

**THE EFFECTIVENESS OF PEER TUTORING METHOD IN
IMPROVING THE STUDENTS' SPEAKING COMPETENCE**

*(Quasi-Experiment Research at the tenth grade of SMA Al-Bahra
Kampungberu Kab. Jeneponto)*



A THESIS

*Submitted to the faculty of teachers and education Muhammadiyah University of
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Pendidikan*

**DEWI NENGSI
10535613214**

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

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LEMBAR PENGESAHAN

Skripsi atas nama **DEWI NENGSI**, NIM **10535 6132 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal **22 Jumadil Awal 1440 H/28 Januari 2019 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal **01 Februari 2019**.

Makassar, 26 Jumadil Awal 1440 H
01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.....)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. Baharullah, M.Pd. (.....)
4. Dosen Penguji : 1. Ummi Khaerati Syahi, S.Pd., M.Pd. (.....)
2. Andi Asri Junitaty, S.Pd., M.Pd. (.....)
3. Hj. Ilmiah, S.Pd., M.Pd. (.....)
4. Ismail Sangkala, S.Pd., M.Pd. (.....)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
NBM : 660 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **The Effectiveness of Peer Tutoring Method in Improving the Students' Speaking Competence**

Name : **DEWI NENGSI**

Reg. Number : 10535 0132 14

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by

Consultant I

Consultant II

Umni Khaerati Svam, S.Pd., M.Pd.

Herlina Daddi, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department

Erwin Akib, M.Pd., Ph.D.
NBM: 860 954

Umni Khaerati Svam, S.Pd., M.Pd.
NBM : 977 807

MOTTOS

“There is only one thing that makes a dream impossible to achieve: the fear of failure”.

- *Paulo Coelho, the Alchemist*

“Don’t lose hope, nor be sad”

- *Qur’an (3 : 139)*

ABSTRACT

Dewi Nengsi. 10535613214. *“The Effectiveness of Peer Tutoring Method in Improving the Students’ Speaking Competence (A Quasi Experimental Research of Tenth Grade Students of SMA AL-BAHRA Kampungberu Kab. Jeneponto in the Academic Year 2017/2018).* Thesis, Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, 2018. Supervised Ummi Khaerati Syam, S.Pd., M.Pd and Herlina Daddi, S.Pd., M.Pd.

The objective of the research was to found out the effectiveness of peer tutoring method in improving the students’ speaking competence at the tenth grade students’ of SMA AL-BAHRA Kampungberu academic year 2018/2019.

The method in this research was quasi-experimental research. The quasi-experimental research designed were used two classes which were taught two different methods. The experiment class was taught with peer tutoring method, and the controlled class was taught with role playing. The population in tenth grade students of SMA AL-BAHRA consist of 180, the sample was 50 students (25 students’ experimental class and 25 students controlled class).

The research was taken by using simple random sampling. Moreover, this research was conducted through the following procedures: giving pretest, applying treatments, and giving posttest. The data analyzed in this research was gathered through test, after getting the score from the test, it was analyzed and processed by using statistic data calculation of T-test formula by using SPSS. The result of the research proved that there was a difference score between students’ score in learning speaking competence by using peer tutoring method and by using role playing method. According to the result of statistical calculation it can be seen that main score of experimental class is 85.00 and the main score of controlled score of controlled class is 79.40.

In conclusion, peer tutoring method can effectively be used to teach speaking competence of tenth grade students of SMA AL-BAHRA Kampungberu Kab. Jeneponto.

Keywords: *Peer Tutoring Method, Speaking Competence.*

ABSTRAK

Dewi Nengsi. 10535613214. “Keefektifan Metode Bimbingan Teman Sebaya dalam Meningkatkan Kompetensi Bicara Siswa (Penelitian Kuasi Eksperimental Siswa Kelas X di SMA AL-BAHRA Kampungberu Kab. Jeneponto di Tahun Akademik 2017/2018). Tesis, Departemen Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, 2018. Pembimbing Umami Khaerati Syam, S.Pd., M.Pd dan Herlina Daddi, S.Pd., M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan metode tutor sebaya dalam meningkatkan kompetensi berbicara siswa di siswa kelas sepuluh SMA AL-BAHRA Kampungberu tahun akademik 2018/2019.

Metode dalam penelitian ini adalah penelitian kuasi eksperimental. Penelitian kuasi-eksperimental yang dirancang menggunakan dua kelas yang diajarkan dua metode yang berbeda. Kelas eksperimen diajarkan dengan metode tutor sebaya, dan kelas terkontrol diajarkan dengan role playing. Populasi pada siswa kelas sepuluh SMA AL-BAHRA terdiri dari 180, sampel adalah 50 siswa (kelas eksperimen 25 siswa dan kelas kontrol 25 siswa).

Penelitian ini diambil dengan menggunakan simple random sampling. Selain itu, penelitian ini dilakukan melalui prosedur berikut: memberikan pretest, menerapkan metode tutor sebaya, dan memberikan posttest. Data yang dianalisis dalam penelitian ini dikumpulkan melalui tes, setelah mendapatkan skor dari tes, dianalisis dan diproses dengan menggunakan perhitungan data statistik rumus T-test dengan menggunakan SPSS. Hasil penelitian membuktikan bahwa ada perbedaan skor antara skor siswa dalam belajar kompetensi berbicara dengan menggunakan metode tutor sebaya dan dengan menggunakan metode role playing. Berdasarkan hasil perhitungan statistik dapat diketahui bahwa skor utama kelas eksperimen adalah 85.00 dan skor utama kelas kontrol adalah 79.40.

