IMPROVING STUDENTS' SPEAKING SKILLS BY UTILIZING A PEER GROUP METHOD FOR THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 PALOPO

A THESIS

Submitted as a Part of the Requirements for S. Pd. Degree
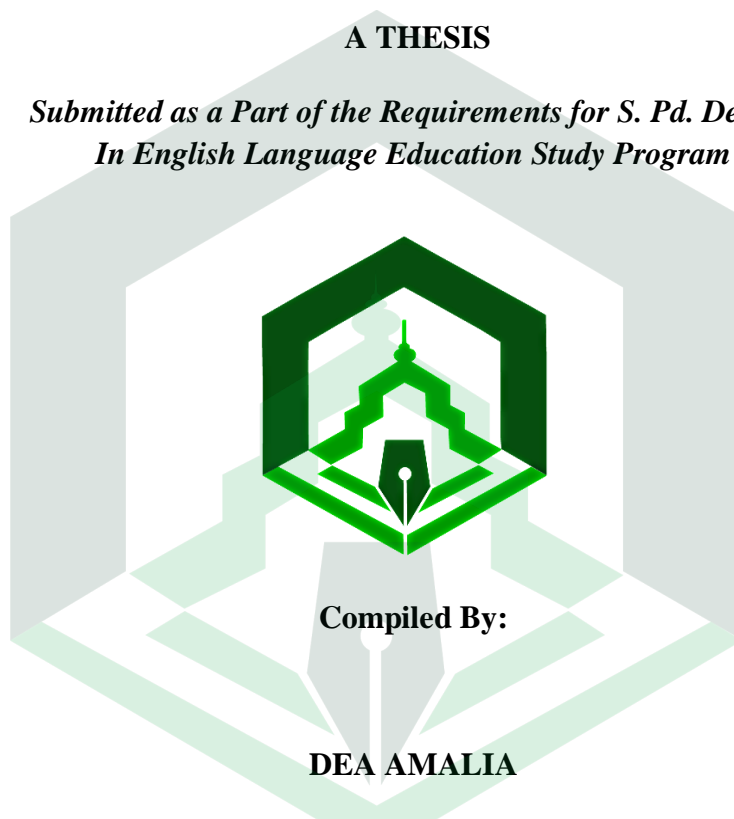*In English Language Education Study Program*

Compiled By:

DEA AMALIA
Reg. Num. 15 0202 0128

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021

IMPROVING STUDENTS' SPEAKING SKILLS BY UTILIZING A PEER

GROUP METHOD FOR THE ELEVENTH GRADE STUDENTS OF SMA

NEGERI 1 PALOPO

A THESIS

Submitted as a Part of the Requirements for S. Pd. Degree
In English Language Education Study Program

Compiled By:

DEA AMALIA

Reg. Num. 15 0202 0128

Supervised By:

1. **Dr. Hilal Mahmud, M.M**

2. **A. Tenrisanna Syam, S.Pd., M.Pd**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021

THESIS APPROVAL

This thesis, entitled "**Improving Students' Speaking Skills by Utilizing a Peer Group Method for the Eleventh Grade Students of SMA Negeri 1 Palopo**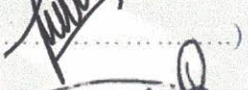" written by **Dea Amalia, Reg. Number 15.0202.0128**, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday May 27th 2021 M** coincided with **Syawal 15th 1442 H** It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, **June   2nd 2021 M**
Syawal 21st 1442 H

COMMITTEE OF EXAMINATION

1. Muhammad Iksan, M.Pd   Trial Chairman   (................................)

2. Dr. Hilal Mahmud, M.M   Trial Secretary   (................................)

3. Amalia Yahya, S.E., M.Hum   Examiner I   (................................)

4. Fadhliyah Rahma Muin, M.Pd   Examiner II   (................................)

5. Dr. Hilal Mahmud, M.M   Consultant I   (................................)

6. Andi Tenrisanna Syam, S.Pd., M.Pd   Consultant II   (................................)
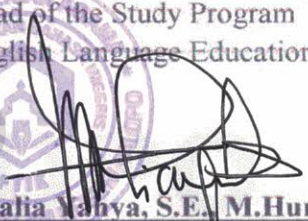
Approved by;

Rector of IAIN Palopo
p.p The Dean of Tarbiyah and
Teacher Training Faculty

Head of the Study Program
English Language Education

Dr. Nurdin K, M.Pd
NIP. 19681231 199903 1 014

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

CONSULTANT APPROVAL

Thesis Entitled : Improving Students' Speaking Skills by Utilizing a Peer Group Method for the Eleventh Grade Students of SMA Negeri 1 Palopo

Written by :

Name : Dea Amalia

Reg Number : 15 0202 0128

Faculty . Tarbiyah and Teachers Training

Study Program : English Education

Has been corrected and approved to be examined.

Palopo, 03 Mei 2021

Consultant I   Consultant II

Dr. Hilal Mahmud M.M   A. Tenrisanna Syam S.Pd., M.Pd
NIP. 19571005 198303 1 024   NIP. 19860423 201503 2 005

i

<div align="center">**NOTA DINAS PEMBIMBING**</div>

Hal :

Lampiran :

Kepada Yth.

Ketua Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

     Tempat.

Assalamualaikum Warahmatullahi Wabarokatuh.

     Sesudah melakukan bimbingan, baik dari segi isi, bahasa, maupun penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

     Nama   : Dea Amalia

     NIM   : 15 0202 0128

     Program Studi : Pendidikan Bahasa Inggris

     Judul Skripsi : **"Improving Students' Speaking Skills by Utilizing a Peer Group Method for the Eleventh Grade Students of SMA Negeri 1 Palopo".**

     Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamualaikum Warohmatullahi Wabarokatuh

                                     Palopo, 23 April 2021

                                     Consultant I,

                                     Dr. Hilal Mahmud, M.M
                                     NIP: 19571005 198303 1 024

NOTA DINAS PEMBIMBING

Lampiran   : -   Palopo, 03 Mei 2021

Hal   : Skripsi

Kepada Yth.

Ketua Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

      Tempat.

Assalamualaikum Warohmatullahi Wabarokatuh.

      Sesudah melakukan bimbingan, baik dari segi isi, bahasa, maupun penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

      Nama   : Dea Amalia

      NIM   : 15 0202 0128

      Program Studi : Pendidikan Bahasa Inggris

      Judul Skripsi   : **"Improving Students' Speaking Skills by Utilizing a Peer Group Method for the Eleventh Grade Students of SMA Negeri 1 Palopo**

      Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

Wassalamualaikum Warohmatullahi Wabarokatuh.

Consultant II

A.Tenrisanna Syam, S.Pd., M.Pd
NIP: 19860423 201503 2 005

EXAMINER APPROVAL

Thesis Entitled   : Improving Students' Speaking Skills by Utilizing a Peer Group Method for the Eleventh Grade Students of SMA Negeri 1 Palopo
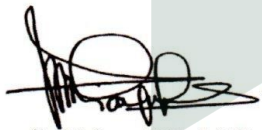
Written by   :

    Name   : Dea Amalia

    Reg Number   : 15 0202 0128

    Faculty   : Tarbiyah and Teachers Training

    Study Program   : English Education
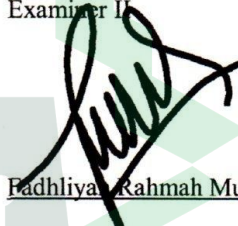
Has been corrected and approved to be examined.

Palopo, 24 Mei 2021

Examiner I

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

Examiner II

Fadhliyah Rahmah Muin, M.Pd

STATEMENT OF AUTHENTICITY

I who undersigned below:

Name : Dea Amalia

Reg. Number : 15 0202 0128

Faculty : Tarbiyah and Teacher Training

Study program: English Education

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication or the work of others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works accept the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked. In the end, this statement is made truthfully and to be used accordance with its purpose.

Palopo, 03 Mei 2021

Dea Amalia
NIM: 15 0202 0128

ACKNOWLEDGEMENTS

بِسْــــــمِ اللهِ الرَّحْمٰنِ الرَّحِـــــــيْمِ

In the name of Allah SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our prophet, MUHAMMAD SAW peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (ALLAH) that has been having guidance, chances, and good health. So that, the researcher could finish the thesis on the title "Improving students' speaking skills by utilizing a peer group method for the eleventh grade of SMA Negeri 1 Palopo"

The researcher realized that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis is still far from being perfect. Therefore the researcher would like to express her deepest gratitude to them:

1. Prof. Dr. Abdul Pirol, M.Ag as the head of IAIN Palopo, the first, the second and the third deputy head, all of the lecturers and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance the writer during study in IAIN Palopo.

2. Dr. Nurdin Kaso, M.Pd as the head of Tarbiyah and teacher training faculty of state Islamic institute of palopo who always gives the explanation in writing this thesis.

3. Amalia Yahya, S.E., M.Hum as the head of English study program who always gives support, encourage how to be a good students.

Finally, the researcher dedicates this thesis. Allah swt reward to all people who have helped the researcher, and hope this thesis can be useful and give positive contribution for the readers.

Aamiin billahi taufiq wal hidayah

wassalamualaikum wr.wb

Palopo, 03 Mei 2021

The researcher

Dea Amalia
15.0202.0128

TABLE OF CONTENTS

x

LIST OF TABLES

ABSTRACT

Dea Amalia, 2021, *"Improving Students' Speaking Skills by Utilizing a Peer Group Method for the Eleventh Grade Students of SMA Negeri 1 Palopo".* **English Language Education Study Program Tarbiyah and Teacher Training Faculty state Islamic Institute of Palopo. Supervised by the consultant (I) Dr. Hilal Mahmud, M.M and consultant (II) A. Tenrisanna Syam, S.Pd., M.Pd.**

This thesis attempted to find out the Teaching Speaking Skill used Peer Group Method at the Eleventh Grade Students of SMA Negeri 1 Palopo. The research question of this was "Is a peer group method effective in improving the students' speaking skill at the eleventh-grade students of SMA Negeri 1 Palopo? The objective of the research is to find out whether peer groups effective to improve students' speaking skills at the eleventh-grade students of SMA Negeri 1 Palopo.This research used the Pre-Experimental method with pre-test and post-test design. The data collected by using a speaking test. The population of this research at the Eleventh Grade Students of SMA Negeri 1 Palopo in academic 2021 and the researcher used purposive sampling which taken from class XI MIPA 2 consist of 18 students as the sample used by the researcher. The data collected through the speaking tests (to find out the students speaking ability). The researcher chose one class with purpose is the researcher wants to give opportunities for all of the students to practice their speaking in the class without shamelessly and fearlessly. The researcher wants to make all of the students take part in speak. The result of this researcher found that the peer group method was effectively used in teaching students' speaking at the eleventh grade of SMA Negeri 1 Palopo after treatments by using a peer group method. In which data showed that t_{test} (12,756) was higher than t_{table} (2.042). It indicates that using a peer group method is effective in teaching speaking skills at the eleventh grade of SMA Negeri 1 Palopo.

Keyword: Speaking Skill, Peer Group Method.

CHAPTER I

INTRODUCTION

A. Background

One of the skills which are very important to be taught is speaking skill because it will help us to use our English to communicate and interact with other people. Speaking is one of the abilities that use in global activities. Someone expresses their feeling, talking about their ideas, and perception about something in speaking. Specifically, English as a world language is used by people for international communication. Ramelan states that English as an international language is used to communicate, to strengthen and, to fasten relationships among all countries in the world in all fields, for example in tourism, business, science or, technology.[1]

Nowadays, there are many reasons why men and women learn English for communication, for professional life, for seeking a job, and also because English is a major school subject. At the end of the learning process, men and women are expected to become proficient in several areas of the target language, such as pronunciation, grammar, vocabulary, and language skills. English speaking skill is important as a basis, vehicle and, goal of teaching English as a foreign language communication present various and essential concepts in language teaching. The

---

[1] Ramelan, *Introduction to Linguistics Analysis*. Semarang IKIP Semarang Press.1992

way we convey something effectively is very important because speaking is a form of communication.[2] As with literary skills, speaking skills also deserve attention, both in the first and second languages. Speaking skills can also improve professional and business progress, social rankings and are very good for social solidarity.[3]

Nunan defines that, English Speaking skill is very important in the global era right now, because English speaking skill is an interactive process of constructing meaning to involves producing and receiving and processing information.[4] This shows that English speaking skill holds important roles in human life. The process of transferring information, sharing ideas and, transmitting knowledge may vary depending on many different aspects. Individuals, of course, have their ways of doing all they say in communicative activities. In addition, nobody speaks the same way, although they are speaking the same language.

