

**IMPROVING STUDENTS' SPEAKING SKILL  
USING PEER ROASTING ACTIVITY  
AT SMAN 3 PALOPO**

*A Thesis*

*Submitted to the English Education Study Program Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo For Undergraduate  
Degree In English Education*



**IAIN PALOPO**

**Submitted by :**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
THE STATE ISLAMIC INSTITUTE OF PALOPO**

**2024**

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EDUCATION AND TEACHER TRAINING FACULTY  
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**2024**

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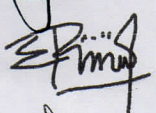





## THESIS APPROVAL

This thesis entitled Improving Students' Speaking Skill Using Peer Roasting Activity at SMAN 3 Palopo, which is written by Nurmi Padang, Registration Number 1902020045, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 27<sup>th</sup> December 2024/Jumadil Akhir 26<sup>th</sup> 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

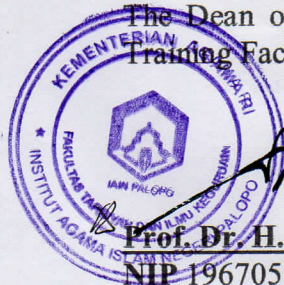
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## ACKNOWLEDGMENT

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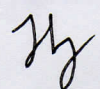
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## ABSTRACT

**Nurmi Padang, 2025.** *"Enhancing Students' Speaking Skills Using Peer Roasting Activities at SMAN 3 Palopo"*. Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Sahraini and Wahibah.

This study aims to examine the improvement of students' speaking skills through Peer Roasting activities at SMAN 3 Palopo. The research employs a pre-experimental method with a pre-test and post-test design. The population of this study consists of eleventh-grade students, with a total sample of 36 students selected through total sampling. The instrument used in this research is a speaking test that assesses three aspects: fluency, accuracy, and comprehension, utilizing both pre-test and post-test evaluations. The mean score in the pre-test was 2.8889, while the post-test score was 4.1944. Statistical analysis indicates that the test result (11.719) is higher than the critical value (2.030). This finding suggests that the use of Peer Roasting activities is effective in enhancing the speaking skills of eleventh-grade students.

**Keywords:** Speaking Skills, Peer Roasting, Enhancement

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


## ABSTRAK

**Nurmi Padang, 2025.** "*Peningkatan Keterampilan Berbicara Siswa Menggunakan Aktifitas Peer Roasting di SMAN 3 Palopo*". Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Sahraini and Wahibah.

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan berbicara siswa dengan menggunakan kegiatan *Roasting* antar siswa di SMAN 3 Palopo. Penelitian ini menerapkan metode pra-eskperimen dengan desain pra-tes dan pasca-tes. Populasi penelitian ini adalah kelas sebelas. Sampel diambil menggunakan teknik total sampling yang terdiri dari 36 siswa. Instrument yang digunakan dalam penelitian ini adalah tes berbicara dengan menerapkan 3 aspek yaitu; kelancaran, akurasi, dan kemampuan memahami dengan menggunakan sebuah tes yang bernama pra-tes dan pasca-tes. Nilai rata-rata dalam pra-tes adalah 2.8889 dan pasca-tes adalah 4.1944. Hasil statistic memperlihatkan bahwa hasil ujiannya (11.719) lebih tinggi dari nilai ketentuan (2.030). Hal ini menunjukkan bahwa penggunaan kegiatan *Roasting* antar siswa efektif untuk meningkatkan keterampilan berbicara siswa kelas sebelas.

**Kata kunci:** Menggambarkan, Keterampilan Berbicara, *Peer Roasting*

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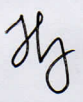


## الملخص

نورمي بادانج، ٢٠٢٥. "تحسين مهارة التحدث لدى الطلاب باستخدام نشاط *Peer Roasting* في مدرسة SMAN 3 فالوفو". رسالة جامعية، في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية (IAIN) فالوفو. سهريني وواهبة.

يهدف هذا البحث إلى معرفة مدى تحسين مهارة التحدث لدى الطلاب من خلال استخدام نشاط *Roasting* بين الطلبة في مدرسة SMAN 3 فالوفو. يعتمد هذا البحث على منهج البحث شبه التجريبي مع تصميم الاختبار القبلي والاختبار البعدي. يتكون مجتمع البحث من طلبة الصف الحادي عشر، حيث تم اختيار العينة باستخدام أسلوب العينة الكلية (*Total Sampling*) التي تضم ٣٦ طالبًا وطالبة. تم استخدام اختبار التحدث كأداة بحثية، حيث شمل ثلاثة جوانب: الطلاقة، والدقة، والقدرة على الفهم، وذلك باستخدام اختبار قبلي واختبار بعدي. بلغ متوسط الدرجات في الاختبار القبلي 2.8889، بينما بلغ في الاختبار البعدي 4.1944. أظهرت النتائج الإحصائية أن نتيجة الاختبار (١١,٧١٩) أعلى من القيمة المحددة (٢,٠٣٠). يشير هذا إلى أن استخدام نشاط *Roasting* بين الطلبة فعال في تحسين مهارة التحدث لدى طلبة الصف الحادي عشر.

الكلمات المفتاحية: الوصف، مهارة التحدث، *Peer Roasting*.

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## CHAPTER I

### INTRODUCTION

#### A. Background

Language is a vital tool of communication to humans. So too English, is the international language that is vital for everyone to dominate, including senior high school, to be ready to compete in the era of globalization. The ability to use English is a necessity in this era of globalization as a means of communication. Therefore, mastery of the English language at the senior high school is emphasized, with a mastery of English for the students to be individual who are ready to take an active role in global competition today and for the future.

Learning is not just simply to know, learning have to know the study and understand well. Learning to be able to speak fluently and correctly is one of the main objectives for language learners, specially foreign language including English.<sup>1</sup> Many people define a person's speaking skill as the ability to speak in front of public or delivering a speech at a formal event. But Brown (1981) gives a broader definition, he defines speaking skill as activities that reflect a variety of settings, and may be between a man and many people, communication in small groups, one with someone, or the mass media.<sup>2</sup>

In senior high school the students have studied English which consists of four skills namely: reading, writing, listening and speaking. Speaking language is

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<sup>1</sup>Kasihani K.E Susiyanti, *ENGLISH FOR YOUNG LEARNERS*, (Cet.1; Jakarta: Bumi Aksara, 2007), p.57.

<sup>2</sup>Sholikin, *Proses Belajar Mengajar Speaking English*, (Cet.IV ; Surabaya : Putra Bangsa, 2000),p.67.

especially difficult for foreign language learners because effective oral communicative requires the ability to use the language appropriately in social interaction.<sup>3</sup> In the teaching process we must be creative in teaching our students to draw their interest in learning, especially in teaching speaking. Does not eliminate the possibility that when the process of teaching takes place and our way of teaching seems to interfere with just one technique the students will get bored or may not understand the technique we are doing. We must therefore give a technique that the students will be taught to interact with one another or interact with teacher or person outside. In teaching speaking one way was learning by roasting technique. These techniques can make students more active and train their confidence. The advantage of the roasting method in teaching English is that, students will feel more comfortable speaking, not quickly bored with learning English, and students will be more free to express what they say.

Based on pre-observation in SMAN 3 Palopo researchers have found such problems as lack of vocabulary, lack of confidence, inadequate pronunciation and boring methods. Based on the above problems, a peer roasting activity is one of the ways for students speaking skills. Therefore, researchers will focus on peer roasting activity to improving students speaking skill in SMAN 3 Palopo.

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<sup>3</sup>Jack Richard and Willy A. Renandya. *Methodology In Language Teaching*, (Ed. 1; New York : Cambridge University press,2002),p.204.



## **B. Research Question**

Based on the previous background the researcher formulates the problem statement as follow of this research, does the use of peer roasting activity significantly improve students' speaking skill at SMAN 3 Palopo?

## **C. Objective of the Research**

The objective of this research is to find out whether or not the peer roasting activity can significantly improve students' speaking skill at SMAN 3 Palopo.

## **D. The Significant of this Research**

The significances of this research are:

### **1. For Teacher**

To give contribution to English teachers in teaching English, especially for the English teacher at SMAN 3 Palopo.

### **2. For Students**

Students became excited and the students not feel bored and confused to speak in learning English, specially in speaking skill at SMAN 3 Palopo.

### **3. For Researcher**

This research is expected to provide information or contribute to researches who want to do the same research or more complex.

### **E. Definition of Terms**

Based on the title is using peer roasting activity in teaching speaking skill at SMAN 3 Palopo the researcher gives definition, as follows:

1. Speaking skill is a way of communicating someone to convey a question, opinion, comment, and answer someone effectively
2. Roasting is an activity used by comedians to put out a joke intended to entertain a wider audience.

### **F. Scope of the Research**

The scope of this research was focused on using peer roasting activity to improve students' speaking skill the aspect of speaking skill are, fluency, accuracy, and comprehensibility by describing people using peer roasting activity at the eleventh grade of SMAN 3 Palopo.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

The researcher will present some preview research related to this research as follows:

Firnandes Satria, Dra. An Fauzia Rozani Syafei, M.A. ( 2013) in their research entitled *“Using Stand-up Comedy in Teaching Speaking at Senior High School”* . Target of this research is senior high School. The method of this researcher is quantitative. Based on the result and previous discussion through stand-up comedy students can perform funny stories or comedy with forms of comedy, comedy and spoof in public. The study discussed high school students’ activities through stand-up comedy to increase fluency, intonation and pronunciation. Using stand-up comedy is one of effective can improving speaking ability of senior high school students and also supports students to practice and interact with other students. <sup>4</sup> This research is same in using jokes to improving students speaking skill. The difference of this research is in previous studies students made jokes using subject consistent with curriculum that dealt with daily activities. While this research student makes a joke by targeting someone.

Irsyadul Ibad. (2018) in his research entitled *“The Influence of Stand-up Comedy in Enhancing Student’s Speaking Skill”*. Target of this research is

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<sup>4</sup> Firnades Satria, Dra An Fauzia Rozani Syafei, M.A , *“Using Stand-up Comedy in Teaching Speaking at Senior High School”*, 2013

Second Grade Senior High School. The method of this research the writer uses quasi experimental method two classes, one class as experimental group and the other one is as the control group. Based on the result and previous using stand-up comedy technique can be an alternative to develop students speaking ability, through stand-up comedy students can display funny stories or comedy in narrative form, recount text, anecdote text and spoof text.<sup>5</sup> The same of this research is using jokes in teaching speaking skill. The difference of this research is in previous studies the researcher focus on how the influence of stand-up comedy in speaking skill. While this research focus on improving students speaking skill.

Kurniati Retno. (2022) in her research entitled *“The Implementation Of Using Humor Strategy To Improve Speaking skill At Islamic Vocational High School Al-Hikmah 2 Welahan”*. Target of this research is students in the twelve grade AKL 1 and the English teacher. The method of this research the writer used descriptive qualitative. Based on the result and previous of this study are: 1) The implementation of humor strategy to improve speaking skill at Islamic Vocational High School Al-Hikmah 2 Welahan are divided into three steps. The first step is preparation, the second step is implementation, and the last step is closing. The teacher used two types of humor, namely appropriate and inappropriate humor. The teacher used three types of appropriate humor, namely related humor, unrelated humor, and self-disparaging humor. Unplanned humor is not used by the teacher in learning.

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<sup>5</sup> Irsyadul Ibad, *“The Influence of Stand-up Comedy in Enhancing Student’s Speaking Skill”*, 2018



While the research used inappropriate humor namely sexual humor. 2) The obstacles in the implementation of the humor strategy to improve speaking skill at Islamic Vocational High School Al-Hikmah 2 Welahan are lack of use of English, lack of time limitations, class control problem, student's situations, and teachers moods. 3) The solutions in the implementation of humor strategy to improve speaking skill at Islamic Vocational High School Al-Hikmah 2 Welahan are the use of English around the students, good time management, classroom control, use of another type of humor, professionalism, and mood control.<sup>6</sup>

Nasriandi, Masruddin, (2021) in their research entitled "*The Use of British Parliamentary Debate Style in Teaching Speaking Skill*". Target of this research is the second and fourth semester students of English Department of IAIN Palopo who joined the IPEDS (IAIN Palopo English Debate Society). The method of this research the writer used pre-experimental method with pretest and posttest design. Based on the result and previous using British Parliamentary debate style is effective to improve students speaking skill.<sup>7</sup> The same of this research is using pre-experimental method with pretest and posttest design. The difference of this research is in previous studies the researcher used British parliamentary debate style to improve students speaking skill. While this research used peer roasting activity to improve students speaking skill.

Muhammad Iksan, Amalia Yahya, (2021) in their research entitled "*Probing Prompting Strategy to Improve Young Learner's Speaking Skills in Palopo City*".

