

A THESIS

**THE EFFECT OF PEER TEACHING TUTORING METHOD
TO ENHANCE STUDENTS' SPEAKING SKILLS AT SMAN 19 GOWA**

(Pre-Experiment Research at the Eleventh Grade of SMAN 19 Gowa)



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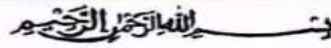
Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for Degree of Education English Education Department

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2023



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Day / Date	Chapter	Note	Sign
10 Sept, 2023		<ul style="list-style-type: none"> - Make Abstract in English firstly, take with Indonesian nya dulu; acknowledgement - Revise: <ul style="list-style-type: none"> o Findings & Discussion o Conclusion & Suggestion - Don't use Future tense anymore - Grammar corrections 	
4 Nov, 2023		<ul style="list-style-type: none"> - Make Table of Contents - NO reference about accuracy (vocabulary) in speaking concept in chapter 2. Add. 	

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SMAN 19 Gowa)
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15 Nov 2023		<ul style="list-style-type: none"> - Always capitalize the initials of Peer Teaching Tutoring Method. - Revise: <ul style="list-style-type: none"> • Discussion, Conclusion, Suggestion & abstracts. - Don't use Future Tense anymore - some Corrections (pay attention more) - Still revise: <ul style="list-style-type: none"> • Abstract • Conclusion • Suggestion - Some Corrections 	

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Day / Date	Chapter	Note	Sign
17 NOV, 2023		<ul style="list-style-type: none"> - OK - learn your thesis well & prepare yourself to be examined. - Make power points that you will explain by your own words <u>not</u> read the PPT 	

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Day / Date	Chapter	Note	Sign
12/09/2023	IV	- Perbaiki Pengobhan Sabdanya - Format sesuai dengan Pola dan Sampai Don't Use future tense	
9/11/2023	IV	- Format Penulisan Pengobhan Data - lengkapi Daftar Isi & Appendix - Table of Content - Appendix - A7 Materi	

Makassar, *20/11*.....20*23*

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16/Nov/23	IV-V	<i>Ace</i>	<i>[Signature]</i>

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Yang Membuat Pernyataan

Nurfadillah



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Yang membuat pernyataan

Nurfadillah

MOTTO

So, which of God's Favours do you deny?

- QS. Ar Rahman: 13 –

It's better to regret that you tried something than to
regret that you didn't do anything

DEDICATION

In the name of Allah, I dedicated my thesis for my beloved parents, Tuwo and Hj Marhawiyah Pati Losa and My Sister Masni sincerity from the heart for the prayers that never break and the spirit that is invaluable. As well as for my dear closest people, my friends who accompanied me to this point. And for my lovely university that has guided me.

ABSTRACT

Nurfadillah, 2023. The Effect of Peer Teaching Tutoring Method to Enhance Students' Speaking Skills at Sman 19 Gowa (Pre-Experiment Research at the Eleventh Grade of Sman 19 Gowa). Thesis. English Education Department of Muhammadiyah University Makassar. Guided by Radiah Hamid and Sulkifli.

This research aims to find out whether or not the effect of the Peer Tutoring Method to enhance the students' speaking skills at SMA Negeri 19 Gowa.

The kind of research was usedd Pre-Experiment Research using one class. The population in this research were all class XI students. The sample in this research was students class XI MIA 4 totaling 35 students. The sampling technique in this research usedd purposive sampling. This research was carried out over 5 meetings. Data was processed using SPSS 27.

Based on the results of data analysis and the discussion that has been presented, it can be concluded that after implementing the Peer Teaching Tutoring Method in learning English, students' Speaking Skills in Fluency and Accuracy can be improved in class XI MIA 4 Sman 19 Gowa. This is proven by student grades. This is shown by the average student score which has enhanced. Pre-test students on Fluency got 51 and Post-test got 70.31. Apart from that, Pre-test students on Accuracy got 51.22 and Post-test got 72.68. The post-test score shows a higher score than the pre-test. Therefore, the used of the Peer Teaching Tutoring Method has a significant effect on increasing Speaking Skills in Fluency and Accuracy in class XI MIA 4 at Sman 19 Gowa because students can adapt more easily to their classmates, making it easier for them to express the problems they face when learning English and this can make students better understand the lesson Therefore material that has been given and students who are less active become more active because they are free to express their thoughts or opinions and ask questions therefore that this can help students in difficulties while studying.

Keyword: Peer Teaching Tutoring, Speaking Skills, Method

ABSTRAK

Nurfadillah, 2023. The Effect of Peer Teaching Tutoring Method to Enhance Students' Speaking Skills at Sman 19 Gowa (Pre-Experiment Research at the Eleventh Grade of Sman 19 Gowa). Thesis. English Education Department of Muhammadiyah University Makassar. Pembimbing oleh Radiah Hamid and Sulkifli.

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh Metode Peer Tutoring untuk meningkatkan keterampilan berbicara siswa di SMA Negeri 19 Gowa.

Jenis penelitian yang digunakan adalah Pre-Experiment Research dengan menggunakan satu kelas. Populasi pada penelitian ini adalah seluruh siswa kelas XI. Sampel pada penelitian ini adalah siswa kelas XI MIA 4 yang berjumlah 35 siswa. Teknik pengambilan sampel pada penelitian ini menggunakan Purposive Sampling. Penelitian ini dilaksanakan selama 5 kali pertemuan. Data di olah menggunakan SPSS 27.

Berdasarkan hasil analisis data dan pembahasan yang telah di paparkan, dapat disimpulkan bahwa setelah menerapkan metode Peer Teaching Tutoring Method dalam pembelajaran bahasa Inggris dapat meningkatkan Speaking Skills siswa pada Fluency dan Accuracy di kelas XI MIA 4 Sman 19 Gowa. Hal ini dibuktikan dengan nilai siswa. Hal ini di tunjukkan dari nilai rata rata siswa yang mengalami peningkatan. Siswa Pre-test pada Fluency mendapatkan 51 dan Post-test mendapatkan 70.31. selain itu siswa Pre-test pada Accuracy mendapatkan 51.22 dan Post-test mendapatkan 72.68. Skor Post-test menunjukkan skor yang lebih tinggi dari pada Pre-test. Oleh karena itu penggunaan Metode Peer Teaching Tutoring berpengaruh signifikan terhadap peningkatan Speaking Skills pada Fluency dan Accuracy pada kelas XI MIA 4 di Sman 19 Gowa karena siswa dapat lebih mudah beradaptasi dengan teman sekelasnya, sehingga memudahkan mereka dalam mengungkapkan permasalahan yang dihadapi ketika belajar bahasa Inggris dan hal ini dapat membuat siswa lebih memahami pelajaran. Oleh karena itu materi yang telah diberikan dan siswa yang kurang aktif menjadi lebih aktif karena mereka Bebas mengutarakan pikiran atau pendapatnya serta mengajukan pertanyaan sehingga dapat membantu siswa yang mengalami kesulitan dalam belajar.

Kata kunci: Peer Teaching Tutoring, Speaking Skills, Method

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Assalamualaikum Warahmatullahi Wabarakatuh.

In the name of Allah Swt, the Beneficent and Merciful. All praises are to Allah the lord of the universe, who has bestowed strength and health upon the research. Shalawat and Salam be upon our prophet Muhammad Saw, his family, companions and his faithful followers till the end of the world.

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The researcher is fully aware that this thesis is still far from being perfect. Therefore, researcher expect constructive criticism and suggestion from the parties' reader. Hopefully this research can be useful for readers and other researchers.

Makassar, 31 Oktober 2023

Nurfadillah

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Table 2.9 The Classification Speaking Vocabulary

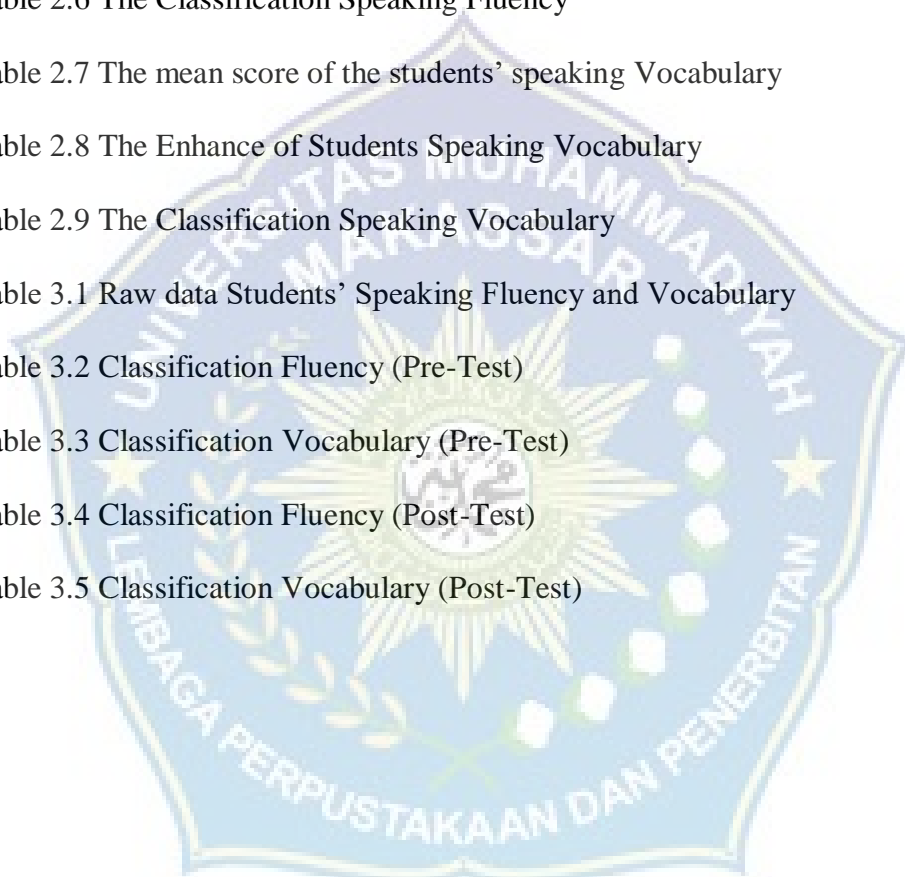
Table 3.1 Raw data Students' Speaking Fluency and Vocabulary

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Table 2.1 Conceptual Framework



CHAPTER I

INTRODUCTION

A. Background

Teaching English as a foreign language (TEFL) is a field of education that focuses on teaching English to foreign teachers. This entails teaching students who may not have had a lot of exposure to the language in their daily lives. Being an English language teacher can be both rewarding and difficult. According to Hamad & alnuzaili (2022), as there are less opportunities for practice, speaking English as a second language is more difficult than speaking it as your mother tongue. It also calls for superior communication and teaching skills, as well as a high level of language proficiency and cultural awareness. Helping others reach their language learning objectives and open doors to new prospects is something that many TEFL instructors find fulfilling.

