

**THE USE OF PEER INTERVIEWING TO IMPROVE THE  
STUDENTS' SPEAKING ABILITY**

*(Pre - Experimental Research of the Eighth Grade Students of MTs Aisyiyah  
Sungguminasa)*



**A THESIS**

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

**NUR FITRATULLAILAH  
10535592014**

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

**2019**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**LEMBAR PENGESAHAN**

Skripsi atas nama **NUR FITRATULLAILAH**, NIM **10535 5920 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 035 Tahun 1440 H / 2019 M, tanggal 21 Jumadil Akhir 1440 H / 26 Februari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris S1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal **28 Februari 2019**.

Makassar, 23 Jumadil Akhir 1440 H  
28 Februari 2019 M

**PANITIA UJIAN:**

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, SE., MM. (.....)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. Baharudin, M.Pd. (.....)
4. Dosen Penguji :
  1. Dr. H. Bahrudin Amin, M.Hum. (.....)
  2. Amar Ma'ruf, S.Pd., M.Hum., Ph.D. (.....)
  3. Awalia Azis, S.Pd., M.Pd. (.....)
  4. Dr. M. Arief Paturusi, M.Pd. (.....)

Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar



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

NBM: 860 934



Terakreditasi Institusi



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**APPROVAL SHEET**

**Title** : The Use of Peer Interviewing to Improve the Students' Speaking Ability at MTs Aisiyah Sungguminasa  
**Name** : Nur Fitratulailah  
**Reg. Number** : 10535 5920 14  
**Program** : English Education Department Strata 1 (S1)  
**Faculty** : Faculty of Teacher training and Education

Makassar, Februari 2018

Approved By :

Consultant I

Consultant II

Dr. H. Bahrun Anida, M.Hum.

Ardiana, S.Pd., M.Pd.

Dean of FKIP  
Makassar Muhammadiyah University

Head of English  
Education Department



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



Umri Khaerati Syam, S.Pd., M.Pd  
NBM: 1977807



| Terakreditasi Institusi

## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Nur Fitratullailah

NIM : 10535592014

Jurusan : Pendidikan Bahasa dan Sastra Inggris

Judul skripsi : The Use of Peer Interviewing to Improve the Students' Speaking Ability at the eighth grade students' of MTs Aisyiyah Sungguminasa

Dengan ini menyatakan bahwa:

*Skripsi yang saya ajukan di depan tim penguji adalah asli hasil karya saya sendiri, bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.*

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Januari 2019

Yang Membuat Pernyataan

**Nur Fitratullailah**  
**10535592014**

## SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Nur Fitratullailah

NIM : 10535592014

Jurusan : Pendidikan Bahasa dan Sastra Inggris

Judul skripsi : The Use of Peer Interviewing to Improve the Students' Speaking Ability at the eighth grade students' of MTs Aisyiyah Sungguminasa.

Dengan ini menyatakan perjanjian sebagai berikut:

1. *Mulai dari penyusunan proposal sampai selesainya skripsi saya, saya akan menyusun sendiri skripsi saya dan tidak dibuatkan oleh siapapun.*
2. *Dalam penyusunan skripsi saya akan selalu melakukan konsultasi dengan pembimbingan yang telah ditetapkan oleh pimpinan fakultas.*
3. *Apabila saya melanggar perjanjian saya seperti butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai aturan yang ada.*

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Januari 2019  
Yang Membuat Perjanjian

**Nur Fitratullailah**  
**10535592014**

# MOTTO

***DO THE BEST FOR YOUR SUCCESS***

(Rahasia Kesuksesan Adalah Melakukan Hal  
Yang Biasa Secara Tak Biasa)

John D. Rockefeller Jr.



## ACKNOWLEDMENT



### **In the name of Allah, the most gracious and most merciful**

Alhamdulillah Rabbil Alamin, I would like to express my profound gratitude to the almighty God Allah SWT, the most compassionate and merciful, the cherisher and sustainer of the world. Praise to him, shalawat and salam are addressed to the beloved and chosen messenger, the prophet Muhammad SAW peace upon be him

Many problems and difficulties had been encountered in finishing this thesis. I do realize that in conducting the research and writing this thesis. I got invaluable contribution and assistance from great number of people. Therefore, I would like to express my deep appreciation and sincere thanks to all of the particularly:

1. My highest apperception and deepest thankful to my beloved parents, who always be my biggest motivators and also for my brother and sisters for the attention, support and they love.
2. My highest apperception for the Rector of Makassar Muhammadiyah University, Dr. H. Abd. Rahman Rahim, SE., MM.
3. The Dean of Faculty of Teacher Training and Education, Erwin Akib, M.Pd., Ph.D. The Head of English Eduation Department and also my first consultant, Dr.H. Bahrun Amin,Hum. for being guidance and aid.

The entire lecturer, especially for English lectures for supplying knowledge and lesson during my study.

4. My highest apperception and great thankful are due to my second consultant Ardiana, S.Pd., M.Pd, for his time in guiding, giving correction and suggestion from the preliminary manuscript until the last page of this thesis.
5. The Headmaster of MTs Aisyiyah Sungguminasa, the teachers and class VIII students of MTs Aisyiyah Sungguminasa, for helping me to accomplish this thesis.
6. My beloved best friends that gave me support and love. Sister and all member of Diamond Class 14. You all would never be forgotten and would be pleasant memories till the end.
7. Finally, for everyone that could not be mentioned one by one, may Allah SWT the almighty God bless us in every step that we take. Amin Ya Rabb.

Researcher

NUR FITRATULLAILAH



## ABSTRACT

Nur Fitratullailah, 2019. *The Use of Peer Interviewing to Improve the Students Speaking Ability at the eighth grade students' of MTs Aisyiyah Sungguminasa*. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Guided by Bahrun Amin and Ardiana.

The objective of the research was to find out the improvement of the students' speaking in terms of accuracy and fluency of the eighth grade students at MTs Aisyiyah Sungguminasa by using peer interviewing to improve the students speaking ability. The researcher applied a pre-experimental research with one group pre-test and post-test design. The subject of the research was the eighth grade students' of MTs Aisyiyah Sungguminasa in academic year 2017-2018. The sample consisted of 30 students of class VIII B. The data were collected through speaking test (pre-test and post-test). To find out the effectiveness of peer interviewing in improving speaking ability, the researcher applied t-test analysis. The research was conducted through meetings.

The results of the analysis showed that there was a significant difference between pre-test and post-test. The mean score of post-test of accuracy (76.3) was greater than the pre-test (55.6). The mean score of post-test of fluency (77.5) was greater than the pre-test (52.5). The value of t-test of accuracy (41.6) was greater than the t-table (2.045). The value of t-test of fluency (25.1) was greater than the t-table (2.045) and degree of freedom (df)=29. Therefore, the researcher concluded that the use of Peer Interviewing was successful to improve the students' speaking ability of the eighth grade students' of MTs Aisyiyah Sungguminasa.

**Key words:** *Speaking Ability, Peer Interviewing*

## TABLE OF CONTENTS

	Page
TITLE PAGE.....	i
APPROVAL SHEET .....	ii
COUNSELLING SHEET .....	iii
SURAT PERJANJIAN .....	iv
SURAT PERNYATAAN.....	v
ABSTRACT.....	vi
MOTTO .....	vii
ANCKNOWLEDGMENTS.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES .....	x
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Problem Statement .....	3
C. The Objective of the Study .....	3
D. The Significance of the Study .....	3
E. Scope of the Study .....	3
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Previous Research Findings .....	4
B. Theoretical Review .....	5
1. Definition of Speaking .....	5
2. Concept of Peer Interviewing .....	12
C. Conceptual Framework .....	17
D. Hypotheses .....	18
<b>CHAPTER III. RESEARCH METHOD</b>	
A. Research Design .....	20
B. Research Variables and Indicators .....	20
C. Population and Sample.....	21
D. Research Instrument.....	21
E. Procedure of Collection Data .....	21
F. Technique of Data Analysis .....	22
<b>CHAPTER IV FINDINGS AND DISCUSSIONS</b>	
A. Findings.....	27
1. The Students' Speaking Accuracy .....	27
2. The Students' Speaking Fluency.....	31

3. The Improvement of Students' Ability in Both Aspects (Accuracy And Fluency) .....	37
4. Hypothesis Test	
B. Discussion .....	38
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	40
B. Suggestion .....	40
BIBLIOGRAPHY	
APPENDICES	



## LIST OF TABLES

<b>Table 2.1 Figure Conceptual Framework</b>	
<b>Table 3.1. Research Design</b> .....	19
<b>Table 4.1. The students' speaking skill in terms of accuracy</b> .....	27
<b>Table 4.2. The Rate Percentage of Pre-Test and Post-Test Score in Accuracy</b> .....	28
<b>Table 4.3. The value of T-test in accuracy</b> .....	29
<b>Table 4.4. The Students' Speaking Ability in Terms of Fluency</b> .....	30
<b>Table 4.5. Rate percentage of pre-test and post-test score in fluency</b> .....	31
<b>Table 4.6. The Value of T-Test in Fluency</b> .....	32
<b>Table 4.7. The improvement of the students' speaking ability (accuracy and fluency)</b> .....	32
<b>Table 4.8. The students' classification of pre-test and post-test in terms of accuracy and fluency</b> .....	33
<b>Table 4.9. The rate percentage of pre-test and post-test score in speaking ability</b> ...	34
<b>Table 4.10. The value of T-test pre-test and post-test</b> .....	35



# CHAPTER I

## INTRODUCTION

### A. Background

English is the one of the human languages in the world that it has important role in communication. It becomes international language and almost practiced in all part of life, especially in this global era that has full of competition and English becomes one of determiners and assessments of the competition. So that it is important for us to learn the language. It is similar to the statement that English has dispersed and diversified, has been adopted and adapted as an international means of communication by communities all over the globe.

In learning English, there are four skills that should be mastered by the students. They are speaking, listening, reading and writing, these four skills are very important for English students. The speaking is required to communicate ideas, opinions, and comments with other people in conversational situation. The listening is required to understand what people speak out to get information from someone. The reading skill is required to get information from writer. The writing skill is required to make correspondences to make written like essay composition (Rehana, 2005:11).

Speaking is like the first assessment for each learner who is studying English and each learner has to speak. This statement means an obligation, duty, task, fact, implementation, process, and it can be learning, although we

still find some students are speaking little or even passive in the classroom, and it can be caused of many things include the students, the class situation, environment, teaching method, technique, approach or even from the teachers who cannot deliver their material successfully.

Speaking is used to communicate, convey information, make relationship among people in the world, etc, because it is one of the abilities to carry out conversation. Speaking English is not easy because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. English learners should have the ability of English speaking in order to communicate with others.

Hadijah (2014) found that the students' reason in facing the problems on English speaking were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons, such as shy to perform speaking, lack of self confidence, lack of speaking practice, time management, speaking material, and exposure problems.

Based on the factual information and explanation above, the researcher is interested in conducting a class action research under the title "The use of peer interviewing to improve the students speaking ability (A study at the VIII-2 class students of VIII-2Mts Aisyah Sungguminasa).

## **B. Problem Statement**

Related to the previous background, the researcher formulates research questions as follows:

1. Does the use of peer interviewing improve the students' accuracy in speaking at the eighth grade of Mts Aisyah Sungguminasa?
2. Does the use of peer interviewing improve the students' fluency in speaking at the eighth grade of Mts Aisyah Sungguminasa?

## **C. Objective of the Study**

1. To find out the improvement of students' speaking accuracy through Peer Interviewing
2. To find out the improvement of students' speaking fluency through Peer Interviewing

## **D. Significance of the Study**

The result of the research to be useful and revised information for the teachers about the use of peer interviewing to improve the students' speaking ability

## **E. Scope of the Study**

The research specifies research through peer interviewing method in improving students' speaking ability of VIII-2, Mts Aisyah Sungguminasa.

The Scope of this research is improving the students' speaking ability of VIII-2 Mts Aisyah Sungguminasa, restricted on fluency and accuracy, fluency (smoothness and self confidence) while accuracy (pronunciation and vocabulary).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher was talk about review of related literature after finding out some researches information about the peer interviewing itself and it is selected well to support the problems or support the title. The researcher has found the information from many sources like text books, journals, web pages, and research findings that the researcher constructs to selected theories relate the improvement of students' speaking ability.

#### A. Previous Related Findings

Some of the research below have conducted their research on peer interviewing method :

1. Nunan (2001) found that the use of peer interviewing as a technique in teaching speaking can help the students understand correct pronunciation by getting correction.
2. Kerlinger (2006) concluded that interview is a face-to-face interpersonal situation, when a person is an interviewer asking questions designed to get answers relevant to a research problem, to someone interviewed.
3. Tracy (2010) found that the peer-interviewers can improve the richness of qualitative data because they are able to establish deeper rapport with participants which enhances the process of sharing personal stories, if only because the rapport established helped interviewees to be more comfortable to talk openly about painfully difficult situations they had experienced.



4. Sugiyono (2010) found that interview are used as data collection techniques if the researcher will carry out a preliminary study to find problems that must be examined, and also researchers want to know things from a deeper respondents and a small number of respondents.
5. Moleong (2009) found that peer interviewing is a conversation conducted by two parties, namely the interviewer who asks questions and the interviewee who gives the answer to the question.

Looking at the finding of some researchers above, it is clear that the success of improving speaking depends on the material and the method used in teaching of English where it's must be suitable with the students improvement, so it is important to find out that the use of the method can improve the students ability in learning speaking. That is why the researcher is going to make research under the topic "the use of peer interviewing to improve the students speaking ability."