Furthermore, Malley and Pierce elucidate that is among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with two English language learners is to enable students to communicate effectively through oral language.[5]

---

[2] Jack C Richard, '*Teaching Listening and Speaking From Theory to Practice'*, RichardsTeaching-Listening-Speaking. Pdf, 2008, 1–37 .

[3] Martin Bygate, *Language Teaching A Scheme for Teacher Education*, ed. by H G & Candllin CN Widdowson (Oxford University Press, 2003)

[4] Nunan, David, *Language Teaching Methodology*. Malaysia city: Pearson education Ltd. 2000

[5] O'Malley, J. M and Pierce L.V., *Authentic Assessment for English Language Learners*. Addison-Wesley Publishing Company.

It means that the English speaking skill is very important for students so that they can communicate effectively. Harmer states that speaking is a skill that becomes an important part of daily life that is the way for people to create a social relationship as a human being.[6] It means that the ability to speak is very important because it is used by humans to communicate in daily activities.

Weinsheimer affirms that the most common subjects, covered in tutoring are the core subjects, like math, English, social and, science studies. However, even if the student does not want help from high scholars in other subjects, help is available through teachers after school. [7] Peer groups improve communication skills and self-confidence when you teach and share with your peers. These are very useful traits to have as you go on to work.[8]

Based on these two definitions, through speaking skills, people can transmit and embody their powerful messages and automatically interact with other people. This is also one way define and to bond their relationship. However, the communication and interaction process is always unpredictable, particularly in the context of English as a foreign language classroom.

The Researcher conducted research to overcome the students' communication problems. Based on the observation in SMA Negeri 1 Palopo when teaching, there are problems in the process are: 1) The students are less confident and lack vocabulary, 2) The English teacher does not use a various

---

[6]Harmer, J. *The Practice of English Language Teaching (3rd Ed.).*London and New York: Longman Group. 2001.

[7] Michelle Beahm *"Oak Harber Peer Tutoring Program Helping Struggling Students Study"* Https//:Crossroadsoflearning.Com/Journal/?S=Peer+Tutoring

[8] Singapore Tuition Teacher *"How To Improve Your Physics-Peer Tutoring"* https//:phsictuition.blogspot.com/search?q=peer +tutoring

method in teaching speaking, 3) The teacher explains the materials without giving the students chance to speak. It is very dull and not attractive. 4) Less motivated in learning English

Specifically, using a peer group method, it is hoped that the problem can be solved. Speaking by peer group method is one of the ways to improve the student's speaking skills and increase students' self-confidence. A Peer group method is a method for information the subject material with the peers' help. A Peer group method is not a new concept in English language teaching, but it is incomplete if the peer group is not discussed in this discussion session.

According to Ali and Lim that an effective way for students' learning is the peers group method. Sometimes students are more understand if their peers that explain them. Ali also pointed out that peers allow students to develop their abilities in organize learning activities, work in groups, give and receive feedback and also evaluate their learning. The reason why this method must be selected is that students may get used to the method when the teacher teaches them in the classroom.[9] Therefore, the Peer group method can make the students' speaking more active and there is different feedback, create a fun learning environment and provide positive role models and emotional support.

Based on the explanation above, the researcher agrees that peers allow students to develop their abilities in organizing learning activities, and also driving tools in learning for making an effective way for student's learning.

---

[9] Khusniyah, *Enhancing Speaking Skills through Peer Teaching Method: A Review in EFL Context.* Universitas islam malang. 2019. p.4

Related to the explanation above the researcher is interested to find out whether the peer group method can be implemented to teach speaking. The researcher decides to determine the title of her research "Improving Student's Speaking Skills by Utilizing a Peer Group Method for the Eleventh Grade Students of SMA Negeri 1 Palopo."

B.   Problem statement

The results of the description of the problems on the research background, the following identified problems, as follow: 1) The students are less confident and lack vocabulary, 2) The English teacher does not use a various method in teaching speaking, and 3) The students less motivated in learning English. Therefore, the researcher formulated the research question: Is a peer group method effective in improving the students' speaking skills at the eleventh-grade students of SMA Negeri 1 Palopo?

C.   Objectives of the Research

Based on the problem statement above, the study of this research was aimed to find out whether peer group effective to improve students' speaking skills at the eleventh-grade students of SMA Negeri 1 Palopo.

D.   Significance of the research

The outcomes of this research were expected to give a meaningful contribution to the disciplines of applied linguistic and sociolinguistics. It was expected to provide not only theoretical significance but also practical one for the students' performance communication.

1. Theoretical significance

   The result of this research supports the theory of the peer group method to improve the students' speaking skills.

2. Practical Significance

   By using a peer group method in teaching, students speaking skills can be improved so that they can communicate by using English more fluently. It is useful for English teachers to improve their teaching methods so that the students can comprehend the materials and get involved in the teaching and learning process, especially in speaking activities. The English teachers are also expected to innovatively create interesting speaking activities. This research can be used as a reference. Therefore, this research would be refined by another research.

E. Scope of the research

This research focuses on four areas: discipline, content, activity, and location. Their depiction is as follows:

1. By discipline

This study was under the disciplines of English language teaching. It elaborated the concept, theory, and practices of students of SMA Negeri 1 Palopo.

2. By content

The Researcher focused on speaking skill that consists of fluency, accuracy, and comprehensibility.

3. By activity

The researcher was administered in one class. The observation and interview were administered during teaching to find out and determine the students' speaking skills.

4. By location

The Research was conducted at SMA Negeri 1 Palopo. The school was located at Imam Bonjol Street Palopo, South Sulawesi.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

This chapter discusses a review of related literature, namely improving students' speaking skills by utilizing a peer group method for the eleventh grade of SMA Negeri 1 Palopo. Some studies have been conducted related to the present topic, they are as follows:

Solfema conducted research entitled "Peer Group Learning Method to Improve the College Student's Achievement". He used a quasi- experimental design. He found that the students had achieved the learning goal. The peer group learning method can improve the students' learning result, and there is a significant difference between the students' achievement learned with the conventional method and learned with the peer group method[10]. It means the students reacted positively toward the implementation of the peer group method.

Nurbianta conducted research entitled "Upgrading Speaking Ability through Peers Teaching Technique". He applied a quasi- experimental design. He found that the students who were taught by using peer's teaching method got a better score and the peer-group method positively affects students' speaking skills.[11]

Muhiddin et al. conducted research entitled "Applying of Peer Group Teaching Method in Process of Biology Learning to Improve Activity and Result

---

[10]Syafrudin wahid solfema, "*Peer Group Learning Method to Improve the College Student's Achievement"*Universitas Negeri Padang, Indonesia. 2018.

[11] Nurbianta, *Upgrading Speaking Ability through Peer Teaching Technique,* Journal of English Education and Linguistics. 2019

of Student Learning Class X SMA Negeri 3 Makassar". He used a pre-experimental design, he found that there is improvement significant between the result of student learning before and after applying of method peer group teaching as well as the existence of improvement of activity of students during study takes place.[12]

All the studies above proved that a peer group method can develop students' speaking skills, improving learning outcomes and, have a positive effect when applied to the speaking learning process.

B. Some Pertinent Ideas

1. The concept of speaking

a. Definition of Speaking

There are several definitions of speaking. Speaking is one of skill which is very important to be mastered by students to be a good communicator. Speaking is important for language learners. with speaking we can make an understanding about information around us and we can make communication in another person because communication is the effective giving and receiving of information between communicator and the receiver. Speaking skills can also improve professional business progress, social rankings and it is very good for social solidarity. [13] Good communication comes in many forms and styles so speaking is one of the

---

[12] Muhiddin pelennari, hartati syamsiah, *Applying of Peer Group Teaching Method in Process of Biology Learning to Improve Activity and Result of Student Learning.* Universitas Negeri Maksaar, vol . 9 nomor 2 october 2008

[13] Martin Bygate, *Language Teaching A Scheme For Teacher Education,* ed. By H G and Candlin CN Widdowson (oxford university press, 2003) <https://doi.org/10.16309/j.cnki.issn.1007.2003.03.004>

based Skills that can be included in the important skill between other skills. Speaking is a tool to make connections with each other in the world.

According to jack. C. Richard and will A. Renanda, speaking is used for many different purposes and each purpose involves different skills. For example, speaking is used to make social contact with people. In other, the purpose may be to express opinions or to describe the thing to complain about people's behavior.[14] In brief, speaking is one of the important skills that must be learned by students to share their ideas so that they can speak well and they must learn some theories of speaking and practice as often as possible. It is because your ability in learning a language can be measured by the extent to which you can speak well and correctly. In other views, speaking is a fundamental act.[15] The researcher assumes that speaking is a process of expressing orally ideas.

In addition, Keith and morrow, speaking skill is an activity to produce utterance in oral communication, this activity is involving two or more people, in which the participants are both speaker and listener has to react in what they hear and make their contribution of high speed. So that, each participant has an intention or a set of intentions that they want.[16] From the explanation above, the researcher assumes that speaking is a process of producing utterances orally between two or more people.

---

[14]Jack C. Richard and willy A. Renanda, *methodology in language teaching,* (new york : cambridge university press),p. 200

[15]Harbert. H. Clark and Eve V. Clark, *psychology and language an introduction to psycholinguistics* (USA: harcourt javanich, 1997), p. 223

[16]Keith, Morrow, *" Influence of Simulation Game"* http//:Mahmud09action.Blogspot.Com/2011/10/Influence of-Simulation-Game-Toward.Htm

According to the explanation of some definitions of speaking above, the researcher concludes that speaking is a process of transfer information orally and ideas. Because with speaking we can understand about information around us and we can make communication in another person because communication is the effective giving and receiving of information between communicator and the receiver.

b. Components of Speaking Skill

1. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. Speak without too great to say smoothly and effort with a fairly wide range of expression in the was research Rasyid find that in the students speaking skill they were fairly fluent in interaction with speak of 75-89 words per minute.[17]

2. Accuracy

Accuracy is the ability in the use target language with clearly intelligible pronunciation, particular grammatical and lexical accuracy. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology grammar and discourage their spoken output.

---

[17]*Muhammad Amin Rasyid and HafsahJ.Nur, Teaching English as Foreign Language,*(Ujung Pandang:PPBS IKIP,1997),P201

3. Comprehensibility

Comprehension is an exercise to improve one's understands. According to Thornbury, comprehension is the ability to understand quite well the topic nomination with considerable repetition and rephrasing.[18]

c. **Problems with Speaking skill**

There are many problems in a conversation that make it difficult to be understood, the problem of speaking are:

1. Inhibition

Unlike listening, reading, and writing activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say the thing in a foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attracts.

2. Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no movie to express themselves beyond the guilty feeling that they should be speaking.

---

[18]*H. Douglas Brown, Teaching by Principle: An Interactive Approach to Language Paedagogi.* (Ed 11;San Fransisco: Addison Westley Long Man Inc. 2001),p.268

3. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks natural. Therefore, most of the students are not disciplined in using the target language in the learning process.

2. The concept of peers group method

a. Definition of peer group

A Peer group is a group of individuals or entities that share similar characteristics and interests among one another. A Peer group is a group of people of the same age or social status.[19] Peer group is not a new concept. A Peer Group is a playmate composed of relatives and neighbors and school friends where a child begins to learn the values of justice. The teacher may use peer groups to help accommodate a classroom full of diverse students who need more individualized attention.

According to Widayanto in Eirene Rosalina Sibarani, Agung Riyadi, and Widia Lestari research. He said that peer group is individual who have the same closeness and maturity level. Peers are friends of the same age who have closeness and a sense of belonging.[20] Based on

---

[19]*Oxford Learner's Pocket Dictionary*, (Oxford University Press), p. 323.

[20]Eirene Rosalina Sibarani, Agung Riyadi, dan Widia Lestari, *Edukasi Melalui Peer Grup berpengaruh Terhadap Pengetahuan Dan Sikap Tentang Personal Hygiene,* Jurnal Media Kesehatan, Vol.11 Nomor 2, 2018. p. 2

Marliani, a peer group is a group of children of the same age.[21].
Therefore, the researcher concluded that a peer group is a group that has
the same age.