Kesimpulannya, metode tutor sebaya efektif digunakan untuk meningkatkan kompetensi berbicara siswa kelas sepuluh SMA AL-BAHRA Kampungberu Kab. Jeneponto.

Kata kunci: Metode tutor sebaya, Kompetensi Berbicara.

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Finally, this proposal is present to English Education Program of Muhammadiyah University of Makassar. The researcher hopes this proposal can help the reader.

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Dewi

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CHAPTER I

INTRODUCTION

A. Background

Competence in using English especially in speaking become remained in curriculum. The demand of English competence is also rising recently. Having suffice English competence is regard as important for the university students to get better job, interact with foreign people, Prepare academic future and so forth. Speaking is one of the basic competences which should be master by the students. The students should be able to improve their speaking competence.

However, many students assume that speaking in English is difficult. Bailey (2003) as cited in Nunan (2004) mentions three reasons why students assume that speaking is difficult. First, it is because the students have limited English vocabulary and sufficient understanding of the structure. Second, the students do not have time to have practice. The only opportunities they speak English is in the English class. They do not have enough chances to practice speaking outside. Third, because of the first and second reason, the students are not confident to speak English and assume that speaking English is really hard.

Based on the explanation above it can be stated that to improve the students speaking skill is one of the most challenging tasks for teachers in EFL contexts. Ali (2012) states that many EFL classrooms have deficiencies deriving from both language teachers and learners that make language learners

reticent and unmotivated to speak in English. Therefore, many EFL classrooms are full of mute English learners who are not able to communicate orally, and have psychological barriers such as high classroom anxiety, inhibition, low motivation to participate, low self-esteem, etc. So, the teachers have to find an appropriate method to solve these problems in order to be able to invite all students to speak English in speaking class. One of the method that the teacher can be used in speaking class to improve the students speaking competence is Peer tutoring method.

Peer tutoring was developed by Robert A. D. Schwartz Foundation in year 1970 in the Oakland Unified School District (California) and continued to support this program for twelve years. The program built self-esteem among tutors as well as tutees, and was successful with diverse populations, including English Language Learners.

Peer tutoring methods is a learning method in which one student becomes a tutor for his friend. For today, some students are embarrassed to ask their teacher and choose to ask their friends. Peer tutoring method will help students to work together with each other in a small group.

Rahmasari (2017) state that Peer tutoring is a technique where the students play the role of a tutor and a tutee. In this research, the researcher use peer tutoring technique that can be applied in teaching reading. The researcher state that peer tutoring method can improve students' reading comprehension significantly by using some procedure. The implementation of peer tutoring in teaching reading comprehension has some the advantages and disadvantages.

The advantages of use peer Tutoring in teaching reading comprehension such as: (1) peer tutoring can help the students to gain better understanding of the material. (2) Peer tutoring can improve students' motivation and self-confidence. (3) Peer tutoring can deduct teacher dominancy. (4) Peer tutoring can make the students more active. And the disadvantages of use peer tutoring in teaching reading comprehension such as: the students are still confused to predict what will happen in the next story and the student needs a long time to predict the meaning of difficult words.

(N.2, 2016) the study analyze effectiveness of peer tutoring in learning in English among tutees of class 8th students. The result indicate that, there is prominent difference between before and after six weeks of tutoring for the students of class 8th with their examination marks in English of tutees. So, he recommended peer tutoring is adopt as an effective teaching and learning method for the development of students' practical skill during follow the learning process.

Based on the previous researches, the researcher interested to prove the effectiveness of peer tutoring method in improving students' speaking competence in English.

B. Problem Statement

Based on the background above the researcher states problem of the research as follow is the use of peer tutoring method effective in improving the students' speaking competence in English?

C. The Objective of the Research

The objective of this research is to find out whether or not peer tutoring method effective in improving the students' speaking competence in English.

D. The Significance of the Research

The outcomes of the research are expect to be useful for the teacher of English in general, and especially for the teacher. To be useful and helpful reference or motivation for the students in increasing their knowledge, especially about using peer tutoring method.

E. Scope of the Research

This research is limited to teach the students in terms of speaking skill by using peer tutoring method focus on students' accuracy and range of language.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Literature Research Finding

Many researchers have reported to expose the identification of the students motivation and interest in learning English to make the teaching and learning process ore effective. Some of the researchers are cited below :

1. Ayumon (2013 : 1-9) conduct a research about The Effect of Philosophical Chairs Strategy Toward Students' Speaking Competence, she found that there is not effective of using Philosophical Chair Strategy in teaching learning speaking for Senior High School Students.
2. Kartika (2015 : 1-12) conduct a research about The Effect of Role Playing Technique Applied On Students' Speaking Competence. She found that using Role Playing Technique in spaking class enhance the students speaking competence. The students have significant difference on their score after the role playing given.
3. Serap (2016 : 1035-1042) conduct a research about the Effect of Peer Tutoring Method on University Students' Success, Course. He state that using Peer Tutoring method in speaking class at Erzincan University is an effective method that can be used in the development of speaking skill. Furthermore, the students are very interested in studying speaking through peer tutoring method.
4. Marwa N. Alrajhi & Said S. Aldhafri (2015: 184-193) conduct a research about Peer Tutoring Effects on Omani Students' English Self-Concept, they

reported that the Counseling Center students of Collage Education of Sultan Qaboos University are very interested in studying speaking through peer tutoring. In addition, peer tutoring have a significantly positive impact on English self-concept. The researcher used the type one-to-one tutoring.

Based on the previous researches above, the researcher interest to prove the effectiveness of peer tutoring method in improving students' speaking competence. The difference of this resaearch with previous research is in this research will focus in peer tutoring methods with classwide peer tutoring (CWPT) to improve the students' speaking competence.