## **B. Theoretical Review**

### **1. Concept of Speaking**

#### **a. Definition of Speaking**

Thornbury and Slade (2006: 17) defined speaking as a social, multi-sensory speech event, whose topic is unpredictable. Speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills. This social element is expressed through wishes, feelings, attitudes, opinions and

judgments, which can clash with the formal nature of the classroom when teaching speaking.

According to Šolcová (2011: 18) defines speaking as an interactive process in which individuals alternate in their roles as speakers and listeners and employ both verbal and non-verbal means to reach their communicative goals in the other words speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Somjai&Jansem (2015: 28) English speaking ability is the ability to verbalize the English language in conversation purposively, to speak fluently and communicate effectively, to use language structure and vocabulary in the right context, to use appropriate pronunciation, and to apply appropriate manner. In other words speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context, in which it occurs, the participants, and the purposes of speaking,

Zohra&Mostefa (2013: 8) Speaking skill is one of the basic components of foreign language teaching and learning in addition to listening, reading and writing since it provides learners with the opportunity to hold successful conversation as well as manage interaction. It has been extensively defined by many authors in the literature from different perspectives. Speaking skill is the person ability to product of creative

construction of linguistic strings. In other words, for him speaking is a productive skill in which the speaker makes choices of lexicon, structure and discourse that are observed and interpreted by the listener.

Kadri&Sahraoui (2015: 6) speaking skill is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts. For this reason, in the act of communication, the speaker has to be explicit as much as possible, when talking he has to select suitable expressions in order to be more fluent and which enable the receiver to form an interpretation of the intention of our message. Good speaking skill is the act of generating words that can be understood by listeners and the good speaker is clear and informative.

#### **b. Aspect of Speaking Skill**

Based on Thornburry (2005: 40) proposes the terms of the basic knowledge that enable speech in a second language, as follows:

- a. A core grammar
- b. A core vocabulary of at least 1000 high-frequency items
- c. Some common discourse markers
- d. A core phrase book of multi-word units (chunks)
- e. Formulaic ways of performing common speech acts, such as requesting or inviting.
- f. Mastery of those features of pronunciation that inhibit intelligibility.

In addition Bashir, Azeem&Dogar (2011: 38) Many language learners regard speaking ability as the measure of knowing a language.

These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

**c. Component of Speaking**

Based on Iwashita (2010:33) in speaking proficiency has many component, but the researcher will focus on two object, there are fluency and accuracy.

a. Fluency

Fluency as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener.

eventually put the fluency development into the criteria list of communicative competence for being a successful English speaker. Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying

Shen (2013) fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately and easily, which includes the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. In other words, accuracy emphasizes precision or exactness and is often emphasized in formal instruction, language acquisition, grammar competence and grammar-translation method, while fluency describes a level of proficiency in communication and is frequently stressed in procedural skill, expression proficiency, lexical phrases, social interaction, necessary topics and discourse. Accuracy is the basis of fluency while fluency is a further improvement of a person's linguistic competence and a better revelation of his/her communicative competence.

## b. Accuracy

Accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. Accuracy concerns "the ability to produce grammatically correct sentences. Nevertheless, the term accuracy seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well.

Shen (2013) defines accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language. Accuracy refers to the ability to produce grammatically correct sentences. Accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate.

## d. Speaking Performance

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning on how much they feel they have improved in their speaking skill. Thus, it emerges many varieties of approaches to learn speaking, ranging from direct approaches focusing on specific features of oral interaction to indirect approaches that create conditions for oral interaction.

According to Alonso (2012: 49) speaking activities that concentrate on getting learners to produce sounds, phrases or grammatical structures range from activities, which are control by the teacher to activities where the learners have more freedom to choose the language, they use. Control activities generally focus on the learners producing language accurately, while less control activities focus on developing the learner's fluency three-part expand functions of speaking to design the suitable materials for the students. There are talk as interaction, talk as transaction, and talk as performance. Each of these activities is different in terms of form and function and needs different teaching approaches.

**a. Talk as interaction**

Talk as interaction refers to the conversation that we usually do. It describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

**b. Talk as transaction**

Talk as transaction refers to situations where the focus is on the message or what is said or done. The primary focus is on the message of making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

**c. Talk as performance**

The third type of talk is talk as performance which refers to public talk that transmits information before an audience. It can be such as classroom presentations, public announcements, and speeches.

## **2. Concept of Peer Interviewing**

### **a. Definition of Peer Interviewing**

The primary focus of this literature review is to determine if peer tutoring is an effective instructional strategy to promote a collaborative learning partnership among peers with students as teachers and teachers as facilitators. Students serve as trained tutors to create meaningful learning opportunities and increased engagement time in academics with peer partnerships. Peer Interviewing here is a technique of teaching to facilitate the students to learn in speak English, the term of Peer Interview derives from two words : Peer and Interview, in which interview is the headword of that phrase, while Peer is the modifier to that headword. So, to understand what Peer Interview is, we have to understand first the interview and Peer separately.

Byrne(2015:1) peer Interviews are considered the most suitable method for exploratory research investigating opinions, values and motivations.

Joy (2014: 12) peers influence individuals' self-identity in both negative and positive ways: youth may encourage one another to engage in more academic or pro social behavior, or they may cause each other to



engage in self-behavior in which they act in ways that are disparate with their self identities.

Rask and Smith (2009: 1) point out Peer interviewing is a process for hiring employees that utilizes the people within the organization to gain a more complete idea of a candidate's appropriateness for a position.

Peer Interviewing is very possible to be used as a technique of teaching a second language, particularly in training the students to practice speaking. It can provide students with ample opportunities to practice to ask and answer a variety of question depending upon the topics given the attitude which impedes the ability to speak in the second language.

#### **b. The Advantages of Peer Interview**

According to Lang (2006), peer-tutoring enhances motivation, improved cognition, and social outcomes in learning, increased sense of responsibility for one own learning and improved meta cognitive.

Peer interviewing can also help develop a sense of cohesiveness among interviewers, Participation in peer interviewing allows employees to have ownership in the selection process. This Principles of Peer Interviewing has been shown to decrease turn over rates because they have a vested interest in making sure the person offered the position will be successful and stay on long-term (Pentilla, 2005)

#### **c. Procedure of Peer Interviewing**

Studer (2003) takes the peer interviewing process one step further. His steps to success start before the application is even filled out. Potential

employees can be asked to sign an agreement expressing the core values and performance standards of a company. This agreement ensures that the employee knows if their behaviors align to those of the company. This way, potential employees who cannot accept or live with the performance standards know there is a disconnect in advance and can choose other career opportunities.

To ensure that the interview team shares the same understanding about what they are looking for in a candidate, Students devised a decision matrix that emphasizes key criteria for the position and key attributes needed. The decision matrix can be critical to a successful hire as it ensures consistency and accuracy when questioning potential candidates. It is particularly effective when the potential candidate comes from inside the organization and may already have relationships built with the interviewers, but emotional decisions are more difficult to make when using this method

Berčíková (2007 37-52) Peer interviewing is a one way in encouraging and improving student to speak up and to be active in the learning process and also expected the student have positive attitude. In short, the activity starts with two students which are interviewing each other. They were interviewing each other about the topic given. For further details, the activity will formulated as follows:

- a. Teacher explains to student about the topics which are going to be interviewed. Topics that given to student considered an interesting topics that make them active to interview.
- b. After the student understand about the topics is going to be interviewed, teacher gives student to think about the topic for 5-10 minutes, to make sure that they have ready to interview each other.
- c. Next, the student move their chair and take sit face to face for each pair and the teacher gives commands to begin the interview.
- d. Each student have time about 5- 10 minutes to interview his/her partner and then his / her partner became an interviewing for each pair 30-40 minutes.
- e. While the activity conducted, the teacher working around to control student and make sure that they are speaking English for interviewing.
- f. When time is up, the teacher asks to students to stop the activity and take a sit like before the interview activity conducted.
- g. Before teacher gives some conclusion about the topic that has been interviewed, the teacher ask to each student to tell their point of view about the topic has been interviewed in front of class or just stand up on the their chair and other student will listen it.
- h. Last, teacher gives conclusion and closes the activity.

### **3. Speaking Ability Related to the Curriculum of Mts**

Talley and Hui-ling (2014) observe that curriculum for teaching speaking skill should endeavour to expose learners to authentic, practical

settings for speaking English and encourage active learner involvement in the lesson. Talley and HuiLing (2014) argue that English speaking curriculum should take cognizance of international and local cultures which should coexist mutually. In addition, Ngagi et al (2014) recommend that a curriculum should be designed in a manner that it recognizes the classroom activities of learners in order to enhance learning outcomes. Tuan and Mai (2015) pinpoint the factors that affect students' speaking performance such as motivation, confidence, anxiety, time, planning, amount of support, standard performance, listening ability and feedback during speaking activities. For students to have a successful conversation, they must have good listening skills in order to understand what is said to them. The Communicative Language Teaching (CLT) approaches require that learners actively participate by sharing ideas, speaking freely, thus every speaker plays the role of listener and speaker (Tuan and Mai, 2015).

According to English language scholars, use of learner-centered classroom activities including group discussions, speeches, storytelling, drama, debates, poem recitation, songs, and tongue-twisters could alleviate the problem of low oral skills (Johnson, 2006, Villegas and Lukas, 2002, Gathumbi and Masembe, 2005; Okech, 2005). These classroom activities improve student's active participation, motivate and expose students to authentic use of English language in context.

### C. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagram:

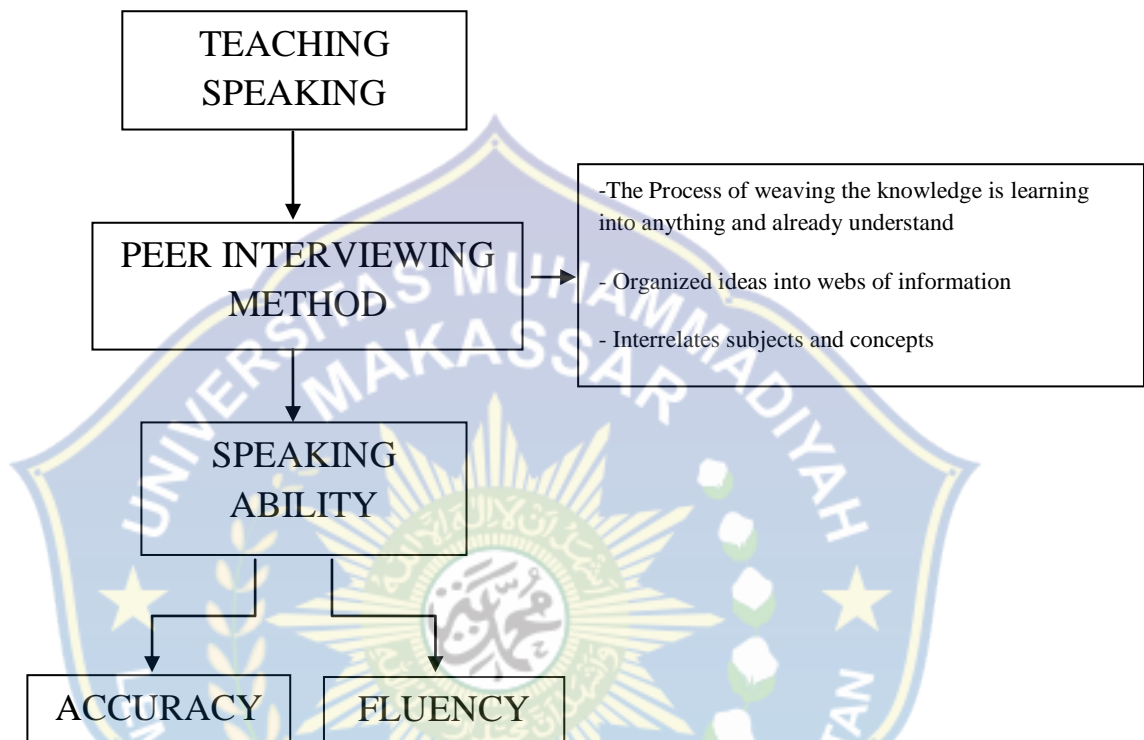


Figure 2.1 Conceptual framework. Based on the conceptual above shows the teaching and learning process is carried out and guided to achieve maximum results. To achieve maximum results, the teacher must be able to design learning models based on the subject matter and to train students' thinking, with the Peer Interviewing method students can improve their speaking skills, students also enjoy the process and are easier to understand.

In learning as input or as an ingredient in English, it is divided into the accuracy and fluency, with this accuracy and fluency we can measure students' ability to speak.

#### **D. Hypotheses**

The researcher formulates hypotheses is if the students are taught by using peer interviewing technique, so that their speaking ability was improved.

$H_0$  : There is no significant difference of ability in speaking between the students who are taught using Peer Interviewing.

$H_1$  : There is significant difference of the students ability in speaking between the students who are taught using Peer Interviewing.



### CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher used pre experimental design with one group pre-test and post-test. Research design is :

Table 3.1 Research design

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

Where :

O<sub>1</sub> : Pre-test

X : Treatment

O<sub>2</sub> : Post-test

Arifin, ( 2012 : 81 )

#### B. Research Variables

There were two kinds of variable in this research. They were;

a. The independent variable

Independent variable of the research was implementation of peer interviewing. It was a strategy was used by the teacher at the classroom during teaching and learning process.

b. Dependent variables

The dependent variable is the student's speaking ability.

### **C. Population and Sample**

#### 1) Population

The population of this research was the eight grade students of Mts Aisyah Sungguminasa. This population comprised two classes ; VIII A and VIII B Class. VIII A class has 31 students and VIII B has 30 students, so the population of the research is 61 students of Mts Aisyah Sungguminasa.

