party life", generally finding it easy to express themselves and seek social stimulation. In many cases, an extrovert can be very positive, cheerful, and friendly. They may feel more comfortable in a large group and may not feel afraid to introduce themselves to new people. Therefore, they may find it easy to make friends.

Generally, extroverts get their energy from external sources, such as relationships and social interactions. They are generally viewed by many as the direct opposite of those who are **aligned (selaras)** with the introverted personality type.

Introverts are quieter, more introspective, and may often feel mentally or physically exhausted after a lot of social stimulation. Despite the tendency an introvert may have to remain reserved, they may have a small group of close friends to whom they could be more sociable. These relationships can go deeper than those formed by large groups of extroverted friends, as introverts may prefer to get to know someone one-on-one rather than interacting with people in a group setting, which has the potential to foster more intimate relationships.

Introverts may tend to take care of themselves, are generally seen as more reserved, and may be more likely to decline invitations to meetings or social events. Introverts aren't always shy or intimidated by social interactions, they may just need more alone time to rest and recharge. **Instead of constantly (Alih-alih terus-menerus)** needing stimulation from others, they are generally happiest when surrounded by their own internal thoughts and feelings. In many cases, introverts may get their energy from internal sources and often feel drained when faced with too many social **stimuli(Rangsangan).**

In conclusion, an extrovert is usually characterized by someone who is outgoing, energetic, and talkative. An extrovert usually likes to socialize as much as possible, and will feel bored when alone. Introverts enjoy being alone, and introverts also drain their social battery quickly when with a lot of people, but that doesn't mean they dislike others or are anti-social.

Let's Discuss!

1. What do you think about this topic?
2. Do you define yourself as an extrovert and introvert?
3. Are extroverts or introverts able to change over time? If so, what affects it?
4. How do extroverts and introverts choose to spend their free time in different ways?
5. Do you mind having relationship (friendship/love) with someone who's opposite with your personality? Is it such good combination?

1. Pendahuluan

a) Peneliti memberi salam kepada anggota
b) Peneliti membagikan handout kepada anggota
c) Peneliti menyampaikan tujuan penelitian

2. Kegiatan Inti

Mengamati

a) Anggota mendengarkan penjelasan tentang definisi Ekstrovert and Introvert dari peneliti
b) Anggota membaca handout setiap satu orang satu atau 2 kalimat
c) Anggota mengidentifikasi kosa kata yang belum diketahui

Menanya

a) Peneliti memberikan pertanyaan kepada anggota tentang topiknya
b) Peneliti memberikan kesempatan kepada anggota untuk mengajukan pertanyaan.

Berkomunikasi

a) Anggota akan berdiskusi mengenai pendapat mereka masing-masing.
b) Anggota lain akan mengoreksi pendapat sesama anggota diskusi.

3. Penutup

a) Peneliti dengan anggota memberikan umpan balik terhadap proses dan hasil pembelajaran
b) Kegiatan diskusi ditutup dengan salam atau berdoa sebelum pulang

Pertemuan ke 3: Uang Panai

BENTENG PANYNYUA ENGLISH CLUB
(Social Institution for Education and Human Resources Development)
Sekretariat: Jalan Mannuruki 2 lrg. 7A No. 97B, Makassar
Telephone : 082348358149/081343988180; Surel: bentengpanynyua86@gmail.com

'Uang Panai'
By: Nurfa

Indonesia is a country that has thousands of islands. Then each island has a different cultural tradition and it still exists today. One of the islands that will be discussed is South Sulawesi. 'Uang Panai' is a cultural tradition of wedding dowries from South Sulawesi, Indonesia. So, what's the meaning of 'Uang Panai'?

The history of bride-price from cultural side begun with a daughter from a Bugis noble who caught the attention of a man from the Netherlands. But, the king did not want his daughter touched by any man, so he decided to make a rule to marry his daughter which was called 'Uang Panai'. From this story, we can conclude that 'Uang Panai' is men's award to the woman who he loves and commits to do everything.

However, the meaning of 'Uang Panai' changed a lot. Nowadays, the price of wedding dowry is depending on the education, the aristocratic status, the economic status, the occupation, and the physical condition of the woman. The higher their status, the higher the bride-price will be. This tradition became a problem for some couples who want to get married because their parents disapprove if the 'Uang Panai' is low.

'Uang Panai' aims to show a man's hard work to prove that he can be responsible to his woman, but some people think of it as an opportunity to show off their wealth. However, some families also think that wedding dowry is not a big thing. They are more concerned with the happiness of their family who wants to get married as long they are sure to commit.

Let's Discuss!