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<sup>6</sup>Kurniati Retno, "*The Implementation Of Using Humor Strategy To Improve Speaking Skill At Islamic Vocational High School Al-Hikmah 2 Welahan*", 2022

<sup>7</sup> Dr. Masruddin, S.S., M.Hum "*The Use of British Parliamentary Debate Style in Teaching Speaking Skill*", 2021

Target of this research is English learners age 16 to 19 in Palopo city. The method of this research the writer used experimental method with a pre-experimental design. Based on the result and previous discussion using Probing-Prompting Strategy successfully improves the learner's speaking skill.<sup>8</sup> The same of this research is improve speaking skills and writer compiled three aspects of the learner's score accuracy, fluency, and comprehensibility was conducted in six meetings. The difference of this research is in previous studies the research used probing prompting strategy to improve speaking skill. While this research used peer roasting activity to improve speaking skill.

Masruddin (2018) in his research entitled *"The Efficacy of Using Short Video Through Work in Teaching Speaking to Indonesian English As Foreign Language (ELF) Students"*. Target of this research is the eleventh grade of Senior High School number 4 Luwu. The method of this research the writer used a pre-experimental method with pretest and posttest design. Based on the result and previous study using short video through group work is effective in teaching speaking to Indonesian EFL students.<sup>9</sup> The same of this research is teaching about speaking. The differences of this research is in the previous studies the research used short video through group work in teaching speaking. While this research used peer roasting activity to improve speaking skill.

Husnaini, Andi Tenrisanna Syam, Niken, Abdullah Soares. (2024) in their research entitled *"Teachers' Strategies in Teaching Speaking at High School:*

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<sup>8</sup> Muhammad Iksan, S.Pd., M.Pd. Amalia Yahya, S.E., M.Hum. *"Probring Prompting Strategy to Improve Young Learner's Speaking Skills in Palopo City"*, 2021

<sup>9</sup> Dr. Masruddin, S.S., M.Hum. *"The Efficacy of Using Short Video Through Work in Teaching Speaking to Indonesian English As Foreign Language (ELF) Students"*, 2018

*Obstacles and Challenges*". Target of this research is teacher in senior high schools in Palopo. The method of this research the writer used a narrative qualitative method. Based on the result and previous discussion the examined strategies and procedure are relevant to the Indonesian national curriculum, they were helpful for communication in Indonesia high school classrooms.<sup>10</sup> The same of this research is teaching about speaking. The differences of this research is in the previous studies focus on teacher strategies in teaching senior high school. While this research just focus on students.

Amalia Yahya, M.Hum Husnaini, Nur Inayah Wulandari Putri. (2023) in their research entitled "*The Efficacy of the Presentation, Practice, and Production (PPP) Method on the Speaking Skill of the English Learners Community (ELC) Students*". Target of this research is junior high school in Palopo. The method of this research the writer used drawing on a quasi experimental design involving into two classes; experimental class by using the PPP method and the control class by means of non PPP method.<sup>11</sup> Based on the result and previous discussion the use of the PPP method can improve students' speaking skill. The same of this research is teaching about speaking skill. The differences of this research is in the previous studies teaching speaking in junior high school. While this research teaching speaking in senior high school.

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<sup>10</sup> Husnaini S.Pd.I, M.Pd. Andi Tenrisanna Syam, S.Pd., M.Pd Niken, Abdullah Soares. "*Teachers' Strategies Speaking at High School: Obstacles and Challenges*". 2024

<sup>11</sup> Amalia Yahya, S.E., M.Hum Husnaini S.Pd.,I. M.Pd Nur Inayah Wulandari Putri. "*The Efficacy of the Presentation, Practice, and Production (PPP) Method on the Speaking Skill of the English Learners Community (ELC) Students*". 2023

## **B. Theories of Speaking Skill**

### **1. Definition of Speaking**

Speaking is an important factor, both in the world of education and everyday life. Every human being needs good language to be able to talk to other people.<sup>12</sup> Speaking is major aspect of language learning. Speaking as one of the language skills also has a great role in communication, Heaton defines speaking ability as the ability to communicate ideas appropriately and effectively.<sup>13</sup> Kang Sumin said that speaking a language as especially difficult for foreign learners because effective oral communication requires the ability to use the language appropriately in social interaction. To learn a second language or foreign language is difficult as we learned our native language as a child.<sup>14</sup> Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking is crucial part of language and it became a communicative skill for the students.<sup>15</sup> In conclusion that speaking is a major aspect of learning a language both in education and in life, in order to communicate with others and communicate ideas effectively.

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<sup>12</sup>Sukarir Nuryanto, "*peningkatan keterampilan berbicara Mahasiswa PGSD dalam perkuliahan Bahasa Indonesia Berbasis Konservasi Nilai-nilai Karakter Melalui Penerapan Metode Task Based Activity dengan media audio visual*" *jurnal penelitian pendidikan*, vol 35, No. 1, (Universitas Negeri Semarang, 2018), hlm. 84

<sup>13</sup>Heaton, "*J\_B\_Heaton\_Writing\_English\_Language\_Tes*". Pdf, (Longman Handbook For Language Teacher) 1988.

<sup>14</sup>Hebert H, Clark and Eve V Clark, *Psychology and Language*, (United State of America: Harcount Brace Joranovich, 1997), p.223

<sup>15</sup>'Burns,A., & Joyee, H., *Focus on Speaking*. (Sydney : National Center for English Language Teaching and Research, 1997) '.

## 2. Aspect of Speaking

The main aspect of assessing speaking skills according to Brown are:

### a. Fluency

Fluency is a person's ability to speak in order to produce what one wants to say smoothly and without hesitation. Fluency is the capacity to string long runs together, with appropriately placed pausing.

### b. Accuracy

Accuracy can be interpreted the ability to use language systems accurately. Accuracy is the ability to speak in the target language used to be clearly understood especially the pronunciation, particularly grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by allowing a student to focus on the elements of phonology grammar and this course in their output.

### c. Comprehensibility

Comprehensibility is the ability to understand something well or be understandably. According to H. Douglas Brown, comprehension is the ability to understand quite well the topic nomination with considerable and rephrasing.<sup>16</sup>

David Crystal and Derek Davy, assessing speaking skill there are:

a. Fluency, which is a highly complex nation related mainly to the smoothness of continuity in discourse. It includes a consideration of how sentences are connected, how sentences are very in word order, and omits elements of structure and also certain aspects of the prosody of discourse.

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<sup>16</sup> H. Douglas Brown, *Teaching by Principle : An Interactive Approach to language Peadogogi. (Ed II;SanFransisco: Addison Westley Long Man Inc. 2001), p.268*

b. Intelligibility essentially depends on the recognize ability of the words and sentence patterns of speech. Therefore it involved us in considering the phonetic character of conversation English, particularly from the from the point of view of its segmental (vowel and consonant) system.

c. Appropriateness refers to the suitability of the language to the situation. It is also about the way in which informality is expressed by choice of vocabulary, idiom, and syntax.<sup>17</sup>

### **3. The Problem of Speaking**

Students have difficulty in learning language, learning to improving speaking skill is not easy for students. The following are the problem of speaking skill

#### **a. Inhibition**

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

#### **b. Nothing to say**

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

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<sup>17</sup> David Crystal and Derek Davy, *“Advanced Conversational English”*, 1977, 132. (England : Logma Group Limited, 1975)



c. Mother tongue use

It is easier for the students 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.

d. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard: in a large group, this means each one will have only very little talking time. This problem is compounded by some learners dominating, while others speak very little or are not tall.<sup>18</sup>

Based on the problem of speaking, teachers can assist students in the following ways:

a. Use a group work

This boosts the volume of students' conversation in a short amount of time and reduces the inhibitions of students who are shy about speaking in front of the class. It is true that in a small group, the teacher cannot monitor every student's speech, so mistakes will occasionally happen and students may speak in their mother tongue. Nevertheless, even with mistakes and mother tongue use, there will still likely be more time for productive, useful oral practice than in a full class setting.

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<sup>18</sup> David R. Tobergte and Shirley Curtis, "A Course in Language Teaching" *Journal of Chemical Information and Modeling*, 53.9 (2013), 1689-99. (Australia: Chambrige Universitas Press, 1996)

b. Base the activity on easy language

The level of language required for conversation in general should be lower than that used in intensive language learning activities in the same class: it should be simple for the parietic to retain and generate. Overall, teachers must select an intriguing subject to engage students, and the more participants are inspired to participate, the clearer the discussion's objective must be.

c. Give some instruction or training in the discussion skill

Include participation instruction when introducing the work if it involves group discussion. Before starting a debate, the teacher must provide clear instruction.

d. Keep students speaking the target language

One of the group members may be designated as the monitor, whose responsibility is to remind everyone to speak the target language. The monitor could then report to the teacher later on how well the group managed to adhere to it. When the speaker and listener have a shared understanding that the ideas they are communicating will accomplish their goals, communication has been successful. A teacher should be familiar with the traits of effective speaking activities.

Penny explains that successful speaking activities have the following four characteristics:

a. Learners talk a lot

As much as possible, teachers encourage students to speak frequently. As a result, students no longer feel shy and have become more confident.

b. Participant is even

The discussion in the class was not dominated by small group of chatty students. Each students has a chance to speak, and contributions are spread pretty equitably.

c. Motivations is high

The teacher must give them n interesting title in order for the to learners are eager to speak. According to Jeremy Harmer, “Motivation was some kind of internal drive that encouraged “somebody to pursue a course of action”.<sup>19</sup>

#### **4. Principle For Teaching Speaking**

Knowing the teaching concept for speaking is crucial before beginning any classroom speaking instruction. According to David, there are five guidelines for teaching speaking. They are as follow:

- a. Be aware of the differences between second language and foreign Language learning contexts.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking tasks that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and international speaking.<sup>20</sup>

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<sup>19</sup> Harmer, Jeremy. *The Practice of Language Teaching*. London : Longman, (2001).

<sup>20</sup>David Nunan, *Practical English Language Teaching*, (Singapore: Mc Graw Hill, 2003), p.47.

## **C. Describing People**

At an English lesson, you will find text material that describes an object, an animal or a human a being. Now, a text that describes human beings as describing people. Describing people are text that explain a person's character. Usually describing people use a adjective word.<sup>21</sup> Describing people is a way to describe a person using words, be it describing physical appearance, nature, or how a person behaves. Describing people is usually used to describe a person to other who have never met. For example, when you want to describe your friends at school to family members at home, or vice versa. There are several materials describing people that are commonly used, namely physical appearance, behavior, character, and emotions.

### **1. Physical Appearance**

The first way to describe people is to describe a person's physical appearance such as height, skin color, or object he wears. Usually physical appearance is described with adjectives such as : handsome, beautiful, skinny, brown-eyed, short, tall, cute, tan, blonde, fashionable, and beard.

### **2. Action or Behavior**

You can also describe a person's actions or behavior in a particular situation. These action and behaviors are usually describe using verbs, such as : bite fingernails, tap fingers, twirl hair around finger, roll eyes, tilt head to side, and sigh a lot.

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<sup>21</sup> Anonim, <https://www.detik.com/edu/detikpedia/d-7160609/pengertian-describing-people-penejelasan-tentang-karakter-seseorang> Accessed, on September 9, 2024

### **3. Character**

In addition, you can also use characters or things related to someone's personality. Properties and character also use adjectives in describing people, for example : nice, friendly, polite, rude, smart, wise, dumb, moody, calm, hot-headed, introvert, extrovert, easy going, boring, witty, serious, and funny.

### **4. Emotions**

In other situations, you can also describe someone based on their emotional state such as angry, happy, confused, and so on. Here are some adjectives you can use : delight, miserable, angry, stressed, anxious, relaxed, tired, bored, enthusiastic, and excited.<sup>22</sup>

## **D. Theories of Peer Roasting Activity**

### **1. Definition of Roasting Activity**

Roasting or literally baking was a term used by stand up comedian to mock or laugh at jokes made or even presets. Jokes that are ejective can come from many facets, such as personality, career, to romance. Certainly brought to you a typical humor stand up comedy. Because the purpose of comedy in its original stand up is entertaining, not hurtful. Whereas, when referring to the Cambridge dictionary, comedy's content in stand up is defined as a comic-conveying critique of a person. Municipalities can also target police-related stakeholders that affect many people. Those of you who enjoy such programs are familiar with the term. Roasting has been a part of the US comedy tradition since 1950. Roasting is a method of stand-up that is often used by comedians to attack someone but in a

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<sup>22</sup> Anonim, <https://blog.cakep.com/describing-people/> Accessed, on September 9, 2024

unique way. The assault here is not physical, but rather verbal in a sentence or a word. A comedian would tend to joke on purpose. But with the intention and intention of attacking his personality directly. Then it is written in the Cambridge dictionary that criticism is interpreted as a practice that criticizes a person. Roasting were made into containers of comedies but at the same time to pass the blame for the public policies.<sup>23</sup> The existence of humor is believed to have existed since human know the language. Humor comes from the latin word umor means liquid. Since AD 400, the ancient Greeks thought that the human mood was determined by four kinds of fluids in the body, namely sanguis, phlegm, choler, and melancholy.<sup>24</sup> The balance of these amounts affects mood. Each liquid has its characteristics in influence each person. The theory of the liquid is the first attempt to explain something called humor. But in this rapid development of the times, there are many opinions about the definition of humor that refers to the meaning of humor as is commonly intended, which has to do with something that makes people laugh.