To succeed in language teaching and learning, it is important to take into account a number of factors. Vocabulary, grammar, pronunciation, listening comprehension, reading comprehension, writing, and cultural awareness are some of these components. Ultimately, these elements combine to produce a comprehensive language learning experience. In order to become highly proficient in a language, it is critical to concentrate on all facets of language learning.

Speaking is the initial component of each student's evaluation when studying English and every learner is required to do so. According to Rao

(2019), In order to interact successfully in today globalized society, speaking is the most crucial of the four language skills. Students must learn communication skills in order to succeed in their different areas because English is widely utilized around the globe. Speaking, however, turns out to be the hardest lesson for students to grasp, making it so that every meeting's speaking class is passive. This can be due to a variety of factors, including the students, the classroom's environment, the teacher's approach or technique, or even the students themselves. Because speaking is one of the English skills that is crucial to developing successful communication, the study chose speaking as her research object in her study.

Speaking is crucial for students to develop their skills and knowledge, how to express their ideas, and how to spell words correctly. Speaking is a critical component of communication. The students can convey their thoughts, opinions, and knowledge by speaking. Peer tutoring is one method for teaching students how to communicate and develop their speaking skills in class.

Peer tutoring is a learning activity that takes place in the classroom as a way of mentoring the kids, therefore it is thought to be a wonderful option for resolving the issues in SMA Negeri 19 Gowa. Peer tutoring is a type of learning that is focusedd on the learner. In other terms, a peer tutor is someone who is chosen and assigned to assist other students who are having a hard time comprehending the subject matter. In this situation, the tutees, or students, who have lower English proficiency, learn from the tutor or other students who have better proficiency. Students are helped by peer tutors to grasp concepts and

master the subject matter. The advantages of the Peer Tutoring Method include giving students more time for specialized instruction, allowing tutors and tutees to communicate directly, helping students feel more at ease and open while dealing with peers, and reducing embarrassment. As a result, the students are free to raise any questions they have concerning the subject.

Teachers can assist students in having fun in the classroom by using peer tutoring effectively. Based on the previous observation the researcher made in SMA Negeri 19 Gowa, the researcher took into consideration phenomena among students in the eleventh grade in which nearly every single one of them wanted to talk but it was difficult or even impossible to express it. They appeared to be struggling to articulate their thoughts and aren't participating enough in class. They felt that their teacher does not provide them enough opportunities to talk about their speaking challenges. No particular method was used to teach English. Therefore, the researcher employed the research under the title *The Peer Tutoring Method to Enhance Students' Speaking Skills at SMA Negeri 19 Gowa*.

B. Research Question

Based on the background of the problems above, research question is formulated as follow: How does the used of Peer Tutoring Method significantly enhance speaking skills interms of fluency and accuracy at the Elevent Grade Students at SMA Negeri 19 Gowa?

C. Research Objectives

Based On the research problem above, the objectives of this research is to find out whether or not the effect of Peer Tutoring Method to enhance the students' speaking skills at SMA Negeri 19 Gowa

D. Significance of Study

1. Theoretically

The Peer Teaching Tutoring Method can be a useful method for readers to used when doing research. Gather all relevant data, organize it as needed for research, and used it for the institution's benefits and other research and studies that are related to it.

2. Practical

a. For Student

Students' knowledge of the significance of enhancing their speaking skills was be raised. This can contribute more to education, especially in English education for a better educational future.

b. For Teacher

Researchers enlighten teachers that there are many English learning methods that can help teachers enhance speaking skills and students' can be motivated and more active in learning.

E. Scope of the research

The study is limited on teaching students the skill speak by using Peer Tutoring Method class XI MIA 4 at SMA Negeri 19 Gowa, the researcher focus on the fluency, (smoothness) and the accuracy, (vocabulary Verb 1).

CHAPTER II

RELATED LITERATURE REVIEW

A. The Previous Related Research Findings

In enhancing the effectiveness of the teaching and learning process, many researcher have documented the identification of students' motivation and interest in learning English. The following includes a list of researchers. Akhtar (2019) found the impact of peer tutoring on students' writing skills with the goal of determining how peer tutoring affects student writing skills. And it was determined that using the peer tutoring technique, students' interest in the writing process had grown as a result of participating in writing exercises with peers. Moreover, peer tutoring has been successful in raising academic achievement for both male and female students since it promotes active learning and direct engagement.

Supramaniam (2020). Found the purpose of this study is to determine how peer tutoring and metacognitive reading practices can enhance students' reading comprehension. According to the study's findings, students were able to grasp texts and respond to reading comprehension questions by using the right methods thanks to metacognitive reading strategies. Peer tutoring also helps students by having their peers explain the meaning of books in their native tongue, show them how to properly apply metacognitive reading strategies, and offer support and assistance in the classroom. The study's results are important because they highlight the challenges students have when trying to quickly

adjust to new tactics; as a result, primary school students need to be made aware of them.

Halim (2021). Found in his study looks at how peer tutoring affects students' writing skills, particularly when it comes to recount texts. An experimental research design was adopted in this study. According to the data analysis's findings, peer tutoring has a considerable impact on students' writing skills. These findings were derived from the typical test results of students in each category.

Wijaya (2022). The aim of this study is to describe writing skills in learning activities conducted at home during the co-19 pandemic. The study's findings indicate that peer tutoring can be observed in lesson preparation, execution, and learning assessment that affects students who was advance their learning throughout the Covid-19 pandemic.

From the previous related research findings above, the researcher found that there are some similarities and the differences with this research. Although both studies employ peer tutoring to enhance students' writing and reading skills in English, this study was used peer tutoring to enhance students' speaking skills using a pre-experimental method.

B. Some Pertinent Ideas

1. Speaking Skills

a. Definition of Speaking Skills

Karagöz & Ruzgar (2020), Speaking skills is not solely reliant on a learner's mastery of the language and its many structures, it also

necessitates that they comprehend other concepts connected to when and how to apply those structures. Speaking skills refer to a person's capacity for verbal communication. The capacity to communicate clearly, fluently, and confidently, as well as to utilize proper body language, listen intently, and present information or ideas in an engaging manner, are all examples of speaking skills. Speaking skills are crucial for both one's professional and personal success.

Speaking effectively can enhance public speaking skills, foster positive working relationships with coworkers and clients, and assist one lead a presentation successfully in a professional setting. Suryani (2020), solve students' problems in learning to speak. On the other hand, having high communication skills can benefit an individual personally by enabling them to interact with others more successfully and communicate more effectively in daily situations.

b. The Concept of Speaking Skills

Spoken language includes three domains of knowledge. You are a mechanic (pronunciation, grammar, and vocabulary). Is the skills to apply for the law in correct word order, correct pronunciation on, function (transaction and interaction). Knowing when clear information is important (transaction/information exchange) and when it is not possible to understand exactly needs (interaction/relationship building) and sociocultural rules and specification. Then Akhyak (2013) defines

five aspects that can be counted as Pay attention when speaking, these are content, vocabulary, grammar, expression, and fluent.

c. Main Factor in Speaking

According to Cabaltica (2021), there are several important factors in speaking. They are:

- 1) Self-confidence is an expression or attitude concerning one's own skills, which allows one to act without feeling overly anxious, free to carry out their wishes, and accountable for their choices and actions.
- 2) Accuracy, on the other hand, demonstrates your ability to used the necessary vocabulary, grammar and punctuation correctly, such as verb forms (past tense, present tense, and so on), articles (a, an, the) and prepositions (in, on, from, at). This skill is particularly important for written assignments at university, such as essays and lab reports. It is also an absolute necessity in the work place, where an email or report that is riddled with grammar or punctuation mistakes may be viewed as unprofessional.
- 3) Fluency, this is a very complicated word, mainly refers to suppleness continuity of discourse. It involves seeing how sentences look like Very lexical additions, truncated sentences, and omitted elements structure and some aspects of discourse integrity.

- 4) Intelligibility (accuracy) essentially depends on recognize skills Let us consider the speech characteristics of the dialogue English, especially from its syllables (vowels and Consonants) system.
- 5) Comprehensibility refers to the apply skills of language Conditions. It also has to do with the way informal expressions Choice of vocabulary, idioms and syntax.

d The Concept of Fluency and Vocabulary

According to Alpino (2017), There are several speaking concepts that students must have to enhance their quality. They are:

1) Fluency

Fluency is the ease and effectiveness to which you express ideas, especially when speaking English. According to Namaziandost (2019), Fluency entails modifications to the way language information is conceived. There may be the occasional grammatical error when you explain anything, but it was always be done in a way that is clear and demonstrates your proficiency in English.

According to Chau (2021), fluently is essential for efficient communication, not just to make a good impression on people in social situations or during job interviews. Fluency is a quality you should work on when giving presentations or participating in discussions in academic or more formal contexts. Both the content of your presentation and how you explain a subject or make a point

should be done easily, precisely, and without excessive pauses or hesitations. Fluency was let you communicate well and socialize with native speakers outside of the classroom.

According to Jon (2022), fluency was affected by eight factors such as; Vocabulary, Grammar, Anxiety, Lack of Motivation, Learning Environment, Teachers' Teaching Strategies, Self-Confidence, and Age. To Enhance your fluency in English, practice every day and keep up with conversations with others. Afterwards, used a word or phrase that you have just learned. Understand don't stop learning from your grammar errors.

2) Vocabulary

Learning vocabulary is a crucial component of learning a foreign language. In texts and verbal communication alike, the meanings of new terms are frequently highlighted. A language learner's ability to communicate effectively depends heavily on their vocabulary. When learning a foreign language, vocabulary is essential.

According to Dalimunthe (2022), Given the significance of vocabulary mastery in language learning, it must be ensured and correctly cultivated. Teenagers, on the other hand, was have a very small vocabulary. They was therefore struggle to master linguistic skills. Students must be careful when reading and listening because of the diversity of their vocabularies. Reading was broaden students'

informational and scientific knowledge. Students was learn how to pronounce a vocabulary word through listening. To help kids retain the words they have read and heard.

Berne (2008), found teaching vocabulary can be troublesome because some teachers are unsure of the most effective teaching methods and are sometimes unsure how to start emphasizing vocabulary learning in class. The collection of words and expressions a person knows and can use in their language is referred to as their vocabulary. A strong vocabulary is crucial when learning to speak a language since it enhances your ability to communicate with others and express yourself clearly.

Learning new words and phrases, their definitions, and appropriate usage in various settings are all part of developing one's vocabulary. Practice in reading, listening, and speaking can help. You have more alternatives for communicating with others and expressing yourself the more words you know. Vocabulary is an essential part of learning to speak a language since it makes it easier for you to communicate clearly and comprehend what other people are saying.