Tope defined peer group as adolescents with the same age or
maturity, level, and who have regular contact with the other members of
the group. It is characterized by trust and loyalty. Peer group gives
some benefits such as permit students to manage their communicative
activities, create a sense of security, permit students to participate more
actively, and offer the students a chance to interact with others.[22]

Steinberg and Morris stated that peer groups are often similar and
choose friends with the same behaviors, attitudes, and identities.
Besides, the similarity can be from the same gender, age,
socioeconomic status, ethnicity, interests, academic standing, and enjoy
doing the same activity together. It seems that they become similar to
each other through peer influence to show their solidarity. They need
guidance and emotional support in defining their interest, abilities, and
personality. Besides, the peer group can allow them an opportunity to
learn how to interact with others.[23] For instance, the relationship among
peers can also change anytime. They often move from one group to

---

[21]R Marliani, *Psikologi Perkembangan Anak dan Remaja*. CV Pustaka Setia,Bandung.
2016

[22] Tope O, *The Influence of Peer Group on Adolescents' Academic Performance: A Case
Study of Some Selected Schools in Ogun State*. Ogun: Egobooster Books. 2011

[23] Steinberg, L., & Morris, A. S. *Adolescent Development. Annual Review of Psychology,*
Vol. 52. 2001. p. 83–110.

another or they might have a new group or friendships and lose others. It is caused by the ways peers can influence one another which can decide them to survive or involve in a group.

Based on the explanation above the researcher assumes that the peer group method can help you feel less lonely, offer support when you need it and allow them an opportunity to learn how to interact with others.

b. Advantages and disadvantages of peer group method

1. Advantages

a. Peer group provides an opportunity for its members to fill a new social role. For example, a child who learns how to be a good leader and make confident themselves.

b. In a peer group, individuals can achieve their freedom. Freedom here is defined as the freedom to argue, act or, discover identity. Because in that group, other members also have the same goals and desires.

c. Students receive more time for individualized learning.

d. Direct interaction between students promotes active learning.

e. Peer teachers reinforce their learning by instructing others.

f. Students feel more comfortable and open when interacting with a peer.

g. Peer and students share a similar discourse, allowing for greater understanding.

h. Teachers receive more time to focus on the next lesson.

2. Disadvantages

a. The information conveyed is less clear if peers do not understand good communication techniques.

b. Discriminatory, if peers feel unhappy with other friends

c. Not all students can explain or understand the information passed on to their information.

d. Not all students can answer their friends' questions because of differences in mindset.

c. Steps on teaching speaking skill using peer group method

1. Students were divided into 3 groups in pairs

2. The researcher divided 3 texts.

3. The researcher read the dialogue and the students imitated it

4. The researcher asked students to identify the structure of the text.

5. The researcher asked each group member to practice the results of the text.

6. The researcher gave reinforcement and explanation about the text.

d. Definition of method

A method is a procedure or means taken to achieve a certain goal. Then According to Hebert Bisno methods are a technique that is well

generalized so that they can be accepted or can be applied equally in a practice, or the field of discipline and practice. Meanwhile, Max Siporin said by the method is an activity orientation that leads to real goals and tasks. The way a teacher is used in teaching so that the process of transferring knowledge runs easily so that students understand better is called a teaching method.[24] Based on the explanation above, the research assumes that method is a concept used to lead to a specific global.

C. Conceptual Framework

There is some way to improve students' speaking skills through the peer group method. The teacher will make students interested in the learning process. By peer, the group method can motivate students. Students feel more comfortable and open when interacting with a peer. Students can be active when they discuss and give some questions. Because student activity is very necessary for the process to learn how to teach, they become brave or self-confident to speak in front of their friends. A Peer group method is considered as an effective, fun, and interesting way to teach how to speak more actively because it can give students challenges in learning language and encourage them to speak English especially. The vocabulary students can improve when the student speaking and this method of solving the problem can improving students speaking skills.

---

[24]https://eurekapendidikan.com/definition-of-method

The conceptual framework in this research is present as following as:

The Eleventh Grade Students of SMA Negeri 1 Palopo

The problems are less confidence, motivated in learning English

INPUT
Teaching speaking skill

Process of peer group method

OUTPUT
Student's Speaking Improvement

IAIN PALOPO
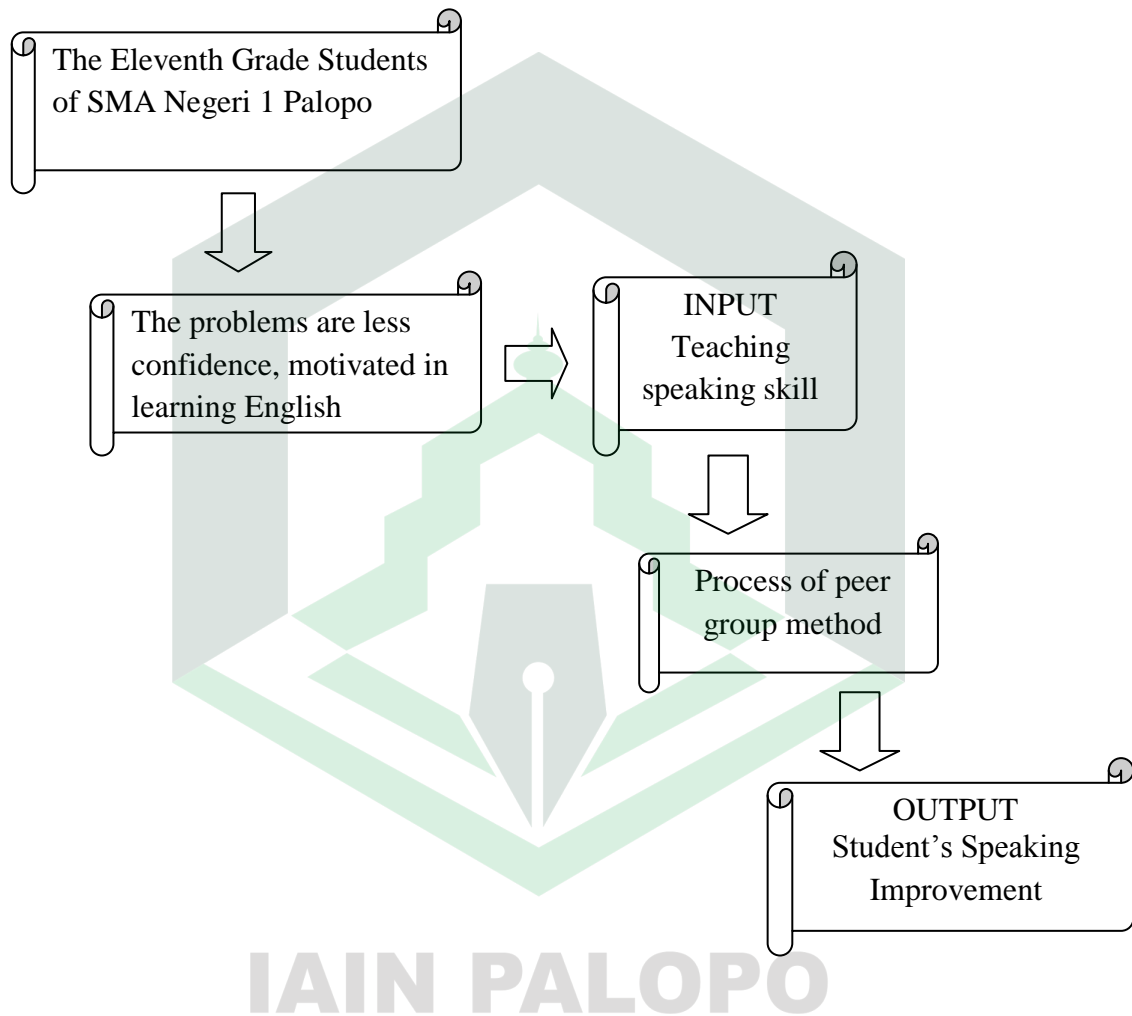
D. Hypothesis

Based on the review of related literature, the writer formulated the hypothesis follows:

1. (H1): peer group method is effective to improve students' Speaking skills.

2. (H0): peer group method is not effective to improve students' speaking skills.
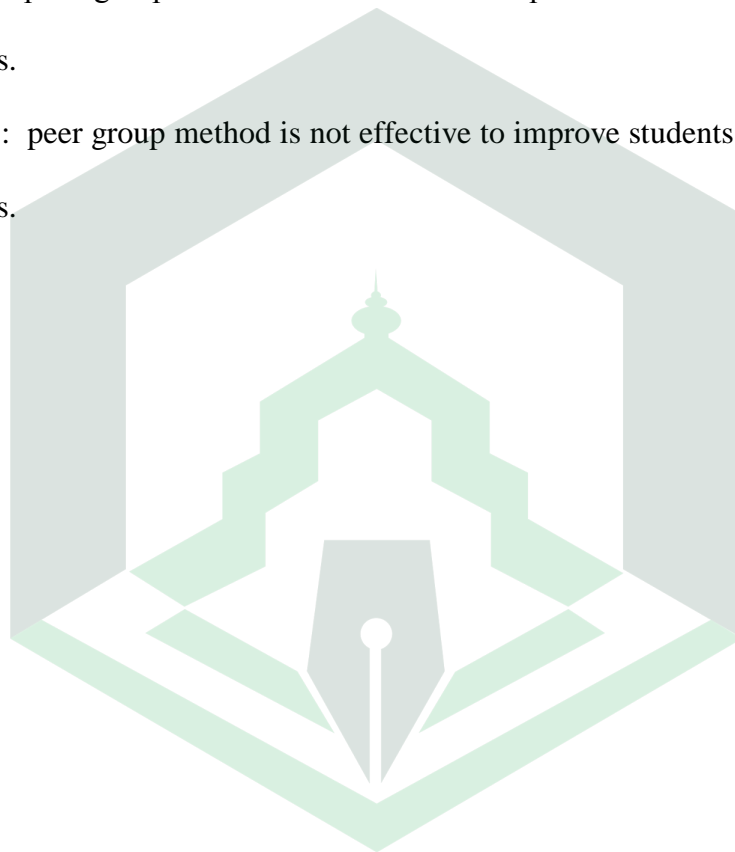
CHAPTER III

METHOD OF THE RESEARCH

A. Method and Design of Research

1. Method of Research

   This research used a pre-experimental research design by using pre-test and post-test. The researcher was intended to improve the speaking skills by utilizing a peer group method. This research was classified as a pre-experimental design because it had not a control variable.

2. Research design

   Kothari explains that there is no control of extraneous variables which means that this research does not use a control group because this research only used one class of the subject research. This kind of design compares the students' learning achievement before and after the treatment through the pre-test and post-test results. The design of this research was described as follows:[25]

$$E = O1 \ X \ O2$$

E: Experimental

O1: *Pre-test*

X: *Treatment*

O2: *Post-test*

---

[25]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta, 1998), p.84.

3. Research Variable

There were two variables of this experimental research. They were the independent variable and dependent variable:

1. The independent variable was the peer group, which was the teaching that helped the students to enhance their English, especially in speaking.

2. The dependent variable was the students' speaking.

B. Population and Sample

1. Population

The population of this research was the eleventh-grade students of SMA Negeri 1 Palopo. The total population was 18 students consisted of one class.

2. Sample

The sample is a part of the individual, as the total population of research.[26] The researcher took one class as a sample which was XI MIPA 2. It consisted of 18 students. There were 5 boys and 13 girls. They had the same level of proficiency and they were taught by the same teacher. The researcher used the purposive sampling technique. The researcher chose this class because the students were very little speaking skills. Besides, the

---

[26] Amini Hadi and H. Haryono, *Metodologi penelitian Pendidikan*, (Bandung : setia Pustaka. 2005), p. 194

students also feel bored with the method and technique that were used by their teacher.

C. Instrument of the Research

The Instruments of the research are:

1. Test. This research has a model of pre-test and post-test where the pre-test is done before giving the action while the post-test is given after the action is completed. This aims to measure the students' ability in learning speaking before and after the application of the actions given by the researcher based on the topics given

2. A tape recorder is used to record the students' speaking ability in pre-test and post-test.

D. Procedures of Collecting Data

In collecting the data, the writer did some procedures, such as:

1. Giving pre-test

The pre-test was done before giving any action. It aims to measure students' basic speaking skills. In the test, the students read and practiced the dialogue and practiced dialogue in pairs.

2. Treatments

The researcher conducted six meetings in the treatment process. Steps in the treatments are:

The first meeting

a) The researcher greet the students and motivated the students

b) The researcher explained about giving and asking opinions.

c) Students were divided into 3 groups in pairs.

d) The researcher read a short dialogue. Then, students listen to it.

e) The researcher read a short dialogue, students imitated

f) The researcher asked for each group member to read, to discuss the short dialogue about "smoking" in turn, and to practice the short dialogue in pairs that have been prepared in their respective groups.

g) The researcher asked students to identify the structure of the asking expression text and provides information related to the opinions that are in the dialogue text that has been used to practice.

h) The researcher asked each group member to practice the results of the dialogue and the other groups respond.

i) The researcher gave reinforcement and explanation about the expression of asking and giving an opinion.