B. The Nature of Speaking Competence

a. Definition of Speaking Competence

Speaking is commonly performed in face-to-face interaction and occurs as a part of a dialogue or as a for of verbal exchange. Speaking skill is also known as oral skill plays a very important role in huan interaction when people communicate their ideas to other people.

Serap (2016 :1042) Speaking is the most important language activity that ensures the communication between people. The more effective, coordinated and clear the communication between people is the more success is achieved. The key for the successful communication is to speak effectively, be understandable and use the phonetic efficiently.

Harmer (2007 : 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.

From the definition above, it can be said that the speaking can well run, if there are speaker, listener, and mutual understanding between them in exchanging ideas.

Now it comes to competence in speaking. Competency in speaking is a whole package in mastering the language to be spoken orally, meaning that students are able to speak the language spontaneously in appropriate grammar and unburdened situation. Speaking competency deals with fluency, accuracy, and mental management. Fluency is the quality of speaking so that words and thoughts flow from your mouth in a gentle stream. Accuracy refers to how correct learners' use of the language system is including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when to talk about a learner's level of speaking or writing.

In conclusion, speaking competence is the ability of organizing and synchronizing both the knowledge of the language and the skill of the language in real-life use or other word, in real communication.

b. The Concept of Speaking

Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right order with the correct pronunciation, function (transaction and interaction) : knowing when clarity of message is essential

(transaction/information exchange) and when precised understanding is not required (interaction/relation building) and also social cultural rules and norms. Then Akhyak (2013) defines that there are five aspects have to pay attantion in speaking, they are content, vocabulary, grammar, performance, and fluency.

c. Main Factors in Speaking

The following are the main factors that need to be consider in speaking Cristal in Syarifah (2004 : 15) namely :

1. Fluency, that is a highly complex notion relate mainly to smoothness of continuity in discourse. It is includes consideration of how sentence are connect, hoe sentence patterns very in word order and omit element of structure and also certain aspects of the prosily of discourse.
2. Intelligibility (accuracy), essentially depend on the recognizably involves us in considering the phonetic character of conversational English, particulary from the point of view of its segmental (vowel and consonant) system.
3. Comprehensibility (appropriateness) refer to suitability of language to situation. It is also about the way in which informality is express by choice of vocabulary, idiom and syntex.

d. Some Techniques in Teaching Speaking

1) Skill using and skill getting

Skill using and skill getting activities might be define by what students will actually do in class base on the teacher input and they are

two activities will be involve uch as control activities and non-control activities. In the skill getting stage students get motor-perceptive skills, and in the skill using stage, students may acquire other skills and compensatory strategies.

2) Accuracy and Fluency

The second way of analyzing activities consists of looking at the accuracy of the language students use and the fluency of the speech. It cannot be argue that one is more important that another. Both are indispensable for activities. They are something like wheels of a carriage if one is bigger than the other, a carriage cannot a straight. The balance of invloving both kinds of activities is crucial.

3) What Types of Activities are Necessary

What types of activities students should do in oral communicative class. According to Syafirah (2004 : 10) discussed two kinds of activities which are functional communicative activities and social interaction activities. The former is an activity whose main purposes is that learners should use the language, they knoe in order to get meanings across as effectively as possible, and in this activity success in measured primarily according to whether they cope with the communicative demands of the immediate situation. The latter is an activity which place on social as well as functional aspects of communication, and in this activity siccess is measured not only in term of the functional effectiveness of the language, but also in ters of the acceptability of the forms they are used.

C. The Nature of the Peer Tutoring Methods

1. Definition of Peer Tutoring

Peer tutoring is a collaborative learning strategy in which students alternate between the role of tutor and tutee in pairs or groups. According to (Shabani, 2013) peer tutoring is a cooperative learning method based on the idea of pairing students who share a common goal and ‘asymmetrical’ relationship. Peer tutoring refers to students working in pairs to help one another learn material or practice an academic task. Peer tutoring works best when students of different ability level work together.

During a peer tutoring assignment, it is common for the teacher to have students switch roles partway through, so the tutor becomes the tutee. Since explaining a concept to another person helps extend one’s own learning, this practice gives both students the opportunity to better understand the material being study.

Peer tutoring refers to the process of having learners help each other on a one to one basis. Two types of this kind of peer tutoring are found in adult literacy and basic education: 1) “near peer” in whom one learner is more advanced than the other; and 2) “co-peer” in which the learners are fairly well matched in skill level. Peer tutoring works for some reasons:

1. Students have more opportunities to respond to academic material.
2. Students receive feedback and error correction immediately and more frequently.
3. Students are engaged in active learning, not passive learning.

2. The Types of Peer Tutoring

According to Hott (2012) there are five types of peer tutoring method such as:

a. Classwide peer tutoring (CWPT)

Classwide peer tutoring involves dividing the entire class into groups of two to five students with differing ability levels. Students then act as tutors, tutees, or both tutors and tutees. Typically, CWPT involves highly structured procedures, direct rehearsal, competitive tests, and posting of scores. The entire class participates in structured peer tutoring activities two or more times per week for approximately 30 minute. While the procedures and routines in CWPT remain the same, student pairings or groups may change weekly or biweekly. In CWPT, student pairings are fluid and may be based on achievement levels or student compatibility. Students may also be grouped to promote social development or opportunities to work with students from a variety of backgrounds.

