

**IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH PEER  
TEACHING AT THE EIGHT GRADE STUDENTS OF SMPN 7 SUNGAI  
PENUH ACADEMIC YEAR 2020-2021**

**THESIS**



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### CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitled, **“Improving The Students’ Speaking Skill Through The Use Of Peer Teaching Method At The Eight Grade Students Of SMPN 7 Sungai Penuh Academic Year 2020-2021”**, is her own work and that to the best of her knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, accepted where do acknowledgement is made in this thesis. Any contribution made to the research by others, with whom the researcher have worked at IAIN Kerinci or elsewhere is fully acknowledged.

The researcher also declared that the intellectual content of this thesis is the product of my own work, accept to the extent that assistance from others in the project design and conception or in style, presentation and linguistic expression is acknowledged.



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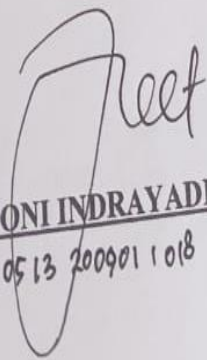
*Assalamu 'alaikum warahmatullahi Wabarakatuh*

After guiding, analyzing, briefing, and correcting the thesis of NOVIA FEBRIYANTI entitled "IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH PEER TEACHING AT THE EIGHTH GRADE STUDENTS OF SMPN 7 SUNGAI PENUH ACADEMIC YEAR 2020-2021" We are of the opinion that this thesis has met the qualification as one of partial fulfillment of the requirement for a degree English Teaching in Tarbiyah Program, state institute islamic (IAIN) of Kerinci.

Thus, we precede this thesis to the faculty for an immediate administrative process for final examination.


*Wassalamu 'alaikum warahmatullahi Wabarakatuh.*

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### APPROVAL AND ACCEPTANCE

This thesis which is entitle: **IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH PEER TEACHING AT THE EIGHTH GRADE STUDENTS OF SMPN 7 SUNGAI PENUH ACADEMIC YEAR 2020-2021** has been defended before the board of examination (Munaqasah) on Tuesday, 12<sup>th</sup> October 2021, and was approved as one of requirements to obtain Undergraduate Degree (S1) in English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci examined in the viva voice help by Faculty of Education and Teacher.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent, the merciful. All praises be to Allah the lord of the world, and the sequel is for those who keep their duties to Allah, further will be no hostility expect against wrongdoers. Peace is upon prophet Muhammad SAW the idol of all Moslem al over the world that has shown us the right way of Islam for happiness on the world and the here after.

In his good accession, the researcher would like to express his gratitude to Allah SWT, due to his favor and charity, so the researcher could finish the writing of this thesis. Besides, the researcher should never forget to thank to the following people who deserve special recognition for their invaluable help in accomplishing this thesis entitled **“IMPROVING THE STUDENTS’ SPEAKING SKILL THROUGH THE USE OF PEER TEACHING METHOD AT THE EIGHT GRADE STUDENTS OF SMPN 7 SUNGAI PENUH ACADEMIC YEAR 2020-2021”**. As one of the requirements to obtain the undergraduate degree in English Program of Tarbiyah Faculty. There are thankful for :

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Finally the researcher has limitation to make this thesis perfect. Therefore, any constructive criticism and suggestion are welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, the thesis will be useful to the process of teaching English.

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## DEDICATION AND MOTTO

### Dedication

Bismillahirrahmanirrahim..

I dedicate this thesis for,

My beloved mother and my beloved father,

My sibling who has always cheering me

My beloved Husband, and daughter who always give me inspiration, divert and give me spirit to finish the thesis

And my family and best friends, who always support and give their helping In finishing this thesis

### **MOTTO:**

***QS. Al-Insyirah : 6***

إِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ

6. Sesungguhnya sesudah kesulitan itu ada kemudahan.

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## **CERTIFICATE OF ORIGINALITY**

The researcher hereby declare that the thesis entitled, **“Improving The Students’ Speaking Skill Through The Use Of Peer Teaching Method At The Eight Grade Students Of SMPN 7 Sungai Penuh Academic Year 2020-2021”**, is her own work and that to the best of her knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, accepted where do acknowledgement is made in this thesis. Any contribution made to the research by others, with whom the researcher have worked at IAIN Kerinci or elsewhere is fully acknowledged.

The researcher also declared that the intellectual content of this thesis is the product of my own work, accept to the extent that assistance from others in the project design and conception or in style, presentation and linguistic expression is acknowledged.