The second meeting

a) Students were divided into 3 groups in pairs.

b) The researcher divided 3 texts of asking and giving an opinion about **English skills** to each group to be used for practicing in the peer group.

c) The researcher read the dialogue text from each group member imitated it.

d) The researcher asked each group member to practice the dialogue in pairs

e) The researcher asked students to identify the text structure of asking expressions and provide information related to the opinions that are in the dialogue text that has been used to practice.

f) The researcher asked each group member to practice the results of the dialogue and the other groups responded.

g) The researcher gave reinforcement and explanation about the expression of asking and giving an opinion.

The third meeting

a) Students were divided into 3 groups in pairs.

b) The researcher divided 3 texts of asking and giving an opinion about **Global warming** to each group to be used for practicing in the peer group.

c) The researcher read the dialogue text from each group member imitated it.

d) The researcher asked each group member to practice the dialogue in pairs

e) The researcher asked students to identify the text structure of asking expressions and provide information related to the opinions that are in the dialogue text that has been used to practice.

f) The researcher asked each group member to practice the results of the dialogue and the other groups responded.

g) The researcher gave reinforcement and explanation about the expression of asking and giving an opinion.

The fourth meeting

a) Students were divided into 3 groups in pairs.

b) The researcher divided 3 texts of asking and giving an opinion about **Food** to each group to be used for practicing in the peer group.

c) The researcher read the dialogue text from each group member imitated it.

d) The researcher asked each group member to practice the dialogue in pairs

e) The researcher asked students to identify the text structure of asking expressions and provide information related to the opinions that are in the dialogue text that has been used to practice.

f) The researcher asked each group member to practice the results of the dialogue and the other groups responded.

g) The researcher gave reinforcement and explanation about the expression of asking and giving an opinion.

3. Post-test

After completing the meetings, then continue the next step, namely

giving a post-test t to find out the improvement after the students were

taught.

E.   The Technique of Data Analysis

Pre-test and post-test data were analyzed by the researcher described in the

following steps:

1.   Scoring Classification

In analyzing the data, the researcher has to determine the scoring

classification which includes accuracy, fluency, and comprehensibility

a.   Accuracy

Table 3.1 Students' Rubric Scoring

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation moderately influences by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only confuse.
Average	3	Pronunciation is influenced by the mother tongue only a few phonological errors. Several grammatical and lexical errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error

		causing a breakdown in communication. May basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastering any of the language skills and practice in the course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but successful in conveying the general meaning fair range expression.
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expression
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression.
Very poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery at times gives up making the effort. Very limited range expression.

c.   comprehensibility[27]

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classifications require.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
Good	4	Most of what the speakers say is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek classification.
Average	3	The listener can understand a lot of what he said. But he must constantly seek classification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker
Very poor	1	Hardly anything of what is she can understand. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

2.   Tabulating students' score

The students' speaking scores in the pre-test and post-test were tabulated using the Heaton assessment model.

---

[27] Heaton, J. B. *Writing English Language Test*. (New York Longman), p. 100

3. Converting students' score

The score was converted to a set of a score of a maximum of using the following simple formula:

$$\text{score} = \frac{The\ gain\ score}{The\ maximum\ score} \text{X } 100$$

4. Classifying the students' score

The score of the students was classified into five levels as follows:

Table 3.2 the Classification Score for Test

Classification	Scale	Score
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	≤25

5. Calculating the rate percentage of the students' score

The percentage and the man score of the students' scores on speaking tests both one pre-test and post-test were calculated by using SPSS 20 version.

6. Assessing the Hypothesis Acceptability

t-table ≥ t-count: The rejected null hypothesis

t-count< t-table: Received null hypothesis

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter will discuss the data that has been analyzed and tabulated statistically, which consists of students' scores in pre-test and post-test. The classification of student scores on the pre-test and post-test as well the average value and standard deviation of pre-test and post-test scores.

1. The Students' Pretest Results in Each Component

In this section, the researcher shows that the students' scores completely in pre-test students' scores in accuracy, fluency, and comprehensibility presented in the tables, mean score standard deviation, and the rate percentage of students' scores were calculated by using SPSS 20. It was tabulated by the following table as follows:

Table 4.1 the score of students' speaking skill in the pre-test

| No. | Respondents | Three aspects of speaking assessment | | | Score of test |
		Accuracy	Fluency	Comprehensibility	
1	RD 1	2	3	3	44
2	RD 2	2	2	2	33
3	RD 3	3	3	3	50
4	RD 4	2	2	2	33
5	RD 5	2	2	2	33
6	RD 6	2	2	2	33

7	RD 7	2	2	2	33
8	RD 8	2	2	3	39
9	RD 9	3	3	3	33
10	RD 10	3	3	3	33
11	RD 11	2	2	2	33
12	RD 12	3	3	3	50
13	RD 13	3	4	4	61
14	RD 14	2	3	3	44
15	RD 15	3	4	4	61
16	RD 16	2	2	2	33
17	RD 17	2	3	2	39
18	RD 18	2	2	2	33
		42	48	47	718
TOTAL		MEAN SCORE			39,88

Table 4.1 shows the scoring of students speaking skills in the pre-test. The speaking skill has three aspects consisting of accuracy, fluency, comprehensibility. In this section, the researcher presented and tabulated the mean score of students' speaking ability one by one, as can be seen as the following tables:

a.   Accuracy

For looking at the mean score of students' accuracy in the pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistics table as follows:

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	18	2.00	3.00	2.3333	.48507
Valid N (listwise)	18				

As can be seen in table 4.2, the high score of students is 3 and the lowest score is 2. Then, it also indicated that the mean score of students' accuracy in the pre-test is 2.33 and the standard deviation error is 0.48. Through material, the researcher got students' scores inaccurate before treatment. The accuracy score is presented through the table of rate percentage scores. It can be seen as the following tables:

Table 4.3 the rate percentage score of students' accuracy in a pre-test

No.	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	6	33%
5	Poor	2	12	67%
6	Very Poor	1	0	0%
	Total		18	100%

Table 4.3 indicates that the score of accuracy showed that no students got excellent, very good, good, very poor categories (0%). The majority of 12 students (67%) got a poor score, 6 students (33%) got an average. It can be concluded that a majority of 12 (67%) have poor skills inaccuracy in the pre-test of speaking.

b.   Fluency

For looking at the mean score of students' fluency in a pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistics table as follow:

Table 4.4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	18	2.00	4.00	2.6111	.69780
Valid N (listwise)	18				

As can be seen in table 4.4, the high score of students is 4 and the lowest score is 2. Besides, it also indicated that the mean score of students' fluency in the pre-test is 2.61 and the standard deviation error is 0.69. Before treatment, the researcher gave a test to know the students' fluency. Fluency score is presented in the table rate percentage score that can be seen from the table below:

Table 4.5 the rate percentage score of students' fluency in a pre-test

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	2	11%
4	Average	3	7	39%
5	Poor	2	9	50%
6	Very Poor	1	0	0%
	Total		18	100%

Table 4.5 indicates that the score of fluency in percentage. There are no students who got an excellent, very good and, very poor category. The majority of the 9 students (50%) get a poor score and the average category for 7 students (39%) and 2 students (11%) get a good category.

c. Comprehensibility

For looking at the mean score of students' comprehensibility in a pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistics table as follow:

Table 4.6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	18	2.00	4.00	2.6111	.69780
Valid N (listwise)	18				

As can be seen in table 4.6, the high score of students is 4 and the lowest score is 2. Besides, it also indicated that the mean score of students' comprehensibility in the pre-test is 2,61 and the standard deviation error is 0,69780. Before treatment, the researcher gave a test to know the students' comprehensibility. The comprehensibility score is presented through the table rate percentage score. It can be seen from the table shown as follow:

Table 4.7 the rate percentage score of students' comprehensibility

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	2	11%
4	Average	3	7	39%
5	Poor	2	9	50%
6	Very Poor	1	0	0%
	Total		18	100%

Table 4.7 shows the score of comprehensibility taken by the researcher in percentage. There are no students who got excellent, very good, and very poor categories (0%). There are 9 students (50%) who got in the poor category. And there were 7 students (39%) got average categories. 2 students (11%) got good score.

2. The Students' Post-test Result for each Component

In this section, the researcher showed the rate percentage of students' scores of speaking abilities in the post-test. The result was presented in tables, these complete of students' score in speaking ability as follow:

Table 4.8 the score of students' speaking skill in the post-test

No.	Respondents	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	RD 1	3	4	4	61
2	RD 2	3	4	4	61
3	RD 3	4	3	4	61
4	RD 4	3	3	4	56
5	RD 5	3	4	4	61
6	RD 6	3	3	3	50
7	RD 7	4	4	4	65
8	RD 8	3	4	4	61
9	RD 9	4	4	4	65
10	RD 10	3	3	4	56
11	RD 11	4	4	4	65

12	RD 12	3	4	4	61
13	RD 13	4	5	5	80
14	RD 14	3	4	4	61
15	RD 15	4	5	5	80
16	RD 16	2	3	3	44
17	RD 17	3	4	4	61
18	RD 18	3	3	3	50
		59	68	71	1.099
	TOTAL		MEAN SCORE		61,05

On the other side, the researcher also analyzed students' scores in speaking ability, which had been given treatment by using a peer group method. It was presented through the distribution frequency and percentage table as follow:

a.   Accuracy

For looking at the mean score of students' accuracy in a post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistics table as follows:

Table 4.9 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	18	2.00	4.00	3.2778	.57451
Valid N (listwise)	18				

As can be seen from table 4.9 the highest score of students is 4 and the lowest score is 2. Besides that, it also indicates the mean score of students' accuracy in the post-test is 3.27 and the standard deviation errors are 0.57.

On the other side, the researcher got a score of the students' accuracy who had been given treatment by using dialogue to speak up and it presented through the table percentage scores. It can be seen from the table shown as follow:

Table 4.10 the rate percentage score of students' accuracy in post-test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	6	33%
4	Average	3	11	61%
5	Poor	2	1	6%
6	Very Poor	1	0	0%
	Total		18	100%

Table 4.10 indicated the score of accuracy in percentage. There are no excellent, very good, and very poor scores (0%). The majority of students 11 students (61%) got average classification. And, there are 6 students (33%) who got good scores.

b.   Fluency

For looking at the mean score of students' fluency in a post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistics table as follows:

Table 4.11 Mean Score of Students' Fluency Result

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	18	3.00	5.00	3.7778	.64676
Valid N (listwise)	18				

As can be seen from table 4.11 the highest score of students is 5 and the lowest score is 3. Besides, it also indicates the mean score of students' fluency in the post-test is 3.77 and the standard deviation errors are 0.64.

After the treatment was done, the researcher gave a test to know the students' fluency. It was presented through the table rate percentage score. It can be seen from the table as follow:

Table 4.12 the rate percentage score of students' fluency in post-test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	2	11%
3	Good	4	10	56%
4	Average	3	6	33%
5	Poor	2	0	0%

6	Very Poor	1	0	0%
	Total		18	100%

Table 4.12 shows the score of fluency percentage. It showed there is no students got excellent, poor, and very poor score (0%). The majority of 10 students or 56% got a good score. Only 2 students (11%) got very good scores. And there are 6 students (33%) who got average categories.

c.   Comprehensibility

For looking at the mean score of students' comprehensibility in a post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistics table as follow:

Table 4.13 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	18	3.00	5.00	3.9444	.53930
Valid N (listwise)	18				

As can be seen from table 4.13 the highest score of students is 5 and the lowest score is 3. Besides, it also indicates the mean score of students' comprehensibility in the post-test is 3.94 and the standard deviation errors are 0,53.

On the other side, the researcher also had made the score of the students' comprehensibility and it was presented through the table rate percentage scores. It can be seen from the table shown as follows:

Table 4.14 the Rate Percentage Score of Students' Comprehensibility

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	2	11%
3	Good	4	13	72%
4	Average	3	3	17%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
	Total		18	100%

Table 4.14 indicates the score of comprehensibility there are no excellent, poor and, very poor categories (0%). But 3 students got average categories (17%) and 2 students (11%) got a very good score. And the majority 13 students (72%) got good categories.

Besides showing the mean score in each subject of speaking skill (accuracy, fluency, comprehensibility) one by one, this research also presented the total mean score and standard deviation if in pre-test and post-test, then compare both of them. The result presented in the descriptive statistics table as follow:

Table 4.15 The Mean Score and Standard Deviation of both Tests

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	39.8889	18	9.71893	2.29077
	Posttest	61.0556	18	8.91444	2.10115

Table 4.15 is about paired sample statistics of pre-test and post-test above in indicates that the value of standard deviation in pre-test was 9.71 and 8.91 in post-test.