b. Cross-age Peer Tutoring

Older students are paired with younger students to teach or review a skill. The positions of tutor and tutee do not change. The older student serves as the tutor and the younger student is the tutee. The older student and younger student can have similar or different skill levels, with the relationship be one of a cooperative or expert interaction. Tutors serve to model appropriate behavior, ask questions, and encourage

better study habits. This arrangement is also beneficial for students with disabilities as they may serve as tutors for younger students.

c. Peer Assisted Learning Strategies (PALS)

Peer Assisted Learning Strategies (PALS), a version of the CWPT model, involves a teacher pairing students who need additional instruction or help with a peer who can assist. Groups are flexible and change often across a variety of subject areas or skills. Cue cards, small pieces of cardstock upon which are printed a list of tutoring steps, may be provided to help students remember PALS steps. All students have the opportunity to function as a tutor or tutee at differing times. Students are typically paired with other students who are at the same skill level, without a large discrepancy between abilities.

d. Reciprocal Peer Tutoring (RPT)

Reciprocal Peer Tutoring (RPT) is two or more students alternate between acting as the tutor and tutee during each session, with equitable time in each role. Often, higher performing students are paired with lower performing students. RPT utilizes a structured format that encourages teaching material, monitoring answer, and evaluating and encouraging peers. Both group and individual rewards may be earned to motivate and maximize learning. Students in RPT may prepare the instructional materials and are responsible for monitoring and evaluating their peers once they have selected goal and reward as outlined by their teacher.

e. Same-age Peer Tutoring

Same-age Peer Tutoring is peers who are within one or two years of age are paired to review key concepts. Students may have similar ability levels or a more advance student can be pair with a less advance student. Students who have similar abilities should have an equal understanding of the content material and concepts. When pairing students with different levels, the roles of tutor and tutee may be alternate, allowing the lower performing student to quiz the hinger performing student. Answer should be provide to the student who is lower achieving when acting as a tutor in order to assist with any deficits in content knowledge. Sae-age peer tutoring, like classwide peer tutoring, can be complete within the students' classroom or tutoring can be coplete across different classes. Procedures are more flexible than traditional classwide peer tutoring configurations.

3. Procedure of Classwide Peer Tutoring method

According to Fulk (2001 : 49) there are nine guidelines for beginning to implementation classwide peer tutoring, such as:

- a. Explain the purpose and rationale for the technique.
- b. Stress collaboration and corporation rather than competition.
- c. Select the content and instructional materials for tutoring sessions.
- d. Train students the role of tutor and tutee.
- e. Model appropriate behaviors for tutor and tutee.
- f. Provide sample scripts for students practice of roles.

- g. Let pairs practice roles of tutor as teacher circulates, provides feedback, and reinforcement.
- h. Conduct further discussion regarding constructive and non constructive pair behavior.
- i. Let pairs switch roles and practice new roles as teacher circulates and provides feedback, and reinforcement.

The guidelines above tells us that teacher have to explain the purpose of the students' activities and ask them to work collaboratively. The teacher also have to prepare and select learning materials which are going to be discuss in the class. The students need to have training activities about their roles as tutor and tutee in the application of CWPT. Then, the students are divided by the teacher in order to run the activities effectively.

4. Characteristics that should be Possessed by the Tutor

Characteristic that should be possessed by the students to becoe as a tutor as follows:

- a. Accept and approve by all participants involve.
- b. Should be master for the material to be delivered
- c. Achievement
- d. Tutors are students who have above average skills in the class. Can be seen from the achievement/ learning outcomes are ranked 1-5
- e. Have the power of creativity
- f. Can interact and communicate well.

5. The Advantages and Disadvantages of Peer Tutoring Method

a. The Advantages of Peer Tutoring Method

- 1) Peer tutors are often effective in teaching students who don't respond well to adults.
- 2) Peer tutoring can develop a bond of friendship between a tutor and tutee, which is important for integrating slow learners into the group.
- 3) Peer tutoring allows the teacher to teach a large group of student, but still give slow learners the individuals attention they need.
- 4) Tutors benefit by learning to teach, a general skill that can be useful in an adult society.

b. The Disadvantages of Peer Tutoring Method

- 1) Tutee students often ignore the tutor because they dealing with their own friend
- 2) Embarrassed to ask because they didn't want the secret known to they friend.
- 3) Rarely implemented because it is difficult to find loyal students.

D. Theoretical Framework

There are many activities which can be present in teaching to make the students interest in studying English. How far the students like the activities and how far the activities affect the students' interest the learning the subject are still problems in teaching English.

Realizing the condition that the more the students like the activities apply in teaching the more successful the students will be in learning, the researcher conduct a research to identify the students interest in studying English by using peer tutoring method.

Based on the theory of the research, the theoretical fraework can visualized as follows:

1. Input : input refers to the activities apply in speaking competence by orally
2. Process : process refers to the implementation of input speaking competence through Peer Tutoring method.
3. Output : the output is the form of the aggregate percentage of the students' interest in speaking competence in English. This can be identify by seeing of data collected through speaking fist and questionnaire.

E. Hypotheses

- H_0 : There is no significant difference between the mean score of pre test and post-test of the students speaking achievement using peer tutoring.
- H_1 : There is a significant difference between the mean score of pre-test and post- test of the students speaking achievement after the treatment using peer tutoring.

CHAPTER III RESEARCH METHOD

A. Design of Research

In this research, the researcher used a Quasi-Experimental Research. The researcher used quasi-experimental research of this studied to see the effectiveness of peer tutoring method in learning speaking.