2. Peer Tutoring Method

a. Definition of Peer Tutoring Method

According to Jose (2019), peer tutoring is not a new concept; it may be as old as any type of cooperative or communal action and has probably

always occurred implicitly or indirectly, but in a changing higher education environment. Peer tutoring in the landscape, which is more structured and even rated, is gaining popularity. Indeed, In response to demands for account skills, better assessment, and better student results, peer tutoring programs appear to be becoming more strategically planned.

b. How to Used Peer Tutoring Method

The steps of the peer tutoring learning method According to Sani (2005: 201) Peer Tutoring learning methods can be done with the following steps:

- a) The instructor puts together a study group. There are numerous people in each group with the ability to stick around. At least one member of each group has the potential to become a friend's instructor.
- b) The teacher discusses the Peer Tutoring Method, the authority and duty of each group member, and how to accomplish the task through group learning. She also describes the mechanism of task evaluation through the assessment of replies and self-assessment.
- c) If any content is confusing, the teacher clarifies it for all pupils and provides questions and answers.
- d) The teacher offers assistance with the caveat that students who are particularly diligent in their work can request a favor from a student who is serving as a tutor.
- e) The teacher monitors learning activities and provides competency assessments

- f) For the purpose of identifying the upcoming short-term project, the teacher, tutor, and students of the students provide feedback on the teaching-learning process.

c. The Advantages of Peer Tutoring Method

According to Setiadiwijaya (2012) the advantages of Peer Tutoring Method are as follows:

- 1) Children are educated to be mature, autonomous, and to value friendship. It follows that in the context of peer tutoring, children who are deemed intelligent can instructor mentor their less intelligent or behind-the-curve friends.
- 2) It is simpler and more adaptable for students to express the issues they are having, which encourages the concerned pupils to understand the lesson material thoroughly.
- 3) Encouraging pupils who aren't as active to become more involved by letting them freely express their thoughts and asking questions.
- 4) Assisting students who have difficulty learning or who learn information more slowly.

d. The Disadvantages of Peer Tutoring Method

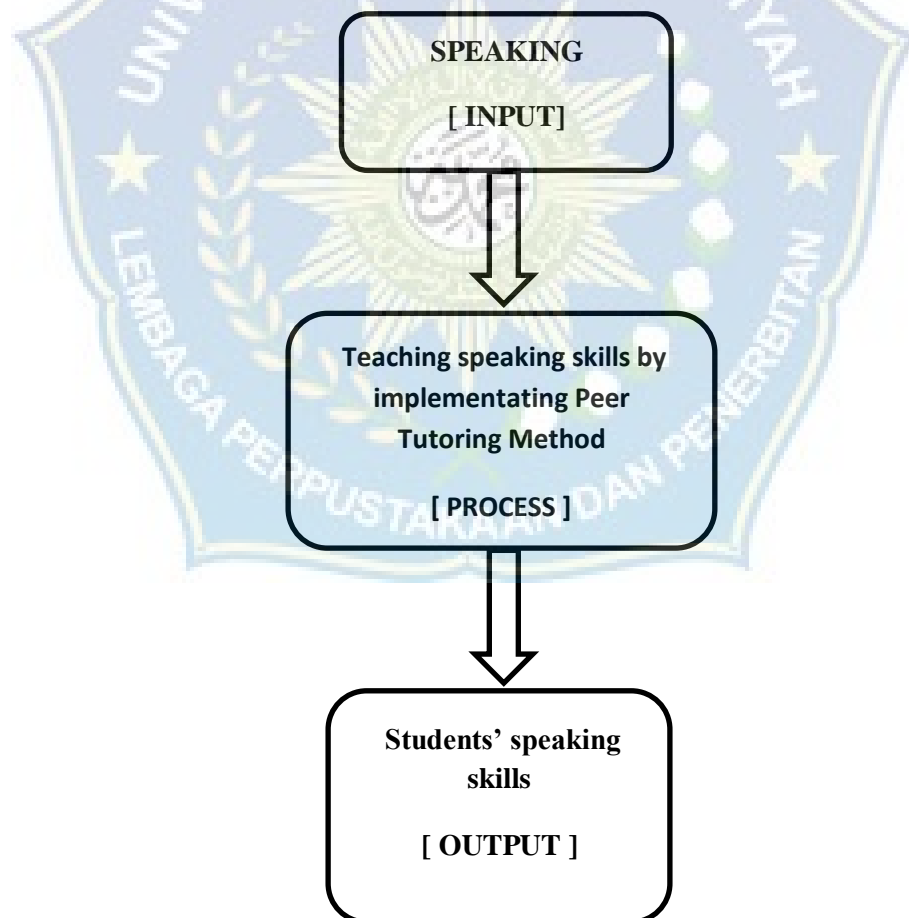
According to Zain (2006) the disadvantages of Peer Tutoring Method are as follows:

- 1) Tutored students frequently take their studies less seriously because they only work with their buddies, which leads to unsatisfactory results.

- 2) Students are ashamed to ask out of concern that their friends may find out their secret, which makes them feel uncomfortable.
- 3) Due to gender inequalities among tutors and students receiving remedial instruction, tutoring tasks in some classrooms are challenging to complete.
- 4) Finding the ideal tutor can be challenging for teachers.
- 5) Smart students who complete their coursework on time may not always be able to rephrase their explanations for their peers

C. Conceptual Framework

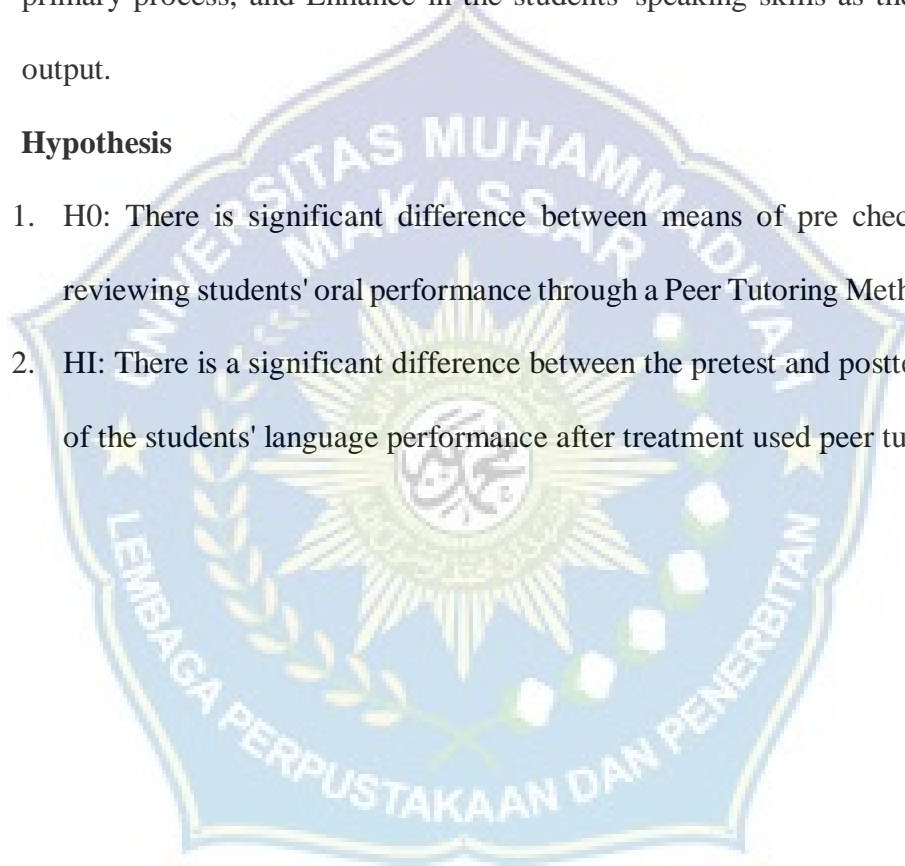
Chart 2.1 Conceptual Framework



The conceptualization that follows demonstrates how the Peer Tutoring Method is being investigated by the research in the Speaking class. The used of a Peer Tutoring Method is being investigated to see if it enhances students' speaking skills. Only one class was make used of it. This study usedd a pre-experimental design with speaking as the primary input, peer tutoring as the primary process, and Enhance in the students' speaking skills as the primary output.

D. Hypothesis

1. H₀: There is significant difference between means of pre checking and reviewing students' oral performance through a Peer Tutoring Method teach.
2. H₁: There is a significant difference between the pretest and posttest means of the students' language performance after treatment used peer tutoring.



CHAPTER III

RESEARCH METHODOLOGY

The researcher wants to discover whether the independent variable caused changes in the dependent variable, hence this study be using quantitative research with a pre-experimental approach. In experimental research, researchers alter at least one independent variable, regulate other dependent variables, and track impacts on one or more dependent variables, according to Ledyard (1995).

A. Research Design

This research was designed using Pre-Experimental Research with a one-group pretest-posttest design. Research is a term used for any kind of investigation that is open to reveal interesting or new facts. In this study, researchers conducted a pretest before being give treatment and a post-test after being given treatment. The purpose of this study is to measure the enhance of Peer Tutoring Method on students speaking skills. This research was be conducted in SMA Negeri 19 Gowa.



B. Research Variable and Indicators

1. Independent Variable

Independent variable is variable which could influence or respond to dependent variable. In this research, the independent variable using Peer Tutoring Method.

2. Dependent Variable

Dependent Variable is a variable caused or influenced by another variable. Dependent variables in this research are students speaking skills.

3. Research Indicators

The research indicator in this study is to measure the enhance of students' speaking skills in terms fluency and vocabulary.

C. Population and Sample

The population of this research was students' Class XI of SMAN 19 Gowa. There were four classes of Grade XI, the total number of students from the four classes is 140 students. In this research, the researcher was used the purposive sampling technique to select the classes that would be used as sample in the research. of the four classes researchers used Class XI MIA 4. In Class XI MIA 4 there are 35 students. Researcher using Class XI MIA 4 because of the three classes the researcher saw that there was one class that was suitable for this research. Researchers see that this class has several students who have the potential to teach other friends and also students in this class have poor English language skills, especially in speaking fluency and accuracy. Therefore, researchers want to enhance speaking fluency in terms of smoothness and accuracy in terms of vocabulary by using the Peer Teaching Tutoring Method at SMAN 19 Gowa.

D. Research Instrument

The speaking test was in the form of a pre-test and post-test to gauge how well students can interpret and comprehend the information. The pre-test

was administered before to the treatment to gauge the students' aptitude and as certain whether or not they used the Peer Tutoring Method was affect their ultimate score on the post-test. After receiving treatment, the post-test is administered, and the outcomes of the pre-test and post-test was be compared by looking at the rubric of the assessment as follow:

a. Fluency

Table 2.2 Fluency Scoring

Classifications	Score	Criteria
Excellent	100	They speak effectively and are excellent of using smoothness.
Very Good	80	They speak effectively and are very good of using smoothness.
Good	60	They speak effectively and are good of using smoothness.
Fairly Good	50	They speak sometimes hastily, but fairly well.
Fair	40	They speak sometimes hastily, fairly smoothly.
Poor	30	They speak hastily, and more sentences are not appropriate in smoothness.
Very Poor	20	They speak very hastily, and more sentences are not appropriate using smoothness and little or no communication.