Besides, the standard deviation error in the pre-test was 2.29 and 2.10 in the post-test. The table above also shows that the mean score in the pre-test was 39.88 and in the post-test were 61.05

Table 4.16 the paired samples correlations of pre-test and post-test

		N	Correlation	Sig.
Pair 1	pretest & posttest	18	.718	.001

Table 4.16 was paired sample correlation of pre-test and post-test above presented that the correlation of the students' ability before and after treatment 0.71. It means that there was a significant correlation between students' ability in teaching speaking by using a peer group method before and after treatment.

IAIN PALOPO

Table 4.17 the paired sample test of pre-test and post-test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-21.16667	7.03980	1.65930	-24.66748	-17.66586	-12.756	17	.000

From table 4.17 the paired sample test, the researcher got data that t_0 (count) = 12.756 and df (degree of freedom) = 17. According to Gay the value of t_t = 2.042[28]. Based on the result, t_0 (count) was higher than t_{table} (t_{table}), $t_0 > t_t$.

$$12.756 > 2.042$$

Related to the research result that ($t_0 > t_t$) the t_{count} was higher than t_{table}. It was concluded that there was a significant and improvement difference in teaching speaking before and after using the peer group method. Because of that, the researcher believes that using a peer group method was effective in teaching students' speaking skills at the eleventh grade SMA Negeri 1 Palopo.

---

[28] Dr. Geoffrey Gray, *Education Research*

B. Discussion

Based on the researcher that had been conducted during the researcher did her research in teaching speaking by peer group method with dialogue. The students could be motivated and enthusiastic in the learning process and also interest to learn because they could talk and discuss with their friends in a group by using a peer group method. The student felt easy to make conversation with their friend and more self-confident by using the peer group method. In addition, it had been proved that using the peer group method to teach speaking could help students to make communication with their friends in English.

In this research, the speaking test was given to the students that still have basics English in the class of XI MIPA 2 at SMA Negeri 1 Palopo. Besides opportunity after did this researcher, the writer also found some problem in the class such as:

- The students were still nervous and shy to speak up in front of their friends
- The students still lack the vocabulary to speak.
- Some students did not respect the researcher

This research is in line with some scholars' research findings, Nurbiata (2020) it was found that in class VIII A or the experimental class totaling 32 students in one group, the mean value of the prediction was 39.31 and the standard deviation was 6.606, and the oral explanation was sufficient. The mean post-test score was 42.47, the standard deviation was 7.513, and the oral

explanation was good. After students were treated to peer teaching techniques, their skills improved.

Based on the previous studies above, this research line with the writers' research that use the peer group method to teach speaking can improve students' speaking ability. It can be seen in the pre-test the students' mean score is 39.88 and the students' score in the post-test is 61.05. The data have been analyzed by using (t_t) standard of significations 5% with a degree of freedom (df) =17, obtained t_t = 2.042 and standard of signification 0.05, the result of t_0 (t_{count}) were 12.75 from this researcher gave an interpretation that t_0 (t_{count}) was higher than t_t (t_{table}), 12, 756 > 2. 042. Besides that, some of the students' pre-tests still used Indonesian to speak or tell something whereas in post-tests. The students can speak by used English, although they still read the text they could speak a little fluently. It means used peer group method is effective to teach English especially speaking.

Learning to speak with peer group method was an effective and interesting way that could be applied in the classroom. Besides, peer groups could motivate the students were expected to contribute ideas information, opinion and, feelings to others.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes as in the following:

1. Using the peer group method is effective in teaching the students speaking skills at the eleventh grade of SMA Negeri 1 Palopo. It is proven that there is a significant difference between the students' mean scores in pre-test and post-test. In the pre-test, the students' mean score is 39,88 and the students' score in the post-test is 61,05. This showed that the application of the peer group method can improve the students' speaking skills.

B. Suggestion

Success in teaching does not only depend on the learning program but what is more important is how the teacher presents learning and uses various methods to organize the classroom to make it more lively and fun. These methods also help teachers and lecturers and provide many opportunities for students to be active in the teaching and learning process. Regarding teaching speaking by peer group method, the researcher gave some suggestions to teachers and students as follows:

1) The researcher suggests to the English teacher generally, and especially to English teacher do not use this method in online version. Because it is not effective. You can use it by offline method.

2) An English teacher should be prepare all of the instrument before using this method

Finally, the writer realizes that this thesis is far from being perfect and because of that, constructive critics and advice are expected for the perfection of the thesis. The writer hopes that the results of this research can be useful for the readers.

BIBLIOGRAPHY

Amini Hadi and H. Haryono, *Metodologi penelitian Pendidikan*, (Bandung:setia Pustaka. 2005), p. 194

Jack C Richard, '*Teaching Listening and Speaking From Theory to Practice'*, RichardsTeaching-Listening-Speaking. Pdf, 2008, 1–37.

Martin Bygate, *Language Teaching A Scheme for Teacher Education*, ed. by H G & Candllin CN Widdowson (Oxford University Press, 2003)

Dr. Geoffrey Gray, *Education Research*

Eirene Rosalina Sibarani, Agung Riyadi, dan Widia Lestari, *Edukasi Melalui Peer Grup berpengaruh Terhadap Pengetahuan Dan Sikap Tentang Personal Hygiene,* Jurnal Media Kesehatan, Vol.11 Nomor 2, 2018. p. 2

Harbert. H. Clark and Eve V. Clark, *psychology and language an introduction to psycholinguistics* (USA: Harcourt Javanich, 1997), p. 223

Harmer, J. *The Practice of English Language Teaching (3rd Ed.).*London and New York: Longman Group. 2001.

Heaton, J. B. *Writing English Language Test*. (New York Longman), p. 100

https://doi.org/10.16309/j.cnki.issn.1007.2003.03.004

https://eurekapendidikan.com/definition-of-method

H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy.* (Ed 11; San Fransisco: Addison Westley Long Man Inc. 2001),p.268

Jack C. Richard and willy A. Renanda, *methodology in language teaching,* (new york: Cambridge university press),p. 200

Keith, Morrow, *"Influence of Simulation Game"* http//:Mahmud09action.Blogspot.Com/2011/10/Influence of Simulation Game Toward.Htm

Khusniyah, *Enhancing Speaking Skills through Peer Teaching Method: A Review in EFL Context.* Universitas islam malang. 2019. p.4

Martin Bygate, *Language Teaching A Scheme For Teacher Education,* ed. By H G and Candlin CN Widdowson (oxford university press, 2003)

Michelle Beahm *"Oak Harber Peer Tutoring Program Helping Struggling StudentsStudy"*
Https//:Crossroadsoflearning.Com/Journal/?S=Peer+Tutoring

Muhammad Amin Rasyid and HafsahJ.Nur, Teaching English as Foreign Language,(Ujung Pandang: PPBS IKIP,1997), P201

Muhiddin Pelennari, Hartati Syamsiah, *Applying of Peer Group Teaching Method in Process of Biology Learning to Improve Activity and Result of Student Learning.* Universitas Negeri Maksaar, vol . 9 nomor 2 october 2008

Nunan, David, *Language Teaching Methodology*. Malaysia city: Pearson education Ltd. 2000

Nurbianta, *Upgrading Speaking Ability through Peer Teaching Technique,* Journal of English Education and Linguistics. 2019

Oxford Learner's Pocket Dictionary, (Oxford University Press), p. 323.

O'Malley, J. M and Pierce L.V., *Authentic Assessment for English Language Learners*. Addison-Wesley Publishing Company.

Ramelan, *Introduction to Linguistics Analysis*. Semarang IKIP Semarang Press.1992

R Marliani, *Psikologi Perkembangan Anak dan Remaja*. CV Pustaka Setia,Bandung. 2016

Singapore Tuition Teacher *"How to Improve Your Physics-Peer Tutoring"*
https//:phsictuition.blogspot.com/search?q=peer +tutoring

Syafrudin Wahid Solfema, "*Peer Group Learning Method to Improve the College Student's Achievement"* Universitas Negeri Padang, Indonesia. 2018.

Steinberg, L., & Morris, A. S. *Adolescent Development. Annual Review of Psychology,* Vol. 52. 2001. p. 83–110.

Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta, 1998), p.84.

Tope O, *The Influence of Peer Group on Adolescents' Academic Performance: A Case Study of Some Selected Schools in Ogun State*. Ogun: Egobooster Books. 2011
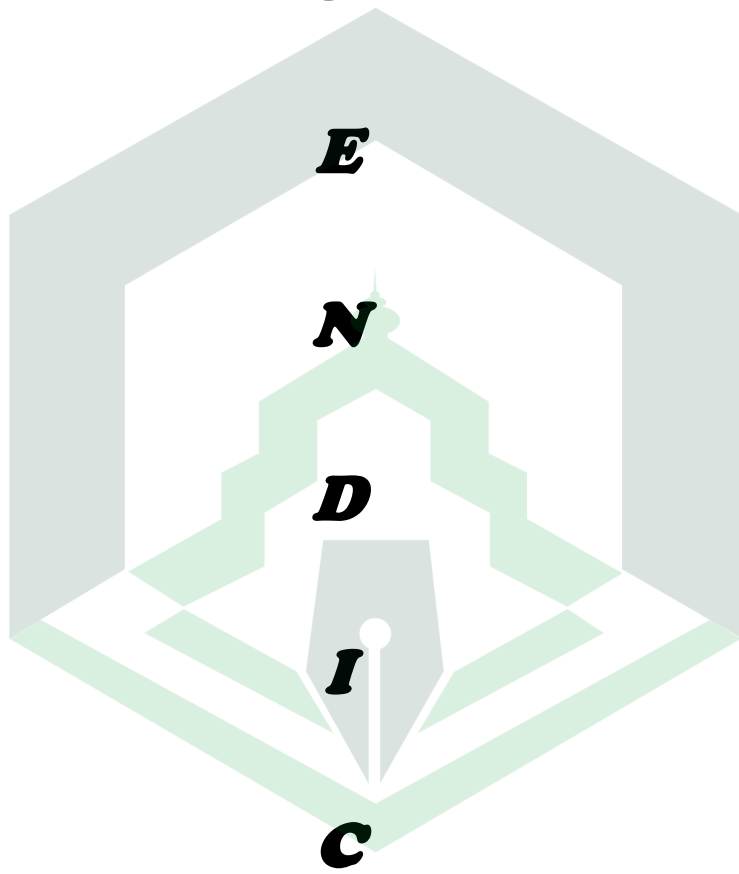
APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMA N/S

Mata Pelajaran   : Bahasa Inggris (Wajib)

Kelas /Semester   : XI/Ganjil

Tahun Ajaran   : 2019/2020

Materi Pokok   : Ungkapan yang melibatkan tindakan memberi dan meminta Informasi terkait pendapat dan pikiran

Alokasi Waktu   : 4 x 45 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta

menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*).

4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

3.2.1 Mengidentifikasi ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran

3.2.2 Menggunakan ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

4.2.1 Membuat dialog dengan menggunakan ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

4   Tujuan Pembelajaran

Selama dan setelah mengikuti proses pembelajaran menggunakan metode peer group ini, peserta didik diharapkan dapat:

1.2.1   Mengidentifikasi ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran

1.2.2   Menggunakan ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

4.2.1   Membuat dialog dengan mengunakan uangkapan yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

5   Materi Pembelajaran

1. Struktur Teks

a. Asking and giving opinion

NO.	MEMINTA PENDAPAT	MEMBERI PENDAPAT
1	What do you think of…?	I think (that)….
2	What is your opinion on…?	In my opinion… As for me,….
3	What do you suppose about..?	I suppose (that)…
4	What do you think about…?	I tend to think that…
5	Do you know….?	Yes, it is/was/will….

6	Do you agree with…?	I agree…/I disagree….
7	Could you tell me…?	Yes, it is/was/will….

b. Contoh kalimat meminta informasi terkait pendapat

- What do you think of this book?

- What do you think about where the library should be built?

- Where do you suppose the class should be held on?

- What is your opinion of this English Class?

- What is your opinion about the suitable place for the meeting class should be held on?

- Do you know where the bookstore here?

- Could you tell me where I can find the library?

c. Contoh kalimat memberi informasi terkait pendapat

- I think [that] this book is good for the Class.

- I think [that] the library should be built near the mosque over there.

- I suppose [that] the class should be held in the Auditorium.

- In my opinion, this English Class is important for the students to join.

- As for me, this English Class is important for the students to join.

- Yes, it is located beside the supermarket.

- Yes, it is located beside the office.

2. Dialogue

Dialogue 1

2. Ani : What do you think about where the library is?

Adi : I think the library is near the mosque over there.

3. Ani : What do you suppose the class should be held on?

Adi : I suppose [that] the class should be held in the Auditorium.

Dialogue 2

1. Meli: What is your opinion of this English Class?

Nia : In my opinion, this class is interesting and not boring.

2. Meli: Do you know where the library here?

Nia : Yes, it is located between the mosque and the canteen.