1. What do you think about wedding dowry culture?
2. Do you think that it is possible to change the paradigm Buginese about bride-price?
3. Do you agree if the bride-price is governed by the government?
4. What is the solution for a man who cannot fulfill the wedding dowry?
5. Do you prefer if women are involved to fulfill the 'Uang Panai'?

.1. Pendahuluan

a) Peneliti memberi salam kepada anggota
b) Peneliti membagikan handout kepada anggota
c) Peneliti menyampaikan tujuan penelitian

2. Kegiatan Inti

Mengamati

a) Anggota mendengarkan penjelasan tentang definisi Uang Panai dari peneliti
b) Anggota membaca handout setiap satu orang satu atau 2 kalimat
c) Anggota mengidentifikasi kosa kata yang belum diketahui

Menanya

a) Peneliti memberikan pertanyaan kepada anggota tentang topiknya
b) Peneliti memberikan kesempatan kepada anggota untuk mengajukan pertanyaan.

Berkomunikasi

a) Anggota akan berdiskusi mengenai pendapat mereka masing-masing.
b) Anggota lain akan mengoreksi pendapat sesama anggota diskusi.

3. Penutup

a) Peneliti dengan anggota memberikan umpan balik terhadap proses dan hasil pembelajaran
b) Kegiatan diskusi ditutup dengan salam atau berdoa sebelum pulang.

Pertemuan ke 4: Plan Your Future

BENTENG PANYNYUA ENGLISH CLUB
(Social Institution for Education and Human Resources Development)
Sekretariat: Jalan Mannuruki 2 lrg. 7A No. 97B, Makassar
Telephone : 082348358149/081343988180; Surel: bentengpanynyua86@gmail.com

Plan Your Future

By : Any

A future plan is a sketch that describes our future life. It is long term, because it will involve our lives which will definitely continue to be **sustainable (berkelanjutan)**. Future plans can start with a target. If the analogy is like a building, then before constructing a building, we must have a solid foundation. Dreams or future plans are big. At least you have something **hanging (menggantung)** in plain sight to grab. Don't think about the distance to reach it, immediately make up your mind and determine the steps to get there. The process of forming a future orientation is described through three stages that interact with individual generated **schemata (skemata).** The three stages include motivation, planning and evaluation. Motivation includes what the individual is interested in the future. Planning is how individuals realize their **interests (ketertarikan).** While the evaluation includes an assessment of a number of interests that are expected to be realized.

Planning for the future is often a topic that scares some people. But the fear is a natural thing because there are many factors that must be **considered (dipertimbangkan)** if later the plans made are not realized. This is also sometimes what makes you **reluctant (enggan)** to plan for the future. Even so, making plans for life ahead is something that should be tried. This plan can help you find direction in life to help you anticipate problems that may arise.

The step in making plans for the future is to see which aspects of life you want to focus on, Effectively prioritizing can make you more efficient and avoid stress, make long-term plans, Believe in yourself, Set small goals or steps, Create a routine that support, Determine the support system, and try to use the vision board method which contains the target to be **achieved (dicapai)**.

Making a plan is like a compass, a guide, and a **guide (panduan)** for our life's journey. When you don't have a future plan, you will more easily give up when you fail. When you have a plan, you can take into account what difficulties or challenges will occur. With a plan, of course, someone will more easily anticipate it. Although making a plan does not **guarantee (menjamin)** that your career can be realized or not, but at least you have one step ahead than **having (memiliki)** no dreams.

Let's discuss!!

1. What do you know about future plans?
2. How do you prepare for your future?
3. What is the impact if a person does not have a plan for the future?
4. Is there anyone who can be successful in achieving his career without any prior planning?
5. Are you one of those people who like to think negatively about your future plans?

1. Pendahuluan
   a) Peneliti memberi salam kepada anggota
   b) Peneliti membagikan handout kepada anggota
   c) Peneliti menyampaikan tujuan penelitian
2. Kegiatan Inti

   Mengamati

   a) Anggota mendengarkan penjelasan tentang definisi Plan Your Future dari peneliti
   b) Anggota membaca handout setiap satu orang satu atau 2 kalimat
   c) Anggota mengidentifikasi kosa kata yang belum diketahui

   Menanya

   a) Peneliti memberikan pertanyaan kepada anggota tentang topiknya
   b) Peneliti memberikan kesempatan kepada anggota untuk mengajukan pertanyaan.

   Berkomunikasi

   a) Anggota akan berdiskusi mengenai pendapat mereka masing-masing.
   b) Anggota lain akan mengoreksi pendapat sesama anggota diskusi.