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## ABSTRACT

**Ria Anggraini, 2020** : **Improving Students' Speaking Skill Through The Use Of Peer Teaching Method At The Eight Grade Students Of SMPN 7 Sungai Penuh Academic Year 2020-2021**

**Advisors** : **1. Dr. Tony Indrayadi, M.Pd**  
**2. Herayati, M.Pd**

After conducting the interview session with the students, the researcher find that the main problem in the teaching and learning speaking is most of the students are to shy and afraid to take a part in the conversation. In the other word, they are having problem with their confident. When the teacher tries to arrange some conversation with them, the students look nervous and worry. They are not believing that they are able to speak in English. The students are also afraid to speak and ask the teacher because of their lack of ability in speaking. The purposes of the research were to find out whether To find out wether the use of Peer Teaching Method can improve the students' speaking skill at the Eight A Grade Students of SMPN 7 Sungai Penuh Academic Year 2019-2020. And To find out the factor that influence the changes of the students' speaking skill through the use of Peer Teaching Method at Grade Eight A Students of SMPN 7 Sungai Penuh Academic Year 2019-2020.

The data description showed the significant improvement of the students mean score from the pre treatment test to the post test of the cycle three. the students' mean score in the pre treatment test was 50, and became 60, 68, and 74 in cycle 1, 2, and 3. Because the students ability in speaking text improved and achieved the minimum achievement criteria of English subject at the end of cycle 3. As a result, the researcher concluded that peer teaching could improve the students speaking skill.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problems

Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned. However most people learning a language have a goal to be able to speak so that they can communicate. As Bailey and Savage states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Thus, the demand of speaking fluently is high rather than other language skills, although the others cannot be underestimated. English speaking skill requires the speaker to use the authentic language where it means that the students need to use the language in any occasions or when communicate with the other students in academic context.<sup>1</sup> For Indonesian student especially in Junior High School, speaking English is important aspect that should be mastery not only to achieve academic purpose but also to social purpose. Students need to use speaking skill to communicate with others in the case that English as the international language that use all over the world.

Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is

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<sup>1</sup> Fitriani, *A Study on Students' English Speaking Problems in Speaking Performance*, (Pontianak: Tanjung Pura University, 2017), p. 2, retrieved from jurnal.Untan.ac.id on 29 of July 2019

studied from junior high school up to the university level. Speaking English is difficult for Indonesian students since English is not their first language. To speak English is not easy, because the students should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the observation in the field, there were some problem faced by the students in speaking ability when the researcher did the observation at grade VIII A of SMPN 7 Sungai Penuh. First, The students had difficulties in understanding the material given by the teacher. Second problem was the students did not have motivation to study. They did not look anthusiastic and not courage enough to involve in the speaking teaching and learning process. They were busy to talk to each other and some of them look sleepy. They didn't want to invole in speaking lesson and remain to keep silent during the process. Last, the teacher did not use any method in teaching English. He just explained and asked the students to practice infront of the class. It made the teaching and learning process feel boring.

After conducting the interview session with the students, the researcher found that the main problem in the teaching and learning speaking was most of the students were to shy and afraid to take a part in the conversation. In the other word, they were having problem with their confident. When the teacher tried to arrange some conversation with them, the students look nervous and worry. They were not believing that they are able to speak in English. The students were also afraid to speak and ask the

teacher because of their lack of ability in speaking. As the result, the students got bad mark on their task as mentioned by the teacher in the interview session.

To improve the students' ability, the teacher should use appropriate method. The method should be interesting to attract students' attention. One of the methods is Peer teaching method. It is seen as an active learning process, because this method will allow the students to become more active participants. Peer teaching is believed as being able to give chances for students to be involved in discussion, to have courage and critical thinking and to make them willing to take responsibility of his/her own learning.

Peer teaching method is considered one the modern method in which a student trains another one with a lower educational level. Researchers have indicated that one of the effective strategies to enhance the learning chances for learners with learning difficulties is peer teaching method which involves student's teaching to another one under the supervision of the teacher.<sup>2</sup>

Based on the phenomenon above, the researcher did the research in the way to increase the students speaking ability through the use of peer teaching method. Because of the wide range of the problem then the writer limited it only in "Improving the students' speaking skill through Peer Teaching at the Eighth Grade Students of SMPN 7 Sungai Penuh Academic Year 2020-2021."

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<sup>2</sup> Haitham Mamdouh, *The Effect of Using the Strategy of Peer Teaching on Developing the Active Learning Skills* (Journal of Education and Practice Vol 4, 2013), p. 2 retrieved from [www.iiste.org](http://www.iiste.org) on 9 November 2018

## **B. Identification of the Problem**

Based on the background of the problem above, there were some problem faced by the students in teaching and learning speaking ability. They were as follow:

1. The students had difficulties in understanding the material given by the teacher.
2. The students did not have motivation to study. They did not look enthusiastic and not courage enough to involve in the speaking teaching and learning process.
3. The teacher did not use any method in teaching English. He just explained and asked the students to practice in front of the class
4. Most of the students were to shy and afraid to take a part in the conversation. In the other word, they were having problem with their confident.