Meli: Thanks for your help

Nia : My pleasure

6. Metode Pembelajaran

Peer group method

7. Langkah-Langkah Pembelajaran

The first meeting

1. Kegiatan Pendahuluan [10 menit]

a) Guru melakukan persiapan dengan menyapa siswa dengan memberi salam, mengecek kehadiran, dan menugaskan salah seorang siswa memimpin doa.

b) Guru memotivasi siswa dengan menunjukkan manfaat mempelajari dan fungsi ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dalam kehidupan sehari-hari [fungsi sosial].

c) Guru melakukan apersepsi dengan menggunakan ungkapan yang mau diajarkan dalam mengntar siswa mengenal ungkapan tersebut. Misalnya,

Teacher: What do you think of this English Class is easy to learn?

Student : ...... mungkin siswa menjawab tidak tepat maka guru memberi informasi kalimat yang tepat 'I think, this English class is easy to learn. Kemudian guru menyampaikan bahwa kita akan berlatih ungkapan tersebut selama satu jam pelajaran.

d) Guru memberi acuan dengan menginformasikan secara ringkas skenario [langkah-langkah pembelajaran] pada kegiatan inti sesuai metode yang digunakan.

2. Kegiatan Inti [70 menit]

a) Siswa dibagi kedalam 3 kelompok yang terdiri dari 6 orang. Masing kelompok membagi anggotanya kedalam 3 peer group/pasangan.

b) Guru membagi 3 teks asking and giving opinion tentang **merokok** kepada masing-masing kelompok untuk dipakai berlatih dalam peer group.

c) Guru membacakan teks dialog masing-masing anggota kelompok menirukan [sampai siswa dapat melafalkan dialog dengan benar]. [5 menit termasuk poin a dan b]

d) Guru menugaskan masing-masing anggota kelompok melatih dialog secara berpasangan [peer group] dalam grup masing-masing. Pertama, secara serentak. Kemudian setelah dinilai baik, guru menugaskan masing-masing pasangan [peer group] dalam kelompok berlatih secara bergiliran. [10 menit]

e) Guru menugaskan siswa berdiskusi untuk mengidentifikasi struktur teks ungkapan meminta dan memberi informasi terkait pendapat yang ada dalam teks dialog yang sudah digunakan berlatih. Guru memonitor jalannya diskusi dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing. [5 menit]

f) Guru menugaskan masing-masing kelompok melaporkan hasil diskusinya dan kelompok lain merespon dengan memberi saran perbaikan. [5 menit]

g) Guru memberi penguatan dengan memberikan contoh teks dialog ungkapan meminta dan memberi informasi terkait pendapat yang sudah dipersiapkan sebelumnya. Siswa diberi kesempatan bertanya terkait contoh teks dialog baik berkenaan dengan masalah kebahasaan [tata bahasa, ucapan, intonasi, pitch, pause, maupun terjemahnya]. [10 menit]

h) Guru menugaskan siswa melatih teks dialog secara berpasangan [peer goup] dalam kelompok masing-masing. Guru memonitor jalannya aktivitas dialog dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing [accuracy, fluently, comprehensibility. [5 menit]

i) Guru memberi penguatan dengan memberikan contoh struktur teks ungkapan meminta dan memberi informasi terkait pendapat yang sudah

dipersiapkan sebelumnya. Siswa diberi kesempatan bertanya terkait contoh struktur teks baik berkenaan dengan masalah kebahasaan [tata bahasa, ucapan, intonasi, pitch, pause, maupun terjemahnya. [10 menit]

j) Guru menugaskan perwakilan pasangan [peer group] masing-masing anggota kelompok untuk menampilkan dialog didepan kelas secara bergiliran. [10 menit]

k) Guru memberi penguatan dan menjelaskan beberapa hal yang dianggap penting terkait struktur teks dan teks dialog yang berhubungan dengan ungkapan meminta dan memberi informasi terkait pendapat. Guru memonitor jalannya aktivitas dialog dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing [accuracy, fluently, comprehensibility. [10 menit]

3. Kegiatan Penutup [10 menit]

   a. Siswa membuat resume dipandu oleh guru.

   b. Guru memberi menginformasikan pokok bahasan pada pertemuan berikutnya.

   c. Guru menutup pelajaran dengan berdoa dan mengucapkan salam.

The second meeting

1. Kegiatan Pendahuluan [10 menit]

a. Guru melakukan persiapan dengan menyapa siswa dengan memberi salam, mengecek kehadiran, dan menugaskan salah seorang siswa memimpin doa.

b. Guru memotivasi siswa dengan menunjukkan manfaat mempelajari dan fungsi ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dalam kehidupan sehari-hari [fungsi sosial].

c. Guru melakukan apersepsi dengan menggunakan ungkapan yang mau diajarkan dalam mengantar siswa mengenal ungkapan tersebut. Misalnya,

Teacher: What do you think of this English Class is easy to learn?

Student : ...... mungkin siswa menjawab tidak tepat maka guru memberi informasi kalimat yang tepat 'I think, this English class is easy to learn. Kemudian guru menyampaikan bahwa kita akan berlatih ungkapan tersebut selama satu jam pelajaran.

d. Guru memberi acuan dengan menginformasikan secara ringkas skenario [langkah-langkah pembelajaran] pada kegiatan inti sesuai metode yang digunakan.

2. Kegiatan Inti [70 menit]

b. Siswa dibagi kedalam 3 kelompok yang terdiri dari 6 orang. Masing kelompok membagi anggotanya kedalam 3 peer group/pasangan.

c. Guru membagi 3 teks asking and giving opinion tentang **English skill** kepada masing-masing kelompok untuk dipakai berlatih dalam peer group.

d. Guru membacakan teks dialog masing-masing anggota kelompok menirukan [sampai siswa dapat melafalkan dialog dengan benar]. [5 menit termasuk poin a dan b]

e. Guru menugaskan masing-masing anggota kelompok melatih dialog secara berpasangan [peer group] dalam grup masing-masing. Pertama, secara serentak. Kemudian setelah dinilai baik, guru menugaskan masing-masing pasangan [peer group] dalam kelompok berlatih secara bergiliran. [10 menit]

f. Guru menugaskan siswa berdiskusi untuk mengidentifikasi struktur teks ungkapan meminta dan memberi informasi terkait pendapat yang ada dalam teks dialog yang sudah digunakan berlatih. Guru memonitor jalannya diskusi dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing. [5 menit]

g. Guru menugaskan masing-masing kelompok melaporkan hasil diskusinya dan kelompok lain merespon dengan memberi saran perbaikan. [5 menit]

h. Guru memberi penguatan dengan memberikan contoh teks dialog ungkapan meminta dan memberi informasi terkait pendapat yang sudah dipersiapkan sebelumnya. Siswa diberi kesempatan bertanya terkait contoh teks dialog baik berkenaan dengan masalah kebahasaan

[tata bahasa, ucapan, intonasi, pitch, pause, maupun terjemahnya]. [10 menit]

i. Guru menugaskan siswa melatih teks dialog secara berpasangan [peer goup] dalam kelompok masing-masing. Guru memonitor jalannya aktivitas dialog dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing [accuracy, fluently, comprehensibility. [5 menit]

j. Guru memberi penguatan dengan memberikan contoh struktur teks ungkapan meminta dan memberi informasi terkait pendapat yang sudah dipersiapkan sebelumnya. Siswa diberi kesempatan bertanya terkait contoh struktur teks baik berkenaan dengan masalah kebahasaan [tata bahasa, ucapan, intonasi, pitch, pause, maupun terjemahnya. [10 menit]

k. Guru menugaskan perwakilan pasangan [peer group] masing-masing anggota kelompok untuk menampilkan dialog didepan kelas secara bergiliran. [10 menit]

l. Guru memberi penguatan dan menjelaskan beberapa hal yang dianggap penting terkait struktur teks dan teks dialog yang berhubungan dengan ungkapan meminta dan memberi informasi terkait pendapat. Guru memonitor jalannya aktivitas dialog dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing [accuracy, fluently, comprehensibility. [10 menit]

3. Kegiatan Penutup [10 menit]

a. Siswa membuat resume dipandu oleh guru.

b. Guru memberi menginformasikan pokok bahasan pada pertemuan berikutnya.

c. Guru menutup pelajaran dengan berdoa dan mengucapkan salam.

The third meeting

1. Kegiatan Pendahuluan [10 menit]

a. Guru melakukan persiapan dengan menyapa siswa dengan memberi salam, mengecek kehadiran, dan menugaskan salah seorang siswa memimpin doa.

b. Guru memotivasi siswa dengan menunjukkan manfaat mempelajari dan fungsi ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dalam kehidupan sehari-hari [fungsi sosial].

c. Guru melakukan apersepsi dengan menggunakan ungkapan yang mau diajarkan dalam mengantar siswa mengenal ungkapan tersebut. Misalnya,

Teacher: What do you think of this English Class is easy to learn?

Student : ...... mungkin siswa menjawab tidak tepat maka guru memberi informasi kalimat yang tepat 'I think, this English class is easy to learn. Kemudian guru menyampaikan bahwa kita akan berlatih ungkapan tersebut selama satu jam pelajaran.

d. Guru memberi acuan dengan menginformasikan secara ringkas skenario [langkah-langkah pembelajaran] pada kegiatan inti sesuai metode yang digunakan.

2. Kegiatan Inti [70 menit]

a. Siswa dibagi kedalam 3 kelompok yang terdiri dari 6 orang. Masing kelompok membagi anggotanya kedalam 3 peer group/pasangan.

b. Guru membagi 3 teks asking and giving opinion tentang **pemanasan global** kepada masing-masing kelompok untuk dipakai berlatih dalam peer group.

c. Guru membacakan teks dialog masing-masing anggota kelompok menirukan [sampai siswa dapat melafalkan dialog dengan benar]. [5 menit termasuk poin a dan b]

d. Guru menugaskan masing-masing anggota kelompok melatih dialog secara berpasangan [peer group] dalam grup masing-masing. Pertama, secara serentak. Kemudian setelah dinilai baik, guru menugaskan masing-masing pasangan [peer group] dalam kelompok berlatih secara bergiliran. [10 menit]

e. Guru menugaskan siswa berdiskusi untuk mengidentifikasi struktur teks ungkapan meminta dan memberi informasi terkait pendapat yang ada dalam teks dialog yang sudah digunakan berlatih. Guru

memonitor jalannya diskusi dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing. [5 menit]

f. Guru menugaskan masing-masing kelompok melaporkan hasil diskusinya dan kelompok lain merespon dengan memberi saran perbaikan. [5 menit]

g. Guru memberi penguatan dengan memberikan contoh teks dialog ungkapan meminta dan memberi informasi terkait pendapat yang sudah dipersiapkan sebelumnya. Siswa diberi kesempatan bertanya terkait contoh teks dialog baik berkenaan dengan masalah kebahasaan [tata bahasa, ucapan, intonasi, pitch, pause, maupun terjemahnya]. [10 menit]

h. Guru menugaskan siswa melatih teks dialog secara berpasangan [peer goup] dalam kelompok masing-masing. Guru memonitor jalannya aktivitas dialog dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing [accuracy, fluently, comprehensibility. [5 menit]

i. Guru memberi penguatan dengan memberikan contoh struktur teks ungkapan meminta dan memberi informasi terkait pendapat yang sudah dipersiapkan sebelumnya. Siswa diberi kesempatan bertanya terkait contoh struktur teks baik berkenaan dengan masalah kebahasaan [tata bahasa, ucapan, intonasi, pitch, pause, maupun terjemahnya. [10 menit]

j. Guru menugaskan perwakilan pasangan [peer group] masing-masing anggota kelompok untuk menampilkan dialog didepan kelas secara bergiliran. [10 menit]

k. Guru memberi penguatan dan menjelaskan beberapa hal yang dianggap penting terkait struktur teks dan teks dialog yang berhubungan dengan ungkapan meminta dan memberi informasi terkait pendapat. Guru memonitor jalannya aktivitas dialog dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing [accuracy, fluently, comprehensibility. [10 menit]

3. Kegiatan Penutup [10 menit]

a. Siswa membuat resume dipandu oleh guru.

b. Guru memberi menginformasikan pokok bahasan pada pertemuan berikutnya.

c. Guru menutup pelajaran dengan berdoa dan mengucapkan salam.

The fourth meeting

1. Kegiatan Pendahuluan [10 menit]

a. Guru melakukan persiapan dengan menyapa siswa dengan memberi salam, mengecek kehadiran, dan menugaskan salah seorang siswa memimpin doa.

b. Guru memotivasi siswa dengan menunjukkan manfaat mempelajari dan fungsi ungkapan yang melibatkan tindakan memberi dan

meminta informasi terkait pendapat dalam kehidupan sehari-hari [fungsi sosial].

c. Guru melakukan apersepsi dengan menggunakan ungkapan yang mau diajarkan dalam mengantar siswa mengenal ungkapan tersebut. Misalnya,

Teacher: What do you think of this English Class is easy to learn?