3. Penutup
   a) Peneliti dengan anggota memberikan umpan balik terhadap proses dan hasil pembelajaran
   b) Kegiatan diskusi ditutup dengan salam atau berdoa sebelum pulang

Pertemuan ke 5:

BENTENG PANYNYUA ENGLISH CLUB
(Social Institution for Education and Human Resources Development)
Secretariat of Activities: Fort Rotterdam Jl. Ujung Pandang, Makassar
Secretariat: Jl. Mannuruki 2 Lrg. 7A No. Telp. 085952753174, FB: facebook.com/bpecMks

PEOPLE-PLEASER

By: Andi Nur Inayatul Aini

People-pleaser is a title for someone who's always trying to please the people around him. A people-pleaser would have a tendency to do anything to make others not disappointed (**Kecewa**) in him. The most visible sign of a pleaser would try hard to do what others ask of him for his happiness. According to the writer, Susan Newman, Ph. D. that when you do everything to others until it leaves little or no energy and time for yourself, then you are a People-pleaser. Unfortunately (**Sayangnya**), this type of person is often manipulated (**ditipu**) or used by those around him.

What makes a person be a People-pleaser? Susan explained that it because they do not like confrontation (**Konfrontasi/perdebatan)**. You might be someone who avoid general insignificance (**Hal Sepele**). You feel that the sighs, the melancholy faces, the silent treatment of others is your punishment. People-pleaser have a need to stay safe and protect themselves for contention (**Pertentangan**). You said 'yes' to avoid the possibility of arguments. The second factor is the fear of broken relationships and parenting factors because they may have been accustomed (**Terbiasa**) to being cooperative and obedient. You enjoy the feeling of being liked or loved that repels you from fulfilling the wishes of others. It may come from the influence of childhood in which you are always taught to put others first and to be obedient (**Patuh**).

The possible repercussions if you become a people-pleaser are you feel frustrated and irritated, people exploit you, relationships with others do not satisfy you, stress and fatigue, also your partner and friends are getting frustrated with you. How do I fix this?? If you want to stop being a People-pleaser, then realizing how this behavior appears in your life is the first step. Show kindness when you are sincere (**Ikhlas)** and practice putting yourself in the right situation.

Let's discuss guys!!!

1. What do you think about People-pleaser?
2. How do you act when someone asks you for help when you're not able to do it?
3. Do you think that you're a People-pleaser? How did you figure that out?
4. Do you think People-pleaser make a person more vulnerable?
5. How do you think we should treat a People-pleaser?

1) Pendahuluan

a) Peneliti memberi salam kepada anggota

b) Peneliti membagikan handout kepada anggota

c) Peneliti menyampaikan tujuan penelitian

2) Kegiatan Inti

Mengamati

a) Anggota mendengarkan penjelasan tentang definisi People Pleasure dari peneliti

b) Anggota membaca handout setiap satu orang satu atau 2 kalimat

c) Anggota mengidentifikasi kosa kata yang belum diketahui

Menanya

a) Peneliti memberikan pertanyaan kepada anggota tentang topiknya

b) Peneliti memberikan kesempatan kepada anggota untuk mengajukan pertanyaan.

Berkomunikasi

a) Anggota akan berdiskusi mengenai pendapat mereka masing-masing.

b) Anggota lain akan mengoreksi pendapat sesama anggota diskusi.

3. Penutup

a) Peneliti dengan anggota memberikan umpan balik terhadap proses dan hasil pembelajaran

b) Kegiatan diskusi ditutup dengan salam atau berdoa sebelum pulang

Pertemuan ke 6: Childfree Trends

BENTENG PANYNYUA ENGLISH CLUB
(Social Institution for Education and Human Resources Development)
Sekretariat: Jalan Mannuruki 2 lrg. 7A No. 97B, Makassar
Telephone : 082348358149/081343988180; Surel: bentengpanynyua86@gmail.com

Childfree Trends

Lately, the term childfree is often a conversation in the Indonesian social world. Childfree can be interpreted **(ditafsirkan)** as the choice to live without having children after marriage. Since influencer Gita Savitri Devi uploaded a story on Instagram explaining her decision for Childfree which caused a lot of pros and cons.

If you look at the data released by the world bank, the trend of the birth rate in Indonesia continues to decline **(menurun).** Even in 2019 the crude birth rate per 1000 population in Indonesia was at 17.75. population growth. The population growth rate in 2010-2020 shows a 1.25 percent declined from the previous period in 2000-2010 showing a 1.49 percent figure. If you look at the data, there has been a decline in births in Indonesia. This is reinforced by the emergence **(kemunculan)** of the childfree phenomenon, many things that make someone choose chidfree, namely related to psychological problems, economics, and environmental factors, even some people choose childfree for fear of giving birth to children in a world full of violence.