Table 3.1
Table of Design of Research

E	O1	X	O2
C	O1	X ₀	O2

Where:

E : Experimental Group

C : Control Group

O1 : Pre-test of the experimental and control group

X : Implementing peer tutoring method in experimental group

O2 : Post-test of the experimental and control group

X₀ : Implementing conventional method in control group

B. Population and Sample

1. Population

This research was conducted at the tenth grade students of SMA 2 Al-Bahra Kab. Jeneponto in the academic year 2017/2018. According to (Sukardi, 2013), population was all members of well define class of people, events and objects. Population could be divided into two kinds, target population and access population. Target population was population that had been plan in the research planning. And Access population was population that can be access when the researcher determined the number of population. The population of the studied was tenth grade of SMA 2 Al-Bahra Kab. Jeneponto in the academic year 2017/2018. There were three classes. Each class consisted of 30 students. The number of population was 90 students. (source: teacher of SMA Al-Bahra Jeneponto).

2. Sample

This research was applied simple random sampling because this technique used a number of samples from the population done at random without pay attention to the strata in the population and considered homogeny, where X.1 as experimental class and X.2 as the controlled class. The number of the research samples was taken 25 students.

C. The research Variables

In this research there were two kind variables such as independent variable and dependent variable. Peer tutoring method was category as an independent variable and students' speaking competence was category as a dependent variable.

D. Instrument Research

The researcher was use two kinds of instruments, such as:

- 1) Pre-test. In pre-test, the researcher was given an example about describing place and the students pay attention to it.
- 2) Post-test. In post-test, the students presented with their group about describing place based on the example given by the researcher.

E. Procedure of Data Collection

In collecting data, the researcher used some procedures as follows:

1. Pre-test

Before giving treatment, the researcher was applied pretest. In this case, the researcher was began the activity by giving the list of topics about describing place. The researcher was recorded the oral speaking by using tape recorder.

2. Treatment:

- a) Experimental class

After giving a pre-test, the students were treated by using Classwide Peer Tutoring Method.

The researcher in applied Classwide Peer Tutoring method to teach the students ware always followed the procedures of teaching material. Where the first thing that the researcher was does was introducing to the students about what the Peer Tutoring method was?

b) Controlled class

In this treatment the researcher was applied role play method to teach the students. The researcher used this method to see the difference between experimental class and controlled class after the treatment.

3. Post-test

The researcher was given speaking test to the students. It was still same of the steps on the pre-test. It was aimed at finding out the value of treatment whether the result of the post-test was better than pre-test.

F. Technique Analysis Data

In this research, the researcher collected the data from pre-test and post-test. The test was used to find out whether or not the students' speaking competence improved by using peer tutoring method. The test consisted of pre-test and post-test. The students' post-test score from both experimental and controlled group in analyzed T-test. T-test was used to test the comparative hypothesis of two samples if the data was in interval or ratio. Afterward, the result of the T-test, t-value, was compared with t-table to find out which hypothesis was accepted or rejected.

1. Draft of Rubric

The researcher used speaking rubric which was adapted from H. Douglas Brown (2001) to score the students' speaking competence for the test. The speaking rubric included 2 categories of scoring the students' speaking competence. The categories were accuracy included (grammar and

vocabulary) and range of language included (grammar, syntax, and vocabulary mastery) . The range of the level was started from < 60, which means poor to very poor, to 100, which means excellent.

Table 3.2
The Result of Rubric Validation of Accuracy

SCORE	DESCRIPTION
91-100	<ol style="list-style-type: none"> 1. Showing a very good ability in making sentences and very rarely making mistakes except a little mistake which does not impede the communication. 2. Showing a high consistency in choosing vocabularies which is suitable with the topic.
81-90	<ol style="list-style-type: none"> 1. Good in making sentences, sometimes make mistakes but does not impede the communication. 2. Good in choosing vocabularies and suitable with the topic.
70-80	<ol style="list-style-type: none"> 1. Good enough in making sentences, sometimes make mistakes but does not impede the communication much. 2. Good enough in choosing vocabularies and suitable enough with the topic. The student sometimes take time to think of the vocabularies but does not ask the instructor.
60-69	<ol style="list-style-type: none"> 1. The student sometimes made mistakes on the sentences which sometimes impede the listeners understanding or the communication 2. The vocabularies used are limited and sometimes do not suit the topic. Sometimes ask the instructor the English form of the words that the student wants to use
< 60	<ol style="list-style-type: none"> 1. Usually make mistakes in making sentences which impede the listeners" understanding and also the communication. 2. Vocabularies used usually do not suit the topic even the students usually ask the instructors about the English form of the words that chosen.

Table 3.3
The Result of the Validation of Range of Language

SCORE	DESCRIPTION
--------------	--------------------

91-100	<ol style="list-style-type: none"> 1. Show the ability of developing idea flexibly using linguistic ability. 2. Using various syntactical structures properly and show a good lexical ability
81-90	<ol style="list-style-type: none"> 1. Almost always using various grammatical and syntactical structures and almost always show quite good lexical ability in doing tasks.
70-80	<ol style="list-style-type: none"> 1. Often use some variety of grammar and syntactical structures and often show enough lexical ability to finish the task well.
60-69	<ol style="list-style-type: none"> 1. Often use limited grammar and syntax and often show the lack of lexical ability in finishing the task.
< 60	<ol style="list-style-type: none"> 1. Use a very limited variety of grammar and syntax and often show the lack of lexical ability in finishing the task.

2. Data Analysis on Pre-test and Post-test

The data analysis on pre-test and post-test in this research used T-test. T-test was used for comparative hypothesis of two samples if the data was in interval or ratio. It was aimed to compared if the students' score of the test from both experimental and controlled group were significantly differentiated. By using t-test formula, the researcher calculated the students' posttest score from experimental and controlled group.