#### 2) Sample

In selecting the sample, the researcher use purposive sampling technique based on interview with a teacher at the school that the class was chosen as the sample with the consideration from the English teacher in the school that this class have the lowest in English proficiency that the others and have more self confident to explore their ideas in speaking. In this case, the researcher was took the eight grade students is VIII B class was consisted of 30 students. Therefore, the total number of samples was 30 students.

### **D. Research Instrument**

The research instruments that were used in this research were speaking test. Speaking test aimed at finding out the students' response toward teaching learning process through Peer Interviewing strategy. The kind of test that was be given was oral test, the researcher was use inter-rater.



The researcher gave speaking test to find out the students' speaking ability. The test instrument gave to the students' they were: describe school and describe house. Where the duration in speaking is 5 minutes for each student and the students was given oral test as much 2 times.

#### **E. Procedure of Collecting Data**

The research used some procedures in collecting the data:

##### **a. Pre-test**

The test was given with the following procedures:

1. The researcher explained about the test to the students
2. The researcher gave speaking test to the students
3. The researcher was correct the students answer and find the students error in speaking
4. The researcher will take the students value appropriate the procedure

##### **b. Treatment**

In the treatment, the activities started by giving information about the program and the procedure of the activities. The treatment was carried out the class in 5 meetings. Each meeting taked 90 minutes, in each meeting the researcher use the different topic the researcher gave treatment after doing the pre-test.

##### **c. Post-test**

The post-test was given after the treatment had been given to the students. This post-test was givento know whether the students speaking

ability after getting treatment from the researcher that by using peer interviewing.

## F. Technique of Data analysis

Speaking accuracy in the pronunciation and vocabulary

### a. Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of pronunciation
Very good	8.6 – 9.5	They speak effectively and very good of pronunciation
Good	7.6 – 8.5	They speak effectively and good of pronunciation
Fairly good	6.6 – 7.5	They speak sometimes hasty, but fairly good of pronunciation
Fair	5.6 - 6.5	They speak sometimes hasty, fair of pronunciation
Poor	3.6 – 5.5	They speak hasty and more sentences are not appropriate in pronunciation.
Very poor	0.0 – 3.5	They speak hasty and more sentences are not appropriate in pronunciation and little or no communication.

(Layman in Misrawati, 2012)

b. Vocabulary

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary
Very good	8.6 – 9.5	They speak effectively and very good of using vocabulary
Good	7.6 – 8.5	They speak effectively and good of using vocabulary
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary
Fair	5.6 - 6.5	They speak sometimes hasty, fair of using vocabulary
Poor	3.6 – 5.5	They speak hasty, and more sentences are not appropriate using vocabulary
Very poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication

(Layman in Misrawati, 2012)

Speaking fluency is divided into smoothness and selfconfidence.

a. Smoothness

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of smoothness.
Very good	8.6 – 9.5	Their speaking is very understandable and very good of smoothness.
Good	7.6 – 8.5	They speak effectively and good of smoothness.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness
Fair	5.6 - 6.5	They speak sometimes hasty, fair of smoothness
Poor	3.6 – 5.5	They speak hasty and more sentences are not appropriate in smoothness
Very poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication

(Layman in Misrawati, 2012)

b. Self confidence

Classification	Score	Criteria
----------------	-------	----------

Excellent	9.6 – 10	Their speaking is very understandable and high of self-confidence
Very good	8.6 – 9.5	Their speaking is very understandable and very good of self-confidence.
Good	7.6 – 8.5	They speak effectively and good of self-confidence.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of self-confidence
Fair	5.6 - 6.5	They speak sometimes hasty, fair of self-confidence
Poor	3.6 – 5.5	They speak hasty and more sentences no self-confidence
Very poor	0.0 – 3.5	They speak very hasty and more sentences and no self-confidence

(Layman in Misrawati,2012)

1. Calculating the collecting data from the students in answer the test, the researcher use formula to get mean score of the students as follow:

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

Where :  $\bar{X}$  = Mean Score

$\sum X$  = The sum of all scores

N = The total number of sample

(Gay, 1981: 298).

2. To find out the improvement of percentage:

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

Where : % : the percentage of improvement

X<sub>2</sub> : the total score of Post-test

X<sub>1</sub> : the total score of Pre-test

( Gay, 1987)

3. Calculating the value of the test to indicated the significance between post-test and pre-test, the researcher use the formula as follow:

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

Where: t = Test of significance

$\bar{D}$  = The mean of different score

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

$\sum D^2$  = The square of the sum for difference

N = The total number of subject

(Gay, 1981:331).

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter particularly covers the findings and discussion. The findings of the research consist of the description of the result from the data collected through a writing test ( pre-test and post-test ). Then, the discussion was described further explanations and interpretation of the findings given and the relation of the findings with the previous research.

#### A. Findings

The findings of this research dealt with the students' score. They are the mean score of pre-test and post-test, the t-test value, and hypothesis testing. These findings describe as follows :

##### 1. The Students' Speaking Accuracy

The use of peer interview was effective to improve the students' speaking skill in accuracy which focused on pronunciation and vocabulary. It can be seen from the table below basen on the students' score of accuracy.

**Table 4.1 The Students' Speaking Skill in Terms of Accuracy**

Indicators	The students' mean score		Improvement (%)
	Pre-test	Post-test	
Pronunciation	55	75.9	38
Vocabulary	56.3	76.7	36.24
$\Sigma X$	111.3	152.6	
$\bar{X}$	55.65	76.3	37.10

The table above shows the students' improvement in terms of Accuracy by using Peer Interviewing method. The table indicates that there is a significant improvement of the students' speaking ability in term of pronunciation and vocabulary from the pre-test and post-test, where in pre-test the students mean score in pronunciation was 55 and post-test was 75.9. the students' main score in pre-test of vocabulary was 56.3 and post-test was 76.7. There is a significant achievement from pre-test and post-test where the students' main score in post-test was 76.3. based on the findings above shows that the students' improvement in term of accuracy by using Peer Interviewing method.

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

No	Classification	Accuracy			
		Pre-Test		Post-Test	
		F	%	F	%
1	Excellent	0	0	0	0
2	Very good	0	0	3	10
3	Good	0	0	9	30
4	Fairly good	8	26.66	13	43.34
5	Fair	9	30	5	16.66
6	Poor	4	13.34	0	0
7	Very poor	9	30	0	0
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



The table above shows that the rate percentage score of accuracy in pre-test and post-test from 30 student. In pre-test, there were 9 (30%) students got very poor score 4(13.34%) students got poor score, and also 9 (30%) students got fair score, 8 (26.66%) students got fairly good score. While in post-test there were 3 (10%) students got very good score, 9 (30%) students got good score,13 (43.34%) got fairly good score, and 5 (16.66%) students got fair score. Nobody students got bad score. It mean that, there were an improvement students' score of accuracy in pre-test and post-test.

Based on the result of accuracy above, the students' score in pre-test and post-test determined the value of t-test knew the improvement of the students' after conducting treatment by using peer interviewing method is succesfull. The value of t-test can be seen fro the table below about speaking ability in term accuracy.

**Table 4.3 The Value of T-test in Accuracy**

Variable	T-Test	T-Table	Comparison	Classification
Accuracy	41.6	2.045	T-Table < T-Test 2.045 < 41.6	Significant

The table above shows that the t-test value of the students in higher than the value of t-table. After calculating the t-test value in accuracy got score 41.6. the comparison between t-table and t-test is  $2.045 < 41.6$

## 2. The Students' Speaking Fluency

The use of peer interviewing method is effective to improve the students' speaking skill in fluency which has focused on self confidence and smoothness. It can be seen from the table below based on the students' score of accuracy.

**Table 4.4 The Students' Speaking Ability in Terms of Fluency**

Indicators	The students' mean score		Improvement (%)
	Pre-test	Post-test	
Self-confidence	53.1	77.2	45.38
Smoothness	52.9	77.8	47.06
$\Sigma X$	106	155	
$\bar{X}$	53	77.5	46.23

The table above shows that the students' improvement in terms of fluency by using Peer Interviewing method. The table indicates that there is a significant improvement of the students' speaking ability in term of self confidence and smoothness from the pre-test and post-test, where in the students main score in pre-test on self-confidence was 53.1 and post-test was 77.2 . the students' main score in pre-test of smoothness was 52.9 and post-test was 77.8 there was a significant achievement from pre-test and post-test where the students' main score in post-test was 77.5 based on the findings above shows that the students' improvement in term of fluency by using Peer Interviewing method.

**Table 4.5 Rate Percentage of Pre-test and Post-test Score in Fluency**

No	Classification	Fluency			
		Pre-Test		Post-Test	
		F	%	F	%
1	Excellent	0	0	0	0
2	Very good	0	0	0	0
3	Good	0	0	12	40
4	Fairly good	2	6.66	18	60
5	Fair	6	20	0	0
6	Poor	15	50	0	0
7	Very poor	7	23.34	0	0
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table above shows that the rate percentage score of fluency in pre-test and post-test from 30 students'. In pre-test, there are 7 (23.34%) students got very poor score 15 (50%) students got poor score 6 (20%) students got fair 2(6.66%) students' got fairly score. While in the post-test, there are 18 (60%) got fairly good score 12 (40%) students got good.

Based on the result on fluency above, the students' score in pre-test and post-test determined the value of t-test. The aim of t-test will know the improvement of the students after conducting treatment by using peer interviewing method. If the value of t-test was higher than the value in t-table

means that the method was successful. The value of t-test can be seen from the table below about speaking ability in terms of fluency.

**Table 4.6 The Value of T-Test in Fluency**

Variable	T-Test	T-Table	Comparison	Classification
Fluency	25.5	2.045	T-Table < T-Test 2.045 < 25.1	Significant

The table above shows that the t-test value of the students is higher than the value of t-table. After calculating the t-test value in fluency, the score was 25.5. The comparison between t-table and t-test is  $2.045 < 25.5$ . Based on the result of speaking ability above, the researcher concluded that using peer interviewing method can improve the students' speaking ability in terms of accuracy and fluency. It can be seen from the table below about the mean score of speaking ability, which has focused on accuracy and fluency in pre-test and post-test.

### 3. The Improvement of Students' Ability in Both Aspects (Accuracy and Fluency)

**Table 4.7 The Improvement of the Students' Speaking Ability (Accuracy and Fluency)**

Variables	The students' score		Improvement (%)
	Pre-test	Post-test	
Accuracy	55.6	76.3	37.23
Fluency	52.5	77.5	47.6
$\Sigma X$	108.1	153.8	
$\bar{X}$	54.05	76.9	42.27

The table above shows that there was an improvement of students' speaking in terms of accuracy and fluency before and after treatment was given. The students' mean score in terms of accuracy in pre-test was 55.6 and post-test was 76.3. The improvement of the students' mean score in accuracy was 37.23 the students' mean score in fluency in pre-test was 52.5 and post-test was 77.5 The improvement of the students' mean score in fluency was 47.6. The students' mean score of pre-test in terms of accuracy and fluency was 54.05 and post-test 76.9 The improvement of students' mean score of speaking ability in terms of accuracy and fluency was 42.27.

**Table 4.8 The Students' Classification of Pre-Test and Post-Test in Terms of Accuracy and Fluency**

Variable s	Mean score of pre-test	Classification	Mean score of post-test	Classification
Accuracy	55.6	Poor	76.3	Fairly good
Fluency	52.5	Poor	77.5	Fairly good

The table above shows that the students classification of accuracy in pre-test was poor (54.6) and post-test was fairly good (72.5) the students' classification of fluency in pre-test was poor (53.3) and post-test was fairly good (74.2) it means that the classification of accuracy and fluency in post-test are greater than pre-test. so, there were an improvement from pre-test to post-test.

**Table 4.9 The Rate Percentage of Pre-Test and Post-Test Score in Speaking**

**Ability**

No	Classification	Accuracy			
		Pre-Test		Post-Test	
		F	%	F	%
1	Excellent	0	0	0	0
2	Very good	0	0	3	10
3	Good	0	0	9	30
4	Fairly good	5	16.66	18	60
5	Fair	7	23.34	0	0
6	Poor	14	46.66	0	0
7	Very poor	4	13.34	0	0
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table above shows that the percentage score of speaking ability in pre-test and post-test from 30 students. In pre-test, there were 4 (13.34%) students got very poor score, 14 (46.66%) students got poor score 7 (23.34%) students got fair score and 5 (16.66%) students got fairly good. While in the post-test, there are 18 (60%) students got fairly good score, 9 (30%) students got good score and 3 (10%) students got very good score. It means that there is an improvement students' score of speaking ability in pre-test and post-test.

#### 4. Hypothesis test

Based on the result accuracy and fluency, the students' score in pre-test and post-test determined the value of t-test. the value of t-test can be seen from table below about speaking ability.

**Table 4. 10 The Value of T-Test Pre-Test and Post-Test**

Variable	T-Test	T-Table	Comparison	Classification
Speaking ability	9.77	2.045	T-Table < T-Test 2.045 < 9.77	Significant

The table above shows that the t-test value of the studentd is higher than the value of t-table. After calculating the t-test value in speaking ability got score 9.77 the comparison between t-table and t-test is  $2.045 < 9.77$

The result of statistical anlysis at the level significance 0.05 with degree of freedom (df) = n-1, where df = 30-1and df = 29 indicate that there were a significant difference between the mean score of post-test and pre-test. the mean score of the pre-test was 55.6 and post-test was 76.3. In addition the t-test value was bigger than t-table value ( $9.77 > 2.045$ ).It means that, there were significant difference between the students' speaking English before and after using Peer Interviewing method.