A standard meaning of humor is in reality difficult to define.<sup>25</sup> There are many definitions of humor. First, as quoted by Sheinowitz explains humor in various senses, among which is something meant to cause laughter and entertainment. The ability to perceive, enjoy or express what is amusing, comical

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<sup>23</sup>Anonim, <https://klikasuransiku.com/detailArt/id=273/cat=2> , accessed on March 28, 2023.

<sup>24</sup>Diedek Rahmanadji, “*Sejarah, Teori, Jenis, Dan Fungsi Humor*”, No. 2 (2007) p.213.

<sup>25</sup>Muthi’ah, Syamsul Arif Galib, *Student’s Perception On The Use Of Humor In English Teaching Procces*”, Vol. 6 No. 1 (June 2020), p 112.



incongruous, or absurd. According to Dermansyah, humor is an ability to accept, enjoy, and display something funny, or odd that is entertaining.<sup>26</sup> By seeing something, people will feel tingled and laugh. Then, as quoted by Bakar and Umar humor is a capacity to make individuals chuckle by monitoring what others discover interesting. It can be gathered that humor is something that can be learned and rehearsed by anybody, including teachers.

As stated in Wanzer et al. humor is communication behavior we recognize from personal experience that can be used competently or incompetently.<sup>27</sup> Making people laugh can not only be done with words but can also be done with actions or through an image. Humor is a form of communication that can convey many things. In the process of communication, humor leads us to a comfortable, interesting, and effective communication situation and can have a good effect, humor can build relationships, reduce social tensions, and present the other side of the message.<sup>28</sup>

## 2. The Procedures of Peer Roasting Activity

The peer roasting activity can be done by the following the procedures:

- a. Select one of the students who will be roasting and have agreed to it.
- b. Try to make the language used in doing so is not rude, because basically roasting is a way to criticize for the performance it does.

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<sup>26</sup>Darmansyah, *Strategi Pembelajaran Menyenangkan dengan Humor* ( Jakarta : PT Bumi Aksara , 2018), p 66.

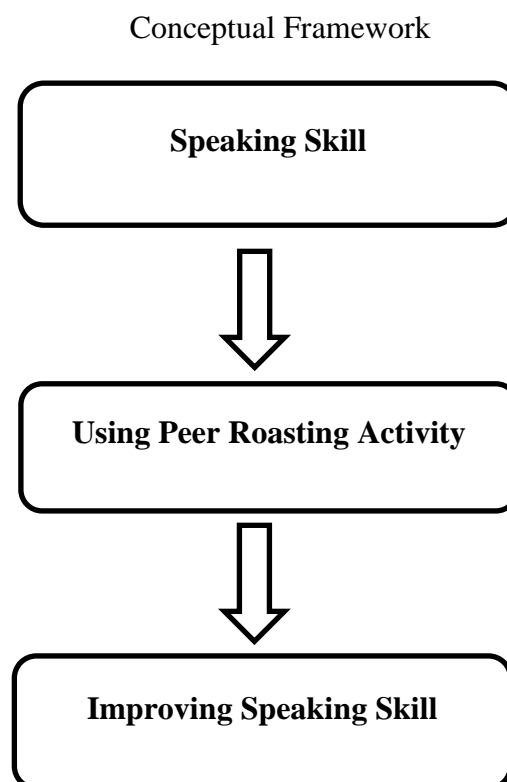
<sup>27</sup>Melissa Bekelja Wanzer et al., “Appropriate and Inappropriate Uses Of Humor By Teachers”, Vol.55 No.2, (October 2014),p. 180.

<sup>28</sup>Hendri Prasetya , “*Komunikasi Humor Mengekspresikan Frustasi Tanpa Konfrontasi*”, *Wacana Tahun V* No 21(2007). p.31

- c. Students who will be to peer roasting asked to sit in front of facing all students in the class.
- d. Then the students who will be do peer roasting asked to front stand next to the students who will be targeted and face the entire student.
- e. When peer roasting has started the teacher will pat attention to students who do peer roasting on other students.

#### **E. Conceptual Framework**

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



Based on the conceptual framework above, the research will use the roasting activity in teaching speaking skills.

## **F. Hypothesis**

There are two hypothesis in this research:  $H_0$  (Null Hypothesis) and  $H_1$  (Alternative Hypothesis).

- a.  $H_0$ : there is no significant difference of speaking skills of second year's students at SMA Negeri 3 Palopo.
- b.  $H_1$ : There is significant difference of speaking skills at the second years students at SMA Negeri 3 Palopo.

### CHAPTER III

#### RESEARCH METHOD

##### A. Research Design

###### 1. Method

The research used a quantitative method. Quantitative is an approach for testing objective theories by examining the relationship between variables. These variables can usually be measured on instruments so that statistical techniques can analyze numbered data.<sup>29</sup> The research designed using pre-experimental research with pre-test and post-test design.

###### 2. Design

Design experiment



Where:

$O_1$  = Pre-Test

$X$  = Treatment

$O_2$  = Post-Test<sup>30</sup>

In this study, the researcher take a Pre-Test before treatment and Post-Test after treatment. The Purpose of this study is to know if the peer roasting activity can be used to improving students to speaking.

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<sup>29</sup>Prof Ma'ruf Abdullah, *Living in the World That Is Fit For Habitation : CCI's Ecumenical and Religious Relationships*, Aswaja Pressindo, 2015.

<sup>30</sup>LR Gay, Geoffrey E Mills, and Peter Airasian, *Educational Research*. (2012)

## **B. Settings**

This research started on 20 February 2024 conducted at the eleventh grade students of SMAN 3 Palopo academic year.

## **C. Research Variable**

### **1. Independent Variable**

The independent variable in this research is the influencing factor, namely roasting method (X).

### **2. Dependent Variable**

Dependent variable in this research is speaking skill (Y)

## **D. Population and Sample**

### **1. Population**

The population of this research was the eleventh grade students of science at SMAN 3 Palopo 2023/2024. There were seven classes of IPA in the eleventh grade students. Which consist of 238 students.

### **2. Sample**

The researcher took one class as a sample. The researcher chose students in class IPA 1 totaling 36 students and applied sampling technique. Because this class was better than other class.

## **E. Research Instrument**

### **1. Speaking Test**

This researcher provided two sets of test, namely pre-test and 'post-test. A pre-test conducted before implementing the treatment and the post-test conducted after implementing of the treatment.

### **2. Roasting Activity**

Roasting activity aim to encourage students' interest in learning speaking. The tools used to play video about roasting are Laptop, Lcd, and Speaker.

## **F. Procedure of Collecting Data**

### **1. Pre- test**

Before giving treatment using peer roasting activity, the researcher gave students a pre- test first to identify the extent students' speaking skill before being given treatment. The research asks students to describe their friends, then the researcher evaluated students speaking skills: fluency, accuracy, comprehensibility.

### **2. Treatment**

After pre- test, the researcher continued to treatment with six meetings to apply the peer roasting activity. The details of this step are follows:

#### **a. The first meeting**

The researcher showed to students video about roasting. After showing the video the research explained and practiced again how to roasting people. After that the researcher gave material about describing people. After give the material, the researcher asked to students to practice by applying peer roasting.



- 1) Select one of the students who will be roasting and have agreed to it.
- 2) Try to make the language used in doing so is not rude, because basically roasting is a way to criticize for the performance it does.
- 3) Students who will be to peer roasting asked to sit in front of facing all students in the class.
- 4) Then the students who will be do peer roasting asked to front stand next to the students who will be targeted and face the entire student.
- 5) When peer roasting has started the teacher will pat attention to students who do peer roasting on other students.

b. The second meeting

The researcher gave material about describing people. The researcher asked to students to describe their parents, by applying the peer roasting activity.

- 1) Select one of the students who will be roasting and have agreed to it.
- 2) Try to make the language used in doing so is not rude, because basically roasting is a way to criticize for the performance it does.
- 3) Students who will be to peer roasting asked to sit in front of facing all students in the class.
- 4) Then the students who will be do peer roasting asked to front stand next to the students who will be targeted and face the entire student.
- 5) When peer roasting has started the teacher will pat attention to students who do peer roasting on other students.

c. The third to four meeting

The researcher gave material about describing people. The researcher asked to students to describe their teacher, by applying the peer roasting activity.

- 1) Select one of the students who will be roasting and have agreed to it.
- 2) Try to make the language used in doing so is not rude, because basically roasting is a way to criticize for the performance it does.
- 3) Students who will be to peer roasting asked to sit in front of facing all students in the class.
- 4) Then the students who will be do peer roasting asked to front stand next to the students who will be targeted and face the entire student.
- 5) When peer roasting has started the teacher will pat attention to students who do peer roasting on other students.

d. The five to six meeting

The researcher gave material about describing people. The researcher asked to students to describe their friends, by applying the peer roasting activity.

- 1) Select one of the students who will be roasting and have agreed to it.
- 2) Try to make the language used in doing so is not rude, because basically roasting is a way to criticize for the performance it does.
- 3) Students who will be to peer roasting asked to sit in front of facing all students in the class.
- 4) Then the students who will be do peer roasting asked to front stand next to the students who will be targeted and face the entire student.

- 5) When peer roasting has started the teacher will pay attention to students who do peer roasting on other students.

### 3. Post- test

After the treatment, the researcher evaluated all students in the class. The researcher asked to students to come to the front of class one by one to describe someone. The researcher evaluated students speaking: fluency, accuracy, and comprehensibility.

## **G. The Technique of Data Analysis**

The researcher determined the scoring classification which includes fluency, accuracy, and comprehensibility. Those assessment criteria explained by J.B Heaton as follow:

### 1. Fluency

The ability to produce what one wishes to say smoothly and without undue hesitation and searching.

Table 3.1 Fluency

| Classification | Score | Criteria  |
|----------------|-------|---|
| Excellent      | 6     | Make minimal effort while speaking, using a variety of expressions. Infrequent word searches; only one or two unnatural pauses. |
| Very Good      | 5     | Has to make an effort at times to   |

|           |   |  |
|-----------|---|--|
|           |   | search nevertheless, smooth delivery on the whole and only a few unnatural pauses.   |
| Good      | 4 | There are not many unnatural pauses, even when he must manufacture and find words generally a smooth delivery. Occasionally incomplete but effective at communicating the main idea. Fairly wide expressiveness range. |
| Average   | 3 | Has to make an effort too much. One frequently needs to look for the desired meaning. Delivery that is sometimes halting and incomplete. At times, I almost give up trying restricted in terms of expressions.         |
| Poor      | 2 | Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.  |
| Very poor | 1 | Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.  |

## 2. Accuracy

The capacity to accept and give information swiftly, as well as to speak the target language fluently.

Table 3.2 Accuracy

| Classification | Score | Criteria  |
|----------------|-------|---|
| Excellent      | 6     | Pronunciation very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.  |
| Very good      | 5     | The mother tongue has a very minor influence on pronunciation. Minor grammatical and lexical faults are present, but the majority of the sentences are intelligible.      |
| Good           | 4     | Mother tongue has a minor impact on pronunciation, yet there are no significant phonological problems. Several grammatical and lexical mistakes, but they merely confuse. |
| Average        | 3     | Pronunciation is seriously influenced by mother tongue only a few serious phonological errors, some of which cause confusion.   |

|           |   |   |
|-----------|---|---|
| Poor      | 2 | Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many “basic” grammatical and lexical errors.                         |
| Very poor | 1 | Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course. |

### 3. Comprehensibility

The ability to understand the general meaning and the speaker’s intention in the category of oral test assessment is as follows<sup>31</sup>:

Table 3.3 Comprehensibility

| Classification | Score | Criteria   |
|----------------|-------|--|
| Excellent      | 6     | The speaker’s god and overall meaning are clear to the listener. Very little clarification or interruption is necessary. |
| Very good      | 5     | The speaker’s intentions and   |

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<sup>31</sup>Heaton, ‘J\_B\_Heaton\_Writing\_English\_Language\_Tes pdf, (*Longman Handbook for Language Teacher*) 1988.



|           |   |  |
|-----------|---|--|
|           |   | general meaning are fairly clear. A few interruptions by the listener for the shake of clarification are necessary.  |
| Good      | 4 | Most of what the speakers says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey a message or to seek clarification. |
| Average   | 3 | The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speakers' more complex or longer sentences.        |
| Poor      | 2 | Only small bits (usually short sentences and phrase) can be understood and then with considerable effort by someone who is listening to the speakers.                          |
| Very poor | 1 | Hardly anything of what is said can be understood. Even when the listener makes a great effort or  |

|  |  |  |
|--|--|--|
|  |  | interrupts, the speaker is unable to clarify anything he seems to have said. |
|--|--|--|

Calculating the mean score of the students speaking test by using the formula.

$$Score = \frac{\text{the gain score}}{\text{the maximum score}} \times 100$$

After collecting the data of the students' the research classified the score of the students. To classify the students' score, there were seven classifications which were used as follow<sup>32</sup>:

Table 3.4 Score

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

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<sup>32</sup>Alvin Fahmi Addini and others, 'Konsep Dasar Supervisi Pendidikan' , *Jurnal Wahana Pendidikan*, 9.2 (2002), 179 <https://doi.org/10.25157/wa.v9i2.7639>.