(Harmer cited in Sugiarti, 2014)

(Adapted)

b. Vocabulary

Table 2.3 Vocabulary Scoring

Classifications	Score	Criteria
Excellent	100	They speak effectively and are excellent of using vocabulary.
Very good	80	They speak effectively and are very good of using vocabulary.
Good	60	They speak effectively and used good vocabulary.
Fairly Good	50	They speak sometimes hastily but with fairly good vocabulary.
Fair	40	They speak sometimes hastily, fair in vocabulary.
Poor	30	They speak hastily, and more sentences are not appropriate in vocabulary.
Very Poor	20	They speak very hastily, and more sentences are not appropriate using vocabulary and little or no communication.

(Harmer cited in Sugiarti, 2014)

(Adapted)

E. Data Collection

This research used Pre-experimental method with One Group Pre-test and Post-test Design. The pre-test and post-test have the same content but differ in time allocation.

1. Pre-test

Before carrying out treatment of students, the researcher provided activities in the form of a list of topics about the description text and the researcher recorded their conversation via a tape recorder.

2. Treatment

Firstly, the researcher introduced to the students about the Peer Tutoring Method. Then the students were divided into seven group which conducted four students in each group. The students who have the potential to teach other friends were assigned in each group as a peer. All groups were given the same topic by the researcher, then the students should be active in their group such as asked a question and given an opinion.

3. Post-Test

After conducting the treatment to the students, the researcher gave the speaking test to the students again the same as the steps in the pre-test. This aimed to know student scores whether the results of the post test were better than the pre test.

F. Data Analysis

In this study, researcher analyzed data using SPSS 27. To test the data on SPSS, the researcher used a paired sample t-test. Paired sample t-test is a testing method used to assess the effectiveness of treatment, marked by differences in the pre-test and post-test. In paired sample t-test, there were several tests that was carried out by researcher, namely comparative tests or differences if the data scale of the two variables is quantitative (interval or ratio). Furthermore, an independent t test was performed if the researcher wanted to know data from two different groups. Furthermore, the normality test was be carried out by researchers to determine the distribution of data in a group of data or variables, whether the distribution of data is normally distributed or not.

To analyze the data in this research was done quantitatively. Analyzing the data quantitative was used to decide the Enhance of students' learning achievement with the following formulas:

1. To calculate the students' test, the researcher used the following formula

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

Where: \bar{X} = Mean score

$\sum X$ = Sum of all score

N = the number of students

(Gay, 1981: 298).

2. To classify the students' score, there were seven classifications which were used as followed:

No	Rate of Score	Categories
1	85-100	Excellent
2	65-80	Very good
3	55-60	Good
4	45-50	Fairly good
5	35-40	Fair
6	25-30	Poor
7	0-20	Very poor

(Depdikbud, 1985:6).

3. Calculating the percentage of the students' score

F

$$P = \frac{F}{N} \times 100$$

N

Notation:

P= Rate Percentage

F= Frequency of the correct answer

N= the total number of the students (Sudjana, 1999: 55).

4. To know The Enhance of the of the students through the following formula:

$$\text{Enhance (\%)} = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

X₁: Nilai Sebelum

X₂: Nilai Sesudah



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the result of the data. The researcher obtained two kinds of data; score of pre-test and post-test.

A. Findings

The findings of this research deal with mean score, the classification, the enhance and hypothesis analysis of student's pre-test and post-test in term of fluency and vocabulary. In this part, the researcher analyzed the data obtained from the students' score with pre-test and post-test.

1. The Enhance of the Students' Speaking Fluency by Using Peer

Tutoring Method

a. Students' Mean Score Pre-test and Post-test in Fluency

The table below showed whether or not there has been an enhance in students' mean score in speaking fluency from the Pre-Test and Post-Test.

Table 2.4 The mean score of the students' speaking fluency

INDICATORS	MEAN SCORE	
	Pre-Test	Post-Test
FLUENCY	51	70.31

Table 2.4 explains that the students' mean score for speaking fluency before using the peer teaching tutoring method in the Pre-Test was 51. After using the peer teaching tutoring method the students' mean score was 70.31. so that the mean score of students in class XI MIA 4 has enhance in speaking fluency at SMAN 19 Gowa.

- b. The Student' Speaking Fluency in Pre-Test and Post-Test by using Peer Tutoring Method

At this stage, the researcher shows the enhance experienced by class XI MIA 4 students in speaking fluency. The enhances can be seen in the table below.

Table 2.5 The Enhance of Students Speaking Fluency

INDICATORS	MEAN SCORE		The Enhance (%)
	Pre-Test	Post-Test	
FLUENCY	51	70.31	37,9 %

Table 2.5 explains that the mean score of class XI MIA 4 students on the pre-test before using the peer teaching tutoring method was 51. After using the peer teaching tutoring method the students' mean score was 70.31. so that from the pre-test to the post-test the enhance obtained by students in speaking fluency was 37.9%. Therefore, this proves that the peer teaching tutoring method is effectively used for class XI MIA 4 students at SMAN 19 Gowa.

- c. The Classification of Students' Speaking Fluency in Pre-Test and Post-Test

The table below shows the percentage of student scores from the Pre-test and Post-test in class XI MIA 4 at SMAN 19 Gowa. The explanation can be seen in the table below.

Table 2.6 The Classification Speaking Fluency

No	Classification	Score	Non PTTM		The Application of PTTM	
			Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	85-100	0	0	5	14,29%
2	Very good	65-80	0	0	20	57,14%
3	Good	55-60	11	31,43%	9	25,71%
4	Fairly good	45-50	21	60%	1	2,86%
5	Fair	35-40	2	5,71%	0	0
6	Poor	25-30	1	2,86%	0	0
7	Very poor	0-20	0	0	0	0
Total			35	100%	35	100%

From Table 2.6 above, we can see the percentage of students' scores obtained in speaking fluency from pre-test to post-test. The pre-test showed that there were 11 students who got Good (31.43%), there were 21 students who got Fairly Good (60), there were 2 students who got Fair (5.71%), and there was 1 student who got Poor (2,86%). and the student has not carried out the peer teaching tutoring method in class XI MIA 4 at SMAN in Gowa

In the post-test, the researcher applied the peer teaching tutoring method which there was enhance in student' speaking fluency. This can be proven by 5 students who got an Excellent score (14.29%), 20 students who got a very good score (57.14%), 9

students who got a Good score (25.71) and 1 student who got Fairly good score (2.86%). Therefore, this proved that students' speaking fluency scores enhanced in class XI MIA 4 at SMAN 19 Gowa.

2. The Enhance of the Students' Speaking Vocabulary by Using Peer Tutoring Method

a. Students' Mean Score Pre-test and Post-test in Vocabulary

In the table below the researcher shows the average speaking vocabulary score of class XI MIA 4 students at SMAN 19 Gowa. See the explanation in the table below.

Table 2.7 The mean score of the students' speaking Vocabulary

INDICATORS	MEAN SCORE	
	Pre-Test	Post-Test
VOCABULARY	51, 22	72, 68

In

Based on table 2.7 above, it explains that in the pre-test the students' mean score of speaking vocabulary score was 51.22. In the pre-test, the peer teaching tutoring method had not been implemented, therefore the students' mean score on speaking vocabulary had not been achieved. Furthermore, in the post test, we can see an enhance in the students' mean score on speaking vocabulary, namely 72.68. Where the students' mean score on the

post-test enhances compared to the previous pre-test score. this can prove that the used of the peer teaching method in class XI MIA 4 at SMAN 19 Gowa is effective in using in the learning process.

b. The Enhance of Student' Speaking Vocabulary in Pre-Test and Post-Test

In this section, the researcher shows whether there has been an enhanced in the speaking vocabulary of students in class XI MIA 4 at SMAN 1 Gowa as the table 2.8.

Table 2.8 The Enhance of Students' Speaking Vocabulary

INDICATORS	MEAN SCORE		The Enhance (%)
	Pre-Test	Post-Test	
VOCABULARY	51,22	72,68	42,1 %

Based on table 2.8 above explains the enhance in student vocabulary indicators. We can see in the pre-test, the mean scores the students obtained was 51.22. The peer teaching tutoring method has not been implemented. Furthermore, in the post-test, the researcher applied the peer teaching tutoring method and obtained a mean score of 72.68. The enhance in students' speaking vocabulary from pre-test to post-test obtained by students was 42.1%. This proves that the peer teaching tutoring method was effective in enhance students' speaking vocabulary in class XI MIA 4 students at SMAN 19 Gowa.

c. The Classification of students Speaking Vocabulary in Pre-Test and Post-Test

The table below shows the percentage of student scores from the Pre-test and Post-test in class XI MIA 4 at SMAN 19 Gowa as the table 2.9.

Table 2.9 The Classification Speaking Vocabulary

No	Classification	Score	Non PTTM		The Application of PTTM	
			Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	85-100	0	0	7	20
2	Very good	65-80	0	0	21	60
3	Good	55-60	13	37,1 4%	7	20
4	Fairly good	45-50	18	51,4 3%	0	0
5	Fair	35-40	4	11,4 3%	0	0
6	Poor	25-30	0	0	0	0
7	Very poor	0-20	0	0	0	0
Total			35	100 %	35	100%

Table 2.9 ab

The table 2.9 above explains the classification of scores obtained and the percentage of students. Before the peer teaching tutoring method was implemented, the level of classification

obtained by students was different. Starting from 13 students who got a Good score (37.14%), 18 students who got a Fair Good (51.43%) and 4 students who got a Fair (11.43%). Furthermore, in the post test after the peer teaching tutoring method was carried out, the students' classification scores enhanced because there were 7 students who got Excellent scores (20%), 21 students who got Very Good scores (60%) and 7 students who got Good scores (20%). Therefore that the classification of students' speaking vocabulary from pre-test to post-test each produces a percentage of 100%. This proves that there has been an enhance in students' speaking vocabulary in class XI MIA 4 at SMAN 19 Gowa.

3. Analysing Data Speaking Fluency and Vocabulary in Pre-test and Post Test in SPSS 27

- a. The mean score and standard deviation of Students' Pre-test and Post-test in Fluency and Vocabulary

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Fluency	50.9429	35	6.05340	1.02321
	Post-test Fluency	70.3143	35	10.15113	1.71585
Pair 2	Pre-test Vocabulary	51.2286	35	5.76034	.97368
	Post-test Vocabulary	72.6857	35	10.70121	1.80884

The Paired sample statistical table above shows the descriptive value of each variable in the paired sample. In pair 1, Pre-test Fluency had mean score of 50.94 from 35 students. The distribution of the data obtained was 6.05 with a standard error of

1.02. on the Fluency Post-test, the average student score was 70.31 out of 35 students. The distribution of the data obtained was 10.15 with a standard error of 1.71.