Student : ...... mungkin siswa menjawab tidak tepat maka guru memberi informasi kalimat yang tepat 'I think, this English class is easy to learn. Kemudian guru menyampaikan bahwa kita akan berlatih ungkapan tersebut selama satu jam pelajaran.

d. Guru memberi acuan dengan menginformasikan secara ringkas skenario [langkah-langkah pembelajaran] pada kegiatan inti sesuai metode yang digunakan.

2. Kegiatan Inti [70 menit]

a. Siswa dibagi kedalam 3 kelompok yang terdiri dari 6 orang. Masing kelompok membagi anggotanya kedalam 3 peer group/pasangan.

b. Guru membagi 3 teks asking and giving opinion tentang **makanan** kepada masing-masing kelompok untuk dipakai berlatih dalam peer group.

c. Guru membacakan teks dialog masing-masing anggota kelompok menirukan [sampai siswa dapat melafalkan dialog dengan benar]. [5 menit termasuk poin a dan b]

d. Guru menugaskan siswa berdiskusi untuk mengidentifikasi struktur teks ungkapan meminta dan memberi informasi terkait pendapat yang ada dalam teks dialog yang sudah digunakan berlatih. Guru memonitor jalannya diskusi dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing. [5 menit]

e. Guru menugaskan masing-masing kelompok melaporkan hasil diskusinya dan kelompok lain merespon dengan memberi saran perbaikan. [5 menit]

f. Guru memberi penguatan dengan memberikan contoh teks dialog ungkapan meminta dan memberi informasi terkait pendapat yang sudah dipersiapkan sebelumnya. Siswa diberi kesempatan bertanya terkait contoh teks dialog baik berkenaan dengan masalah kebahasaan [tata bahasa, ucapan, intonasi, pitch, pause, maupun terjemahnya]. [10 menit]

g. Guru menugaskan siswa melatih teks dialog berdasarkan kelompok secara bergantian. Guru memonitor jalannya aktivitas dialog dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing-masing [accuracy, fluently, comprehensibility. [5 menit]

h. Guru memberi penguatan dengan memberikan contoh struktur teks ungkapan meminta dan memberi informasi terkait pendapat yang

sudah dipersiapkan sebelumnya. Siswa diberi kesempatan bertanya terkait contoh struktur teks baik berkenaan dengan masalah kebahasaan [tata bahasa, ucapan, intonasi, pitch, pause, maupun terjemahnya]. [5 menit]

i. Guru meminta anggota kelompok untuk menampilkan dialog didepan kelas secara bergiliran. memberi[10 menit]

j. Guru memberi penguatan dan menjelaskan beberapa hal yang dianggap penting terkait struktur teks dan teks dialog yang berhubungan dengan ungkapan meminta dan memberi informasi terkait pendapat. Guru memonitor jalannya aktivitas dialog dan memberi skor kepada siswa terkait keaktifan dan kemampuan masing- masing [accuracy, fluently, comprehensibility. [10 menit]

3. Kegiatan Penutup [10 menit]

    a. Siswa membuat resume dipandu oleh guru.

    b. Guru menutup pelajaran dengan berdoa dan mengucapkan salam.

PENILAIAN HASIL PEMBELAJARAN

1. Penilaian pengetahuan   : speaking

2. Rubric penilaian speaking

    Klasifikasi

a. Ketepatan

Kriteria penilaian ketepatan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Excellent (Luar biasa)	6	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata.
Very good (Sangat baik)	5	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar
Good (Baik)	4	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang menyebabkan kebingungan
Average (rata-rata)	3	Pelafalan dipengaruhi oleh bahasa ibu, hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikan beberapa diantaranya menyebabkan kebingungan
Poor	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan

Klasifikasi	Nilai	Kriteria penilaian
(buruk)		kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal
Very poor (sangat buruk)	1	Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar, tidak ada bukti telah menguasai keterampilan bahasa atau bidang yang dipraktekkan.

b. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Excellent (Luar biasa)	6	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jeda yang tidak wajar.
Very good (Sangat baik)	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara kesuluruhan dan hanya beberapa jeda yang tidak wajar
Good (Baik)	4	Meskipun ia harus berusaha dan mencari kata-kata tidak terlalu banyak jeda yang tidak wajar, pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampaikan makna umum. Ekspresi-ekspresi yang baik

Klasifikasi	Nilai	Kriteria penilaian
Average (rata-rata)	3	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Poor (buruk)	2	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hamper menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan
Very poor (sangat buruk)	1	Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah, kadang-kadang menyerah berusaha, rentang ekspresi yang sangat terbatas.

c. Pemahaman

Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Excellent (Luar biasa)	6	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan
Very good (Sangat baik)	5	Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klasifikasi yang diperlukan

Good (Baik)	4	Sebagian besar yang dikatakn pembicara mudah diikuti. Niatnya selalu jelas tetapibebrapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klasifikasi.
Average (rata-rata)	3	Pendengar dapan memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klasifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Poor (buruk)	2	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicaraan.
Very poor (sangat buruk)	1	Hampir tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicaraan tidak dapat mengklarifikasi apapun yang ia katakan.

3. Pedoman penskoran

Students' score $= \dfrac{The\ gain\ score}{The\ maximum\ score} \times 100$

The score of the students was classified into six levels, as follow:

Classification	Scale	Score
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	≤25

Calculating the result of the speaking test by using SPSS 20.

Palopo,   10 April 2021

Mengetahui,

Guru Pamong   Mahasiswa

Andi Armin, S.Pd   Dea Amalia
NIP 19761008 200312 1 005   NIM. 15.0202.0128

APPENDIX

TRANSCRIPT

Pre-Test

Respondent I

My mother bouk a new bag for me in Surabaya. What is yo opinion about the color

| maɪ ˈmʌðə(r) **bouk** ə nju: bæg fə(r); mi: ɪn Surabaya. wɒt ɪz **yo** əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent II

In my opinion, your bag is very good colour bikous the colour is calm. Like your character and like, I like it

| ɪn maɪ əˈpɪnɪən jɔː(r) bæg ɪz ˈveri gʊd ˈkʌlə(r) **bikous** ðə ˈkʌlə(r) ɪz kɑːm. laɪk jɔː(r) ˈkærəktə(r) ənd; laɪk, aɪ laɪk ɪt |

Respondent III

My mother bought for me for me in Surabaya. What is your opinion baut the colour.

| maɪ ˈmʌðə(r) bɔːt fə(r); mi: ɪn Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən **baut** ðə ˈkʌlə(r) |

Respondent IV

In my opinion, your bag is very good colour. Because the colour is calm. Like your character and I like it

| ɪn maɪ əˈpɪnɪən, jɔː(r) bæg ɪz ˈveri gʊd ˈkʌlə(r) bɪˈkɒz ðə ˈkʌlə(r) ɪz kɑːm. laɪk jɔː(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent V

My mother bok a new bag for me in Surabaya. What is your opinion abaout the colour

| maɪ ˈmʌðə(r) **bok** ə njuː bæg fə(r); miː ɪn Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent VI

In my opinion yo bag is very good coler, good colour. Like your character and I like it

| ɪn maɪ əˈpɪnɪən, **yo** bæg ɪz ˈveri gʊd **koler** gʊd ˈkʌlə(r). laɪk jɔː(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent VII

My mother bought a new bag for me in Surabaya. Wadis your opinion about the colour.

| maɪ ˈmʌðə(r) bɔːt ə njuː bæg fə(r); miː ɪn Surabaya. **Wadis** jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent VIII

In my opinion your bag is very good colour. Because the colour is… calm. Like your character and I like it

| ɪn maɪ əˈpɪnɪən, jɔː(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz…. kɑːm. laɪk jɔː(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent IX

My mother bought in your bag for me in Surabaya. What is your opinion about the koler

| maɪ ˈmʌðə(r) bɔːt ɪn jɔː(r) bæg fə(r); miː ɪn Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə **koler** |

Respondent X

In my opinion your bag is very good colour. Because the colour is kolem. Like your carakter and I like it

| ɪn maɪ əˈpɪnɪən, jɔː(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz **kolem**. laɪk jɔː(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent XI

My mother buk in your bag for me in Surabaya. What is your opinioin about the colour

| maɪ ˈmʌðə(r) **buk** ɪn jɔː(r) bæg fə(r); miː ɪn Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent XII

In my opinion your bag is very good colour because the colour is calm like your character and alakit.

| ɪn maɪ əˈpɪnɪən, jɔː(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz kɑːm laɪk jɔː(r) ˈkærəktə(r) ənd; **alakit** |

Respondent XIII

My mother bought in for me in Surabaya. Was... what is your opinion bout the colour.

| maɪ ˈmʌðə(r) bɔːt ɪn fə(r); miː ɪn Surabaya. wəz …wɒt ɪz jɔː(r) əˈpɪnɪən **bout** ðə ˈkʌlə(r) |

Respondent XIV

In my opinion your bag is very good colour because the colour is kalem like your character and like it

| ɪn maɪ əˈpɪnɪən, jɔ:(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz **kalem**. laɪk jɔ:(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent XV

My mother bought in your bag for me in Surabaya. What is your opinion bout the colour

| maɪ ˈmʌðə(r) bɔ:t ɪn jɔ:(r) bæg fə(r); mi: ɪn Surabaya. wɒt ɪz jɔ:(r) əˈpɪnɪən **bout** ðə ˈkʌlə(r) |

Respondent XVI

In my opinion your bag is very good…. very good colour. Because the colour is kalem. Like your character and I like it

| ɪn maɪ əˈpɪnɪən, jɔ:(r) bæg ɪz ˈveri gʊd…. ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz **kalem**. laɪk jɔ:(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent XVII

My mother bouk a new bag for me in Surabaya. Wadis your opinion about the colour.

| maɪ ˈmʌðə(r) **bouk** ə nju: bæg fə(r); mi: ɪn Surabaya. wɒt ɪz jɔ:(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent XVIII

In my opinion your bag is very good colour. Because the colour is… kem. Like your character and I like it

| ɪn maɪ əˈpɪnɪən, jɔ:(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz **kem**. laɪk jɔ:(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Post-test

Respondent I

In my opinion, your bag is very good color. Because the colour is calm. Like your character and I like it

| ɪn maɪ əˈpɪnɪən, jɔ:(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz kɑ:m. laɪk jɔ:(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent II

My mother bought a new bag for me in Surabaya. What is your opinion about the colour

| maɪ ˈmʌðə(r) bɔ:t ə nju: bæg fə(r); mi: ɪn Surabaya. wɒt ɪz jɔ:(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent III

In my opinion your bag is very good colour. Because the colour is calm. Like your character I like it

| ɪn maɪ əˈpɪnɪən, jɔ:(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz kɑ:m. laɪk jɔ:(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent IV

My mother bought a new bag for me Surabaya. What is your opinion about colour

| maɪ ˈmʌðə(r) bɔ:t ə nju: bæg fə(r); mi: Surabaya. wɒt ɪz jɔ:(r) əˈpɪnɪən əˈbaʊt ˈkʌlə(r) |

Respondent V

My mother bought new bag for me Surabaya. What is your opinion about the colour

| maɪ ˈmʌðə(r) bɔːt njuː bæg fə(r); miː ɪn Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent VI

My mother bought a new bag for me Surabaya. What is your opinion about the colour

| maɪ ˈmʌðə(r) bɔːt ə njuː bæg fə(r); miː Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent VII

In my opinion, your bag is very good colour. Because the colour is calm. Like your character and I like it.

| ɪn maɪ əˈpɪnɪən, jɔː(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz kɑːm. laɪk jɔː(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent VIII

My mother bought new bag for me Surabaya. What is your opinion about the colour

| maɪ ˈmʌðə(r) bɔːt njuː bæg fə(r); miː Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent IX

My mother bought a new bag for me in Surabaya. What is your opinion about the colour

| maɪ ˈmʌðə(r) bɔːt ə njuː bæg fə(r); miː ɪn Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent X

In my opinion, your bag is good Because the colour is calm. Like your character and I like it.

| ɪn maɪ əˈpɪnɪən, jɔː(r) bæg ɪz gʊd bɪˈkɒz ðə ˈkʌlə(r) ɪz kɑːm. laɪk jɔː(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent XI

In my opinion, your bag is very good colour. Because the colour is calm. Like your character and I like it.

| ɪn maɪ əˈpɪnɪən, jɔː(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz kɑːm. laɪk jɔː(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent XII

My mother bought new bag for me in Surabaya. What is your opinion about the colour

| maɪ ˈmʌðə(r) bɔːt njuː bæg fə(r); miː ɪn Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent XIII

In my opinion, your bag is very good colour. Because the colour is calm. Like your character and I like it.

| ɪn maɪ əˈpɪnɪən, jɔː(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz kɑːm. laɪk jɔː(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent XIV

My mother bought new bag for me in Surabaya. What is your opinion about the colour

| maɪ ˈmʌðə(r) bɔːt njuː bæg fə(r); miː ɪn Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent XV

My mother bought new bag for me in Surabaya. What is your opinion about the colour.

| maɪ ˈmʌðə(r) bɔːt njuː bæg fə(r); miː ɪn Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent XVI

My mother bought a new bag for me in Surabaya. What is your opinion about the colour

| maɪ ˈmʌðə(r) bɔːt ə njuː bæg fə(r); miː ɪn Surabaya. wɒt ɪz jɔː(r) əˈpɪnɪən əˈbaʊt ðə ˈkʌlə(r) |

Respondent XVII

In my opinion, your bag is very good colour. Because the colour is calm. Like your character and I like it.

| ɪn maɪ əˈpɪnɪən, jɔː(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz kɑːm. laɪk jɔː(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Respondent XVIII

In my opinion, your bag is very good colour. Because the colour is calm. Like your character and I like it.

| ɪn maɪ əˈpɪnɪən, jɔː(r) bæg ɪz ˈveri gʊd ˈkʌlə(r). bɪˈkɒz ðə ˈkʌlə(r) ɪz kɑːm.

laɪk jɔː(r) ˈkærəktə(r) ənd; aɪ laɪk ɪt |

Pre-test

Praktekkan dialog meminta dan memberi informasi terkait pendapat dan pikiran dibawah ini bersama pasanganmu!