Calculating the rate percentage of the students' score is SPSS 22 version was used to computer the percentage and mean score of the students' speaking test in the pre- test and post- test.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

The findings of the research were showed to described the result of the data that analyzed statistically and tabulating of data. It comprised of the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test.

##### 1. The Analysis Students Speaking Score in Pre-test

In this section, the researcher showed the students score based on the fluency, accuracy, and comprehensibility.

Table 4.1 The Score of Students' Speaking Skill In Pre-test

| No. | Aspect Speaking (Pre-Test) |          |                   |
|-----|----------------------------|----------|-------------------|
|     | Fluency                    | Accuracy | Comprehensibility |
| 1   | 2                          | 2        | 1                 |
| 2   | 2                          | 3        | 3                 |
| 3   | 4                          | 4        | 4                 |
| 4   | 4                          | 4        | 4                 |
| 5   | 2                          | 2        | 3                 |
| 6   | 2                          | 2        | 3                 |
| 7   | 4                          | 4        | 4                 |
| 8   | 2                          | 3        | 3                 |

|    |   |   |   |
|----|---|---|---|
| 9  | 4 | 4 | 4 |
| 10 | 2 | 3 | 3 |
| 11 | 1 | 1 | 2 |
| 12 | 2 | 3 | 3 |
| 13 | 4 | 4 | 4 |
| 14 | 4 | 4 | 4 |
| 15 | 2 | 3 | 3 |
| 16 | 3 | 3 | 3 |
| 17 | 4 | 4 | 4 |
| 18 | 3 | 4 | 2 |
| 19 | 2 | 3 | 3 |
| 20 | 2 | 2 | 1 |
| 21 | 2 | 3 | 3 |
| 22 | 2 | 3 | 3 |
| 23 | 2 | 3 | 3 |
| 24 | 3 | 3 | 3 |
| 25 | 2 | 2 | 1 |
| 26 | 2 | 2 | 2 |
| 27 | 2 | 2 | 1 |
| 28 | 2 | 2 | 2 |
| 29 | 4 | 4 | 4 |
| 30 | 2 | 3 | 3 |

|    |   |   |   |
|----|---|---|---|
| 31 | 2 | 2 | 2 |
| 32 | 4 | 4 | 4 |
| 33 | 3 | 3 | 3 |
| 34 | 2 | 2 | 1 |
| 35 | 1 | 1 | 2 |
| 36 | 4 | 4 | 4 |

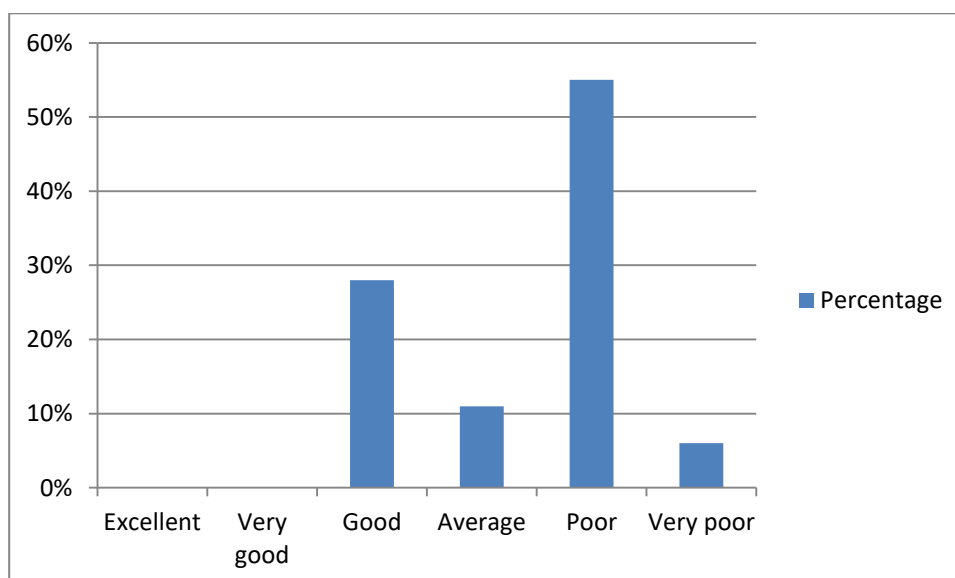
a. Fluency

Fluency score is presented in the table rate percentage value that can be seen as follow :

Table 4.2 The rate percentage score of students fluency in pre-test

| No.   | Classification | Rating | Frequency | Percentage |
|-------|----------------|--------|-----------|------------|
| 1.    | Excellent      | 6      | 0         | 0%         |
| 2.    | Very good      | 5      | 0         | 0%         |
| 3.    | Good           | 4      | 10        | 28%        |
| 4.    | Average        | 3      | 4         | 11%        |
| 5.    | Poor           | 2      | 20        | 55%        |
| 6.    | Very poor      | 1      | 2         | 6%         |
| Total |                |        | 36        | 100%       |

Indicates the score of fluency in percentage. It can be seen there are twenty students got poor score and the percentage 55%, ten students got a good score and the percentage 28%, four students got average score and the percentage 11%, two students got very poor score and the percentage 6%, and no students got an excellent, and very good score.



b. Accuracy

The accuracy score through the table of rate percentage score as follow :

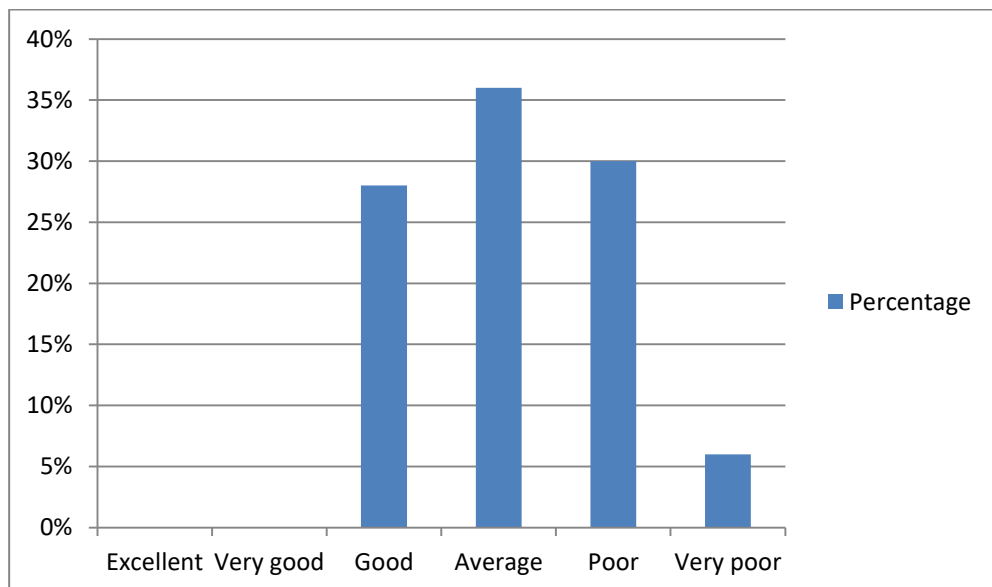
Table 4.3 The rate percentage score of students accuracy in pre-test

| No. | Classification | Rating | Frequency | Percentage |
|-----|----------------|--------|-----------|------------|
| 1   | Excellent      | 6      | 0         | 0%         |
| 2   | Very good      | 5      | 0         | 0%         |
| 3   | Good           | 4      | 10        | 28%        |
| 4   | Average        | 3      | 13        | 36%        |
| 5   | Poor           | 2      | 11        | 30%        |



|       |           |   |    |      |
|-------|-----------|---|----|------|
| 6     | Very poor | 1 | 2  | 6%   |
| Total |           |   | 36 | 100% |

Indicates the score of accuracy in percentage. It can be seen there are thirteen students got average score and the percentage 36%, eleventh students got poor score and the percentage 30%, ten students got a good score and the percentage 28%, two students got very poor score and the percentage 6%, and no students got excellent and very good score.



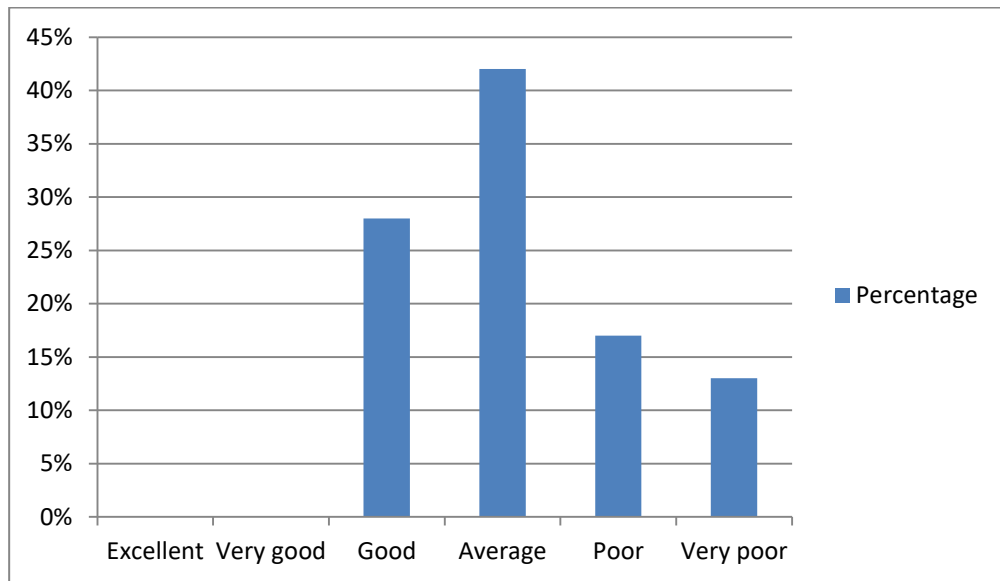
c. Comprehensibility

The comprehensibility score is presented through the table rate percentage score as follow :

Table 4.4 The rate percentage score of students comprehensibility in pre-test

| No    | Classification | Rating | Frequency | Percentage |
|-------|----------------|--------|-----------|------------|
| 1     | Excellent      | 6      | 0         | 0%         |
| 2     | Very good      | 5      | 0         | 0%         |
| 3     | Good           | 4      | 10        | 28%        |
| 4     | Average        | 3      | 15        | 42%        |
| 5     | Poor           | 2      | 6         | 17%        |
| 6     | Very poor      | 1      | 5         | 13%        |
| Total |                |        | 36        | 100%       |

The score of comprehensibility in percentage. It can be seen there are fifteen students got average score and the percentage 42%, ten students got a good score and the percentage 28%, six students got a poor score and the percentage 17%, five students got very poor score and the percentage 13%, and not students got excellent and very good score.