From the explanation above it means that, the alternative, Hypothesis ( $H_1$ ) is accepted and the Null Hypothesis is reected. In other words, peer interviewing method can be used to improve the students' accuracy and fluency in speaking English.

## **B. Discussion**

The research finding indicates that the students' speaking ability using peer interviewing method shows the improvement of the students speaking ability in terms of accuracy has focused on pronunciation and vocabulary and fluency has focused on self-confidence and smoothness. From the improvement shows the process in the pre-test and post-test.

The improvement of students' speaking skill is caused applying peer interviewing method to students, so that the students could show the improvement in post-test. In pre-test the researcher didn't give to the students explanation about Peer interviewing. The researcher only gave exercise (pre-test) to know their knowledge before applying peer interviewing at the beginning, the students didn't understand how to comprehend speaking accuracy (pronunciation and vocabulary) and fluency (self-confidence and smoothness).

After the researcher given the treatment by applying peer interviewing to the students, as the result the students become active with their activity in the classroom. the description of data collection through speaking tes as explained in previous findings section show that the students' after the application of peer interviewing is significant.

In applying of peer interviewing in speaking process, the researcher find that the mean score of post-test of the students' greater than pre-test. In the table 4.1 shows the score of accuracy which the mean score of pre-test is 55.6 and after applying the Peer interviewing the mean score of post-test is 76.3 in the table



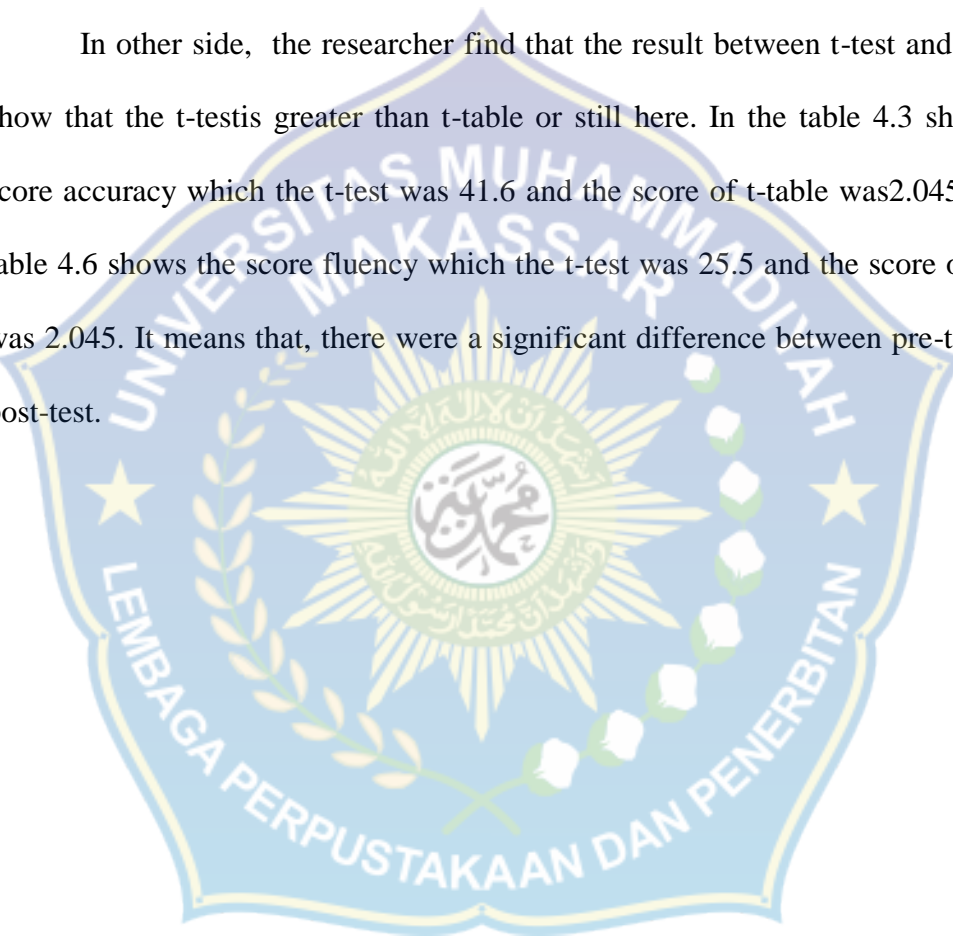
4.2 the score of fluency which the mean score of pre-test is 53.1 and the mean score of post-test 77.5.

After applying peer interviewing on accuracy (pronunciation and vocabulary) the students speaking can improve because they were used to using new vocabulary that students find during the learning process, so the students were fluent in the speaking. In fluency also (smoothness and self-confidence) the students were familiar with the vocabulary they knew so that students actively speaking and were confident to appear in front of their friends. By the explanation above, the researcher conclude that Peer Interviewing method is effective to improve the students speaking ability which focused on accuracy and fluency in the classroom. As said by Bercikova (2007) Peer interviewing is a one way in encouraging and improving students to speak up and to be active and has a positive attitude. The strengths of peer interviewing according to Lang (2006), peer-enhancing motivation, improved cognition, and social outcomes in learning, increased responsibility for one-own learning and improved meta cognitive. Peer interviewing can also help develop a sense of cohesiveness among interviewers.

Based on the result of speaking test, the students' speaking ability was improved. It was proved by the result of post-test in terms of accuracy and fluency. This method can change the category of the students' knowledge. The category score of accuracy which the score of pre-test was fair 56.6 and the post-test was fairly good 76.3. The category score of fluency which the score of pre-test was poor 53.1 and the post-test was fairly good 77.5, we can see the improvement of the students in pre-test and post-test in the table, the improvement of the

students' score of pre-test and post-test accuracy was 37.23 %, while the improvement of the students score of pre-test and post-test on fluency was 47.61 %. It was taken from the comparison between students pre-test and post-test. The percentage of students speaking ability in terms of accuracy and fluency was 41.59%.

In other side, the researcher find that the result between t-test and t-table show that the t-testis greater than t-table or still here. In the table 4.3 show the score accuracy which the t-test was 41.6 and the score of t-table was 2.045. In the table 4.6 shows the score fluency which the t-test was 25.5 and the score of table was 2.045. It means that, there were a significant difference between pre-test and post-test.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

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

The use of Peer Interviewing improved the students speaking ability in terms of accuracy and fluency. This is proven by

1. The use of Peer Interviewing improved students' speaking accuracy in terms of pronunciation and vocabulary. It was proved by the improvement from pre-test to post-test. The mean score of post-test (76.3) greater than the mean score of pre-test (55.6). Thus, the improvement of students speaking ability was 37.23%.
2. The use of Peer Interviewing improved students' speaking fluency in terms of smoothness and self-confidence. It was proved by the improvement from pre-test to post-test. The mean score of post-test (77.5) greater than the mean score of pre-test (52.5). Thus, the improvement of students speaking ability was 47.61 %.

#### B. Suggestion

Based on the result of the data analysis, the researcher would like to give some suggestions as follow :

1. The researcher suggests to the English teacher to use peer interviewing as an alternative among other teaching methods to improve the students' speaking

ability. In teaching speaking, the teacher has to avoid the monotonous classroom atmosphere.

2. The students are expected to increase their intensity in learning speaking through peer interviewing.
3. It is suggested to the researcher that they develop students' speaking ability to gain the speaking competence and communicative competence because speaking is the first assessment of English to deliver direct information among the whole skill of English. The researcher should provide easy and fun activities in speaking. Therefore the students may follow the class more active and responsive.



## BIBLIOGRAPHY

- Alonso. (2012). *Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya*. Vol.6, No.35, 2015
- Alshenqeeti, Hamza. (2014). *Interviewing As A Data Collection Method: A Critical Review*. Vol. 3, No. 1; 2014
- Asriani Sri. (2012). *Improving the Students Speaking Ability Through Participation Point System (PPS) Method*. Retrieved From; Makassar. FKIP Unismuh
- Bashir, Azeem & Dogar. (2011). Factor Effecting Students' English Speaking Skills. *British Journal of Arts and Social Sciences*. Vol. 2, No. 1; 2011
- Basuki. (2006). *Pengertian Wawancara dan Jenis Wawancara Mendalam*. Retrieved from; <http://blogpsikologi.blogspot.com/pengertian-wawancara-dan-jenis.html> on December, 18 2015
- Berčíková.(2007). *Teacher's Role in Pair Work*. Brno. Masaryk University In Brno
- Budikuncoro, S. N. (2017). *Pengaruh Teman Sebaya*. Purwokerto . FKIPUMP.
- Brown.(1976). *Teaching Oral English*. London. Longman Greend and Co. Ltd London.
- Brown, H. Douglas. (2004). *Language Assessment : Principles and Classroom Practices*. USA : Longman
- Byrne et al.(2015). *Peer interviewing in medical education research: experiences and perceptions of student interviewers and interviewees*. the Creative Commons Attribution 4.0 International License
- Cotter. (2010). *ESL Speaking for Advanced Students*. Retrieved from; (<http://cotterhue.hubpages.com/hub/esl-speaking-advanced>) on April 14 2011.
- David, Boud. (1999). *Peer Learning and Assessment*. *Assessment & Evaluation in Higher Education*. Volume 24, Issue 4, pages 413– 426.
- Devotta Kimberly. (2016). *Enriching Qualitative Research by Engaging Peer Interviewers: a Case Study*. Vol. 16(6) 661–680
- Friederike, Klippel. (1987). *Keep Talking- Communicative Fluency Activities for Language Teaching*. New York: Cambridge University Press.
- Gafri, Syandi.(2015). *Pengertian Wawancara dan Jenis Wawancara Mendalam*. Retrieved from; <http://blogpsikologi.blogspot.com/pengertian-wawancara-dan-jenis.html> on December, 18 2015

- Gudu, O. B. (2015). *Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya*. Vol.6, No.35, 2015
- Hadija. (2014) *English Speaking Problems of EFL Learners of Mulawarman University*. Vol. 1 No. 1, 2016
- Harmer, Jeremy. (1991). *The Practice of English Language Teaching*. London: Longman.
- Hasriani. (2004). *Improving the Speaking Skill through Situational Language Teaching Learning*. Makassar. Thesis. FKIP UNISMUH.
- Hosni, Samira Al. (2014). *Speaking Difficulties Encountered by Young EFL Learners*. Vol 2.
- Iwashita. (2010). *Assessed Levels of Second Language Speaking Proficiency: Britania*. Oxford University Press 2008
- Joy R. Lile. (2014). *The Peer Interview Methodology: Participatory Qualitative Interviewing and Discussion in a Youth Garden Project*. Human Development and Family Studies presented
- Kadri & Sahraoui. (2015). *Improving EFL learners' Speaking: Case of First Year Students at the University of Tlemcen*
- Kayi, Havriye. (2003). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. University of Nevada (Nevada, USA) (<http://unr.edu/homepage>).
- Khotimah, Siti. (2014). *The Use Of Problem Based Learning To Improve Students' Speaking Ability*. *Journal Of English Language Teaching*. Semarang. Universitas Negeri Semarang
- Lang, H.G. (2006). *Science Education for Deaf Students: Priorities for Researcher and Instructional Development*. Rochester Institute for the Deaf: Rochester, NY
- Mahmoud, M. A. (2016). *Problems and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University*. Volume 5 Issue 12||December. 2016
- Mary, A. B., & Tim, R. S. (2011). *Classroom Peer Effects and Student Achievement*. Public policy, p.1
- Melvina, L. B. (2016). *Classroom Discussion: an Activity to Promote Speaking in a Foreign Language*. Vol. 2, Issue 2
- Neuman. (2008). *The Craft of Interview Research*. Graduate Course at Teachers College, Columbia University, New York, NY.