However, choosing to be childfree does not mean without risk, in the mindset of the conservative society of Indonesia being childfree will get a negative stigma from the surrounding environment, and from the family environment. There are several main factors why so many uples choose to be childfree, the first such as not being ready to become parents, economic factors, environmental factors and even physical factors for themselves and their partners.

The author of the book Childfree & Happy, Victoria Tunggono, said that if you want to be a parent, you are not only prepared in terms of material and physical aspects, but you must also have the mental readiness of someone who wants or who is already a parent to serve their children in the future. Victoria revealed, there were 5 main reasons: they took such an attitude. Namely physical issues (hereditary **(turun-temurun)** illness), psychological (readiness/mental problems), economics, the environment (the world is already too crowded), and personal reasons.

Let's discuss!!!

1. What do you think about child free?
2. Do you agree with the couples who have decided to child free?
3. Base on your opinion, what makes young couples want to do child free ?
4. Could child free be applied in many young couples in Indonesia ?

1. Pendahuluan

   a) Peneliti memberi salam kepada anggota

   b) Peneliti membagikan handout kepada anggota

   c) Peneliti menyampaikan tujuan penelitian

2. Kegiatan Inti

   Mengamati

   a) Anggota mendengarkan penjelasan tentang definisi Childfree Trends dari peneliti

   b) Anggota membaca handout setiap satu orang satu atau 2 kalimat

   c) Anggota mengidentifikasi kosa kata yang belum diketahui

   Menanya

   a) Peneliti memberikan pertanyaan kepada anggota tentang topiknya

   b) Peneliti memberikan kesempatan kepada anggota untuk mengajukan pertanyaan.

   Berkomunikasi

   a) Anggota akan berdiskusi mengenai pendapat mereka masing-masing.

   b) Anggota lain akan mengoreksi pendapat sesama anggota diskusi.

3. Penutup

   a) Peneliti dengan anggota memberikan umpan balik terhadap proses dan hasil pembelajaran

   b) Kegiatan diskusi ditutup dengan salam atau berdoa sebelum pulang

APPENDIX 1

ABSENT MEMBERS

No	Name	Code
1	Muh. Yusril Abidin	B-01
2	Fathya Felyata A.	B-02
3	Farahsyifa Mutiara Khansa	B-03
4	Wiwik Ariati	B-04
5	Eliyana Salsabila	B-05
6	Nur Husfiratie Hikmah	B-06
7	Rizky Juliyanti	B-07
8	Firdayanty Amaliyah HDB Batji	B-08
9	Honeysty Halim	B-09
10	Nanda Hidayat	B-10

APPENDIX 2 SCORING MEMBERS IN PRE-TEST
PRONUNCIATION

No	Code	CriteriaPronunciation	Core score	Score
1	B-01	They sometimes speak rush, but they have fairly good pronunciation	7.3	73
2	B-02	They sometimes speak rush, but they have fairly good pronunciation	7.1	71
3	B-03	They speak rush, and more sentences do not deserve pronunciation.	3.8	38
4	B-04	They speak rush, and more sentences do not deserve pronunciation.	5.5	55
5	B-05	They sometimes speak with a rush and proper pronunciation	6.0	60
6	B-06	They sometimes speak with a rush and proper pronunciation	6.3	63
7	B-07	They sometimes speak with a rush and proper pronunciation	6.5	65
8	B-08	They speak rush, and more sentences do not deserve pronunciation	5.4	54
9	B-09	They speak rush, and more sentences do not deserve pronunciation	4.0	40
10	B-10	They sometimes speak rush, but they have fairly good pronunciation	7.1	71

APPENDIX 3 SCORING MEMBERS IN PRE-TEST

SELF- CONFIDENCE

No	Code	CriteriaPronunciation	Core score	Score
1	B-01	They sometimes speak rush, but they have fairly good of self confidence	7.2	72
2	B-02	They sometimes speak rush, but they have fair of self confidence	5.7	57
3	B-03	They speak rush and some sentences and lack of self-confidence	3.8	38
4	B-04	They sometimes speak rush, but they have fair of self confidence	5.9	59
5	B-05	They sometimes speak rush, but they have fair of self confidence	5.8	58
6	B-06	They sometimes speak rush, but they have fair of self confidence	6.0	60
7	B-07	They sometimes speak rush, but they have fair of self confidence	6.2	62
8	B-08	They sometimes speak rush, but they have fair of self confidence	5.5	55
9	B-09	They speak rush and some sentences and lack of self-confidence	3.7	37
10	B-10	They sometimes speak rush, but they have fairly good of self confidence	7.0	70