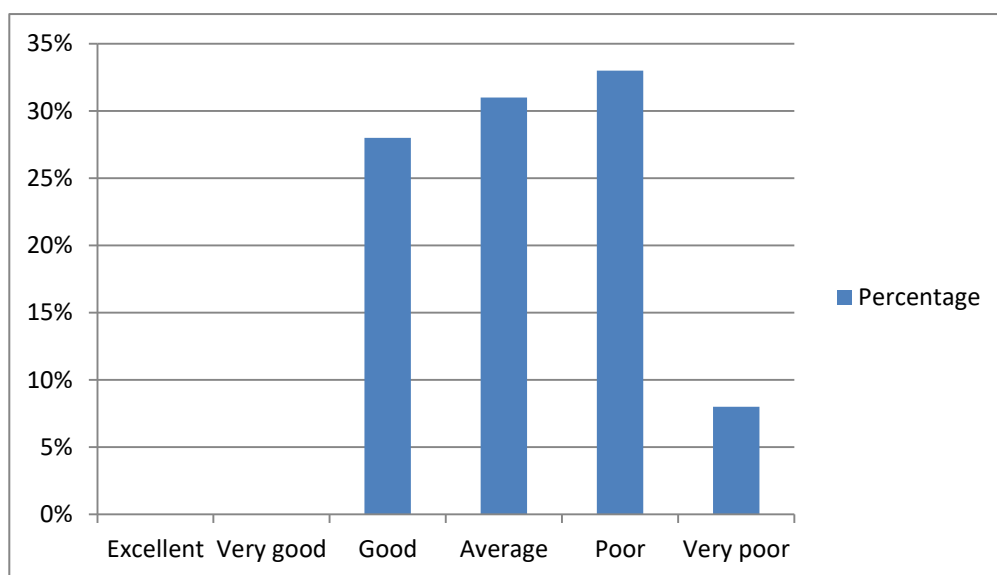
d. The total score of students in pre-test

Table 4.5 The total score of students speaking in pre-test

| No    | Classification | Score     | Frequency | Percentage |
|-------|----------------|-----------|-----------|------------|
| 1     | Excellent      | 86-100    | 0         | 0%         |
| 2     | Very good      | 71-86     | 0         | 0%         |
| 3     | Good           | 56-70     | 10        | 28%        |
| 4     | Average        | 41-55     | 11        | 31%        |
| 5     | Poor           | 26-40     | 12        | 33%        |
| 6     | Very poor      | $\leq 25$ | 3         | 8%         |
| Total |                |           | 36        | 100%       |

The table on shows there are twelve students got a poor score and the percentage 33%, eleventh students got average score and the percentage 31%,

ten students got a good score and the percentage 28%, three students got very poor score and the percentage 8%, and no students (0%) got excellent and very good score.



### 1. Post-test

In this section, the researcher shows a table of students' score based on fluency, accuracy and comprehensibility.

Table 4.6 The Score of Students' Speaking Skill In Post-test

| No | Aspect Speaking (Post-Test) |          |                   |
|----|-----------------------------|----------|-------------------|
|    | Fluency                     | Accuracy | Comprehensibility |
| 1  | 3                           | 3        | 4                 |
| 2  | 5                           | 5        | 5                 |
| 3  | 5                           | 6        | 5                 |
| 4  | 6                           | 6        | 6                 |
| 5  | 3                           | 4        | 4                 |

|    |   |   |   |
|----|---|---|---|
| 6  | 3 | 3 | 3 |
| 7  | 4 | 5 | 5 |
| 8  | 3 | 4 | 4 |
| 9  | 4 | 5 | 5 |
| 10 | 4 | 4 | 4 |
| 11 | 3 | 4 | 4 |
| 12 | 3 | 4 | 4 |
| 13 | 4 | 5 | 5 |
| 14 | 6 | 6 | 6 |
| 15 | 4 | 4 | 4 |
| 16 | 4 | 4 | 4 |
| 17 | 4 | 4 | 4 |
| 18 | 3 | 5 | 4 |
| 19 | 4 | 4 | 4 |
| 20 | 3 | 4 | 4 |
| 21 | 3 | 4 | 4 |
| 22 | 3 | 4 | 4 |
| 23 | 3 | 4 | 4 |
| 24 | 4 | 4 | 4 |
| 25 | 3 | 4 | 4 |
| 26 | 3 | 4 | 4 |
| 27 | 3 | 4 | 4 |

|    |   |   |   |
|----|---|---|---|
| 28 | 3 | 5 | 4 |
| 29 | 4 | 5 | 5 |
| 30 | 3 | 4 | 4 |
| 31 | 4 | 3 | 4 |
| 32 | 4 | 4 | 5 |
| 33 | 3 | 4 | 4 |
| 34 | 3 | 4 | 4 |
| 35 | 3 | 3 | 4 |
| 36 | 4 | 5 | 5 |

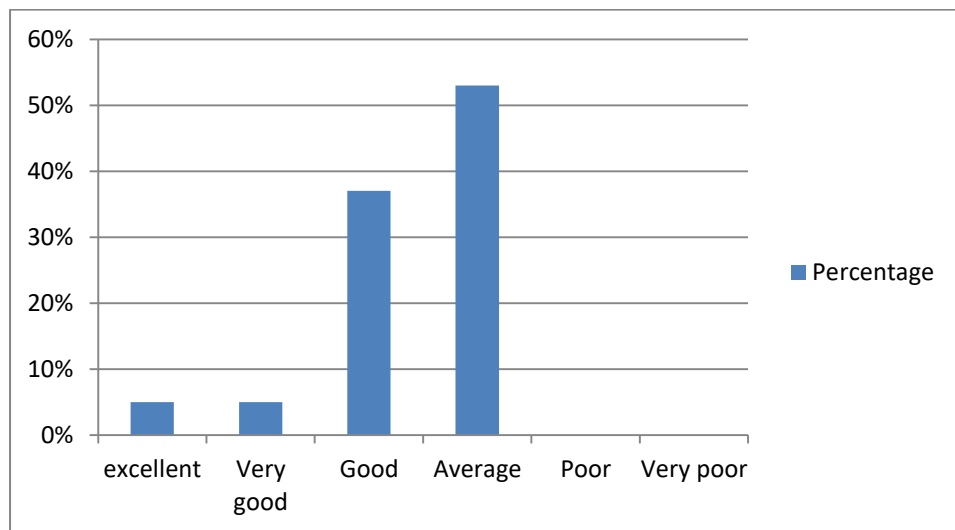
a. Fluency

After doing the treatment, the researcher got the students fluency by giving a test to the student. It can be seen from the table below:

Table 4.7 The rate percentage score of students' fluency in post-test

| No    | Classification | Rating | Frequency | Percentage |
|-------|----------------|--------|-----------|------------|
| 1     | Excellent      | 6      | 2         | 5%         |
| 2     | Very good      | 5      | 2         | 5%         |
| 3     | Good           | 4      | 13        | 37%        |
| 4     | Average        | 3      | 19        | 53%        |
| 5     | Poor           | 2      | 0         | 0%         |
| 6     | Very poor      | 1      | 0         | 0%         |
| Total |                |        | 36        | 100%       |

The table shows the score of fluency in percentage. It shows there are nineteen students got average score and the percentage is 53%, thirteen students got a good score and percentage is 37%, two students got excellent score and the percentage 5%, two students got very good score and the percentage 5%. There is not students got a poor and very poor score.



#### b. Accuracy

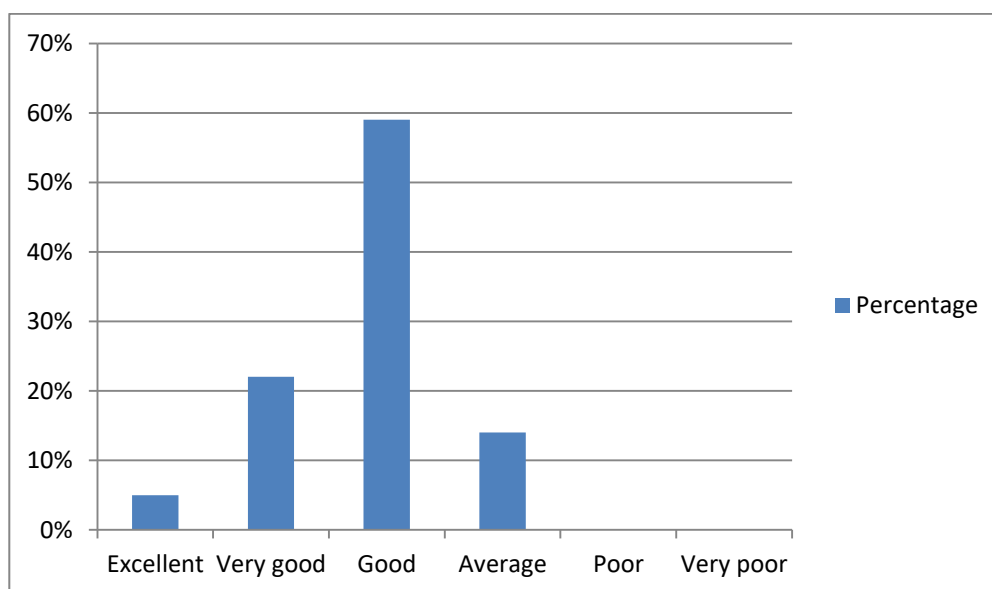
After the treatment using peer roasting, the research got a score of students accuracy which is percentage in the table below :

Table 4.8 The Rate Percentage Score of Students' Accuracy in Post-test

| No | Classification | Rating | Frequency | Percentage |
|----|----------------|--------|-----------|------------|
| 1  | Excellent      | 6      | 2         | 5%         |
| 2  | Very good      | 5      | 8         | 22%        |
| 3  | Good           | 4      | 21        | 59%        |
| 4  | Average        | 3      | 5         | 14%        |

|       |           |   |    |      |
|-------|-----------|---|----|------|
| 5     | Poor      | 2 | 0  | 0%   |
| 6     | Very poor | 1 | 0  | 0%   |
| Total |           |   | 36 | 100% |

Based on the table, it can be seen there are twenty-one students got a good score and the percentage 59%, eight students got very good score and the percentage 22%, five students got average score and the percentage 14%, two students got excellent score and the percentage 5%, and there is not students got poor and very poor score.





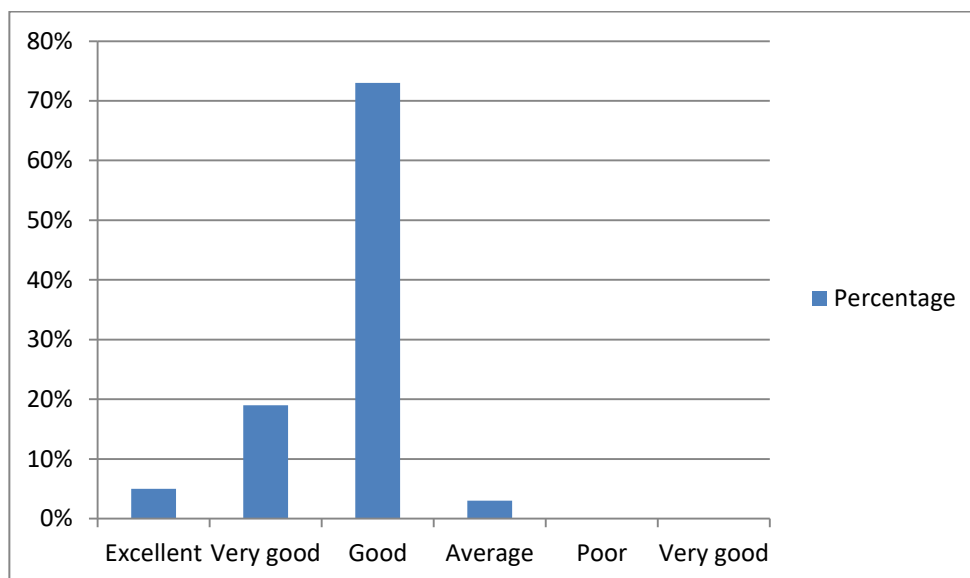
c. Comprehensibility

The researcher also had the score of the students comprehensibility, that can be seen from the table below :

Table 4.9 The Rate Percentage Score of Students' Comprehensibility in Post-test

| No.   | Classification | Rating | Frequency | Percentage |
|-------|----------------|--------|-----------|------------|
| 1     | Excellent      | 6      | 2         | 5%         |
| 2     | Very good      | 5      | 7         | 19%        |
| 3     | Good           | 4      | 26        | 73%        |
| 4     | Average        | 3      | 1         | 3%         |
| 5     | Poor           | 2      | 0         | 0%         |
| 6     | Very poor      | 1      | 0         | 0%         |
| Total |                |        | 36        | 100%       |

Indicates the score of comprehensibility there are twenty-six students got a good score and the percentage is 73%, seven students got very good score and the percentage 19%, two students got excellent score and the percentage 5%, one students got average score and the percentage 3%, and there is not students got poor and very poor score.