- Nunan. (1991). *The Implementation Of Peer Interviewing On Speaking*. Makassar. Skripsi. FKIP Unismuh
- Pentilla, C. (2005). *Peering in. Entrepreneur*, 33(1), 70-72. EBSCO host Business Source Elite.
- Qu, W., & Yang, S.(2010). *A Peer and Self-Assessment Project Implemented in Practical Group Work*. Journal of Language Teaching and Research. Finland :Academy Publisher. Volume 1, pages 24 - 40.
- Rask and Smith.(2009). *Principles of Peer Interviewing*. Graduate Students, Training & Development
- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative Interviewing: the art of Hearing Data* (3rd ed.).Thousand Oaks, CA: Sage.
- Seidman, Irving. (2013). *Interviewing as Qualitative Research: a Guide Researchers in Education and the Social Sciences* (4th ed.). New York, NY: Teachers College Press.
- Shen. (2013).*Balancing Accuracy and Fluency in English Classroom Teaching to Improve Chinese Non-English Majors' Oral English Ability*. Theory and Practice in Language Studies. Academy Publisher. Manufactured in Finland.
- Šolcová. (2006).*English Language and Literature and Teaching English Language and Literature for Secondary Schools*. University. Faculty of Arts. Department of English and American Studies
- Somjai & Jansem. (2015).*The Use Of Debate Technique To Develop Speaking Ability Of Grade Ten Students At Bodindecha (Sing Singhaseni) School*. Srinakarinwirot. University Bangkok Thailand
- Studer, Q. (2003). *Hardwiring Excellence*. Gulf Breeze, FL: Fire Starter Publishing.
- Suriyani, Lilis. (2015).*The Effectiveness Of Role Play in Teaching Speaking*.Volume 3/Ii, October 2015 106.
- Thornbury Scott. (2005). *How to teach speaking*. Harlow: Longman
- Widdowson, H. G.(1985).*Teaching Language as Communication*.Oxford University Press.
- Willis, G. B. (2004). *Cognitive Interviewing: A Tool for Improving Questionnaire Design*.Thousand Oaks, CA: Sage.
- Zohra & Mostefa. (2013) *Implementing Cooperative Learning Technique in Teaching Speaking Skill*. Faculty of Letters and Languages Department of Foreign Languages Division of English





## PRE-TEST

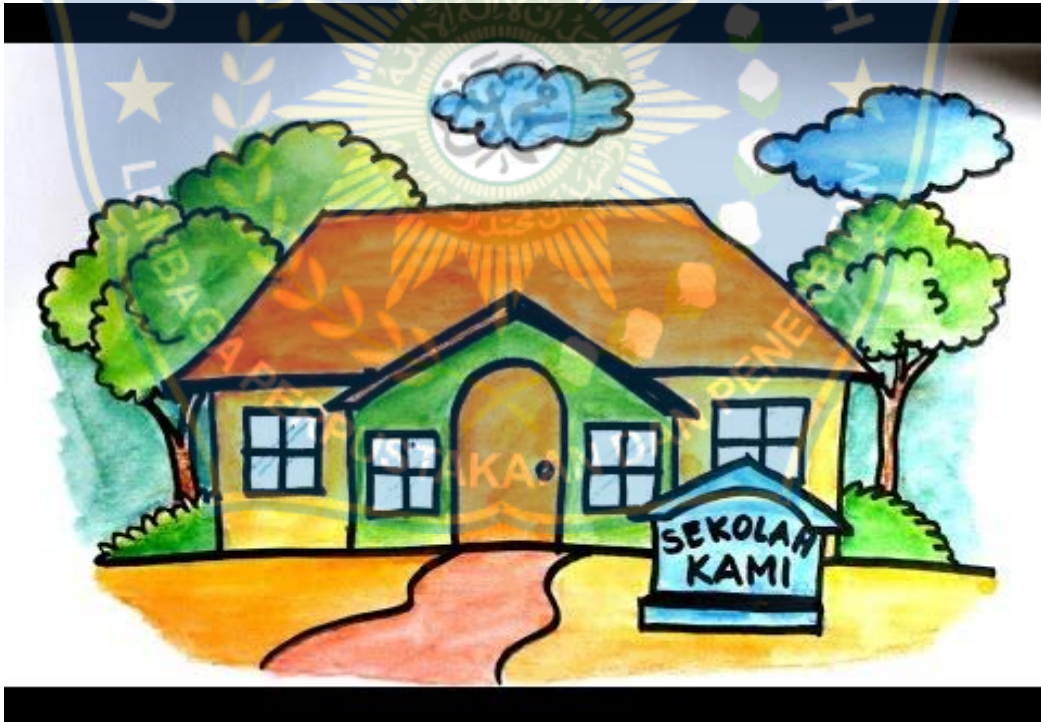
Activity : Speaking Test

Time : 2-4 minutes

Instruction

Students will speak in front of the class with the same topic namely "describe school", with this topic we can see the accuracy and fluency of the students in speaking.

**SCHOOL**



## POST-TEST

Activity : Speaking Test

Time : 2-4 minutes

Instruction

Students will speak in front of the class with the same topic namely "describe house", with this topic we can see the accuracy and fluency of the students in speaking.

**HOUSE**



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : Mts Aisyiah Sungguminasa

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII/1

Alokasi waktu : 8 x 40

### A. Kompetensi inti

KI 1 :Menghargai dan menghayati ajaran yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli, (tolerans, gotong royong) santun, percaya diri, dalam interaksi secara efektif dengan lingkungan sosial dari alam dalam jangkauan pergaulan dan keberadaannya

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

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

**B. Kompetensi dasar dan indikator pencapaian kompetensi**

No.	Kompetensi dasar	Indikator pencapaian kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Menulis <i>learning log</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris dan manfaatnya
2	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.  2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.  2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan	2.1. 1. Siswa mampu bertutur kata dengan sopan dan santun terhadap guru dan sesama temannya selama kegiatan pembelajaran  2.2. 1. Siswa siswa mampu bekerja sama dan berpartisipasi aktif dalam kelompok dengan penuh tanggung jawab  2.3. 1. Siswa mampu bekerja sama dan berpartisipasi aktif dalam kelompok dengan penuh

	komunikasi fungsional.	tanggung jawab
3	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta meresponnya, sesuai dengan konteks penggunaannya.	3.3.1 Menuliskan contoh ungkapan yang meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat. 3.3.2 Melengkapi tabel yang berkaitan dengan ungkapan terkait di atas
4	4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Siswa mampu menyusun teks lisan sederhana secara berkelompok 4.1.2 Siswa mampu melakukan role play berdasarkan teks yang di susun 4.1.3 Siswa mampu mengambil gambar video role play yang dipraktikkan

### C. Tujuan pembelajaran

Setelah melalui proses pembelajaran siswa diharapkan mampu terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis untuk :

- a. Meminta perhatian.
- b. Mengecek pemahaman
- c. Menghargai kinerja yang baik
- d. Meminta mengungkapkan pendapat serta meresponnya, untuk melaksanakan komunikasi interpersonal dengan guru dan teman
- e. Menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)

### D. Materi pembelajaran

Materi pokok	Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya
Fungsi sosial	Menjaga hubungan interpersonal dengan guru dan teman
Unsur kebahasaan	<ul style="list-style-type: none"><li>- Kosakata: kata sifat sederhana</li><li>- Tata bahasa: kata rujukan it, they, these, thos, that, this.</li><li>- Penggunaan nominal singular dan plural secara tepat, dengan atau</li><li>- tanpa a, the, this, those, my, their, dsb secara teapat</li></ul>

	<p>dalam frase nominal</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasii</li> <li>- Ejaan dan tanda baca</li> <li>- Tulisan tangan</li> </ul>
Struktur teks	<p>a. Excuseme, Attenntion,please, Yes, please. Alright, dan semacamnya</p> <p>b. She’s kind, isn’t she? Yes she is. Understood? Is it clear? Yes, Sir dan</p> <p>c. Semacamnya</p> <p>d. That’s great. It’s beautiful. Excellent thank you., dan semacamnya.</p> <p>e. What do you think? Rudi did it well, didn’t he? Is that how you say it? Yes.</p> <p>f. I think so. I don’t think so,. Dan semacamnya,</p>

**E. Media Alat dan Sumber Belajar**

1. Papan tulis dan laptop
2. Buku teks

**F. Langkah-langkah Pembelajaran**

**PERTEMUAN KE-1 : Expression greeting**

**Ekspresi menggunakan greeting (memberi salam) kepada orang lain**

- Hi, hello
- Good Morning ( selamat pagi )
- Good Evening ( selamat malam )
- Good Afternoon (selamat sore )
- How do you do? ( salam untuk pertama kali bertemu )
- How are you? ( apa kabar )
- How are you doing? ( apa kabar )

**Ekspresi jawaban greeting ( menjawab salam ) kepada orang lain**

- Hi, hello
- Good Morning ( selamat pagi )
- Good Evening ( selamat malam )
- Good Afternoon (selamat sore )
- How do you do?
- I'm fine thank you ( saya baik-baik saja, terimakasih)
- And about you? ( dan kamu )

1. Pendahuluan

- a) Guru memberi salam pada siswa
- b) Guru memeriksa kehadiran siswa.
- c) Guru menyiapkan siswa secara psikis dan fisik.
- d) Guru menyampaikan tujuan pembelajaran

2. Kegiatan inti

*Mengamati*

- a) Siswa mendengarkan penjelasan tentang definisi, fungsi dan struktur yang terkait dengan expression greeting
- b) Siswa mengamati fungsi sosial dan struktur yang ada dalam teks expression greeting yang diberikan
- c) Siswa mengidentifikasi kosakata yang belum mereka ketahui

*Menanya*



- a) Guru memberikan kesempatan kepada siswa untuk bertanya tentang hal-hal yang belum mereka pahami.
- b) Guru menjawab beberapa pertanyaan dari siswa.

*Mengeksplorasi*

- a) Secara berpasangan siswa diminta menyiapkan diri untuk mewawancarai pasangannya
- b) Guru memberikan waktu 5-10 menit kepada siswa untuk berwawancara

*Mengasosiasi*

- a) Setelah selesai setiap kelompok diminta untuk menukarkan pekerjaan mereka ke pasangan yang lain
- b) Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan memperbaiki hasil wawancara kelompok lain.

*Berkomunikasi*

- a) Setiap kelompok maju dan mempresentasikan hasil pekerjaan mereka.
  - b) Siswa lain mengoreksi hasil pekerjaan kelompok yang maju.
3. Penutup
- a) Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
  - b) Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
  - c) Kegiatan Belajar Mengajar ditutup dengan salam atau berdoa sebelum pulang.

## PERTEMUAN KE-2 : Introduction

### 1. Self Introduction (Perkenalan diri sendiri)

Ketika kita ingin memperkenalkan diri kita sendiri kepada orang lain, maka berikut adalah ungkapan/ekspresi yang lazim digunakan:

Let me introduce my self

Allow me to introduce myself

I would like to introduce myself, my names is...

Good morning everybody, My name's ...

Hello, I am ...

I want to introduce myself

Contoh:

Good morning friends. *Let me introduce myself. My name is Muhammad Fayyadh Shidqi. You can call me "Shidqi". Nice to meet you.*

### 2. Introducing other to another (Memperkenalkan orang lain)

Setelah kita sudah belajar cara memperkenalkan diri dalam Bahasa Inggris, kita selanjutnya belajar cara memperkenalkan orang lain. Berikut adalah gambit/ekspresi umum yang digunakan:

I would like to introduce you to ...

Let me introduce you to ...

I would like you to meet...

I want to introduce you to...

Hi Erna, This is Soni, Soni, this is Erna.

Contoh:

Darmy : Hi, Tuny. I would liket to introduce you to my sister. This is Daonah.

Tuny : Hi, Daonah. How do you do?

Daonah : Hello, Tuny. How do you do?

## 1. Pendahuluan

- a. Guru memberi salam pada siswa dan memeriksa daftar hadir.
- b. Meminta siswa untuk duduk bersama pasangan mereka
- c. Meminta / mengingatkan sedikit tentang materi pertemuan terakhir.
- d. Menyampaikan tujuan pembelajaran

## 2. Kegiatan Inti

### *Mengamati*

- a. Siswa mendengarkan penjelasan umum tentang definisi, fungsi dan struktur yang terkait dengan introduction
- b. Siswa mengamati fungsi sosial dan struktur yang ada dalam introduction

### *Menanya*

- a. Guru memberikan kesempatan bagi peserta untuk bertanya tentang hal-hal yang belum mereka pahami.
- b. guru menjawab beberapa pertanyaan dari siswa
- c. Melalui pertanyaan dan jawaban dengan siswa, guru memperkenalkan kosakata baru yang ditemukan dalam wawancara berpasangan

### *Mengeksplorasi*

- a. Guru memberikan setiap lembar kerja kepada siswa.
- b. Guru memberikan waktu 5-10 menit kepada siswa untuk berwawancara

### *Mengasosiasi*

- a. Setelah setiap kelompok selesai, setiap kelompok diminta untuk menukarkan pekerjaan mereka ke pasangan yang lain

- b. Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan memperbaiki hasil kelompok lain.

*Berkomunikasi*

- a. Setiap kelompok maju dan mempresentasikan hasil pekerjaan mereka.
- b. Siswa lain mengoreksi hasil pekerjaan kelompok yang maju.

**3. Penutup**

- a. Menanyakan kesulitan siswa dalam Kegiatan Belajar Mengajar
- b. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- c. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- d. Kegiatan Belajar Mengajar ditutup dengan salam atau berdoa sebelum pulang.

**PERTEMUAN KE-3&4: Conversation at a library and Talking about Hobby**

**Conversation at a library**

**Student** : Good morning, Sir. (Selamat pagi Pak).

**Librarian** : Good morning. How can I help you? (Selamat pagi. Ada yang bisa saya bantu?).

**Student** : I want to make a member card in here. What are the requirements, Sir? (Saya ingin membuat sebuah kartu anggota disini. Apa saja syarat-syaratnya Pak?).

**Librarian** : You have to show me your identity card and then fill the registration form. May I have your identity card? (Anda harus menunjukkan kartu identitas dan melengkapi formulir pendaftaran. Bisakah saya meminjam kartu identitas anda?).

**Student** : Here it is, Sir. (Ini Pak).

**Librarian** : Alright, thank you. Now, please fill this form. (Baik terima kasih. Sekarang, tolong isi formulir ini).

**Student** : Okay, Sir. Here is the form. (Baik Pak. Ini formulirnya).

**Librarian** : Thank you. Your member card will be ready after two days. You can come on Thursday to take it. (Terima kasih. Kartu anggota anda akan siap setelah dua hari. Anda bisa datang pada hari Kamis untuk mengambilnya).

**Student** : How much should I pay for the card, Sir? (Berapa banyak yang harus saya bayar untuk kartunya Pak?).

**Librarian** : It is free for every student of this University. You don't have to pay anything. (Kartunya gratis untuk setiap mahasiswa di Universitas ini. Anda tidak harus membayar apapun).

**Student** : Oh okay, Sir. Thank you very much for your help. I will be back on Thursday afternoon. (Oh, baik Pak. Terima kasih banyak atas bantuan anda. Saya akan kembali pada Kamis siang).

**Librarian** : You are welcome. Okay, I will wait you on Thursday. (Sama – sama. Baik, saya akan tunggu pada hari kamis).

### **Talking About Hobby**

Kalimat menggunakan Hobby

- What is your hobby? (apa hobimu?)