Dialogue 1

A: My mother bought a new bag for me in Surabaya. What is your opinion about the color?

B: In my opinion, your bag is a very good color, because the color is calm, like your character and I like it.

A: Hmmm. Thank you so much

B: You're welcome

Treatment

The first meeting "Merokok"

A: Hey, can I sit here with you?

B: Of course, but will soon smoke. Do you agree with that?

A: Yes, of course, I agree. I don't mind people smoking.

B: Really? What do you think about smoking?

A: I think it is everyone's right to smoke or not smoke as long as no one forces them. The important thing is they know the right place and time to do it.

B: Right. I always try to smoke only in smoking areas.

The second meeting about English skill

A: Hi, do you have any suggestions on what should I do to increase my ability to speak English on?

B: What skill do you want to focus on?

A: Speaking skill. Do you agree?

B: Yes. It is a good skill.

A: could you tell me what I want to do to increase the skill?

B: Yes, you should read a lot of English articles and listen to English music.

A: Very good, thanks for your idea.

B: You're welcome.

The third meeting "Pemanasan global"

A: Hey, what are you doing now?

B: Hey! I just watched environmental documentaries about the poles.

A: What is your opinion on the poles?

B: In my opinion, I can't believe the ice is melting at such fast rates now.

A: I think it is the effect of global warming. What do you think about global warming?

B: I think this is a real threat to our civilization and the government should pay more attention to this problem.

The fourth meeting "Makanan"

A: Hey, have you had dinner tonight?

B: Not yet. Why? Would you like to have dinner with me?

A: I was thinking about taking you out for dinner tonight.

B: Oh really? Where? Then, what do you think about their food?

A: Only a few blocks from here. I ate there with my friends last week and I think that it was the best meal I've had in years.

B: Sounds good. Let's go there for dinner tonight.

Post-test

Praktekkan dialog meminta dan memberi informasi terkait pendapat dan pikiran

dibawah ini bersama pasanganmu!
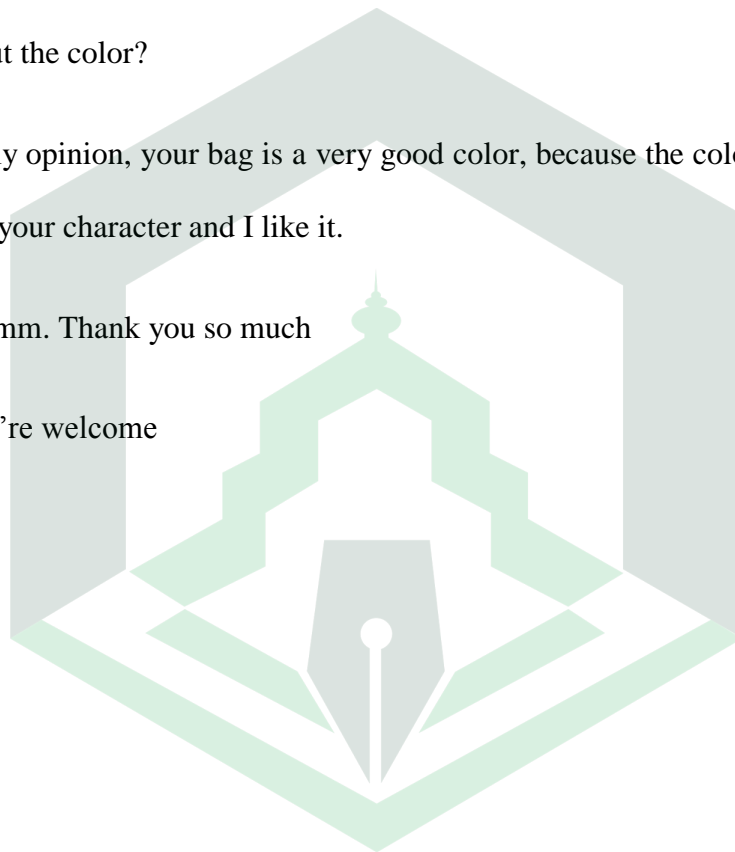
Dialogue 1

    A: My mother bought a new bag for me in Surabaya. What is your opinion

       about the color?

    B: In my opinion, your bag is a very good color, because the color is calm,

       like your character and I like it.

    A: Hmmm. Thank you so much

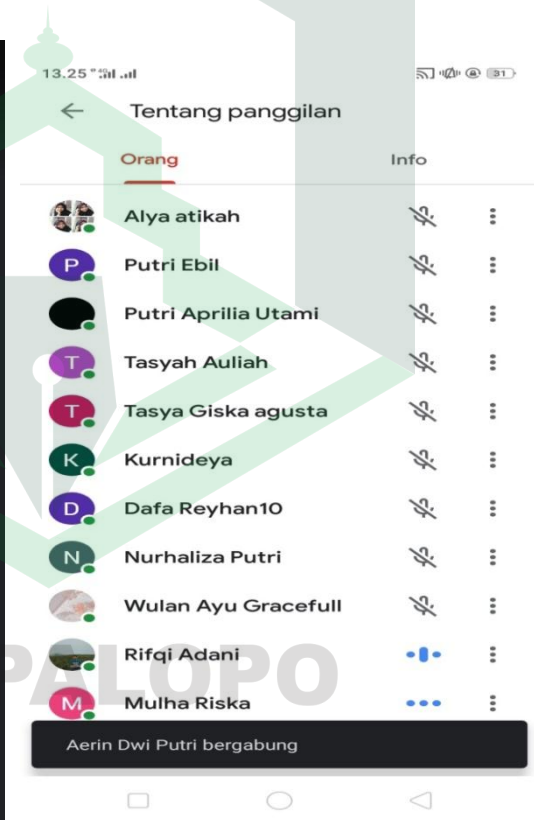   B: You're welcome
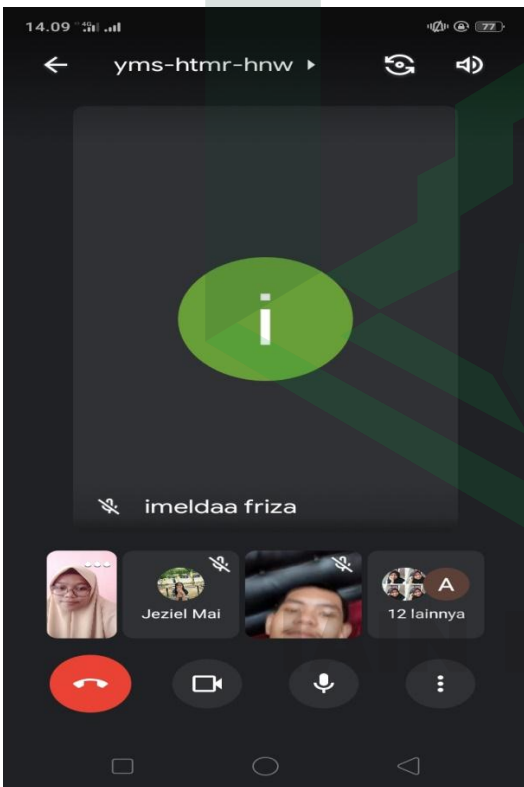
DOCUMENTATION

Pengumpulan data pre-test

Proses treatment

Pengumpulan Post-test

Orang   Info

TAMBAHKAN ORANG

≪ Bagikan info akses

SEDANG DALAM PANGGILAN

Dea Amalia (Anda)

Fatur Paranduk   ● ● ●   ⋮

M. Fajar Arwin   ● ● ●   ⋮

D Dwiguna Bondang Pa...   🔇   ⋮

F Fariza Ramlan   🔇   ⋮

A Andi Nurhaliza   🔇   ⋮

Muh Gibran   🔇   ⋮

Alya atikah   🔇   ⋮

P Putri Ebil   🔇   ⋮

IAIN PALOPO

SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

Nama	:	Amalia Yahya, SE., M.Hum
NIP	:	19771013 200501 2 006
Jabatan	:	Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Dea Amalia
NIM	:	15 0202 0128
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP	:	+62 822-9328-6394

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 21 April 2021

a.n. Dekan
Wakil Dekan Bidang Akademik
Fakultas Tarbiyah dan Ilmu Keguruan

Ketua Program Studi

Dr. Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, SE., M.Hum
NIP 19771013 200501 2 006

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

1 2 0 2 1 1 9 0 0 9 0 0 9 1

IZIN PENELITIAN
NOMOR : 91/IP/DPMPTSP/II/2021

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	DEA AMALIA
Jenis Kelamin	:	Perempuan
Alamat	:	Perum. RSS Balandai Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	15 0202 0128

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS` SPEAKING SKILLS BY UTILIZING A PEER GROUP METHOD FOR THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 PALOPO

Lokasi Penelitian	:	SMA NEGERI 1 PALOPO
Lamanya Penelitian	:	22 Februari 2021 s.d. 22 April 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 22 Februari 2021
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

SURAT KETERANGAN HASIL PENELITIAN
Nomor : 420/0110/UPT. SMA.1/PLP/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 1 Palopo Kota Palopo Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	: **Dea Amalia**
NIM	: 15.0202.0128
Alamat	: Perum. RSS Balandai Kota Palopo
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswi IAIN Palopo

Benar telah melaksanakan penelitian pada UPT SMA Negeri 1 Palopo dalam rangka penyusunan *Skripsi* yang berjudul **"Improving Students' Speaking Skills By Utilizing A Peer Group Method For The Eleventh Grade Students Of SMA Negeri 1 Palopo"**.

Penelitian dilaksanakan pada tanggal 22 Februari s/d 22 April 2021.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 22 April 2021
Kepala UPT SMA Negeri 1 Palopo

MUHAMMAD ARSYAD, S.Pd.
NIP 19700223 199803 1 006

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Dea Amalia

Nim : 15 0202 0128

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 28 April 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

IAIN PALOPO

CURRICULUM VITAE

The researcher, Dea Amalia was born on July 1st 1998 in Wotu, kecamatan Wotu, kabupaten Luwu Timur. She is the second child from six siblings, four brothers and one sister. Her father's name is syamsudddin and her mother's name is Agustina. The researcher finished her study SDN 133 Banalara. She graduated in 2009 and then she continued her study at SMP Negeri 1 Wotu,

she graduated in 2012. Next, she keeps going to continue her education at SMA Negeri 1 Wotu, and become member of scout in school with position as a leader of scout. She graduated from SMAN 1 Wotu in 2015. She likes play chess. Her hobbies are singing and listening to music. In 2015, she continued her study in English Language Education Study Program Tarbiyah and Teacher Training Faculty state Islamic institute (IAIN) Palopo of English program S-1 degree.

In the end study at the state institute for Islamic studies (IAIN) Palopo, wrote a thesis entitled is "**Improving Students' Speaking Skills by Utilizing a Peer Group Method for the Eleventh Grade Students of SMA Negeri 1 Palopo".**