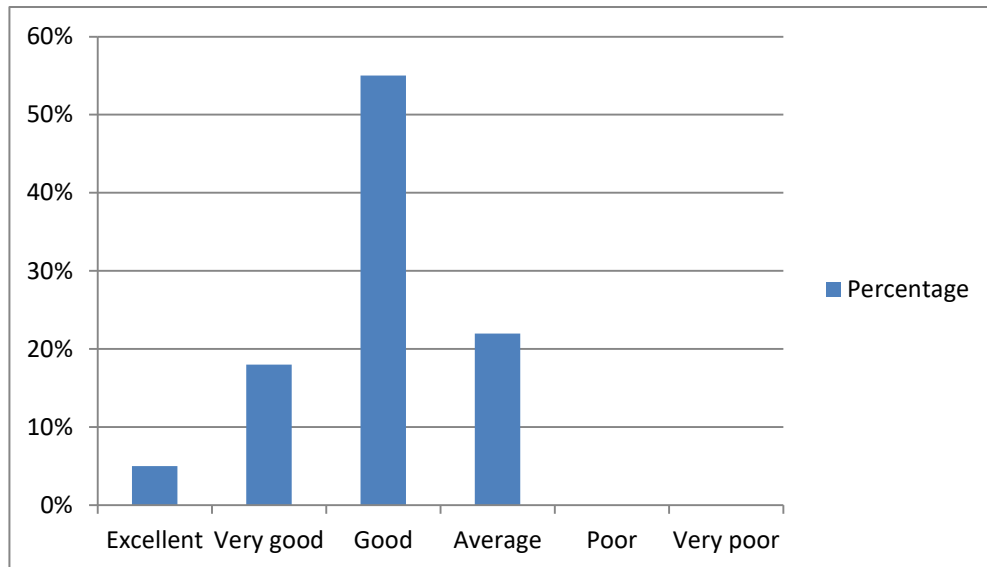


d. Total result of students speaking post-test

Table 4.10 The Total score of students speaking post-test

| No    | Classification | Score  | Frequency | Percentage |
|-------|----------------|--------|-----------|------------|
| 1     | Excellent      | 86-100 | 2         | 5%         |
| 2     | Very good      | 71-86  | 6         | 18%        |
| 3     | Good           | 56-70  | 20        | 55%        |
| 4     | Average        | 41-55  | 8         | 22%        |
| 5     | Poor           | 26-40  | 0         | 0%         |
| 6     | Very poor      | <25    | 0         | 0%         |
| Total |                |        | 36        | 100%       |

In the table there are twenty students got a good score and the percentage 55%, eight students got average score and the percentage 22%, six students got very good score and the percentage 18%, two students got excellent score and the percentage 5%, and there is not students got poor and very poor score.



## 2. The comparison of students score in the pre-test and post-test

In this section, the researcher presented the pre-test and post-test result of the mean score and standard deviation.

### a. Fluency

Table 4.11 The mean score and standard deviation fluency of Pre-test and Post-test

|        |          | Paired Samples Statistics |    |                |                 |
|--------|----------|---------------------------|----|----------------|-----------------|
|        |          | Mean                      | N  | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest  | 2.61                      | 36 | .964           | .161            |
|        | Posttest | 3.64                      | 36 | .833           | .139            |

The table on is about paired sample statistic of fluency pre-test and post-test above. It showed that the standard deviation value in the pre-test is 0.964 and in the post test is 0.833.

Based on the table, it can be seen that in the pre-test, the standard error was 0.161 and the post-test it was 0.139. on the other hand, the mean score of the pre-test was 2.61, and in the post-test was 3.64.

Table 4.12 The matched examples connections fluency of pre-test and post-test

| Paired Samples Correlations |    |             |
|-----------------------------|----|-------------|
|                             | N  | Correlation |
| Pair 1 Pretest & Posttest   | 36 | .638        |
|                             |    | Sig.        |
|                             |    | .000        |

Table showed the fluency pre-test and post-test sample correlation of the students' ability before and after treatment 0.638. It means a significant correlation between students' ability teaching speaking using peer roasting activity.

Table 4.13 The Paired Sample Test fluency of Pre-test and Post-test Paired

|        |                    | Paired Samples Test |           |            |   |       |        |    |          |
|--------|--------------------|---------------------|-----------|------------|---|-------|--------|----|----------|
|        |                    | Paired Differences  |           |            |   |       |        |    |          |
|        |                    |                     | Std.      | Std. Error | 95% Confidence Interval of the Difference |       |        |    | Sig. (2- |
|        |                    | Mean                | Deviation | Mean       | Lower                                     | Upper | t      | df | tailed)  |
| Pair 1 | Pretest - Posttest | -1.028              | .774      | .129       | -1.290                                    | -.766 | -7.966 | 35 | .000     |

From the table, the paired sample test show that  $t_0$  (count) = 7.966 and df (degree of freedom) = 35,  $t_t = 2.030$ . Based on the result,  $t_0$  (count) was higher than  $t_t$  ( $t_{table}$ ),  $t_0 > t_t$ .

b. Accuracy

Table 4.14 The mean score and standard deviation accuracy of Pre-test and Post-test

| Paired Samples Statistics |          |      |    |                |                 |
|---------------------------|----------|------|----|----------------|-----------------|
|                           |          | Mean | N  | Std. Deviation | Std. Error Mean |
| Pair 1                    | Pretest  | 2.92 | 36 | .906           | .151            |
|                           | Posttest | 4.28 | 36 | .779           | .130            |

The table on is about paired sample statistic of accuracy pre-test and post-test above. It showed that the standard deviation value in the pre-test is 0.906 and in the post test is 0.779.

Based on the table, it can be seen that in the pre-test, the standard error was 0.151 and the post-test it was 0.130. On the other hand, the mean score of the pre-test was 2.92, and in the post-test was 4.28.

Table 4.15 The matched example connections accuracy of Pre-test and Post-test

| Paired Samples Correlations |                    |    |             |      |
|-----------------------------|--------------------|----|-------------|------|
|                             |                    | N  | Correlation | Sig. |
| Pair 1                      | Pretest & Posttest | 36 | .681        | .000 |

Table showed the fluency pre-test and post-test sample correlation of the students' ability before and after treatment 0.681. It means a significant correlation between students' ability teaching speaking using peer roasting activity.

Table 4.16 The paired sample test accuracy of Pre-test and Post-test

|        |                    | Paired Samples Test |                |                 |   |        |         |    |                 |
|--------|--------------------|---------------------|----------------|-----------------|---|--------|---------|----|-----------------|
|        |                    | Paired Differences  |                |                 |   |        |         |    |                 |
|        |                    |                     |                |                 | 95% Confidence Interval of the Difference |        |         |    |                 |
|        |                    | Mean                | Std. Deviation | Std. Error Mean | Lower                                     | Upper  | t       | Df | Sig. (2-tailed) |
| Pair 1 | Pretest - Posttest | -1.361              | .683           | .114            | -1.592                                    | -1.130 | -11.965 | 35 | .000            |

From the table, the paired sample test show that  $t_0$  (count) = 11.965 and df (degree of freedom) = 35,  $t_t = 2.030$ . Based on the result,  $t_0$  (count) was higher than  $t_t$  ( $t_{table}$ ),  $t_0 > t_t$ .

c. Comprehensibility

Table 4.17 The mean score and standard deviation comprehensibility of Pretest and Post-test

|        |          | Paired Samples Statistics |    |                |                 |
|--------|----------|---------------------------|----|----------------|-----------------|
|        |          | Mean                      | N  | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest  | 2.83                      | 36 | 1.000          | .167            |
|        | Posttest | 4.31                      | 36 | .624           | .104            |

The table on is about paired sample statistic of comprehensibility pre-test and post-test above. It showed that the standard deviation value in the pre-test is 0.1000 and in the post test is 0.624.

Based on the table, it can be seen that in the pre-test, the standard error was 0.167 and the post-test it was 0.104. On the other hand, the mean score of the pre-test was 2.82, and in the post-test was 4.31.

Table 4.18 The matched examples connections comprehensibility of Pre-test and Post-test

| Paired Samples Correlations |                    |    |             |      |
|-----------------------------|--------------------|----|-------------|------|
|                             |                    | N  | Correlation | Sig. |
| Pair 1                      | Pretest & Posttest | 36 | .587        | .000 |

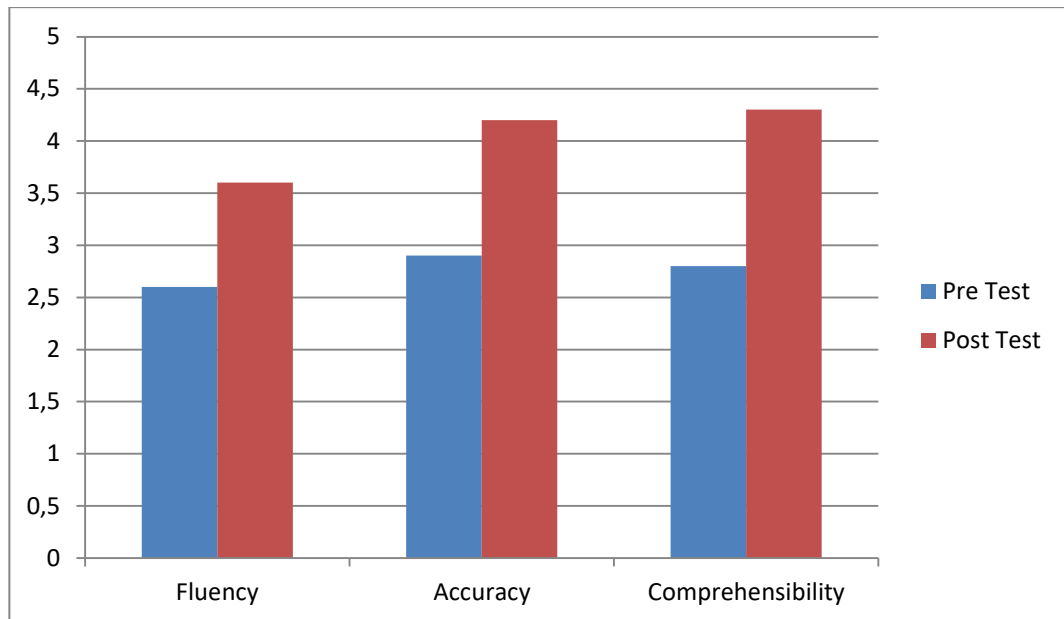
Table showed the fluency pre-test and post-test sample correlation of the students' ability before and after treatment 0.587. It means a significant correlation between students' ability teaching speaking using peer roasting activity.

Table 4.19 The Paired Sample Test comprehensibility of Pre-test and Post-test

| Paired Samples Test |                    |                    |                |                 |   |        |         |    |                 |
|---------------------|--------------------|--------------------|----------------|-----------------|---|--------|---------|----|-----------------|
|                     |                    | Paired Differences |                |                 |   |        |         |    |                 |
|                     |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        | T       | Df | Sig. (2-tailed) |
|                     |                    |                    |                |                 | Lower                                     | Upper  |         |    |                 |
| Pair 1              | Pretest - Posttest | -1.472             | .810           | .135            | -1.746                                    | -1.198 | -10.903 | 35 | .000            |

From the table, the paired sample test show that  $t_0$  (count) = 10.903 and df (degree of freedom) = 35,  $t_t = 2.030$ . Based on the result,  $t_0$  (count) was higher than  $t_t$  ( $t_{table}$ ),  $t_0 > t_t$ .

Table 4.20 The graphs significant from Pre-test and Post-test



Based on the graphs shown, each aspect of speaking experienced a significant increase from pre-test to post-test. In the fluency aspect the pre-test result were 2,6 while the post-test increased to 3,6. In the accuracy aspect the pre-test result were 2,9 while the post-test increased to 4,2. In the comprehensibility aspect the pre-test result were 2,8 while the post-test increased to 4,3.

Overall, this graphs illustrates the improvement in all aspect of speaking assessment after pre-test and post-test. This data intervention was successful in improving students speaking skill, specially in terms fluency, accuracy and comprehensibility.



d. The total result of pre-test and post-test

Table 4.21 The mean score and standard deviation of Pre-test and Post-test

| <b>Paired Samples Statistics</b> |          |        |    |                |                 |
|----------------------------------|----------|--------|----|----------------|-----------------|
|                                  |          | Mean   | N  | Std. Deviation | Std. Error Mean |
| Pair 1                           | Pretest  | 2.8889 | 36 | .88730         | .14788          |
|                                  | Posttest | 4.1944 | 36 | .66845         | .11141          |

The table on is about paired sample statistics of pre-test and post-test above. It showed that the standard deviation value in the pre-test is 0.88730 and in the post-test is 0.66845.

Based on the table, it can be seen that in the pre-test, the standard error was 0.14788 and the post-test it was 0.11141. on the other hand, the mean score of the pre-test was 2.8889, and in the post-test was 4.1944.

Table 4.22 The matched examples connections of Pre-test and Post-test

| Paired Samples Correlations |                    |  |    |             |      |
|-----------------------------|--------------------|--|----|-------------|------|
|                             |                    |  | N  | Correlation | Sig. |
| Pair 1                      | Pretest & Posttest |  | 36 | .664        | .000 |

Table showed the pre-test and post-test sample correlation of the students' ability before and after treatment 0,664. It means a significant correlation between students' ability teaching speaking using peer roasting activity.

Table 4.23 The Paired Sample Test of Pre-test and Post-test

|        |                    | Paired Samples Test |                |                 |   |          |         |    |                  |
|--------|--------------------|---------------------|----------------|-----------------|---|----------|---------|----|------------------|
|        |                    | Paired Differences  |                |                 |   |          |         |    |                  |
|        |                    | Mean                | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          | T       | df | Sig. (2-tailed ) |
|        |                    |                     |                |                 | Lower                                     | Upper    |         |    |                  |
| Pair 1 | Pretest – posttest | -1.30556            | .66845         | .11141          | -1.53173                                  | -1.07938 | -11.719 | 35 | .000             |

From the table, the paired sample test shows that  $t_0$  (count) = 11.719 and df (degree of freedom) = 35,  $t_t = 2.030$ . Based on the result,  $t_0$  (count) was higher than  $t_{table}$  ( $t_{table}$ ),  $t_0 > t_t$

$$11.719 > 2.030$$

Based on the formula from table, the research result was that ( $t_0 > t_t$ ) the count was higher than  $t_{table}$ . Therefore, it can be concluded that there was a significant improvement after using peer roasting activity. So the result can be concluded that the using peer roasting activity can improve students speaking skills at SMAN 3 Palopo.