Furthermore, in Pair 2, the vocabulary pre-test had a mean score of 51.22 from 35 students. The distribution of the data obtained was 5.76 with a standard error of 0.973. and in the Post-test vocabulary obtained a score of 72.68 from 35 students. The distribution of the data obtained is 10.70 with a mean standard error of 1.80. These result shows that the post-test is higher than the pre-test in each sample. However, the range of distribution of post test data was wider and with a higher standard error.

b. The Correlation of Speaking Vocabulary in Pre-test and Post test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test Fluency & Post-test Fluency	35	.595	.000
Pair 2	Pre-test Vocabulary & Post-test Vocabulary	35	.393	.020

The paired samples correlation table shows the correlation value which shows the relationship between the two variables in the paired samples. This is obtained from the variate person correlation coefficient (with a two-sided significance test) for each pair of variables entered.

c. The Inferial Analysis Between Pre-Test and Post-Test in Vocabulary

Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Pre-test Fluency - Post-test Fluency	-19.37143	8.16047	1.37937	-22.17465	-16.56821
Pair 2	Pre-test Vocabulary - Post-test Vocabulary	-21.45714	9.96270	1.68400	-24.87945	-18.03483

T	df	Sig. (2-tailed)
-14.044	34	.000
-12.742	34	.000

The paired samples test table above is the main table of output which shows the results of the test to be carried out. This can be seen from the significance value (2-tailed) on the table.

The significance value (2-tailed) in Pair 1, namely Pre-test and Post-test Fluency is 0.000 ($p < 0.05$) so from pre-test to post-test speaking fluency experienced significant changes in enhance based on descriptive statistics from pre-test to post test. Furthermore, for speaking vocabulary in Pair 2, the significance value (2-tailed) from pre-test to post-test is 0.000 ($p < 0.05$). Therefore, it can be stated that there was an enhance in speaking vocabulary from pre-test to post-test.

B. Hypotesis Testing

Hypotheses were based on research problems; researcher drew research hypotheses. This can be stated as follows: a. The null hypothesis (H_0) is there is no significant difference between the initial examination and review of students' oral performance through Peer Teaching Tutoring Method. b. Alternative hypothesis (H_1) there is a significant difference between the precheck method and the review of speaking skills in students' oral speaking through Peer Teaching Tutoring Method.

The results of statistical analysis at the significance level (α) of 0.05 with 34 degrees of freedom and a p (sig.2-tailed) value of 0.000 indicate that there is a significant difference between the results of the pre-test and post-test on students. In other words, the results of the students' post-test (sig.2-tailed) are not greater than the significance level ($0.000 < 0.05$). The results of data analysis are stated as follows:

1. When the significant value $<$ significant level (0.05) shows that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. It means there is a significant difference score on students' pre-test and post-test.
2. When the significant value $>$ significant level (0.05) shows that the alternative hypothesis (H_1) is rejected and the null hypothesis (H_0) is accepted. It means that there is no significant difference score on students' pre-test and post-test.
3. Based on the table, the significance value of this study is 0.000 where the

significant level used is 0.005. In conclusion, the alternative hypothesis (H1) is accepted. In this case the used of peer teaching tutoring methods can Enhance students' fluency and vocabulary in speaking.

C. Discussion

At this stage, the researcher explains the discussion about Speaking Fluency items of Smoothness and Accuracy items of Vocabulary.

1. Fluency In terms of Smoothness

Speaking skills are very important for every student to have. In this study, researchers used the Peer Teaching Tutoring Method to improve speaking skills, especially speaking fluency. When speaking, researcher saw that students' fluency enhanced from pre-test to post-test.

When learning in class using the peer teaching tutoring method, students were more active in the learning process and they can express their ideas and there were some grammatical errors used by students during learning. As the meetings took place, this doesn't happen often and this according to Namaziandos.

According to Chou, Fluency in speaking is very important in communicating. During class learning, initially students were embarrass to ask their friends so their speaking fluency became hampered, but during the post test students communicated more often because they understood the learning methods they used, therefore they were no longer embarrassed to communicate with their friends and this proven by an enhance in students' speaking fluency.

In speaking fluency, researcher saw that students were more appreciative of the opinions expressed by their friends and students were able to help their friends if there was something they didn't know and this happened during the learning process using the Peer Teaching Tutoring Method. This started as stated by Setiadiwijaya where he said students were more mature, independent and respected their friends. Therefore, the Peer Teaching Tutoring Method is very effectively used in class XI MIA 4 at SMAN 19 Gowa.

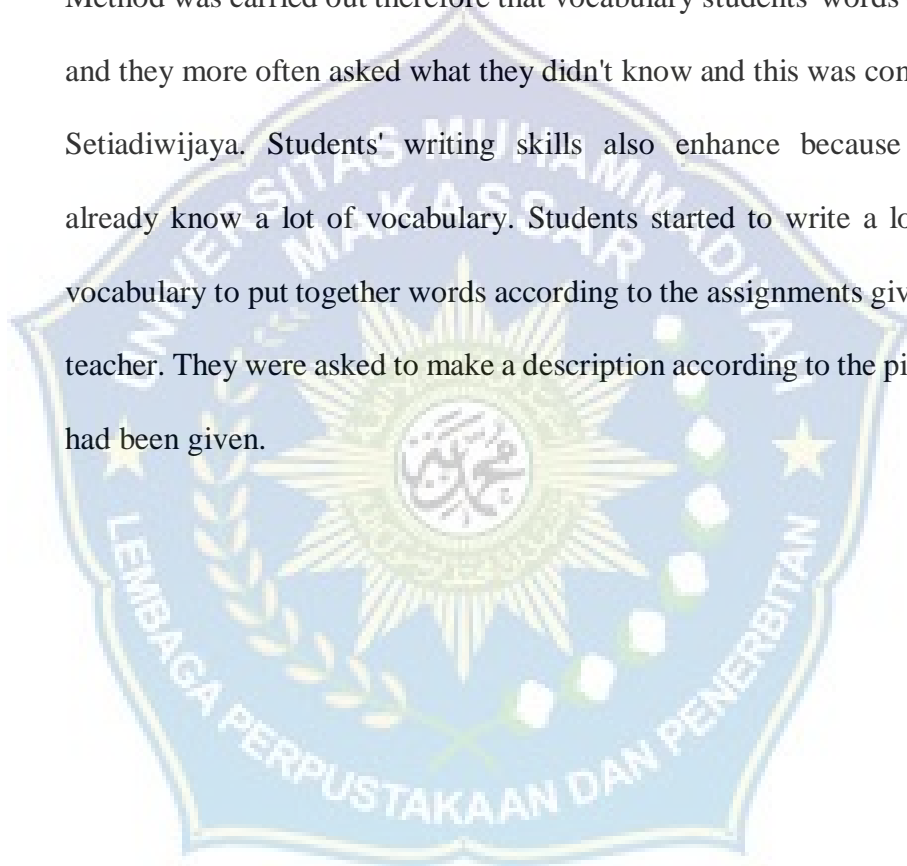
2. Accuracy in terms of Vocabulary

In this research conducted in class, this is proven when researcher conducted learning before using the Peer Teaching Tutoring Method, students were more silent because they lack of vocabulary and it made difficult for students to speak.

In vocabulary, students often forget new words that have been taught by their friends because the students were not serious when being taught by their friends and this is a deficiency of the Peer Teaching Tutoring Method. This was also conveyed by Zain, when this method is used, students only work together with the teacher so they were not serious in learning process.

In the learning process when the Peer Teaching Tutoring Method was used, students began to understand the directions given by their friends. They also start to acquire a lot of new vocabulary which can make them speak often, This was also conveyed by Berne that a strong vocabulary is crucial when learning to speak a language since it enhances the ability to

communicate with others and express self clearly .This Peer Teaching Tutoring Method research made it easier for students to adapt their peers in learning English and the researchers also saw that when students were taught by their friends the students were more active, so that the learning atmosphere was more lively compared to before this Peer Teaching Tutoring Method was carried out therefore that vocabulary students' words enhanced and they more often asked what they didn't know and this was conveyed by Setiadiwijaya. Students' writing skills also enhance because students already know a lot of vocabulary. Students started to write a lot of new vocabulary to put together words according to the assignments given by the teacher. They were asked to make a description according to the picture that had been given.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of research findings and discussion in the previous chapter, it can be concluded that the Peer Teaching Method can enhance the speaking skill of Class MIA 4 students at SMAN 19 Gowa. This was proven by the results obtained from pre-test to post-test. In speaking fluency, the mean score of students was 51 (Pre-test). In the post-test, the mean score enhanced to 70.31. The enhance obtained by students from pre-test to post-test was 37.9%. In vocabulary, students' average scores enhanced from pre-test to post-test. This is proven by the pre-test score obtained by students was 51.22 (Pre-test). In the post-test, the mean score enhancing to 72.68, this proves that there was an enhancing from pre-test to post-test of 41.1 in Speaking Vocabulary. Therefore, the Peer Teaching Tutoring Method is very effectively used in class XI MIA 4 at Sman 19 Gowa in enhance students' speaking skills because students can adapt more easily to their classmates, making it easier for them to express the problems they face when learning English and this can make students better understand the lesson Therefore material that has been given and students who are less active become more active because they were free to express their thoughts or opinions and ask questions therefore that this can help students in difficulties while studying.

B. Suggestions

The researcher would like to give some suggestions related to this research especially for English teachers and other next researcher. The researcher hopes that these suggestions would be a contribution for them all.

1. For English Teacher

By using The Peer Teaching Tutoring Method, students adapted more easily with their classmates and made it easier for the students to express the problems they faced when learning English. This method made students had better understand of the lesson. Therefore the material that has been given to students who are less active become more active because they were free to express their thoughts or opinions.

2. For Next Researchers

For researcher, this peer tutoring method is very helpful to enhance students' speaking in the future. The researcher can used this method anywhere in the learning context in terms of enhance students' grades.

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APENDDIX 1

LESSON PLANS

A. Identitas Sekolah

Sekolah : SMAN 19 GOWA
Matapelajaran : Bahasa Inggris
Kelas/Semester : XI MIA 4/2
Materi Pokok : Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata
Alokasi Waktu : 2 x 45 menit

B. Kompetensi Inti (KI)

- Menghargai dan menghayati ajaran agama yang dianutnya
- Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberikan dan meminta informasi terkait tempat wisata dan tempat bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.	3.8.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata dan tempat bersejarah terkenal. 3.8.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif terkait tempat wisata dan tempat bersejarah terkenal.
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal	4.4.1 Menjawab beberapa pertanyaan secara lisan terkait teks yang dibaca tentang tempat wisata dan tempat bersejarah terkenal.
4.4.2 Menyusun teks deskriptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.8.2 Membuat teks deskriptif tulis terkait tempat wisata dan tempat bersejarah terkenal.

D. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang tempat wisata dan tempat bersejarah terkenal.

E. Materi Pembelajaran

- **Fungsi Sosial**

Membanggakan, menjual mengenalkan, mengidentifikasi mengkritik, dsb.