My hobby is reading. (Hobiku adalah membaca)

- What is your brother's hobby? (apa hobi saudara lelakimu?)

My brother's hobby is playing football (hobi saudara lelakiku adalah bermain bola)

- What is your sister's hobby? (apa hobi saudara perempuanmu?)

My sister's hobby is dancing (hobi saudara perempuanku adalah menari)

- What is your mother's hobby? (apa hobi ibumu?)

My mother's hobby is gardening (hobi ibuku adalah mengajar)

- What is your father's hobby? (apa hobi ayahmu?)

My father's hobby is fishing (hobi ayahku adalah memancing)

**1. Pendahuluan**

- a. Memberi salam pada siswa dan periksa daftar hadir.
- b. Meminta siswa untuk duduk bersama teman pasangannya
- c. Buatlah konsep yang akan dipelajari.
- d. Menyampaikan tujuan pembelajaran
- e. Jelaskan tentang Menulis invitation yang akan dilakukan siswa.

**2. Kegiatan Inti**

*Mengamati*

- a. Siswa dan guru meninjau definisi, fungsi dan struktur dari Conversation at a library and Talking about Hobby
- b. Guru memberikan contoh kepada siswa tentang teks Conversation at a library and Talking about Hobby
- c. Siswa mengamati fungsi sosial dan struktur yang ada dalam teks Conversation at a library and Talking about Hobby.

*Menanya*

- a. Guru memberikan kesempatan bagi peserta untuk bertanya tentang hal-hal yang belum mereka pahami.
- b. guru menjawab beberapa pertanyaan dari siswa.

*Mengeksplorasi*

- a. Guru memberikan lembar kerja masing-masing siswa (kertas kosong).
- b. Guru memberikan waktu 5-10 menit kepada siswa untuk wawancara.

*Mengasosiasi*

- a. Setelah setiap kelompok selesai. setiap kelompok diminta untuk menukarkan pekerjaan mereka ke pasangan yang lain
- b. Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan memperbaiki hasil kelompok lain.

*Berkomunikasi*

- a. Setiap kelompok maju dan mempresentasikan hasil pekerjaan mereka.
  - b. Siswa lain mengoreksi hasil pekerjaan kelompok yang maju..
- 3. Penutup**
- a. Menanyakan kesulitan siswa dalam Kegiatan Belajar Mengajar
  - b. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
  - c. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
  - d. Kegiatan Belajar Mengajar ditutup dengan salam atau berdoa sebelum pulang.

**PERTEMUAN KE- 5: Expressing Feelings**

Expressing Feelings atau mengungkapkan perasaan adalah materi speaking yang juga sering digunakan oleh siswa pada tingkat sekolah dasar (SD). Dalam materi ini siswa akan belajar bagaimana menyatakan perasaan dalam bahasa Inggris.

Contoh :

- Ketika ingin mengungkapkan kegembiraan maka berkata: I'm happy! (Saya gembira!)
- Ketika merasa sangat gembira kamu berkata: I'm so happy! (Saya sangat gembira!) atau I'm very happy! (Saya sangat gembira!)
- Ketika ingin menanyakan bagaimana perasaan orang lain: How do you feel? (Bagaimana perasaanmu?)

#### 1. Pendahuluan

- Memberi salam pada siswa dan periksa daftar hadir.
- Meminta siswa untuk duduk bersama teman pasangannya
- Buatlah konsep yang akan dipelajari.
- Menyampaikan tujuan pembelajaran
- Jelaskan tentang Menulis invitation yang akan dilakukan siswa.

#### 2. Kegiatan Inti

##### *Mengamati*

- Siswa dan guru meninjau definisi, fungsi dan struktur dari Expressing Feelings
- Guru memberikan contoh kepada siswa tentang teks Expressing Feelings
- Siswa mengamati fungsi sosial dan struktur yang ada dalam teks Expressing Feelings.

##### *Menanya*

- Guru memberikan kesempatan bagi peserta untuk bertanya tentang hal-hal yang belum mereka pahami.
- guru menjawab beberapa pertanyaan dari siswa.

##### *Mengeksplorasi*



- a. Guru memberikan lembar kerja masing-masing siswa (kertas kosong).
- b. Guru memberikan waktu 5-10 menit kepada siswa untuk berwawancara.

*Mengasosiasi*

- a. Setelah setiap kelompok selesai, setiap kelompok diminta untuk menukarkan pekerjaan mereka ke pasangan yang lain
- b. Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan memperbaiki hasil kelompok lain.

*Berkomunikasi*

- a. Setiap kelompok maju dan mempresentasikan hasil pekerjaan mereka.
  - b. Siswa lain mengoreksi hasil pekerjaan kelompok yang maju..
3. Penutup
- a. Menanyakan kesulitan siswa dalam Kegiatan Belajar Mengajar
  - b. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
  - c. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
  - d. Kegiatan Belajar Mengajar ditutup dengan salam atau berdoa sebelum pulang.

**PERTEMUAN KE-6 : Expressing Gratitude**  
**Kalimat yang menunjukkan gratitude**

- Thank you/Thanks (*terima kasih*)
- Thank you very much (*terima kasih banyak*)
- Thanks a lot (*terima kasih banyak*)
- I am grateful for...? (*aku berterima kasih untuk...*)
- I want to thank you for you to help me (*aku ingin berterimakasih kau mau menolongku*)

- I really appreciate your kindness (*aku sangat menghargai kebaikanmu*)
- You have been really helpful for me (*kamu sudah sangat membantu untukku*)
- I just can't thank you enough (*seberapa banyak kata terimakasih pun takkan cukup*)
- It means a lot for me (*ini berharga sangat banyak untukku*)
- I can't repay you for what you've done (*aku tidak bisa membayarmu untuk apa yang sudah kamu lakukan*)

### Response

- My pleasure. (*dengan senang hati*)
- You're welcome. (*sama-sama*)
- No problem (*tidak apa apa*)
- I'm glad that i can help you. (*aku senang bisa membantumu*)
- Don't mention it (*tidak masalah*)
- Forget it. (*lupakanlah*)
- That's what friends are. (*itulah arti teman*)
- It's all right. (*baiklah*)
- It's nothing. (*tidak apa-apa*)
- That's okay. (*ok*)

#### 1. Pendahuluan

- a. Memberi salam pada siswa dan periksa daftar hadir.
- b. Meminta siswa untuk duduk bersama teman pasangannya
- c. Buatlah konsep yang akan dipelajari.
- d. Menyampaikan tujuan pembelajaran
- e. Jelaskan tentang Menulis invitation yang akan dilakukan siswa.

#### 2. Kegiatan Inti

##### *Mengamati*

- a. Siswa dan guru meninjau definisi, fungsi dan struktur dari Expressing Gratitude
- b. Guru memberikan contoh kepada siswa tentang teks Expressing Gratitude

- c. Siswa mengamati fungsi sosial dan struktur yang ada dalam teks *Expressing Gratitude*.

*Menanya*

- a. Guru memberikan kesempatan bagi peserta untuk bertanya tentang hal-hal yang belum mereka pahami.
- b. guru menjawab beberapa pertanyaan dari siswa.

*Mengeksplorasi*

- a. Guru memberikan lembar kerja masing-masing siswa (kertas kosong).
- b. Guru memberikan waktu 5-10 menit kepada siswa untuk berwawancara.

*Mengasosiasi*

- a. Setelah setiap kelompok selesai, setiap kelompok diminta untuk menukarkan pekerjaan mereka ke pasangan yang lain
- b. Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan memperbaiki hasil kelompok lain.

*Berkomunikasi*

- a. Setiap kelompok maju dan mempresentasikan hasil pekerjaan mereka.
  - b. Siswa lain mengoreksi hasil pekerjaan kelompok yang maju..
3. Penutup
    - a. Menanyakan kesulitan siswa dalam Kegiatan Belajar Mengajar
    - b. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
    - c. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya

- d. Kegiatan Belajar Mengajar ditutup dengan salam atau berdoa sebelum pulang.

## PERTEMUAN KE- 7 & 8 : **Accepting & Declining Invitation**

### **Accepting Invitation**

- That's very kind of you (*Kamu baik sekali*)
- We'd like very glad to.... (*Kami akan sangat senang untuk....*)
- What a delightful idea (*Ide yang sangat menyenangkan*)
- With the greatest pleasure (*Dengan sangat senang hati*)
- Thank you very much for inviting me (*Terima kasih banyak sudah mengundang saya*)
- It's delightful to.... (*Itu sangat menyenangkan untuk....*)
- That would be very nice (*Itu pasti akan sangat menyenangkan*)
- OK,I will be there ! (*Ok, Aku akan datang!*)
- I'd like love to come. (*Aku akan sangat senang untuk datang*)
- Sure, I am coming (*Tentu saja aku datang*)
- Yes, obviously (*Ya, tentu saja*)
- Alright, I'll come (*Baiklah, aku akan datang*)
- That is a smart thought (*Itu ide yang bagus*)
- I can't say no. (*Aku tidak bisa berkata tidak*)

### **Declining Invitation**

- I'm very sorry, I don't think I can go. (*Maafkan aku, sepertinya aku tidak bisa pergi*)
- I'd like to, but.... (*Aku ingin tapi...*)
- I'm afraid I've already promised.... (*Aku takut, aku sudah ada janji...*)
- Thank you for asking me, but.... (*Terima kasih sudah mengajakku, tapi...*)
- Unfortunately, I can't.... (*Sayang sekali, aku tidak bisa....*)
- I'm Sorry, I can't. (*Maafkan aku, aku tidak bisa*)
- I'd love to, but....(*Aku ingin tapi...*)
- I don't think I can. (*Sepertinya aku tidak bisa*)
- I wish I could, but....(*Aku harap aku bisa, tapi....*)
- Sorry, I am very busy. (*Maaf, aku sangat sibuk*)
- Sorry, may be next time. (*Maaf mungkin lain kali*)
- Thank you, but I can't. (*Terimakasih, tapi aku tidak bisa*)
- Sorry, I think I can't. (*Maaf, sepertinya aku tidak bisa*)
- I can't come (*Saya tidak bisa datang*)
- I am horribly sad (*Saya benar-benar sedih*)

### 1. Pendahuluan

- a. Memberi salam pada siswa dan periksa daftar hadir.
- b. Meminta siswa untuk duduk bersama teman pasangannya
- c. Buatlah konsep yang akan dipelajari.
- d. Menyampaikan tujuan pembelajaran
- e. Jelaskan tentang Menulis invitation yang akan dilakukan siswa.

## 2. Kegiatan Inti

### *Mengamati*

- a. Siswa dan guru meninjau definisi, fungsi dan struktur dari Accepting & Declining Invitation
- b. Guru memberikan contoh kepada siswa tentang teks Accepting & Declining Invitation
- c. Siswa mengamati fungsi sosial dan struktur yang ada dalam teks Accepting & Declining Invitation.

### *Menanya*

- a. Guru memberikan kesempatan bagi peserta untuk bertanya tentang hal-hal yang belum mereka pahami.
- b. guru menjawab beberapa pertanyaan dari siswa.

### *Mengeksplorasi*

- a. Guru memberikan lembar kerja masing-masing siswa (kertas kosong).
- b. Guru memberikan waktu 5-10 menit kepada siswa untuk berwawancara.

### *Mengasosiasi*

- a. Setelah setiap kelompok selesai. setiap kelompok diminta untuk menukarkan pekerjaan mereka ke pasangan yang lain

- b. Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan memperbaiki hasil kelompok lain.

*Berkomunikasi*

- a. Setiap kelompok maju dan mempresentasikan hasil pekerjaan mereka.
- b. Siswa lain mengoreksi hasil pekerjaan kelompok yang maju..

3. Penutup

- a. Menanyakan kesulitan siswa dalam Kegiatan Belajar Mengajar
- b. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- c. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- d. Kegiatan Belajar Mengajar ditutup dengan salam atau berdoa sebelum pulang.

**G. PENILAIAN HASIL PEMBELAJARAN**

1. Kompetensi Sikap Spiritual

- a. Teknik Penilaian : Observasi dan Penilaian Diri
- b. Bentuk Instrumen : Lembar observasi dan Lembar Penilaian Diri
- c. Kisi-kisi :

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen

1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		JUMLAH	2

d. Instrumen: lihat *Lampiran 1A* dan *Lampiran 1B*.

e. Petunjuk Penentuan Skor: lihat *Lampiran 3*.