The term in using t-test was homogenous variant. Homogeneity test was used to check whether or not the posttest score of experimental and controlled group had similar variance. The test of homogeneity in this research was conducted through SPSS 20. These two kinds of test were conduct in pre-test score and post-test score.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Findings

1) Description of Data

The purpose of this research was to find out “peer tutoring method can improve the students’ speaking competence” to students in SMA AL-BAHRA Kampungberu in academic years 2018/2019.

The research was included in experimental research. Based on many designed in experimental research, the researcher used quasi experimental research that aims to see the effect on learning in the class by giving certain treatments in the experimental class.

The research was conducted at SMA AL-BAHRA by taken the population MIA 1 and MIA 2. Here was the researcher taken a sample of two classes such as MIA 1 as many as 25 students and class MIA2 as many as 25 students. In this research, the researcher gave treatment in the form peer tutoring method in class MIA2 and role playing method in class MIA1.

The learning outcomes of the experimental class students (MIA2) and the controlled class (MIA1) as follows:

Table 4.1
The Students’ Score in Pre-test and Post-test

NO.	MIA 2	MIA 1
	Experimental class	Control class

	Pre-test	Post-test	Pre-test	Post-test
1	70	90	75	75
2	70	75	70	75
3	70	80	80	85
4	85	90	70	75
5	95	97	80	80
6	85	90	80	85
7	85	90	80	90
8	80	85	70	75
9	95	97	80	90
10	95	97	70	75
11	70	85	70	75
12	80	85	80	85
13	70	75	80	85
14	50	70	75	80
15	70	75	70	75
16	70	75	70	75
17	75	75	90	95
18	85	90	60	70
19	85	90	70	75
20	70	85	80	90
21	95	97	75	80
22	85	87	80	85
23	75	75	50	70
24	55	90	55	70
25	75	80	60	70

Based on the table 4.1, the researcher used the results above to analysis of the results test.

2) The Students Mean Score in Speaking Competence

The findings of the research deal with the frequency and the rate percentage of the students' score, the mean score of the students' pretest

and posttest, test of significance and hypothesis test. This finding described as follows:

Table 4.2
The Mean Score the Students' Speaking Competence

		Mean Score		
		Experimental Class		
No.	Variable	Pre-test	Post-test	Improvement
1.	Accuracy	5.47	6.79	24.14%
2.	Range of Language	6.12	7.28	18.95%
Total score		115.9	140.5	43.09%
Mean score		5.79	7.02	21.24%

Table 4.2 above showed that the students speaking competence in experimental class as the result of calculating of students pretest and posttest after taught by using peer tutoring method.

The improvement of the students accuracy. The score of the students accuracy was improve (24.14%) from the mean score in pretest was (5.47) and the mean score of posttest was (6.79). Therefore, the use of peer tutoring method effective to improve the students accuracy in pretest and posttest. The students' achievement in posttest was higher than in pretest.

The improvement of the students range of language. The score of the students accuracy was improve (18.95%) from the mean score in pretest was (6.12) and the mean score of posttest was (7.28). Therefore, the use of peer

tutoring method effective to improve the students range of language in pretest and posttest. The students' achievement in posttest was higher than in pretest.

Table 4.3
The Mean Score the Students' Speaking Competence

		Mean Score		
		Controlled Class		
No.	Variable	Pre-test	Post-test	Improvement
1.	Accuracy	5.05	6.12	21.18%
2.	Range of Language	5.90	6.97	18.13%
Total score		109.5	130.9	39.31%
Mean score		5.79	7.02	19.56%

Table 4.3 above showed that the students speaking competence in controlled class as the result of calculating of students pretest and posttest after taught by using role playing method.

The improvement of the students accuracy. The score of the students accuracy was improve (21.18%) from the mean score in pretest was (5.05) and the mean score of posttest was (6.12). Therefore, the use of role playing method effective to improve the students accuracy in pretest and posttest. The students' achievement in posttest was higher than in pretest.

The improvement of the students range of language. The score of the students accuracy was improve (18.13%) from the mean score in pretest was (5.90) and the mean score of posttest was (6.97).

3) Analysis of the Result Test

Analysis data of the test result was carry out to test the hypothesis “peer tutoring method more improve the students’ speaking competence than students who take learning by role playing method. Before the researcher tests the hypothesis research, firstly the researcher was analyzed about normality and homogeneity data from the controlled class and experimental class. Data which will be analyzed were the result of the test students’ speaking competence such as pre-test, post-test, and gain index.

a. Data Analysis of the Pretest and Post-test

The researcher analyzed the data of the pretest and post-test using a computer program software SPSS v20 for windows. The following were the results of the pretest descriptive statistics of the experimental and controlled classes.

Table 4.4
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	25	50	95	77.60	11.737
Post-Test Experiment	25	70	97	85.00	8.241
Pre-Test Control	25	50	90	72.80	9.138
Post-Test Control	25	70	95	79.40	7.263
Valid N (listwise)	25				

Based on the table 4.4, the standard deviation experimental group in pretest was 11.737, the mean 77.60, with minimum score of 50 and maximum

of 95. And the controlled group in pretest, the standard deviation reaches 9.13, the mean was 72.80, with a minimum score of 50 and the maximum was 90. While the standard deviation experimental group in post-test was 8.241, the mean 85.00 with minimum score was 70 and maximum was 97. And the controlled group in post-test, the standard deviation was 7.263, the mean 79.40, with minimum score was 70 and maximum score was 95.

1) Normality Test of the Pretest and Post-test

To test the normality of pretest and post-test data, the researcher used Shapiro-Wilk. Because the data that using more than 20 pieces. Normality test was done to found out whether the pretest score was obtained from experimental class and controlled class come from a population that normally distribute or not.