APPENDIX 4 SCORING MEMBERS IN POST-TEST

PRONUNCIATION

No	Code	CriteriaPronunciation	Core score	Score
1	B-01	They are very good at pronunciation and speak quickly and effectively	8.6	86
2	B-02	They are good at pronunciation and speak effectively	8.1	81
3	B-03	They sometimes speak with a rush and proper pronunciation.	6.5	65
4	B-04	They sometimes speak rush, but they have fairly good pronunciation	6.8	68
5	B-05	They sometimes speak rush, but they have fairly good pronunciation	7.5	75
6	B-06	They sometimes speak rush, but they have fairly good pronunciation	7.4	74
7	B-07	They sometimes speak rush, but they have fairly good pronunciation	7.5	75
8	B-08	They sometimes speak rush, but they have fairly good pronunciation	7.3	73
9	B-09	They sometimes speak rush, but they have fairly good pronunciation	6.6	66
10	B-10	They are good at pronunciation and speak effectively	8.3	83

APPENDIX 5 SCORING MEMBERS IN POST-TEST

SELF- CONFIDENCE

No	Code	CriteriaPronunciation	Core score	Score
1	B-01	They are very good at self-confidence and speak clearly	8.7	62
2	B-02	They are good at self-confidence and speak clearly	8.0	57
3	B-03	They sometimes speak rush, but they have fairly good of self confidence	6.7	38
4	B-04	They are good at self-confidence and speak clearly	7.7	59
5	B-05	They sometimes speak rush, but they have fairly good of self confidence	7.5	58
6	B-06	They sometimes speak rush, but they have fairly good of self confidence	7.4	60
7	B-07	They are good at self-confidence and speak clearly	7.8	62
8	B-08	They sometimes speak rush, but they have fairly good of self confidence	7.4	55
9	B-09	They sometimes speak rush, but they have fairly good of self confidence	6.6	37
10	B-10	They are good at self-confidence and speak clearly	8.1	70

APPENDIX 6 SCORE OF PRE-TEST

No	Code	Score			
		Pronunciation	Self-Confidence	Total	Final Score
1	B-01	73	72	145	72,5
2	B-02	71	57	128	64
3	B-03	38	38	76	38
4	B-04	55	59	114	57
5	B-05	60	58	118	59
6	B-06	63	60	123	61,5
7	B-07	65	62	127	63,5
8	B-08	54	55	109	54,5
9	B-09	40	37	77	38,5
10	B-10	71	70	141	70,5
	Total	**590**	**568**	**1158**	**579**
	Average	**59**	**56,8**	**115,8**	**57,9**

APPENDIX 7 SCORE OF POST-TEST

No	Code	Score			
		Pronunciation	Self-Confidence	Total	Final Score
1	B-01	86	87	173	86,5
2	B-02	81	80	161	80,5
3	B-03	65	67	132	66
4	B-04	68	77	145	72,5
5	B-05	75	75	150	75
6	B-06	74	74	148	74
7	B-07	75	78	153	76,5
8	B-08	73	74	147	73,5
9	B-09	66	66	132	66
10	B-10	83	81	164	82
	Total	**746**	**759**	**1505**	**752,5**
	Average	**74,6**	**75,9**	**150,5**	**75,25**

APPENDIX 8 SCORE OF PRE-TEST ON PRONUNCIATION

No	Code	Score		
		Pronunciation	Total	Final score
1	B-01	73	73	36,5
2	B-02	71	71	35,5
3	B-03	38	38	19
4	B-04	55	55	27,5
5	B-05	60	60	30
6	B-06	63	63	31,5
7	B-07	65	65	32,5
8	B-08	54	54	27
9	B-09	40	40	20
10	B-10	71	71	35,5
	Total	**590**	**590**	**295**
	Average	**59**	**59**	**29,5**

APPENDIX 9 SCORE OF PRE-TEST ON SELF-CONFIDENCE

No	Code	Score		
		Self-Confidence	Total	Final Score
1	B-01	72	72	36
2	B-02	57	57	28,5
3	B-03	38	38	19
4	B-04	59	59	29,5
5	B-05	58	58	29
6	B-06	60	60	30
7	B-07	62	62	31
8	B-08	55	55	27,5
9	B-09	37	37	18,5
10	B-10	70	70	35
	Total	**568**	**568**	**284**
	Average	**56,8**	**56,8**	**28,4**

APPENDIX 10 SCORE OF POST-TEST ON PRONUNCIATION

No	Code	Score		
		Pronunciation	Total	Final Score
1	B-01	86	86	43
2	B-02	81	81	40.5
3	B-03	65	65	32,5
4	B-04	68	68	34
5	B-05	75	75	37,5
6	B-06	74	74	37
7	B-07	75	75	37,5
8	B-08	73	73	36,5
9	B-09	66	66	33
10	B-10	83	83	41,5
	Total	**746**	**746**	**332,5**
	Average	**74,6**	**74,6**	**33,25**