## B. Discussion

Based on the data shown, each aspect of speaking experienced a significant increase from pre-test to post-test. In the fluency aspect the pre-test result were 2,6 while the post-test increased to 3,6. In the accuracy aspect the pre-test result were 2,9 while the post-test increased to 4,2. In the comprehensibility aspect the pre-test result were 2,8 while the post-test increased to 4,3. It can be conclusions that the comprehensibility is the most influential aspect then the aspect fluency and accuracy. This data intervention was successful in improving students speaking skill, specially in terms fluency, accuracy and comprehensibility.

The use of peer roasting activity in teaching speaking skills was effective to improve students speaking skills, because peer roasting is one of the effective ways that teaches how to make jokes in context that does not humiliate the person. So in the use of peer roasting, it will make students more active and enjoy in speaking, so that students will not be bored.

According to the researcher, stand-up comedy students can perform funny stories and spoof in public. The study discussed high school students' activities through stand-up comedy to increase fluency, intonation and pronunciation. Using stand-up comedy is one of effective can improving students speaking ability of senior high school students and also supports students to practice and interact with other students.<sup>33</sup>

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<sup>33</sup> Firnades Satria, Dra An Fauzia Rozani Syafei, M.A, *"Using Stand-up Comedy in Teaching Speaking at Senior High School"*, 2013

After doing this research, the researcher found a some problem that the students did during the class. For example, the students were still felt shy when they were asked to speak in front of the class. It happened because they were worried and afraid if they made mistakes. The students also did not have enough vocabulary, making it difficult to speak without reading text.

This research used the peer roasting to improve the students' speaking skills. It can be seen in the pre-test that the students' mean score is 2.8889 (poor) and the students' in the post-test is 4.1944 (good). The data have been analyzed utilizing ( $t_t$ ) standart of significant 5% with a degree of freedom (DF) = 35, obtained  $t_t$ = 2.042, and standard of signification 0.52. The result of  $t_0$  (count) was 11.719 from this research gave an interpretation that  $t_0$  was higher than  $t_t$  ( $t_{table}$ ),  $11.719 > 2.042$ .

According to the data, the use of peer roasting to improve students' speaking skills is effective. It is line with Jogi Zulfadli Lubis, the use of joke in the class can change a boring situation into a pleasant one. It can increase interaction between students and teacher, make class more meaningful and enjoyable. The reason to use joke is effectiveness and a pleasant way to make students speak in English. It seems like to combine practice with fun. Through jokes they can express their ideas freely, because it is related with their daily activity with their friend.<sup>34</sup>

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<sup>34</sup> Jogi Zulfadli Lubis "*Improving Students' Speaking Skill Through Party Jokes At The Tenth Grade Of MAN Model Medan In 2017/2018 Academic Year*" , (Unpublished Thesis, University For Islamic Studies (UIN) North Sumatera Medan), 2018.

Based on the explanation above, using peer roasting activity can make students learning process more active and make them not feel bored because they are learning something new, so that it becomes a motivation.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

Based on the findings and discussions from the data analysis in the previous chapter, this chapter offers conclusions and suggestions.

#### **A. Conclusions**

Peer roasting is one of the ways can be used in modern learning, especially in teaching speaking skills. Roasting is a fun activity to improve speaking skills in fluency, accuracy and comprehensibility. Using peer roasting is beneficial in improving students speaking skills for students in the second years students of science at SMAN 3 Palopo, according to the researcher's findings and discussion. After employing the peer roasting to help students improve their speaking skill, the results revealed that there is a significant change between the pre-test and post-test mean scores of students. The students mean score on the pre-test was 2.8889, while their mean score on the post-test was 4.1944. It can be concluded that the roasting method can improve students speaking skills students in the second years students of science (IPA 1) at SMAN 3 Palopo.

## **B. Suggestion**

The success in this teaching does not depend on the program only, but more important is how the teacher presents the lesson and uses various method to manage the class more lively and enjoyable. Based on the conclusions above, the research would like to provide the following suggestion as follow:

1. For the teacher, is better try to use peer roasting in teaching speaking skill because it can help students to be more active, enjoy and confident in speaking.
2. For the students, should still be active and speak up in class having applied these activities. They should have braveness to express their opinions and do not be shy or afraid to make grammatical error in speaking because to have a good speaking we should to always practice.
3. For the next research, who wants to develop this research in the future by using peer roasting activity, this peer roasting can be used in improving students speaking skill, and researcher can use this research as an additional references for pertinent research.
4. For the next research, who wants to develop this research in the future by using peer roasting activity, make sure to know how to roasting people because roasting people is often used by comedians to attack someone but in a unique way. The assault here is not physical, but rather verbal in a sentence or a word.

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# **A P P E N D I X**

## **Appendix 1**

### ***Instrument Pre-test***

Material : Describing People

Instruction : Please describe your friend, teacher and parents. You can choose whichever one you want.

#### **Teacher**

1. Please describe your teacher's physical appearances.
2. Please describe your teacher's performance in the classroom.
3. Please describe your teacher's character.
4. Could you tell me why the teacher can be a role model in the classroom?
5. Could you tell me about your teacher habit in the classroom!

#### **Friends**

1. Please describe your friend's physical appearances.
2. Please describe your friend's character.
3. Please tell me about your friends favorite food and why she likes it ?
4. Could you tell me about your friends habit and why she always do it ?
5. Tell me about your friends hobby. Where she always do her hobby.

**Parents**

1. Please describe your parents physical appearances.
2. Please tell me your favorite part in your parents face.
3. Please describe your parents character.
4. What your mother always cooking at home? Why she always cooking that food?
5. What about when she's at home and outside the house?

## **Appendix 2**

### ***Instrument Post-test***

Material : Describing People

Instruction : Please describe your friend, teacher and parents. You can choose whichever one you want.

#### **Teacher**

1. Please describe your teacher's physical appearances.
2. Please describe your teacher's performance in the classroom.
3. Please describe your teacher's character.
4. Could you tell me why the teacher can be a role model in the classroom?
5. Could you tell me about your teacher habit in the classroom!

#### **Friends**

1. Please describe your friend's physical appearances.
2. Please describe your friend's character.
3. Please tell me about your friends favorite food and why she likes it ?
4. Could you tell me about your friends habit and why she always do it ?
5. Tell me about your friends hobby. Where she always do her hobby.

**Parents**

1. Please describe your parents physical appearances.
2. Please tell me your favorite part in your parents face.
3. Please describe your parents character.
4. What your mother always cooking at home? Why she always cooking that food?
5. What about when she's at home and outside the house?

## Appendix 3

### *Keterangan validasi*

**SURAT KETERANGAN VALIDASI**

Yang bertanda tangan dibawah ini:

Nama : Prof. Dr. Sahraini, M.Hum  
Jabatan/Pekerjaan : Dosen  
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:  
*Improving Students' Speaking skill using peer roasting activity at SMAN 3 Palopo*  
dari mahasiswa:

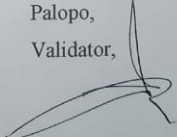
Nama : Nurmi Padang  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 1902020045

(sudah siap/~~belum~~ siap) dipergunakan untuk penelitian dengan menambahkan  
beberapa saran sebagai berikut:

Siap untuk dipergunakan  
.....  
.....  
.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,  
Validator,

  
Prof. Dr. Sahraini, M. Hum  
NIP. \_\_\_\_\_

\*coret yang tidak perlu



## Appendix 4

### *Dokumentasi penelitian*

#### Pre-test



## Treatment



## Post-test



## Appendix 5

### *Izin penelitian*

  
**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos 91921  
Telp/Fax : (0471) 326048, Email : dpmpptsp@palopokota.go.id, Website : http://dpmpptsp.palopokota.go.id

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**SURAT KETERANGAN PENELITIAN**  
NOMOR : 500.16.7.2/2024.0043/IP/DPMPPTSP

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi,
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja,
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian,
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo,
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

|               |  |
|---------------|--|
| Nama          | : NURMI PADANG                                     |
| Jenis Kelamin | : P  |
| Alamat        | : Beuma Ds. Lissaga Kec. Basse Sangtempe Kab. Luwu |
| Pekerjaan     | : Mahasiswa  |
| NIM           | : 1902020045                                       |

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

**Improving Students Speaking Skill Using Peer Roasting Activity at SMAN 3 Palopo**


|                    |                                      |
|--------------------|--------------------------------------|
| Lokasi Penelitian  | : SMA Negeri 3 Palopo                |
| Lamanya Penelitian | : 22 Januari 2024 s.d. 22 Maret 2024 |

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. 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) exemplar 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 Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 22 Januari 2024

  
Ditandatangani secara elektronik oleh :  
Kepala DPMPPTSP Kota Palopo  
**SYAMSURIADI NUR, S.STP**  
Pangkat : Pembina IV/a  
NIP : 19850211 200312 1 002

**Tembusan, Kepada Yth :**

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




Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)



## Appendix 6

### *Keterangan telah meneliti*

  
PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI 3 PALOPO  
Alamat : Jln. Andi Djemma No. 52 Telp./Fax (0471) 21306 E-Mail : [smn3palopo@yahoo.com](mailto:smn3palopo@yahoo.com) Palopo 91911

---

**SURAT KETERANGAN PENELITIAN**  
Nomor : 070 /801 – UPT SMA.03/PLP/DISDIK

Yang bertanda tangan dibawah ini :

|         |                                   |
|---------|-----------------------------------|
| Nama    | : HAIRUDDIN, S.Pd., M.Pd.         |
| Jabatan | : Kepala UPT SMA Negeri 3 Palopo. |


Menerangkan bahwa :

|                  |  |
|------------------|--|
| Nama             | : NURMI PADANG                                     |
| NIM              | : 1902020045                                       |
| Tempat Tgl Lahir | : Beuma, 10 Agustus 2000                           |
| Fakultas         | : Tarbiyah dan Ilmu keguruan                       |
| Jenis Kelamin    | : Perempuan  |
| Pekerjaan        | : Mahasiswa (i)                                    |
| Alamat           | : Beuma Ds. Lissaga Kec. Basse Sangtempe Kab. Luwu |
| Perguruan Tinggi | : IAIN PALOPO                                      |

Telah mengadakan Penelitian pada tanggal 20 Februari s /d 22 Maret 2024, dalam rangka penyusunan Karya Ilmiah (Skripsi) yang berjudul **"IMPROVING STUDENTS SPEAKING SKILL USING PEER ROASTING ACTIVITY AT SMAN 3 PALOPO"**.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 18 Juli 2024  
Kepala

  
HAIRUDDIN, S.Pd., M.Pd.  
NIP. 19690905 199412 1 007

## **Appendix 7**

### ***Transcript sound***

#### **Student 1**

Good morning everyone

My name is..

And today in this vocation

I am gonna describe and roasting my ..

Her name is Alike Zulkarami but I usually call her Alike

So, first me is about her bodies

She has ham mole in his nose

She has a nice eyes

She has a great smile and I ... beautiful

And the ton of his and the ton of is natural is natural

For a Indonesian women is standard

And about her hobby she really like to watch Kdarama.

#### **Student 2**

Usually call her Ade or Ayu or anything what I want.

And than yah talking about the fake.

She is taller than me yes I agree that.

But it's really annoying when her always talking that you really short than me and I really taller than you.

It's actually different between I sees no really really different.

And than yah talking about the hobby.

Her hobby is always make an funny jokes.

And than yeah she always make a joke than wish wish not funny.

And than yah she up.

She in up looking her self.

And than yah I never forget about ex boyfriend.

Her ex boyfriend has a really really noisy motorcycle.

Like people all people in this school can hear her motorcycle his motorcycle.

When his turn on motorcycle like this sounds its really really annoying like brum  
brum

Like what's like like a ngatta ngatta geng you know

Like when the first time I know the she has a relationship with him like oh my  
God, are you sure? Like you and him like oh my God I don't believe.

That's all thank you.