Hypothesis:

H_0 : Population that is normally distribute

H_1 : Population that is not normally distribute

By using a significance level of 5%, the testing criteria was “If the probability (sig.) > 0,05 then H_1 is accepted. Test result can be seen in table 4.5

Table 4.5
Tests of Normality

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-Test Experiment	.917	25	.044
Post-Test Experiment	.909	25	.029

Pre-Test Control	.892	25	.012
Post-Test Control	.902	25	.020

Based on the results of statistical tests obtain the significance of the Shapiro-Wilk to the experimental group was 0.044 and the controlled group was 0.012. Based on the test criteria, H_1 was accepted to the experimental group and controlled group.

From the result of the Shapiro-wilk test it can be concluded that the pretest and post-test data of the experimental group and controlled group were normally distribute. Because the data was normally distributed, the next test the researcher used homogeneity test.

2) Homogeneity Test

Homogeneity test aims to determine whether a data variance from two or more groups was homogeneous or heterogeneous. In this research, the homogeneity test was used to determine whether the post-test data variance in the experimental class and the post-test data in controlled class were homogeneous or not. The result can be seen in table 4.6.

Table 4.6
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	.297	1	48	.588
	Based on Median	.290	1	48	.593
	Based on Median and with adjusted df	.290	1	44.418	.593

Based on trimmed mean	.311	1	48	.580
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Based on the output above it can be seen that the significant value (sig.) based on mean was $0.588 > 0.05$, so it can be concluded that the post-test data of experimental and post-test data of controlled class were same or homogeneous.

B. Discussion

Based on the results of the pretest and posttest gave to the controlled group and experimental group known the difference between pretest and posttest scores in the experimental group of 7.40 and the difference between pretest and posttest scores in the controlled group was 6.60. Thus, the experimental group is deep learning using peer tutoring method have higher learning outcomes compared to the controlled group in learning using a role playing. From the results of the analysis it appears that of the peer tutoring method effective on the learning outcomes of English students in speaking competence.

The improvement of the students' speaking competence in term of accuracy and range of Language. The aim in this research was using peer tutoring method to improved their competence in speaking and it was expected that peer tutoring method improved the students' speaking competence. Reffering to the comparison between pre-test and post-test of the experimental class, there was a improved on students' score in pre-test score and the post-test. It can be conculed the students' score between pre-test and post-test had a significance different. In the other word, the students' score in experimental class was significantly

different with the students' score in control class after treatment on the used peer tutoring method.

The result showed the students speaking competence improved especially in accuracy and range of language after applied peer tutoring method in experimental classroom. Both class improved in accuracy and range of language but they are different in mean score. This improved was due to the used of peer tutoring method in classroom

Based on the result of mean score on speaking competence. The students' mean score improved in accuracy and range of language because it this method. The students were taught to collaborate with peers so that the process teaching and learning in the classroom was more fun and students can developed their ideas.

Besides, the result of pre-test in experimental class showed the students accuracy and range of language was improved in pre-test and post-test after treatment. So, it can be concluded that the use of peer tutoring method in experimental class improved the students' speaking competence.

Then, the statement that had been stated in the previous findings of the research toward use the peer tutoring method could effective to improve the students' speaking competence same with the result of this research. In the same way implementation peer tutoring method was effective to improve the students speaking competence because they could generate ideas well which affected the accuracy and range of language (Serap, 2016).

In another research, peer tutoring method could motivate the students to be more active in process teaching and learning with the help of each tutor (Marwa N. Alrajhi & Said S. Aldhafri, 2015). On the other hand, the use of peer tutoring method was help students improved their English because this method makes them happy to do the teaching learning activities. Based on the previous findings, in this research find the same statement because using peer tutoring method make the students looked happy and enjoyable in collaboration with their peers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion in the previous chapter regarding the effectiveness of peer tutoring method on learning outcomes English, students show good achievements. Conclusions that can be taken from this research are as follows:

1. Students' accuracy improve 24.14%. It was indicated from the improvement of mean score in pretest (5.47) to (6.79) in posttest.
2. Students' range of language also improve 18.95%. It was indicated from the improvement of mean score in pretest (6.12) to (7.28) in posttest.

It prove that peer tutoring method is effective to improve students' speaking competence in terms of accuracy and range of language.

B. Suggestions

Based on the findings in this research and conclusion that regarding with improving students' speaking competence through peer tutoring method is effective, the researcher gives suggestions as the following:

1. For the Teachers

For the teacher, it is hoped that this research can encourage them to consider a better way in teaching speaking to improve the students' competence in speaking competence. The teacher also can apply interesting methods to develop

the students' competence and use interesting materials that will not make the students bored.

2. For the Students

The students should take part actively in learning process, be not shy and afraid to express idea especially in speaking. They should be confident to speak English to the teacher or their friend to improve their skill and add their vocabulary during learning process. They also must pay attention, be serious when teaching learning is going on. The students have to develop their self motivation and minimize their anxiety of studying English.

3. For the Researcher

There are still many aspects which could be analyzed about speaking and other skills in English language. Finally, other researchers can analyze other aspects in speaking and other skills in English language and the result of this study may be used as early information to conduct further researches.

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SPSS v20 for Windows.