- **Struktur Teks**

- a. Identification, berisi pernyataan umum mengenai subyek yang dibicarakan/dibahas.
- b. Description, Sifat (ukuran, warna, jumlah, bentuk, dsb) dan fungsi (mamfaat, tindakan, kebiasaan)

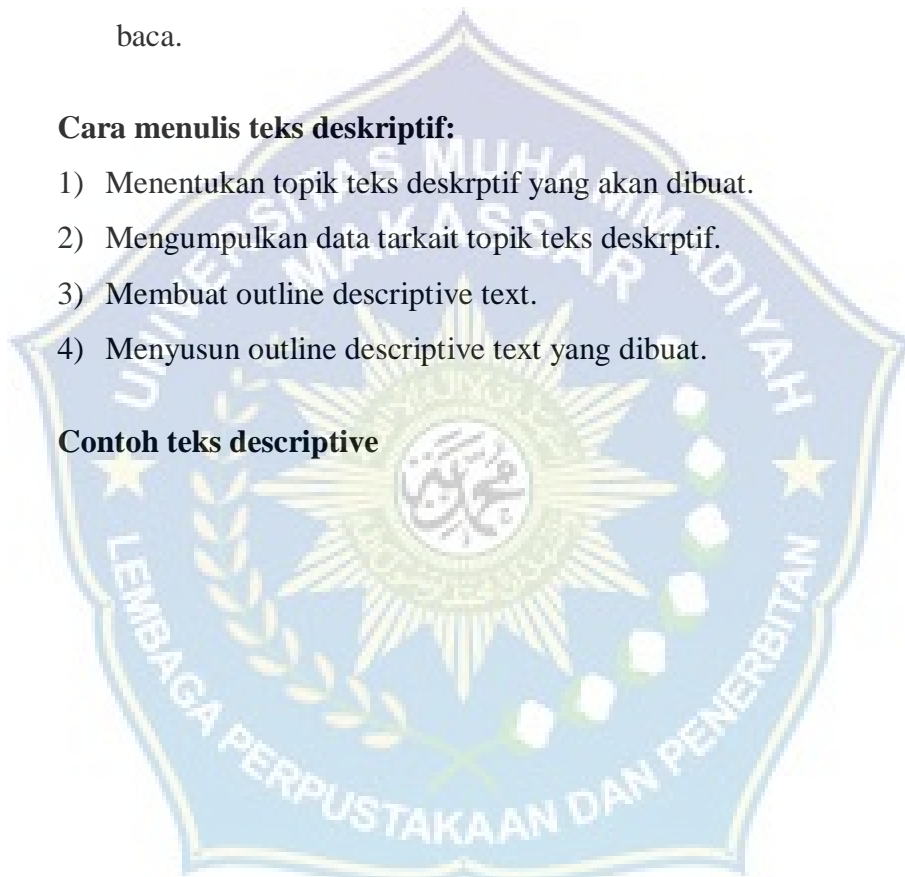
- **Unsur Kebahasaan**

- a. Kosakata dan istilah terkait dengan tempat wisata dan tempat bersejarah terkenal.
- b. Adverbia terkait sifat seperti quite, very, extremely, dst.
- c. Kalimat deklaratif dan interogatif dalam tense yang benar
- d. Nomina singular dan plural secara tepat dengan atau tanpa a, the, this, those, my, their, dsb.
- e. Ucapan, tekanan kata, intonasi, ejaan, dan tanda baca.

Cara menulis teks deskriptif:

- 1) Menentukan topik teks deskriptif yang akan dibuat.
- 2) Mengumpulkan data terkait topik teks deskriptif.
- 3) Membuat outline descriptive text.
- 4) Menyusun outline descriptive text yang dibuat.

Contoh teks descriptive



Borobudur Temple



Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the Seven Wonders of the World which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since longtimeago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

F. Pendekatan / Metode Pembelajaran

- Metode Pendekatan : Saintifik
- Teknik : Peer Tutoring Method

G. Media / alat, Bahan dan Sumber Belajar

Media : worksheet

Alat : papan tulis dan spidol

Sumber Pembelajaran: Buku Bahasa Inggris kelas XI dan Internet

H. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.	
Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat)	
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai;	
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai	
Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam Pembelajaran.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
Collaboration	<ul style="list-style-type: none"> • Guru membagi siswa ke dalam empat kelompok dengan cara menghitung. • Guru menunjuk satu tutor dalam setiap kelompok • Guru mempersilahkan tutor dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif dan kemudian guru datang untuk meyakinkan peran tutor-tutor sudah sesuai.
Communication	<ul style="list-style-type: none"> • Setelah 15 sampai dengan 20 menit, para tutor berhenti melakukan Peer Tutoring • Selanjutnya, tutor dan tutees berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis.
Critical Thinking	<ul style="list-style-type: none"> • Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok • Siswa-siswa dalam setiap kelompok diharuskan untuk berbicara secara alami berdasarkan pertanyaan dari topik yang diberikan.

	<ul style="list-style-type: none">• Para tutor membimbing dan mengarahkan proses berjalannya Peer Tutoring
Creativity	Para tutor menyimpulkan topik yang telah diberikan dengan tutees di setiap kelompok.
Kegiatan Penutup (20Menit)	
Guru merefleksi materi yang telah diberikan.	
Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya.	
Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkan salam perpisahan.	



LESSON PLANS 2

A. Identitas Sekolah

Sekolah : SMAN 19 GOWA
Matapelajaran : Bahasa Inggris
Kelas/Semester : XI MIA 4/2
Materi Pokok : Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata
Alokasi Waktu : 2 x 45 menit

B. Kompetensi Inti (KI)

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- Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

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4.4.2 Menyusun teks deskriptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.8.2 Membuat teks deskriptif tulis terkait tempat wisata dan tempat bersejarah terkenal.

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- Description, Sifat (ukuran, warna, jumlah, bentuk, dsb) dan fungsi (mamfaat, tindakan, kebiasaan)

- **Unsur Kebahasaan**

- Kosa kata dan istilah terkait dengan tempat wisata dan tempat bersejarah terkenal.
- Adverbia terkait sifat seperti quite, very, extremely, dst.
- Kalimat deklaratif dan interogatif dalam tense yang benar
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- 2) Mengumpulkan data terkait topik teks deskriptif.
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- 4) Menyusun outline descriptive text yang dibuat.

Contoh teks descriptive

Monas National Monument



The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon

request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

F. Pendekatan / Metode Pembelajaran

- **Metode Pendekatan : Saintifik**
- **Teknik : Peer Tutoring Method**

G. Media / alat, Bahan dan Sumber Belajar

Media : worksheet

Alat : papan tulis dan spidol

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Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai;	
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai	
Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam Pembelajaran.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
Collaboration	<ul style="list-style-type: none"> ● Guru membagi siswa ke dalam empat kelompok dengan cara menghitung. ● Guru menunjuk satu tutor dalam setiap kelompok ● Guru mempersilahkan tutor dari setiap kelompok menjelaskan materi sesuai dengan cara mereka

	masing-masing dan secara komunikatif dan kemudian guru datang untuk meyakinkan peran tutor-tutor sudah sesuai.
Communication	<ul style="list-style-type: none"> • Setelah 15 sampai dengan 20 menit, para tutor berhenti melakukan Peer Tutoring • Selanjutnya, tutor dan tutees berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis.
Critical Thinking	<ul style="list-style-type: none"> • Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok • Siswa-siswa dalam setiap kelompok diharuskan untuk berbicara secara alami berdasarkan pertanyaan dari topik yang diberikan. • Para tutor membimbing dan mengarahkan proses berjalannya Peer Tutoring
Creativity	Para tutor menyimpulkan topik yang telah diberikan dengan tutees di setiap kelompok.
Kegiatan Penutup (20Menit)	
Guru merefleksi materi yang telah diberikan.	
Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya.	
Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkan salam perpisahan.	

LESSON PLANS 3

A. Identitas Sekolah

Sekolah : SMAN 19 GOWA
 Matapelajaran : Bahasa Inggris
 Kelas/Semester : XI MIA 4/2
 Materi Pokok : Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata
 Alokasi Waktu : 2 x 45 menit

B. Kompetensi Inti (KI)

- Menghargai dan menghayati ajaran agama yang dianutnya
- Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan	3.8.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata dan

memberikan dan meminta informasi terkait tempat wisata dan tempat bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.	tempat bersejarah terkenal. 3.8.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif terkait tempat wisata dan tempat bersejarah terkenal.
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal	4.4.1 Menjawab beberapa pertanyaan secara lisan terkait teks yang dibaca tentang tempat wisata dan tempat bersejarah terkenal.
4.4.2 Menyusun teks deskriptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.8.2 Membuat teks deskriptif tulis terkait tempat wisata dan tempat bersejarah terkenal.

D. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang tempat wisata dan tempat bersejarah terkenal.

E. Materi Pembelajaran

- **Fungsi Sosial**

Membanggakan, menjual mengenalkan, mengidentifikasi mengkritik, dsb.

- **Struktur Teks**

- a. Identification, berisi pernyataan umum mengenai subyek yang dibicarakan/dibahas.
- b. Description, Sifat (ukuran, warna, jumlah, bentuk, dsb) dan fungsi (mamfaat, tindakan, kebiasaan)

- **Unsur Kebahasaan**

- a. Kosa kata dan istilah terkait dengan tempat wisata dan tempat bersejarah terkenal.
- b. Adverbia terkait sifat seperti quite, very, extremly, dst.
- c. Kalimat deklaratif dan introgatif dalam tense yang benar
- d. Nomina singular dan plural secara tepat dengan atau tanpa a, the, this,

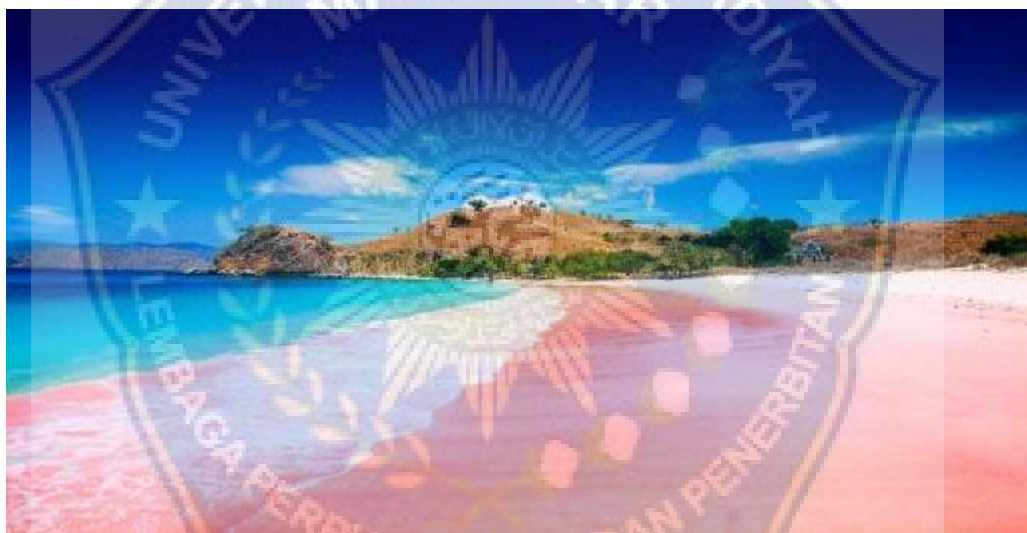
those, my, their, dsb. e. Ucapan, tekanan kata, intonasi, ejaan, dan tanda baca.