## 2. Kompetensi Sikap Sosial

a. Teknik Penilaian : Observasi dan Penilaian Diri

b. Bentuk Instrumen : Lembar observasi dan Lembar Penilaian Diri

c. Kisi-kisi :

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Santun	Meminta perhatian guru dan teman menggunakan Bahasa Inggris yang berterima.	1
		Merespon pertanyaan guru dan peserta didik menggunakan Bahasa Inggris yang berterima	1
2.	Peduli	Menjawab atau menjelaskan pertanyaan	1

		teman yang kurang paham dengan konteks/materi ungkapan meminta perhatian dan responsnya	
		Mengecek pemahaman teman menggunakan Bahasa Inggris yang berterima	1
		Merespon guru dan teman yang mengecek pemahamannya menggunakan Bahasa Inggris yang berterima	1
		Jumlah	5

### 3. Kompetensi Pengetahuan

- a. Teknik Penilaian :Tes Tertulis
- b. Bentuk Instrumen : Pilihan Ganda dan Melengkapi.
- c. Kisi-kisi :

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan pernyataan/ilustrasi situasi tertentu, peserta didik dapat menentukan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta serta mengungkapkan pendapat serta	8	I.1-8



	responnya dengan benar.		
2	Disajikan ungkapan mengecek pemahaman beserta responnya secara acak, peserta didik dapat menjodohkan ungkapan dan respon dengan benar.	4	II.1-4
3	Disajikan gambar 2 orang atau lebih dengan ilustrasi yang jelas, peserta didik dapat menentukan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik dan meminta serta mengungkapkan pendapat yang tepat.	8	III.1-8
	JUMLAH	20	

#### 4. Keterampilan

- a. Teknik Penilaian :Tes Tertulis dan Praktik
- b. Bentuk Instrumen : Pilihan Ganda (Tes Tertulis )
- c. Tes Praktik Keterampilan Berbicara), dan Rubrik Penilaian Tes Praktik
- d. Kisi-kisi:

##### S 1) Tes Tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
-----	-----------	-------------------	------------------

1	Disediakan teks percakapan yang melibatkan ungkapan meminta perhatian peserta didik dapat menjawab pertanyaan tentang konteks situasi dari teks tersebut.	3	1-3
2	Disediakan teks percakapan yang melibatkan ungkapan meminta perhatian, peserta didik dapat menjawab pertanyaan tentang informasi tertentu (unsur kebahasaan) pada teks tersebut dengan benar.	2	4-5
3	Disediakan teks percakapan yg melibatkan ungkapan mengecek pemahaman, peserta didik dapat menjawab pertanyaan tentang ungkapan tersebut dengan benar.	3	6-8
4	Disediakan teks percakapan yang melibatkan ungkapan meminta perhatian, peserta didik dapat menjawab pertanyaan tentang informasi tertentu (unsur kebahasaan) pada teks tersebut dengan benar.	2	9-10
5	Disediakan teks percakapan yg melibatkan ungkapan mengecek pemahaman, peserta didik dapat menjawab pertanyaan tentang ungkapan tersebut dengan benar.	3	11-13
6	Disediakan teks percakapan yg melibatkan ungkapan mengecek pemahaman, peserta didik dapat menjawab pertanyaan tentang ungkapan tersebut dengan benar.	2	14-15
7	Disediakan teks percakapan yg melibatkan ungkapan mengecek pemahaman, peserta didik dapat menjawab pertanyaan tentang ungkapan tersebut dengan benar.	3	16-18
8	Disediakan teks percakapan yg melibatkan ungkapan mengecek pemahaman, peserta didik dapat menjawab pertanyaan tentang ungkapan tersebut dengan benar.	2	19-20
		20	

2) Tes Praktik

No.	Indikator	Jumlah Butir Soal
	<p>Disajikan 2 kartu situasi yang berbeda (A1 &amp; B2 atau A2 &amp; B1) untuk masing-masing peserta didik, dengan menggunakan kartu berupa gambar, peserta didik dapat melakukan percakapan yang melibatkan ungkapan meminta perhatian dan mengecek pemahaman, menghargai kinerja yang baik dan meminta serta mengungkapkan pendapat serta responsnya dengan lancar, runtut dan berterima secara berpasangan.</p>	4

Mengetahui  
Kepala Sekolah,

(Dra. Sumiyati, M)  
NIP 196101231994032001

20 oktober 2017  
Guru Mapel Bahasa Inggris

(Hasdalena Halik, S.Pd)  
NIP 3160764665220023

APPENDIX

ABSEN SISWA

No	Name	Code
1	Nur Adelia	VIII B-01
2	Afdriank	VIII B-02
3	Afra Zahirah	VIII B-03
4	Anita Ramli	VIII B-04
5	Aulia Putri	VIII B-05
6	Aulia Ramadhani	VIII B-06
7	Azzahra Fatimah	VIII B-07
8	Fadhillah Putri Aulia Hamka	VIII B-08
9	Fitriani Ramli	VIII B-09
10	Hanifah Nur Azizah	VIII B-10
11	Hasan Veriwali	VIII B-11
12	Muh. Adnan Fadhil	VIII B-12
13	Muh. Anrian	VIII B-13
14	Muh. Ibnu Anas	VIII B-14
15	Munadia	VIII B-15
16	Nia Amelia Azzahrah	VIII B-16
17	Nur Alhaera Rahmat	VIII B-17
18	Nurul Muchlizah	VIII B-18
19	Putra Agung	VIII B-19
20	Rafli Mulya Syakur	VIII B-20
21	Sitti Ardianti Zainal	VIII B-21
22	Sitti Fatimah	VIII B-22
23	Sulfikar	VIII B-23
24	Suliaty. B	VIII B-24
25	Yunida Andriani	VIII B-25
26	Muh. Aqsa Pratama	VIII B-26
27	Muh. Anwar Nawir	VIII B-27
28	Muh. Rafli Mutawwakal	VIII B-28
29	Aidil Rafliyansyah	VIII B-29
30	Ahmad Al-Fathih	VIII B-30

**APPENDIX 1 SCORING STUDENTS IN PRE-TEST**

No	Code	Criteria Pronunciation	Core score	Score
1	B-01	They speak sometimes hasty, fair of pronunciation	6.2	62
2	B-02	They speak sometimes hasty, fair of pronunciation	5.6	56
3	B-03	They speak hasty and more sentences are not appropriate in pronunciation	3.8	38
4	B-04	They speak sometimes hasty, fair of pronunciation	5.6	56
5	B-05	They speak sometimes hasty, but fairly good of pronunciation	7.1	71
6	B-06	They speak sometimes hasty, fair of pronunciation	6.0	60
7	B-07	They speak hasty and more sentences are not appropriate in pronunciation	4.2	42
8	B-08	They speak hasty and more sentences are not appropriate in pronunciation and little or no communication	3.4	34
9	B-09	They speak sometimes hasty, fair of pronunciation	6.6	66
10	B-10	They speak sometimes hasty, but fairly good of pronunciation	6.8	68
11	B-11	They speak sometimes hasty, fair of pronunciation	5.6	56
12	B-12	They speak hasty and more sentences are not appropriate in pronunciation	3.8	38
13	B-13	They speak hasty and more sentences are not appropriate in pronunciation	4.4	44
14	B-14	They speak hasty and more sentences are not appropriate in pronunciation and little or no communication	3.5	35
15	B-15	They speak sometimes hasty, but fairly good of pronunciation	7.4	74
16	B-16	They speak sometimes hasty, fair of pronunciation	6.0	60
17	B-17	They speak sometimes hasty, but fairly good of pronunciation	6.6	66

18	B-18	They speak hasty and more sentences are not appropriate in pronunciation	4.5	45
19	B-19	They speak sometimes hasty, but fairly good of pronunciation	7.5	75
20	B-20	They speak hasty and more sentences are not appropriate in pronunciation	5.4	54
21	B-21	They speak sometimes hasty, fair of pronunciation	6.5	65
22	B-22	They speak hasty and more sentences are not appropriate in pronunciation	4.2	42
23	B-23	They speak sometimes hasty, but fairly good of pronunciation	7.4	74
24	B-24	They speak sometimes hasty, fair of pronunciation	6.2	62
25	B-25	They speak hasty and more sentences are not appropriate in pronunciation and little or no communication	3.4	34
26	B-26	They speak sometimes hasty, but fairly good of pronunciation	6.7	67
27	B-27	They speak sometimes hasty, but fairly good of pronunciation	6.7	67
28	B-28	They speak hasty and more sentences are not appropriate in pronunciation	4.6	46
29	B-29	They speak sometimes hasty, but fairly good of pronunciation	7.1	71
30	B-30	They speak sometimes hasty, fair of pronunciation	5.6	56

## APPENDIX 5

## SCORE OF PRE-TEST

No	Code	Score					
		pronunciation	Vocabulary	Self-confidence	smoothness	Total	Final score
1	B-01	62	63	36	55	216	108
2	B-02	56	57	35	52	200	100
3	B-03	38	41	66	57	202	101
4	B-04	56	58	50	43	207	103.5
5	B-05	72	71	57	65	265	132.5
6	B-06	59	60	63	42	224	112
7	B-07	40	42	64	53	199	99.5
8	B-08	34	34	70	55	193	96.5
9	B-09	66	66	40	52	224	112
10	B-10	67	68	46	33	214	107
11	B-11	55	56	38	77	226	113
12	B-12	34	38	62	54	188	94
13	B-13	42	44	56	78	220	110
14	B-14	33	35	57	38	163	81.5
15	B-15	71	74	37	55	237	118.5
16	B-16	60	60	42	69	231	115.5
17	B-17	64	66	68	68	266	133
18	B-18	44	45	43	49	181	90.5
19	B-19	73	75	64	75	287	143.5
20	B-20	50	54	63	43	210	105
21	B-21	63	65	40	38	206	103
22	B-22	40	42	44	55	181	90.5
23	B-23	72	74	74	60	280	140
24	B-24	61	62	53	42	218	109
25	B-25	33	34	57	45	169	84.5
26	B-26	66	67	66	43	242	121
27	B-27	68	67	56	47	238	119
28	B-28	45	46	33	35	159	79.5
29	B-29	70	71	68	69	278	139
30	B-30	56	56	45	40	197	98.5
	<b>Total</b>	<b>1650</b>	<b>1691</b>	<b>1593</b>	<b>1587</b>	<b>6521</b>	<b>3260.5</b>
	<b>Average</b>	<b>55</b>	<b>56.3</b>	<b>53.1</b>	<b>52.9</b>	<b>217.3</b>	<b>108.6</b>

## APPENDIX 6

## SCORE OF POST-TEST

No	Code	Score					
		Pronunciation	Vocabulary	Self-confidence	smoothness	Total	Final score
1	B-01	80	82	88	85	335	167.5
2	B-02	87	82	84	85	338	169
3	B-03	72	78	71	88	309	154.5
4	B-04	70	75	77	78	300	150
5	B-05	73	75	80	70	298	149
6	B-06	74	76	70	69	289	144.5
7	B-07	79	88	75	73	315	157.5
8	B-08	82	76	85	89	332	166
9	B-09	69	72	83	72	296	148
10	B-10	78	70	72	80	300	150
11	B-11	72	74	80	79	305	152.5
12	B-12	83	87	80	89	339	169.5
13	B-13	87	69	82	74	312	156
14	B-14	71	74	86	78	309	154.5
15	B-15	84	78	72	80	314	157
16	B-16	73	70	78	80	301	150.5
17	B-17	72	69	70	73	284	142
18	B-18	70	77	80	82	309	154.5
19	B-19	68	81	71	70	290	145
20	B-20	80	72	85	83	320	160
21	B-21	75	80	73	76	304	152
22	B-22	72	86	71	74	303	151.5
23	B-23	69	76	74	70	289	144.5
24	B-24	75	72	68	69	284	142
25	B-25	71	84	74	72	301	150.5
26	B-26	82	71	78	74	305	152.5
27	B-27	71	73	82	84	310	155
28	B-28	70	73	75	80	298	149
29	B-29	83	80	76	79	318	159
30	B-30	85	82	78	80	325	162.5
	<b>Total</b>	<b>2277</b>	<b>2302</b>	<b>2318</b>	<b>2335</b>	<b>9232</b>	<b>4616</b>
	<b>Average</b>	<b>75.9</b>	<b>76.7</b>	<b>77.2</b>	<b>77.8</b>	<b>307.7</b>	<b>153.8</b>



## APPENDIX 7

## SCORE OF PRE-TEST ON ACCURACY

No	Code	Score		Total	Final score
		Pronunciation	Vocabulary		
1	B-01	62	63	125	62.5
2	B-02	56	57	113	56.5
3	B-03	38	41	79	39.5
4	B-04	56	58	114	57
5	B-05	72	71	143	71.5
6	B-06	59	60	119	59.5
7	B-07	40	42	82	41
8	B-08	34	34	68	34
9	B-09	66	66	132	66
10	B-10	67	68	135	67.5
11	B-11	55	56	111	55.5
12	B-12	34	38	72	36
13	B-13	42	44	86	43
14	B-14	33	35	68	34
15	B-15	71	74	145	72.5
16	B-16	60	60	120	60
17	B-17	64	66	130	65
18	B-18	44	45	89	44.5
19	B-19	73	75	148	74
20	B-20	50	54	104	52
21	B-21	63	65	128	64
22	B-22	40	42	82	41
23	B-23	72	74	146	73
24	B-24	61	62	123	61.5
25	B-25	33	34	67	33.5
26	B-26	66	67	133	66.5
27	B-27	68	67	135	67.5
28	B-28	45	46	91	45.5
29	B-29	70	71	141	70.5
30	B-30	56	56	112	56
	<b>Total</b>	<b>1650</b>	<b>1691</b>	<b>3341</b>	<b>1670.5</b>
	<b>Average</b>	<b>55</b>	<b>56.3</b>	<b>111.3</b>	<b>55.68</b>

## APPENDIX 8

## SCORE OF PRE-TEST ON FLUENCY

No	Code	Score		Total	Final score
		Self-confidence	Smoothness		
1	B-01	36	55	91	45.5
2	B-02	35	52	87	43.5
3	B-03	66	57	123	61.5
4	B-04	50	43	93	46.5
5	B-05	57	65	122	61
6	B-06	63	42	105	52.5
7	B-07	64	53	117	58.5
8	B-08	70	55	125	62.5
9	B-09	40	52	92	46
10	B-10	46	33	79	39.5
11	B-11	38	77	115	57.5
12	B-12	62	54	116	58
13	B-13	56	78	134	67
14	B-14	57	38	95	47.5
15	B-15	37	55	92	46
16	B-16	42	69	111	55.5
17	B-17	68	68	136	68
18	B-18	43	49	92	46
19	B-19	64	75	139	69.5
20	B-20	63	43	106	53
21	B-21	40	38	78	39
22	B-22	44	55	99	49.5
23	B-23	74	60	104	52
24	B-24	53	42	95	47.5
25	B-25	57	45	102	51
26	B-26	66	43	109	54.5
27	B-27	56	47	103	51.5
28	B-28	33	35	68	34
29	B-29	68	69	137	68.5
30	B-30	45	40	85	42.5
	<b>Total</b>	<b>1593</b>	<b>1587</b>	<b>3150</b>	<b>1575</b>
	<b>Average</b>	<b>53.1</b>	<b>52.9</b>	<b>105</b>	<b>52.5</b>