APPENDICES

INSTRUMENT

A. Pre-test

The teacher begin the learning process with tell about describing place to the students' and connect to the subject of learning process such as descriptive text. Then, the teacher gives some topic to the students to describe the topic such as:

- a. Tourism place
- b. Historic place

B. Treatment

The teacher tells about definition of descriptive text. Then, the teacher giving the example of descriptive text to the students' about describing place such as:

Tanjung Bira Beach

Tanjung Bira beach is a famous white sandy beach in [south Sulawesi](#) province. The beach looks clean and neat with its beauty and comfort, and it also has clear water. That's why tanjung Bira beach is very famous abroad. Many foreign tourists have visited this beach in their holiday.

The beauty of [Tanjung Bira beach](#) is undoubted. It is clean, neat, and well managed. The soft beach sand which is different from other beach's sand has made Tanjung Bira such a comfortable beach to visit. This kind of sand is the characteristic of *Tanjung Bira beach*. The charm is more tempting with the natural panorama in the maritime tropical beach,

which will amaze everyone who comes to see it. The rows of coconut trees and the firm coral hill make it more enjoyable. The beach is located in the south tip of [Sulawesi Island](#).

In this *Sulawesi beach* area, tourist can spend time with swimming, diving, snorkeling, or just merely enjoy the wind blows. In the morning or evening, tourist can also see the sunrise and sunset in one location. As far as your eyes can see, you will be able to enjoy the beauty of Liukang and Kambing Island.

C. Post-test

The teacher divides the students to be some group. Then, give them some different topic to each group and the students' describe the topic with their group. The topic such as:

- a. Tourism place
- b. Historic place

The steps to analyze normality and homogeneity with SPSS

1. Normality test

Normality test was done to check whether the data was in normal distribution or not. The steps to execute normality test in SPSS 20 are as follows:

- a. Open SPSS program
- b. Click 'Variable View'
- c. Input data information, such as the name, label, value, and scale

Variable 1:

Name: Pre_test_score or Post_test_score

Scale: Nominal

Variable 2:

Name: Class

Value: 1= Experimental class

2= Controlled class

- d. Input the data in 'Data View'
- e. Click analyze>>Descriptive Statistics>>Explore
- f. Put 'Pre/Post_Test_Score' as the Dependent List and 'Class' as the Factor list
- g. Click Plot>>checklist>>'Normality plots with test'>>OK

The hypothesis for this test was:

H_0 : the distribution of the data was normal.

H_1 : the distribution of the data was not normal.

2. Homogeneity test

The purpose of homogeneity test is to know whether the data was in homogeneous variance or not. The steps to acquire the homogeneity test are as follows:

- a. Open SPSS program
- b. Click 'Variable View'

c. Input data information, such as the name, label, value, and scale

Variable 1:

Name: Pre_test_score or Post_test_score

Scale: Nominal

Variable 2:

Name: Class

Value: 1= Experimental class

2= Controlled class

d. Input the data in 'Data View'

e. Click analyze>>Descriptive Statistics>>Explore

f. Put 'Pre/Post_Test_Score' as the Dependent List and 'Class' as the Factor list

g. Click Option>>checkbox Homogeneity of Variance Test>> OK

The criteria for determine the homogeneity testing was:

1. If the degree of significance was smaller than 0.05 (sig. <0.05), it meant that the data was not homogeneous.
2. If the degree of significance was greater than 0.05 (sig. >0.05), it meant that the data was homogeneous.

Table 4.1
The Students' Score in Pre-test and Post-test

NO.	MIA 2		MIA 1	
	Experimental class		Control class	
	Pre-test	Post-test	Pre-test	Post-test
1	70	90	75	75
2	70	75	70	75
3	70	80	80	85
4	85	90	70	75
5	95	97	80	80
6	85	90	80	85
7	85	90	80	90
8	80	85	70	75
9	95	97	80	90
10	95	97	70	75
11	70	85	70	75
12	80	85	80	85
13	70	75	80	85
14	50	70	75	80
15	70	75	70	75
16	70	75	70	75
17	75	75	90	95
18	85	90	60	70
19	85	90	70	75
20	70	85	80	90
21	95	97	75	80
22	85	87	80	85
23	75	75	50	70
24	55	90	55	70
25	75	80	60	70

Table 4.2
The Mean Score the Students' Speaking Competence

		Mean Score		
		Experimental Class		
No.	Variable	Pre-test	Post-test	Improvement
1.	Accuracy	5.47	6.79	24.14%
2.	Range of Language	6.12	7.28	18.95%
Total score		115.9	140.5	43.09%
Mean score		5.79	7.02	21.24%

Table 4.3
The Mean Score the Students' Speaking Competence

		Mean Score		
		Controlled Class		
No.	Variable	Pre-test	Post-test	Improvement
1.	Accuracy	5.05	6.12	21.18%
2.	Range of Language	5.90	6.97	18.13%
Total score		109.5	130.9	39.31%
Mean score		5.79	7.02	19.56%

DOCUMENTATION



Pretest in Experimental Class



Treatment in Experimental Class



Posttest in Experimental Class



Treatment in Control Class



Posttest in Control Class



Photo with English Teacher in SMA AL-BAHRA



Photo with Headmaster SMA AL-BAHRA

CURRICULUM VITAE



DEWI NENGSI, was born in Jeneponto July 31st 1996. The second child of five siblings was a couple from Syaripuddin and Janawati. The researcher completed her education in Elementary School in Elementary School 125 Palambuta in Turatea Subdistrict, Jeneponto District in the year 2008. In that year the researcher continued her education at SMP 2 Turatea in Turatea subdistrict and graduated in 2011 and then continued high school at SMA 2 Turatea in 2011 and finished in 2014. In 2014 researcher continued her education in college, precisely at the Muhammadiyah University of Makassar (Unismuh) Faculty of Teacher Training and Education in the English Education Department.