Cara menulis teks deskriptif:

- 1) Menentukan topik teks deskriptif yang akan dibuat.
- 2) Mengumpulkan data terkait topik teks deskriptif.
- 3) Membuat outline descriptive text.
- 4) Menyusun outline descriptive text yang dibuat.

Contoh teks descriptive

PeanK Beach



Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red bodyshell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

F. Pendekatan / Metode Pembelajaran

- **Metode Pendekatan : Saintifik**
- **Teknik : Peer Tutoring Method**

G. Media / alat, Bahan dan Sumber Belajar

Media : worksheet

Alat : papan tulis dan spidol

Sumber Pembelajaran : Buku Bahasa Inggris kelas XI dan Internet

H. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.	
Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat)	
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai;	
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai	
Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam Pembelajaran.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
Collaboration	<ul style="list-style-type: none"> • Guru membagi siswa ke dalam empat kelompok dengan cara menghitung. • Guru menunjuk satu tutor dalam setiap kelompok • Guru mempersilahkan tutor dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif dan kemudian guru datang untuk meyakinkan peran tutor-tutor sudah sesuai.
Communication	<ul style="list-style-type: none"> • Setelah 15 sampai dengan 20 menit, para tutor berhenti melakukan Peer Tutoring • Selanjutnya, tutor dan tutees berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis.
Critical Thinking	<ul style="list-style-type: none"> • Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok • Siswa-siswa dalam setiap kelompok diharuskan untuk berbicara secara alami berdasarkan pertanyaan dari topik yang diberikan. • Para tutor membimbing dan mengarahkan proses berjalannya Peer Tutoring
Creativity	Para tutor menyimpulkan topik yang telah diberikan dengan tutees di setiap kelompok.
Kegiatan Penutup (20Menit)	
Guru merefleksi materi yang telah diberikan.	
Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya.	
Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkan salam perpisahan.	

INSTRUMENT PRE-TEST AND POST TEST

Nama Sekolah : SMA Negeri 19 Gowa
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Alokasi Waktu : 1 x 45 menit (1x pertemuan)
Topik Pembelajaran : Pre-test
Pertemuan ke : 1

“Explain what is in the picture and around it in 5 minutes!”

Monas



Nama Sekolah : SMA Negeri 19 Gowa
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Alokasi Waktu : 1 x 45 menit (1x pertemuan)
Topik Pembelajaran : Post-test
Pertemuan ke : 5

“Explain the picture below in front of your friends in 5 minutes!”

Borobudur Temple



PERPUSTAKAAN DAN PENYERAN

APPENDIX 2

DATA ANALYSIS

Table 3.1 Raw data Students' Speaking Fluency and Vocabulary

No	Name	Pre-Test		Post-Test	
		Fluency	Vocabulary	Fluency	Vocabulary
1.	S1	50	45	70	73
2.	S2	50	50	68	60
3.	S3	60	60	85	90
4.	S4	50	55	60	58
5.	S5	40	40	50	55
6.	S6	50	53	65	68
7.	S7	50	55	56	58
8.	S8	50	50	65	65
9.	S9	55	55	85	88
10.	S10	45	50	60	65
11.	S11	60	60	68	70
12.	S12	40	45	65	72
13.	S13	30	40	55	60
14.	S14	50	50	67	75
15.	S15	55	58	85	90
16.	S16	50	50	70	70
17.	S17	54	55	82	72
18.	S18	50	50	60	65
19.	S19	55	57	85	90
20.	S20	45	40	80	83
21.	S21	50	50	65	65
22.	S22	55	55	80	80
23.	S23	50	50	60	63
24.	S24	48	50	60	62
25.	S25	50	50	65	65
26.	S26	50	53	80	85
27.	S27	52	50	70	75
28.	S28	50	48	80	85
29.	S29	50	45	80	83
30.	S30	60	58	85	88
31.	S31	52	42	65	65
32.	S32	55	55	80	83
33.	S33	57	50	65	70
34.	S34	55	57	65	65
35.	S35	60	62	80	83

Table 3.2 Classification Fluency (Pre-Test)

NO	NAME	Pre-Test	Classification
1.	S1	50	Fairly Good
2.	S2	50	Fairly Good
3.	S3	60	Good
4.	S4	50	Fairly Good
5.	S5	40	Fair
6.	S6	50	Fairly Good
7.	S7	50	Fairly Good
8.	S8	50	Fairly Good
9.	S9	55	Good
10.	S10	45	Fairly Good
11.	S11	60	Good
12.	S12	40	Fair
13.	S13	30	Poor
14.	S14	50	Fairly Good
15.	S15	55	Good
16.	S16	50	Fairly Good
17.	S17	54	Fairly Good
18.	S18	50	Fairly Good
19.	S19	55	Good
20.	S20	45	Fairly Good
21.	S21	50	Fairly Good
22.	S22	55	Good
23.	S23	50	Fairly Good
24.	S24	48	Fairly Good
25.	S25	50	Fairly Good
26.	S26	50	Fairly Good
27.	S27	52	Fairly Good
28.	S28	50	Fairly Good
29.	S29	50	Fairly Good
30.	S30	60	Good
31.	S31	52	Fairly Good
32.	S32	55	Good
33.	S33	57	Good
34.	S34	55	Good
35.	S35	60	Good

Table 3.3 Classification Vocabulary (Pre-Test)

NO	NAME	Pre-Test	Classification
1.	S1	45	Fairly Good
2.	S2	50	Fairly Good
3.	S3	60	Good
4.	S4	55	Good
5.	S5	40	Fair
6.	S6	53	Fairly Good
7.	S7	55	Good
8.	S8	50	Fairly Good
9.	S9	55	Good
10.	S10	50	Fairly Good
11.	S11	60	Good
12.	S12	45	Fairly Good
13.	S13	40	Fair
14.	S14	50	Fairly Good
15.	S15	58	Good
16.	S16	50	Fairly Good
17.	S17	55	Good
18.	S18	50	Fairly Good
19.	S19	57	Good
20.	S20	40	Fair
21.	S21	50	Fairly Good
22.	S22	55	Good
23.	S23	50	Fairly Good
24.	S24	50	Fairly Good
25.	S25	50	Fairly Good
26.	S26	53	Fairly Good
27.	S27	50	Fairly Good
28.	S28	48	Fairly Good
29.	S29	45	Fairly Good
30.	S30	58	Good
31.	S31	42	Fair
32.	S32	55	Good
33.	S33	50	Fairly Good
34.	S34	57	Good
35.	S35	62	Good

Table 3.4 Classification Fluency (Post-Test)

NO	NAME	Post-Test	Classification
1.	S1	70	Very Good
2.	S2	68	Very Good
3.	S3	85	Excellent
4.	S4	60	Good
5.	S5	50	Fairly Good
6.	S6	65	Very Good
7.	S7	56	Good
8.	S8	65	Very Good
9.	S9	85	Excellent
10.	S10	60	Good
11.	S11	68	Very Good
12.	S12	65	Very Good
13.	S13	55	Good
14.	S14	67	Very Good
15.	S15	85	Excellent
16.	S16	70	Very Good
17.	S17	82	Very Good
18.	S18	60	Good
19.	S19	85	Excellent
20.	S20	80	Very Good
21.	S21	65	Very Good
22.	S22	80	Very Good
23.	S23	60	Good
24.	S24	60	Good
25.	S25	65	Very Good
26.	S26	80	Good
27.	S27	70	Good
28.	S28	80	Very Good
29.	S29	80	Very Good
30.	S30	85	Excellent
31.	S31	65	Very Good
32.	S32	80	Very Good
33.	S33	65	Very Good
34.	S34	65	Very Good
35.	S35	80	Very Good

Table 3.5 Classification Vocabulary (Post-Test)

NO	NAME	Post-Test	Classification
1.	S1	73	Very Good
2.	S2	60	Good
3.	S3	90	Excellent
4.	S4	58	Good
5.	S5	55	Good
6.	S6	68	Very Good
7.	S7	58	Good
8.	S8	65	Very Good
9.	S9	88	Excellent
10.	S10	65	Very Good
11.	S11	70	Very Good
12.	S12	72	Very Good
13.	S13	60	Good
14.	S14	75	Very Good
15.	S15	90	Excellent
16.	S16	70	Very Good
17.	S17	72	Very Good
18.	S18	65	Very Good
19.	S19	90	Excellent
20.	S20	83	Very Good
21.	S21	65	Very Good
22.	S22	80	Very Good
23.	S23	63	Good
24.	S24	62	Good
25.	S25	65	Very Good
26.	S26	85	Excellent
27.	S27	75	Very Good
28.	S28	85	Excellent
29.	S29	83	Very Good
30.	S30	88	Excellent
31.	S31	65	Very Good
32.	S32	83	Very Good
33.	S33	70	Very Good
34.	S34	65	Very Good
35.	S35	83	Very Good

APPENDIX 3

DATA

A. Pre-test

S1

Speaker2 (00:00):

The National Monument or Arcierclay Knows as Monast is one of the famous landmarks in Central Jakarta, Indonesia. The construction was started in 1961 and was officially opened for public in 19... ..1975. This obelisk monument was built to commemorate Indonesian people struggling in obtaining their independence from the colonialists. The full height of Monast is 131 meters, soaring from the ground to the sky. It consists of three different parts of level. The obelisk part is a flammable head crown which is covered by 40... ..45 kg of gold. It weighs about 146 tons and has a height of 17 meters. The second part is the top platform. It has rectangular head with the size of 11 meters. Visitors can reach it by using the elevator. It takes about three minutes long. From this platform, they can see a vast and clear view of the whole city. The last part is the lower platform. This rectangular platform has a width of 45 meters for each side. Inside this lower section, there is a chamber of freedom. It keeps many outside symbols and documents of Indonesia freedom.

S2

Speaker 1 (00:00):

The National Monument or usually called as Monast is located in central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975.

Speaker 1 (00:32):

The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that becomes a special characteristic of it is the flame-shaped ornament with coal foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 kilometers.

Speaker 1 (01:07):

Everyone can visit the museum to learn the history of Indonesia. There is also an amphitheater in this building called Ruang Kemerdekaan. It is located in the cup part of Monast and it can be reached by using the spiral stairs at the north and south doors. If you go to the southern side of the building,

Speaker 1 (01:34):

you will find an elevator that can be used to access the top platform where we will find the observation deck and also the flame of independence.