## Appendix 8

### *Lesson plan*

#### LESSON PLAN

##### Meeting 1

|                |                          |
|----------------|--------------------------|
| <b>School</b>  | <b>SMAN 3 Palopo</b>     |
| <b>Subject</b> | <b>English</b>           |
| <b>Topic</b>   | <b>Describing people</b> |
| <b>Skill</b>   | <b>Speaking</b>          |
| <b>Class</b>   | <b>XI IPA 1</b>          |
| <b>Time</b>    | <b>120 minutes</b>       |

**Present:** Get SS ready to discuss (activate background knowledge). Review language, if needed, teach new language.

| <b>Present Activities</b>  | <b>Interaction</b> | <b>Time</b> |
|--|--------------------|-------------|
| <b>Greetings</b><br>- Teacher greetings to students.<br><br>- Teacher ask about students' condition.   | T-SS               | 5 minutes   |
| <b>Attendance List and Reading Prayer</b><br><br>Teacher ask one student leads their friend before starting the class.<br><br>-Teacher mentions students' name one by one.<br><br>-Teacher introduce herself | T-SS               | 10 minutes  |
| <b>Attention Grab</b>  | T-SS               | 5 minutes   |



|  |      |            |
|--|------|------------|
| T : Hello<br><br>S : Hi  |      |            |
| <b>Present Material</b><br><br>-The teacher explain about describing people and roasting.<br><br>-The teacher explain about how to describing people | T-SS | 30 minutes |

**Practice** : Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

| Practice Activities  | Interaction | Time       |
|--|-------------|------------|
| <b>Practice</b><br><br>-The teacher asked the students to come forward.<br><br>-Teacher ask students to describe the students to describe their parents.<br><br>-After that, the teacher ask the students to describe their parents through roasting activity. | T-SS        | 55 minutes |

**Produce** : Production activities give students opportunity to use new vocabulary.

| Production Activities   | Interaction | Time       |
|---|-------------|------------|
| <b>Produce</b><br><br>-The teacher evaluates the students about the material today. The questions are :<br><br><ul style="list-style-type: none"> <li>• How about your parents personality?</li> <li>• How about her</li> </ul> | T-SS        | 10 minutes |

|  |  |           |
|--|--|-----------|
| skin?<br>• How about her eyes?<br><br><b>Closing</b><br><br>-The teacher closed the class for today. |  | 5 minutes |
|--|--|-----------|

## Meeting 2

|                |                          |
|----------------|--------------------------|
| <b>School</b>  | <b>SMAN 3 Palopo</b>     |
| <b>Subject</b> | <b>English</b>           |
| <b>Topic</b>   | <b>Describing People</b> |
| <b>Skill</b>   | <b>Speaking</b>          |
| <b>Class</b>   | <b>XI IPA 1</b>          |
| <b>Time</b>    | <b>120 minutes</b>       |

**Presents** : Get SS ready to discuss (active background knowledge). Review language, if needed, teach new language.

| <b>Present Activities</b>   | <b>Interaction</b> | <b>Time</b> |
|---|--------------------|-------------|
| <b>Greetings</b><br><br>-Teacher greetings to students<br><br>-Teacher ask about students' condition                    | T-SS               | 5 minutes   |
| <b>Attendance List and Reading Prayer</b><br><br>-Teacher ask one student leads their friend before starting the class. | T-SS               | 10 minutes  |

|  |      |            |
|--|------|------------|
| -Teacher mention students' name one by one.  |      |            |
| <b>Attention Grab</b><br><br>T : One two three<br><br>S : Eyes on you  | T-SS | 5 minutes  |
| <b>Present Material</b><br><br>-The teacher explain about describing people.<br><br>-The teacher explain how to describing people. | T-SS | 30 minutes |

**Practice** : Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

| <b>Practice Activities</b>   | <b>Interaction</b> | <b>Time</b> |
|--|--------------------|-------------|
| <b>Practice</b><br><br>-The teacher asked the students to come forward.<br><br>-The teacher ask students to describe their parents, as explained last week.<br><br>-After that teacher ask to students to describe their parents through roasting. | T-SS               | 55 minutes  |

**Produce** : Production activities give students opportunity to use new vocabulary.

| <b>Production Activities</b>                     | <b>Interaction</b> | <b>Time</b> |
|--|--------------------|-------------|
| <b>Produce</b><br><br>-The teacher evaluates the | T-SS               | 10 minutes  |

|   |  |           |
|---|--|-----------|
| <p>students about the material today. The questions are :</p> <ul style="list-style-type: none"> <li>• How about your parents smile?</li> <li>• How about your parents habit?</li> </ul> <p><b>Closing</b><br/>-The teacher closed the class for today.</p> |  | 5 minutes |
|---|--|-----------|

### Meeting 3

|                |                          |
|----------------|--------------------------|
| <b>School</b>  | <b>SMAN 3 Palopo</b>     |
| <b>Subject</b> | <b>English</b>           |
| <b>Topic</b>   | <b>Describing People</b> |
| <b>Skill</b>   | <b>Speaking</b>          |
| <b>Class</b>   | <b>XI IPA 1</b>          |
| <b>Time</b>    | <b>120 minutes</b>       |

Present : Get SS ready to discuss (activate background knowladge). Review language, if needed, teach new language.

| <b>Present Activities</b>   | <b>Interaction</b> | <b>Time</b> |
|---|--------------------|-------------|
| <p><b>Greetings</b></p> <p>-Teacher greetings to students.</p> <p>-Teacher ask about students' condition.</p> | T-SS               | 5 minutes   |
| <b>Attendance List and Reading Prayer</b>   | T-SS               | 10 minutes  |

|   |      |            |
|---|------|------------|
| <p>-Teacher ask one student leads their friend before starting the class.</p> <p>-Teacher mention students' name one by one.</p>          |      |            |
| <p><b>Attention Grab</b></p> <p>T : Attention</p> <p>S : Attention 3X</p>   | T-SS | 5 minutes  |
| <p><b>Present Material</b></p> <p>-The teacher explain about describing people.</p> <p>-The teacher explain how to describing people.</p> | T-SS | 30 minutes |

**Practice** : Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

| Practice Activities  | Interaction | Time       |
|--|-------------|------------|
| <p><b>Practice</b></p> <p>-The teacher asked the students to come forward.</p> <p>-Teacher ask students to describe their teacher.</p> <p>-After that the teacher ask the students to describe their teacher through roasting.</p> | T-SS        | 55 minutes |

**Produce** : Production activities give students opportunity to use new vocabulary.

| Production Activities | Interaction | Time |
|-----------------------|-------------|------|
|                       |             |      |

|  |      |            |
|--|------|------------|
| <b>Produce</b><br><br>-The teacher evaluates the students about the material today. The questions are : <ul style="list-style-type: none"> <li>• How about your teacher habit if her teaching in the class?</li> <li>• How about her eyes?</li> </ul> <b>Closing</b><br><br>-The teacher closed the class for today. | T-SS | 10 minutes |
|  | T-SS | 5 minutes  |

#### Meeting 4

|                |                          |
|----------------|--------------------------|
| <b>School</b>  | <b>SMAN 3 Palopo</b>     |
| <b>Subject</b> | <b>English</b>           |
| <b>Topic</b>   | <b>Describing People</b> |
| <b>Skill</b>   | <b>Speaking</b>          |
| <b>Class</b>   | <b>XI IPA 1</b>          |
| <b>Time</b>    | <b>120 minutes</b>       |

**Present** : Get SS ready to discuss (activate background knowledge). Review language, if needed, teach new language.

|   |                    |             |
|---|--------------------|-------------|
| <b>Present Activities</b>                               | <b>Interaction</b> | <b>Time</b> |
| <b>Greetings</b><br><br>-Teacher greetings to students. | T-SS               | 5 minutes   |

|  |      |            |
|--|------|------------|
| -Teacher ask about students' condition.  |      |            |
| <b>Attendance List and Reading Prayer</b><br><br>Teacher ask one student leads their friend before starting the class.<br><br>-Teacher mentions students' name one by one. | T-SS | 10 minutes |
| <b>Attention Grab</b><br><br>T : Hello<br><br>S : Hi   | T-SS | 5 minutes  |
| <b>Present Material</b><br><br>-The teacher explain about describing people.<br><br>-The teacher explain how to describing people.   | T-SS | 30 minutes |

**Practice** : Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

| Practice Activities   | Interaction | Time       |
|---|-------------|------------|
| <b>Practice</b><br><br>-The teacher asked the students to come forward.<br><br>-Teacher ask students to describe their teacher.<br><br>-After that the teacher ask the students to describe their teacher | T-SS        | 55 minutes |





|   |      |            |
|---|------|------------|
| <p>-Teacher greetings to students.</p> <p>-Teacher ask about students' condition.</p>   |      |            |
| <p><b>Attendance List and Reading Prayer</b></p> <p>Teacher ask one student leads their friend before starting the class.</p> <p>-Teacher mentions students' name one by one.</p> | T-SS | 10 minutes |
| <p><b>Attention Grab</b></p> <p>T : One two three</p> <p>S : Eyes on you</p>  | T-SS | 5 minutes  |
| <p><b>Presents Material</b></p> <p>-The teacher explain about describing people.</p> <p>-The teacher explain how to describing people.</p>  | T-SS | 30 minutes |

**Practice** : Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

| Practice Activities   | Interaction | Time       |
|---|-------------|------------|
| <p><b>Practice</b></p> <p>-The teacher asked the students to come forward.</p> <p>-Teacher ask students to describe their friends.</p> <p>-After that the teacher ask the students to</p> | T-SS        | 55 minutes |

|  |  |  |
|--|--|--|
| describe their teacher through roasting. |  |  |
|--|--|--|

**Produce** : Production give students opportunity to use new vocabulary.

| Production Activities   | Interaction | Time       |
|---|-------------|------------|
| <b>Produce</b><br><br>-The teacher evaluates the students about material today. The questions are : <ul style="list-style-type: none"> <li>• How about your friends personality?</li> <li>• How about her habit?</li> <li>• How about her hobby?</li> </ul> | T-SS        | 10 minutes |
| <b>Closing</b><br><br>-The teacher closed the class for today.  | T-SS        | 5 minutes  |

## Meeting 6

|                |                          |
|----------------|--------------------------|
| <b>School</b>  | <b>SMAN 3 Palopo</b>     |
| <b>Subject</b> | <b>English</b>           |
| <b>Topic</b>   | <b>Describing People</b> |
| <b>Skill</b>   | <b>Speaking</b>          |
| <b>Class</b>   | <b>XI IPA 1</b>          |
| <b>Time</b>    | <b>120 minutes</b>       |

**Present** : Get SS ready to discuss (activate background knowledge). Review language, if needed, teach new language.

| <b>Present Activities</b>  | <b>Interaction</b> | <b>Time</b> |
|--|--------------------|-------------|
| <b>Greetings</b><br><br>-Teacher greetings to students.<br><br>-Teacher ask about students' condition.   | T-SS               | 5 minutes   |
| <b>Attendance List and Reading Prayer</b><br><br>Teacher ask one student leads their friend before starting the class.<br><br>-Teacher mentions students' name one by one. | T-SS               | 10 minutes  |
| <b>Attention Grab</b><br><br>T : Attention<br><br>S : Attention 3X   | T-SS               | 5 minutes   |
| <b>Present Material</b><br><br>-The teacher explain about describing people.<br><br>-The teacher explain how to describing people.   | T-SS               | 30 minutes  |

**Practice** : Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

| <b>Practice Activities</b>  | <b>Interaction</b> | <b>Time</b> |
|---|--------------------|-------------|
| <b>Practice</b><br><br>-The teacher asked the students to come forward.<br><br>-Teacher ask students to | T-SS               | 55 minutes  |

|  |  |  |
|--|--|--|
| <p>describe their friends.</p> <p>-After that the teacher ask the students to describe their teacher through roasting.</p> |  |  |
|--|--|--|

**Produce** : Production activities give students opportunity to use new vocabulary.

| Production Activities   | Interaction             | Time                               |
|---|-------------------------|------------------------------------|
| <p><b>Produce</b></p> <p>-The teacher evaluates the students about material today. The questions are :</p> <ul style="list-style-type: none"> <li>• How about your friends personality?</li> <li>• How about her eyes?</li> </ul> <p><b>Closing</b></p> <p>-The teacher closed the class for today.</p> | <p>T-SS</p> <p>T-SS</p> | <p>10 minutes</p> <p>5 minutes</p> |

## **BIOGRAPHY**



**NURMI PADANG**, she was born on August 10<sup>th</sup> 2000 in Beuma. Her father's name is Paldi Padang and her mother's name is Wati. She was an only child. She finished her study in Elementary School (SDN 307 Beuma) and graduate in 2012. Afterward, she continued her study in Junior High School (SMPN 2 Basse Sang Tempe) graduate in 2015. After that, she continued her study in Senior High School (SMAN 5 Palopo) graduated in 2018. Finally, she continued her study in State Islamic Institute of Palopo (IAIN PALOPO) in 2019 and took English Education Study Program in Education and Teacher Training Faculty. She finished her study in 2024. In the end of her study in IAIN PALOPO, she wrote her thesis entitled "Improving Students' Speaking Skill Using Peer Roasting Activity at SMAN 3 Palopo".