APPENDIX 11 SCORE OF POST-TEST ON SELF- CONFIDENCE

No	Code	Score		
		Self-Confidence	Total	Final Score
1	B-01	87	87	43,5
2	B-02	80	80	40
3	B-03	67	67	33,5
4	B-04	77	77	38,5
5	B-05	75	75	37,5
6	B-06	74	74	37
7	B-07	78	78	39
8	B-08	74	74	37
9	B-09	66	66	33
10	B-10	81	81	40,5
	Total	**759**	**759**	**379,5**
	Average	**75,9**	**75,9**	**37,95**

APPENDIX 12 DATA PRE-TEST AND POST-TEST ON PRONUNCIATION

CODE	PRE-TEST	POST-TEST	$D=(X_2-X_1)$	$D^2=(X_2-X_1)$
B-01	36,5	43	6,5	42,25
B-02	35,5	40.5	5	25
B-03	19	32,5	13,5	182,25
B-04	27,5	34	6,5	42,5
B-05	30	37,5	7,5	56,25
B-06	31,5	37	5,5	30.25
B-07	32,5	37,5	5	25
B-08	27	36,5	9,5	90,25
B-09	20	33	13	169
B-10	35,5	41,5	6	36
Total	**295**	**332,5**	**78**	**668,5**
Average	**29,5**	**33,25**	**7,8**	**66,85**

APPENDIX 13 DATA PRE-TEST AND POST-TEST ON SELF-CONFIDENCE

CODE	PRE-TEST	POST-TEST	$D=(X_2-X_1)$	$D^2=(X_2-X_1)$
B-01	36	43,5	7,5	56,25
B-02	28,5	40	11,5	132,5
B-03	19	33,5	14,5	210,5
B-04	29,5	38,5	9	81
B-05	29	37,5	8,5	72,5
B-06	30	37	7	49
B-07	31	39	8	56
B-08	27,5	37	9,5	90,25
B-09	18,5	33	14,5	210,5
B-10	35	40,5	5,5	30,25
Total	**284**	**379,5**	**95,5**	**988,75**
Average	**28,4**	**37,95**	**9,55**	**98,875**

APPENDIX 14 ANALYSIS OF PRE-TEST AND POST-TEST

CODE	PRE-TEST	POST-TEST	D=(X_2-X_1)	D^2=(X_2-X_1)
B-01	72,5	86,5	14	196
B-02	64	80,5	16,5	272,25
B-03	38	66	28	784
B-04	57	72,5	15,5	240,25
B-05	59	75	16	256
B-06	61,5	74	12,5	156,25
B-07	63,5	76,5	13	169
B-08	54,5	73,5	19	361
B-09	38,5	66	27,5	756,25
B-10	70,5	82	11,5	132,25
Total	**579**	**752,5**	**173,5**	**3323,25**
Average	**57,9**	**75,25**	**17,35**	**332,325**

APPENDIX 15

T-TEST VALUE AND DEGREE OF FREEDOM(df)