## APPENDIX 9

## SCORE OF POST-TEST ON ACCURACY

No	Code	Score		Total	Final score
		Pronunciation	Vocabulary		
1	B-01	80	82	162	81
2	B-02	87	82	169	84.5
3	B-03	72	78	150	75
4	B-04	70	75	145	72.5
5	B-05	73	75	148	74
6	B-06	74	76	150	75
7	B-07	79	88	167	83.5
8	B-08	82	76	158	79
9	B-09	69	72	141	70.5
10	B-10	78	70	148	74
11	B-11	72	74	146	73
12	B-12	83	87	170	85
13	B-13	87	69	156	78
14	B-14	71	74	145	72.5
15	B-15	84	78	162	81
16	B-16	73	70	143	71.5
17	B-17	72	69	141	70.5
18	B-18	70	77	147	73.5
19	B-19	68	81	149	74.5
20	B-20	80	72	152	76
21	B-21	75	80	155	77.5
22	B-22	72	86	158	79
23	B-23	69	76	145	72.5
24	B-24	75	72	147	73.5
25	B-25	71	84	155	77.5
26	B-26	82	71	153	76.5
27	B-27	71	73	144	72
28	B-28	70	73	143	71.5
29	B-29	83	80	163	81.5
30	B-30	85	82	167	83.5
	<b>Total</b>	<b>2277</b>	<b>2302</b>	<b>4579</b>	<b>2289.5</b>
	<b>Average</b>	<b>75.9</b>	<b>76.7</b>	<b>152.6</b>	<b>76.3</b>

## APPENDIX 10

## SCORE OF POST-TEST ON FLUENCY

No	Code	Score		Total	Final score
		Self-confidence	Smoothness		
1	B-01	88	85	173	86.5
2	B-02	84	85	169	84.5
3	B-03	71	88	159	79.5
4	B-04	77	78	155	77.5
5	B-05	80	70	150	75
6	B-06	70	69	139	69.5
7	B-07	75	73	148	74
8	B-08	85	89	174	87
9	B-09	83	72	155	77.5
10	B-10	72	80	152	76
11	B-11	80	79	159	79.5
12	B-12	80	89	169	84.5
13	B-13	82	74	156	78
14	B-14	86	78	164	82
15	B-15	72	80	152	76
16	B-16	78	80	158	79
17	B-17	70	73	143	71.5
18	B-18	80	82	162	81
19	B-19	71	70	141	70.5
20	B-20	85	83	168	84
21	B-21	73	76	149	74.5
22	B-22	71	74	145	72.5
23	B-23	74	70	144	72
24	B-24	68	69	137	68.5
25	B-25	74	72	146	73
26	B-26	78	74	152	76
27	B-27	82	84	166	83
28	B-28	75	80	155	77.5
29	B-29	76	79	155	77.5
30	B-30	78	80	158	79
	<b>Total</b>	<b>2318</b>	<b>2335</b>	<b>4653</b>	<b>2326.5</b>
	<b>Average</b>	<b>77.2</b>	<b>77.8</b>	<b>155</b>	<b>77.55</b>

APPENDIX 11

DATA PRE-TEST AND POST-TEST ON ACCURACY

CODE	PRE-TEST	POST-TEST	$D=(X_2-X_1)$	$D^2 = (X_2-X_1)$
B-01	62.5	81	18.5	342.25
B-02	56.5	84.5	28	784
B-03	39.5	75	35.5	1260.25
B-04	57	72.5	15.5	240.25
B-05	71.5	74	2.5	6.25
B-06	59.5	75	15.5	240.25
B-07	41	83.5	42.5	1806.25
B-08	34	79	45	2025
B-09	66	70.5	4.5	20.25
B-10	67.5	74	6.5	42.25
B-11	55.5	73	17.5	306.25
B-12	36	85	49	2401
B-13	43	78	35	1225
B-14	34	72.5	38.5	1482.25
B-15	72.5	81	8.5	72.25
B-16	60	71.5	11.5	132.25
B-17	65	70.5	5.5	30.25
B-18	44.5	73.5	29	841
B-19	74	74.5	0.5	0.25
B-20	52	76	24	576
B-21	64	77.5	13.5	182.25
B-22	41	79	38	1444
B-23	73	72.5	0.5	0.25
B-24	61.5	73.5	12	144
B-25	33.5	77.5	44	1936
B-26	66.5	76.5	10	100
B-27	67.5	72	4.5	20.25
B-28	45.5	71.5	26	676
B-29	70.5	81.5	11	121
B-30	56	83.5	27.5	756.25
<b>Total</b>	<b>1670.5</b>	<b>2289.5</b>	<b>620</b>	<b>19213.5</b>
<b>Average</b>	<b>55.68</b>	<b>76.31</b>	<b>20.66</b>	<b>640.45</b>

## APPENDIX 12

## DATA PRE-TEST AND POST-TEST N FLUENCY

CODE	PRE-TEST	POST-TEST	$D=(X_2-X_1)$	$D^2 = (X_2-X_1)$
B-01	45.5	86.5	41	1681
B-02	43.5	84.5	41	1681
B-03	61.5	79.5	18	324
B-04	46.5	77.5	31	961
B-05	61	75	14	196
B-06	52.5	69.5	17	289
B-07	58.5	74	15.5	240.25
B-08	62.5	87	24.5	600.25
B-09	46	77.5	31.5	992.25
B-10	39.5	76	36.5	1332.25
B-11	57.5	79.5	22	484
B-12	58	84.5	26.5	702.25
B-13	67	78	11	121
B-14	47.5	82	34.5	1190.25
B-15	46	76	30	900
B-16	55.5	79	23.5	552.25
B-17	68	71.5	3.5	12.25
B-18	46	81	35	1225
B-19	69.5	70.5	1	1
B-20	53	84	31	961
B-21	39	74.5	35.5	1260.25
B-22	49.5	72.5	23	529
B-23	52	72	20	400
B-24	47.5	68.5	21	441
B-25	51	73	22	484
B-26	54.5	76	21.5	462.25
B-27	51.5	83	31.5	992.25
B-28	34	77.5	43.5	1892.25
B-29	68.5	77.5	9	81
B-30	42.5	79	36.5	1332.25
<b>Total</b>	<b>1575</b>	<b>2326.5</b>	<b>751.5</b>	<b>22320.25</b>
<b>Average</b>	<b>52.5</b>	<b>77.55</b>	<b>25.05</b>	<b>744.008</b>

## APPENDIX 13

## ANALYSIS OF PRE-TEST AND POST-TEST

CODE	PRE-TEST	POST-TEST	$D=(X_2-X_1)$	$D^2 = (X_2-X_1)$
B-01	108	167.5	59.5	3540.25
B-02	100	169	69	4761
B-03	101	154.5	53.5	2862.25
B-04	103.5	150	46.5	2162.25
B-05	132.5	149	16.5	272.25
B-06	112	144.5	22.5	506.25
B-07	99.5	157.5	58	3364
B-08	96.5	166	69.5	4830.25
B-09	112	148	36	1296
B-10	107	150	43	1849
B-11	113	152.5	39.5	1560.25
B-12	94	169.5	75.5	5700.25
B-13	110	156	46	2116
B-14	81.5	154.5	73	5329
B-15	118.5	157	38.5	1482.25
B-16	115.5	150.5	35	1225
B-17	133	142	9	81
B-18	90.5	154.5	64	4096
B-19	143.5	145	1.5	2.25
B-20	105	160	55	3025
B-21	103	152	49	2401
B-22	90.5	151.5	61	3721
B-23	140	144.5	4.5	20.25
B-24	109	142	33	1089
B-25	84.5	150.5	66	4356
B-26	121	152.5	31.5	992.25
B-27	119	155	36	1296
B-28	79.5	149	69.5	4830.25
B-29	139	159	20	400
B-30	98.5	162.5	64	4096
<b>Total</b>	<b>3260.5</b>	<b>4616</b>	<b>1345.5</b>	<b>73262.25</b>
<b>Average</b>	<b>108.6</b>	<b>153.8</b>	<b>44.85</b>	<b>2442.075</b>

APPENDIX 14

T-TEST VALUE AND DEGREE OF FREEDOM (df)

A. T-Test Value of Accuracy

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

$$t = \frac{20.66}{\sqrt{\frac{(19213.5) \frac{620^2}{30}}{30(30-1)}}$$

$$t = \frac{20.66}{\sqrt{\frac{(19213.5) \frac{384.400}{30}}{30(29)}}$$

$$t = \frac{20.66}{\sqrt{\frac{(19213.5) - 128133}{870}}}$$

$$t = \frac{20.66}{\sqrt{\frac{6.400.2}{870}}}$$

$$t = \frac{20.66}{\sqrt{7356551.7}}$$

$$t = \frac{20.66}{86.10}$$



$$t = 41.6$$

B. T-Test Value of Fluency

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

$$t = \frac{25.05}{\sqrt{\frac{(22320.25) \frac{751.5^2}{30}}{30(30-1)}}$$

$$t = \frac{25.05}{\sqrt{\frac{(22320.25) \frac{564.752.25}{30}}{30(29)}}$$

$$t = \frac{20.66}{\sqrt{\frac{(22320.25) - 18.825.075}{870}}$$

$$t = \frac{25.05}{\sqrt{\frac{3495175}{870}}}$$

$$t = \frac{25.05}{\sqrt{4017442}}$$

$$t = \frac{25.05}{64.10}$$

$$t = 25.5$$

C. T-Test Value of Final Score

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

$$t = \frac{44.85}{\sqrt{\frac{(7326225) \frac{1345.5^2}{30}}{30(30-1)}}$$

$$t = \frac{44.85}{\sqrt{\frac{(7326225) \frac{1810370.25}{30}}{30(29)}}$$

$$t = \frac{44.85}{\sqrt{\frac{(7326225) - 6034567}{870}}$$

$$t = \frac{44.85}{\sqrt{\frac{596130}{870}}}$$

$$t = \frac{44.85}{6852}$$

$$t = 9.77$$

## APPENDIX 15

### MEAN SCORE AND THE RATE PERCENTAGE OF IMPROVEMENT

#### A. Mean Score and the Rate Percentage of Accuracy

##### 1. Mean scores of the students' Pre test

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

$$\bar{X} = \frac{1670.5}{30}$$

$$\bar{X} = 55.6$$

##### 2. Mean scores of the students' Post- test

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

$$\bar{X} = \frac{2289.5}{30}$$

$$\bar{X} = 76.3$$

##### 3. The improvement

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

$$P = \frac{76.3 - 55.6}{55.6} \times 100\%$$

$$P = \frac{20.7}{55.6} \times 100\%$$

$$P = 37.23\%$$

B. Mean Score And the Rate Percentage of Fluency

1. Mean scores of the students' Pre test

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

$$\bar{X} = \frac{1575}{30}$$

$$\bar{X} = 52.5$$

2. Mean scores of the students' post- test

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

$$\bar{X} = \frac{2326.5}{30}$$

$$\bar{X} = 77.5$$

3. The improvement

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

$$P = \frac{77.5 - 52.5}{52.5} \times 100\%$$

$$P = \frac{25}{52.5} \times 100\%$$

$$P = 47.61\%$$

C. Mean Score and the Rate Percentage of Speaking Ability

1. Mean scores of the students' Pre test

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

$$\bar{X} = \frac{3260}{30}$$

$$\bar{X} = 108.6$$

2. Mean scores of the students' post- test

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

$$\bar{X} = \frac{4616}{30}$$

$$\bar{X} = 153.8$$

3. The improvement

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

$$P = \frac{4616 - 3260}{3260} \times 100\%$$

$$P = \frac{1356}{3260} \times 100\%$$

$$P = 41.59\%$$

APPENDIX 16

The Distribution of T-Table

<i>df</i>	<i>P</i>			
	<b>.10</b>	<b>.05</b>	<b>.01</b>	<b>.001</b>
1	6.314	12.706	63.657	632.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	21.924
4	2.132	2.776	4.604	8.610
5	2.015	2.517	4.032	8.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.578
11	1.796	2.201	3.106	4.473
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.912	3.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.681	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.071	2.048	2.763	3.674
29	1.699	<b>2.045</b>	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.012	2.706	3.551
60	1.671	2.000	2.660	3.640
120	1.658	1.980	2.617	3.373
∞	1.645	1.960	2.576	3.291

(Gay, 1981: 321)



**SISWA LAGI PERCAKAPAN**



**FOTO BERSAMA SISWA**

## CURRICULUM VITAE



Nur Fitratullailah was born in Rora 06 November 1995. She is the four child from six siblings. His father is Ahmad Zakariah and his Mother is Saidah. She started his first school from at SDN Rora in 2003 and graduated in 2008, she continued her study at SMP Pancasila and graduated in 2011.

In the same year, she continued her study at SMK N 5 BIMA and finished in 2014. She enrolled as a student of Muhammadiyah University of Makassar in English Education Department.

At the end of her study, she could finish his thesis with the title “The use of peer interviewing to improve the students speaking ability (Pre-experimental research at the eighth grade students’ of MTs AisyiyahSungguminasa).