⋮

S3

Speaker2 (00:00):

The National Monument or also commonly abbreviated as Monas. Jakarta is a monument that was erected to commemorate the persistence and struggle of the heroes of the Indonesia. Monas is located right in front of the presidential palace of the Republic of Indonesia. Monas towers majestically with a height of 132 meters. On the outskirts of the courtyard, there are embossed reliefs depicting all the strongest of the heroes of the era against the invaders. This relief begins in the northeastern corner by perpetuating the past. The story begins with the story of Sinasari and Majapahit. Then the future continues chronologically in a clockwise direction, shifted in the corners of the southwest and northwest. The relief and statues are made of cement with a keep or metal frame. However, some of the reliefs have been damaged by rain and sunburn. On the port of the Monument Cap, there is a space to let the independence from in the form of an amphitheater. By going through the styles that rotate on the north and south side doors, we can get to this room, the symbols of the state and the independence of the Republic of Indonesia, including the original text of the proclamation of Indonesia independence are stored in this room. There is also an elevator at the south side door that can take visitors to the top. There is a symbol in the form of an amphitheater of independence measuring 11 x 11 meters.

B. Post-test

S1

Speaker2 (00:00):

Borobudur is one of the historical buildings in Indonesia. It is considered to be the world's largest bird-hitching temple for its size of 50,129 and height of 34.5 meters. It is located in Magelang, Central Java. Not only it became a world-known tourist destination to a lot of travelers around the world. Borobudur temple is also included in UNESCO list of World Heritage Sites. Borobudur temple consists of six square floors and three circular floors with a wrangler of quality. And make it to be style like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small straddle with complex of straddle connecting each floor that you can use as a passage to go to the top on each level of the floor. There are a lot of relief panels and Buddha statues friends around it. Basin of the data there are 2,672 panels and 504 statues in total. There is a dome located on the top center of the temple in a surrounded by 72 Buddha statues. It's seated inside of perforated stupa. It is said that if you place your hand into that, stop throw one if it's whole and you can touch the Buddha statue. You will be able to make one of your dreams come true.

S2

Speaker2 (00:00):

Borobudur is one of the historical buildings in Indonesia. It is considered to be the world's largest bird-hitching temple for its size of 50,129 and height of 34.5 meters. It is located in Magelang, Central Java. Not only it became a world-known tourist destination to a lot of travelers around the world. Borobudur temple is also included in UNESCO list of World Heritage Sites. Borobudur temple consists of six square floors and three circular floors with a wrangler of quality. And make it to be style like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small straddle with complex of straddle connecting each floor that you can use as a passage to go to the top on each level of the floor. There are a lot of relief panels and Buddha statues friends around it. Basin of the data there are 2,672 panels and 504 statues in total. There is a dome located on the top center of the temple in a surrounded by 72 Buddha statues. It's seated inside of perforated stupa. It is said that if you place your hand into that, stop throw one if it's whole and you can touch the Buddha statue. You will be able to make one of your dreams come true.

⋮

S3

Speaker 1 (00:00):

Borobudur temple is a Buddhist temple located in Borobudur, Magelang, Central Java, Indonesia. This temple is located approximately 100 km to the southwest of Semarang, 86 km to the west of Surakarta and 40 km to the northwest of Yogyakarta.

Speaker 1 (00:31):

This Stupa Safed temple was founded by Mahayana Buddhist around the year 880 during the reign of the Chalendra dynasty. Borobudur is the largest Buddhist temple or temple in the world, as well as one of the largest Buddhist monuments in the world. Borobudur temple was arranged using score and desert stone.

Speaker 1 (01:03):

The shape of the structures such as a fountain, terraces that are getting up increasingly smaller with four stairs that are on side of the compass is southwest and north. The structure consists of nine terraces consisting of six terraces with rectangular and three terraces with a circle.

Speaker 1 (01:34):

Among the terraces forms there is a floor called a plateau. In the middle of the floor you will find a small straddle with coppers of strides connecting each floor that you can use as a basis to go to the top. On each level of the floor there are a lot of relief panels and Buddha statues buried around.

Speaker 1 (02:06):

Based on that there are 2672. There are 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 71 Buddha statues.

Speaker 1 (02:35):

Exited inside a perforated stupa Borobudur temple has a length of 20,166 meters 20,138 meters wide and 3,548 meters high.

Speaker 1 (03:08):

According to Buddhist philosophy the Borobudur temple is an imitation of the universe that consists of three vertical levels namely Kamadhatu, Rupadhatu and Arupadhatu. Kamadhatu is the lower part of the temple with

Speaker 1 (03:35):

symbolize the underworld describing human behavior that is still born by worldly passions ordinary human place. Rupadhatu is the model for of the temple that symbolize the nature between describing human behavior that has begun to live for the series but is still born by the real world.

Speaker 1 (04:05):

Rupadhatu is the upper part of the temple which symbolize the euphorium, the place of the gods, the symbol of the intangible element and as a sign of levels that have left worthy patients. The Borobudur temple stones are dug to originate from rivers around Borobudur with a total volume of around

Speaker 1 (04:51):

approximately two million pieces of stone.

—



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat Kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

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

Nama : Nurfadillah

Nim : 105351105719

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Betas
1	Bab 1	4 %	10 %
2	Bab 2	5 %	25 %
3	Bab 3	5 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	5 %	5 %

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Makassar, 29 November 2023

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



Ns. Sima Nur M.P.

NPM. 964 591



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Nomor : 13755/FKIP/PA.4-IV/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LPSM Unismuh Makassar
Di
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

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

Nama	Nurroddin
Stambuk	105361105719
Program Studi	Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir	Sinja / 07-04-2000
Alamat	Jl poros panciro, Gowa, Bajeng

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul : THE EFFECT OF PEERTEACHING TUTORING METHOD TO ENHANCE STUDENTS SPEAKING SKILLS AT SMAN19 GOWA

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

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadil Ula 1441 H
10 Juni 2023 M

Dekan



Erwin Akib, M.Pd, Ph.D
NBM 660934



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Nomor : 1728/05/C.4-VIII/VI/1444/2023

24 Dzulqa'dah 1444 H

Lamp : 1 (satu) Rangkap Proposal

13 June 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
 di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13755/FKIP/A.4-Fl/VI/1444/2023 tanggal 10 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURFADILLAH

No. Stambuk : 10535 1105719

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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

"THE EFFECT OF PEER TEACHING TUTORING METHOD TO ENHANCE STUDENTS' SPEAKING SKILLS AT SMAN 19 GOWA"

Yang akan dilaksanakan dari tanggal 16 Juni 2023 s/d 16 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumallahu Khairan

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa :

NIM :

Judul Penelitian :

Tanggal Ujian Proposal :

Tempat/Lokasi Penelitian :

Arfadillah
 : 105351105719
 : The Effect of Peer Teaching Tutoring Method to Enhance Students' Speaking Skills at Sman 19 Gowa
 : 22 Mei 2023
 : Sman 19 Gowa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa / 03/07/23	Pre - Test	Jumriani S.pd	Muhammad
2	Selasa / 11/07/23	Treatment	Jumriani S.pd	Muhammad
3	Selasa / 18/07/23	Treatment	Jumriani S.pd	Muhammad
4	Selasa / 25/07/23	Treatment	Jumriani S.pd	Muhammad
5	Selasa / 01/08/23	Post - Test	Jumriani S.pd	Muhammad
6				



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7				
8				
9				
10				

31 Oktober 2023

Mengucapkan,

Ketua Program Studi,
FKIP Uluwatu Makassar

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

PEMERINTAH PROVINSI SULAWESI SELATAN
Dinas Pendidikan dan Kebudayaan
KABUPATEN ULUWATU
Kantor Dinas Pendidikan dan Kebudayaan
Jl. Veteran No. 101, Uluwatu
Makassar

Timani Khaerati Syam
NBM. 977 807



Mendeley



PEMERINTAH PROVINSI SULAWESI SELATAN
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UPT. SMA NEGERI 19 GOWA

Alamat: Jalan. Poros Limbung Galecong Desa Gattangaru Kec. Bajeng Barat Gowa 92152

SURAT KETERANGAN PENELITIAN

Nomor : 411/55-SMAN/19-GOWA/2022

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 19 Gowa Provinsi Sulawesi Selatan
Menyatakan bahwa:

Nama : Norfadillah
NIM : 105351105710
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Sri Alimudfat No.259, Makassar

Benar telah melaksanakan penelitian dan pengumpulan data di UPT SMA Negeri 19 Gowa berdasarkan surat rekomendasi penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Peta Nomor:19342/S.01/PTSP/2022 Tanggal 15 Juni 2022, Periode Iain Penelitian dari bulan Juni - Juli 2022 Dengan judul Penelitian "*Effect of Peer Tutoring Method to Enhance Students' Speaking Skills at SMAN 19 Gowa (Pre Experiment Research)*".

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

Ditetapkan di : Gowa

pada Tanggal : 31 Oktober 2022

di UPT SMA Negeri 19 Gowa



Dr. H. Nurhasni, M.Pd

Jabatan : Pembina Tk.1

NIP.196704051991032012



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LETTER OF ACCEPTANCE

0862/BG-FKIP/LOA/B/XI/1445/2023

Dear NURFADILLAH

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECT OF PEER TEACHING TUTORING METHOD TO ENHANCE STUDENTS' SPEAKING SKILLS AT SMAN 19 GOWA (PRE-EXPERIMENT RESEARCH AT THE ELEVENTH GRADE OF SMAN 19 GOWA)

The manuscript ID: 1139

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	√	

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Makassar, 2 December 2023 M
18 Jumadil Ula 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



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

APPENDIX 4
DOCUMENTATION

- 1) **Give an initial test to test students' abilities before being given the Peer Teaching Tutoring Method**



- 2) **Providing material to students' about the Peer Teaching Tutoring Method (2nd Meeting)**



3). Explain and provide students with an understanding of the Peer Teaching Tutoring Method (3rd meeting)



3) Students teach their class friends according to the material provided by the teacher according to the Peer Teaching Tutoring Method (4th meeting)



4) Give a final test to students to see if there is Enhance after using the Peer Teaching Tutoring Method (5th Meeting)



CURRICULUM VITAE



NURFADILLAH was born on April 7th, 2000 in Sinjai. She has seven siblings, and she the last child of the couple Tuwo dan Hj Marhawiyah Pati Losa. She Began her education in SD 1 wolonggere and graduate in 2012. Then she Countinued her study in SMP 1 Polinggona and graduate in 2015, After Finish she continued her study in SMAN 1 Sinjai Borong and graduate in 2018. In the same year, she was accepted as a student in English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. By the bless and mercy of Allah SWT, pray and also support from my beloved family, all my friendsthe researcher could finish her study at Universitas Muhammadiyah Makassar by the title *The effect of Peer Teaching Tutoring Method to Enhance Students Speaking Skills at Sman 19 Gowa (Pre-Experiment Research at the Eleventh Grade of SMAN 19 Gowa)*.