A. T-Test Value of Pronunciation

$$t= \frac{D}{\frac{\sqrt{(\sum_d 2)\,\overline{n}}}{N\,(N-1)}}$$

$$t= \frac{7,8}{\frac{\sqrt{(668,5)\ 10}}{10\ (10-1)}}$$

$$t= \frac{7,8}{\frac{\sqrt{(668,5)\ 10}}{10\ (9)}}$$

$$t = \frac{7{,}8}{\frac{\sqrt{(668{,}5)} - 608{,}4}{90}}$$

$$t = \frac{7{,}8}{\frac{\sqrt{60{,}1}}{90}}$$

$$t = \frac{7{,}8}{\sqrt{0{,}667}}$$

$$t = \frac{7{,}8}{0{,}822}$$

t= 9.48

B. Test Value of Self-Confidence

$$t = \frac{D}{\frac{\sqrt{(\sum_d 2)\,\overline{n}}}{N\,(N-1)}}$$

$$t = \frac{9{,}55}{\frac{\sqrt{(988{,}75)\,\frac{95{,}5^2}{10}}}{10\,(10-1)}}$$

$$t = \frac{9{,}55}{\frac{\sqrt{(988{,}75)\,\frac{9.120{,}25}{10}}}{10\,(9)}}$$

$$t = \frac{9{,}55}{\frac{\sqrt{(988{,}75)} - 912{,}025}{90}}$$

$$t = \frac{9{,}55}{\frac{\sqrt{75{,}725}}{90}}$$

$$t = \frac{9{,}55}{\sqrt{0{,}852}}$$

$$t = \frac{9{,}55}{0{,}908}$$

t= 10.51

C. T-Test Value of Final Score

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

$$t = \frac{17{,}35}{\frac{\sqrt{(3323{,}25)\ 10}}{10\ (10-1)}}$$

$$t = \frac{17{,}35}{\frac{\sqrt{(3323{,}25)\ 10}}{10\ (9)}}$$

$$t = \frac{17{,}35}{\sqrt{\frac{(3323{,}25)-3.010{,}225}{90}}}$$

$$t = \frac{17{,}35}{\sqrt{\frac{313{,}025}{90}}}$$

$$t = \frac{17{,}35}{\sqrt{3{,}478}}$$

$$t = \frac{17{,}35}{1{,}864}$$

t= 9.30

APPENDIX 16

Score And The Rate Percentage Of Pronunciation, Self-Confidence And Speaking Ability

A. Score and the Rate Percentage of Pronunciation

1. Score of Students Pre-Test

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

   $x=\frac{590}{10}$

   X= 59

2. Score of Students Post-Test

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

   $x=\frac{746}{10}$

   x= 74,6

- The Improvement

  $P=\frac{x2-x1}{x1}\ x\ 100\%$

  $P=\frac{74,6-55}{55}\ x\ 100\%$

  $P=\frac{19,6}{29,5}\ x\ 100\%$

  P= 66,44

B. Score and the Rate Percentage of Self-Confidence

1. Score of Students Pre-Test

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

x=$\frac{568}{10}$

X= 56,8

2. Score of Students Post-Test

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

x= $\frac{759}{10}$

x= 75,9

- The Improvement

P= $\frac{x2-x1}{x1}$ x 100%

P= $\frac{75,9-56,8}{56,8}$ x 100%

P= $\frac{19,1}{28,4}$ x 100%

P= 67,25

C. Mean Score and the Rate Percentage of Pronunciation

1. Mean Score of Students Pre-Test

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

x=$\frac{295}{10}$

X= 29,5

2. Mean Score of Students Post-Test

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

x= $\frac{332,5}{10}$

x= 33,25

- The Improvement

P= $\frac{x2-x1}{x1}$ x 100%

P= $\frac{33,25-29,5}{29,5}$ x 100%

P= $\frac{3,75}{29,5}$ x 100%

P= 12,71

D. Mean Score and Rate Percentage of Pronunciation

4. Mean Score of Students Pre-Test

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

x=$\frac{284}{10}$

X= 28,4

5. Mean Score of Students Post-Test

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

x= $\frac{379,5}{10}$

x= 37,95

- The Improvement

P= $\frac{x2-x1}{x1}$ x 100%

P= $\frac{37,95-28,4}{28,4}$ x 100%

P= $\frac{9,55}{28,4}$ x 100%

P= 33,62

E. Mean Score and the Rate Percentage of Speaking Ability

1. Mean Score of Students Pre-Test

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

x=$\frac{579}{10}$

X= 57,9

2. Mean Score of Students Post-Test

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

x= $\frac{752,5}{10}$

x= 75,25

- The Improvement

P= $\frac{x2-x1}{x1}$ x 100%

P= $\frac{75,25-57,9}{57,9}$ x 100%

P= $\frac{17,35}{57,9}$ x 100%

P= 29,96

APPENDIX 17

THE DISTRIBUTION OF T-TABLE

Df	***P***			
	.10	**.05**	**.01**	**.001**
1	6.314	12.706	63.657	632.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	21.924
4	2.132	2.776	4.604	8.610
5	2.015	2.517	4.032	8.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	**2.262**	3.250	4.781
10	1.812	2.228	3.169	4.578
11	1.796	2.201	3.106	4.473
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.912	3.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.681	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	8.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.071	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.012	2.706	3.551
60	1.671	2.000	2.660	3.640
120	1.658	1.980	2.617	3.373
∞	1.645	1.960	2.576	3.291

(Gay, 1981 :321)

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Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بسم الله الرحمن الرحيم

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Fachrul Acshan Saputra
Nim : 105351111519
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	4 %	10 %
2	Bab 2	12 %	25 %
3	Bab 3	8 %	10 %
4	Bab 4	8 %	10 %
5	Bab 5	5 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 08 Agustus 2023
Mengetahui

Kepala UPT- Perpustakaan dan Pernerbitan,

Nurhaniah, S.Hum.,M.I.P
NBM. 964 591

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Web https://fkip.unismuh.ac.id

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Nomor : 14436/FKIP/A.4-II/VIII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

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Ketua LP3M Unismuh Makassar
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Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	FACHRUL ACHSAN SAPUTRA
Stambuk	:	105351111519
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Mangkoso / 07-02-2002
Alamat	:	Jl. Usman Sani no.88, Kelurahan Mangkoso, Kec. Soppeng Riana, Kab.Barru

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: IMPROVING ENGLISH SPEAKING ABILITY THROUGH PEER EVALUATION TECHNIQUE AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR (AN EXPERIMENTAL RESEARCH)

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
01 Agustus 2023 M

Dekan

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

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Lamp : 1 (satu) Rangkap Proposal — 04 August 2023 M
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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14436/FKIP/A.4-II/VIII/1445/2023 tanggal 1 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **FACHRUL ACHSAN SAPUTRA**
No. Stambuk : **10535 1111519**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"IMPROVING ENGLISH SPEAKING ABILITY THROUGH PEER EVALUATION TECHNIQUE AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR (AN EXPERIMENTAL RESEAECH)"

Yang akan dilaksanakan dari tanggal 9 Agustus 2023 s/d 9 Oktober 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

اَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd
NBM 1127761

08-23

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Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بســـم اللـه الرحمن الرحيـم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	**Fachrul Achsan Saputra**
NIM	:	**105351111519**
Judul Penelitian	:	***Improving English Speaking Ability Through Peer Evaluation Technique at Benteng Panynyua English Club Makassar (An Experimental Research)***
Tanggal Ujian Proposal	:	**11 Juli 2023**
Tempat/Lokasi Penelitian	:	**Benteng Panynyua English Club Makassar, Benteng Rotterdam**

No	Hari/tanggal	Kegiatan Penelitian	Nama Ketua	Paraf Ketua
1	16 Juli 2023	Pre - Test	Amirah Faradibba	
2	20 Juli 2023	treatment	Amirah Faradibba	
3	23 Juli 2023	treatment	Amirah Faradibba	
4	27 Juli 2023	treatment	Amirah Faradibba	

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Website: bg.fkip.unismuh.ac.id

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5	30 Juli 2023	treatment	Amirah faradibha	
6	6 Agustus 2023	Post-test	Amirah faradibha	
7				
8				
9				
10				

Makassar, 6 Agustus 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

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

President Benteng Panynyua English Club Makassar

Amirah Faradibha Taufik

Benteng Panynyua English Club (BPEC) Makassar
(The Social Institution for Education and Human Resources Development)
Sekretariat: Fort Rotterdam Makassar, Jl. Penghibur No. 1 Makassar
Phone: 085399868681; E-Mail: bpec.edu@gmail.com

SURAT KETERANGAN
Nomor: 008/A/SK/BPEC-MKS/VII/2023

Yang bertanda tangan di bawah ini President Benteng Panynyua English Club Makassar, menerangkan bahwa :

Nama	: Fachrul Achsan Saputra
Tempat, Tanggal Lahir	: Mangkoso, 7 Februari 2002
NIM	: 105351111519
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan	: Pendidikan Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian (Research) di Benteng Panynyua English Club Makassar, guna penulisan skripsi dengan judul : **"IMPROVING ENGLISH SPEAKING ABILITY THROUGH PEER EVALUATION TECHNIQUE AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR (AN EXPERIMENTAL RESEARCH)".** Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Makassar, 10 Agustus 2023

Amirah Faradibha Taufik
President

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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LETTER OF ACCEPTANCE
0805/BG-FKIP/LOA/B/VIII/1445/2023

Dear **FACHRUL ACHSAN SAPUTRA**

It is our pleasure to inform you that, after reviewing your paper:

IMPROVING ENGLISH SPEAKING ABILITY THROUGH PEER EVALUATION TECHNIQUE AT BENTENG PANYNYUA ENGLISH CLUB MAKASSAR (AN EXPERIMENTAL RESEARCH)

The manuscript ID: 1041

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Sociolinguistics**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *ijs@bg.unismuhmakassar.ac.id*

Makassar, 12 August 2023 M
25 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

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

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

DOCUMENTATION

BASIC

CURRICULUM VITAE

FACHRUL ACHSAN SAPUTRA was born on February 7th, 2002 in Mangkoso. He has one brother is Muhammad Anis Saputra. He began his education at SD Centre Mangkoso and graduated in 2013. Then he continued his study at SMP Negeri Mangkoso and graduated in 2016. After finishing, he continued his study at SMA Negeri 2 Barru and graduated in 2019. The same year, he was accepted as a student in the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. With the bless and mercy of Allah SWT, prayer and also support from my beloved family, and all my friends, the researcher could finish his study at Universitas Muhammadiyah Makassar with the title Improving English Speaking Ability Through Peer Evaluation Technique At Benteng Panynyua English Club Makassar.