## **C. Limitation of the Problem**

Based on the background of the study above, this study was limited to improving the students' speaking skill through Peer Teaching at grade Eighth A Students of SMPN 7 Sungai Penuh Academic Year 2020-2021.

## **D. Formulation of the Problem**

Based on the background above, the problem could be formulated as follows:

1. To what extent Peer Teaching could improve the students' speaking skill at the Grade Eighth A Students of SMPN 7 Sungai Penuh Academic Year 2020-2021?
2. What factor influenced the changes of the students' speaking skill through peer Teaching at the Grade Eighth A Students of SMPN 7 Sungai Penuh Academic Year 2020-2021?

#### **E. Purpose of the Research**

The purposes of this research are as follow:

1. To find out whether Peer Teaching could improve the students' speaking skill at the Eighth A Grade Students of SMPN 7 Sungai Penuh Academic Year 2020-2021.
2. To find out the factor that influenced the changes of the students' speaking skill through Peer Teaching at Grade Eighth A Students of SMPN 7 Sungai Penuh Academic Year 2020-2021.

#### **F. Significances of the Research**

The results of this study were expected to give both theoretical and practical benefits as follows:

##### **1. Theoretical significance**

It gave beneficial information for helping researcher to know the teachers' strategies in teaching English especially teaching speaking. The result of this research can be used as an input in English teaching and



learning strategies, especially for teaching speaking in Junior High School through peer teaching.

## 2. Practical Significance

The result of this study is expected to find out the method of teaching English. It is also give advantages for:

### a. For the Teacher

It enables teachers to get information and to select a suitable technique in teaching English to students. It is also an important thing for the teacher to develop the technique not just in their classroom in order to make the students interested in the subject, also the teaching activity outside.

### b. Students

By using peer teaching, the students could get enjoyable in learning process. The students do not feel bored, and the teaching learning process could run maximally.

### c. Researcher

The other researchers could use this research as the related finding for their future research.

## G. Definition of the Key Term

1. Speaking is the productive aural/oral skill.<sup>3</sup> It is the verbal use of language to communicate with other.<sup>4</sup>

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<sup>3</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-HillCompanies, 2003), p.48

2. Peer Teaching is teachers' mandating students who are capable of communicating with other students in dealing with an educational situation in order to achieve the ability of half of the learners at least to master a skill that is implied in the educational situation. Then learners train in pairs and immerse in active learning in order to master a skill and encourage each other to cooperate.<sup>5</sup>
3. Location of the research. This research will be taken place in SMPN 7 Sungai Penuh which is located in Sungai Penuh village, Pesisir Bukit Subdistric, Sungai Penuh



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<sup>4</sup> Fulcher, G, *Testing Language Second Language Speaking*, (Sydney: Longman, 2003), p.79

<sup>5</sup> Haitham Mamdouh, *Loc. Cit.*

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Review of Related Theories

##### 1. Definiton of Speaking

Many definitions about speaking have been proposed by language. Speaking derives from the word “Speak”. According to Oxford dictionary, “Speak” means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc.<sup>6</sup>

Speaking is a complex skill requiring the simultaneous use of a number different abilities which often develop at different rates.<sup>7</sup> When we refer to a student’s skill in speaking a second language, our fundamental concern is with his ability to communicate informally on everyday subjects with sufficient ease and fluency to hold the attention of his listener.

Speaking is the verbal use of language to communicate with other.<sup>8</sup> In additional, Hughes explain that speaking in interactive and

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<sup>6</sup> Martin H. Manser, *Oxford Learner’s Pocket Dictionary*, (New York: Oxford University Press,1995), p.398

<sup>7</sup> David P. Haris, *Testing English as a Second Language*, (New Delhi: Tata McGraw-Hill Publisjing Company Ltd, 1974), p. 82

<sup>8</sup> Fulcher, G, *Testing Language Second Language Speaking*, (Sydney: Longman, 2003), p.79

according to accomplish pragmatic goals through interactive discourse with other speaker of language.<sup>9</sup>

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.<sup>10</sup>

Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson you can sometimes lead to dissatisfaction. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.<sup>11</sup>

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<sup>9</sup> Dewi Hughes, *Public Speaking*. (Jakarta: Gramedia Widiasarana, 2007),. p.57

<sup>10</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-HillCompanies, Inc, 2003), p.481.

<sup>11</sup> Watkins, Peter. *Learning to Teach English : A Practical Introduction for New Teacher*, (England : Viva Books Private Limited, 2007), p. 26

As we can see, there are many reasons why people speak to each other. One primary use of language is to establish and maintain social relationship. We say “hello” to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the conversation can introduce a variety of subjects.<sup>12</sup>

## **2. The Function of Speaking**

The mastery of speaking ability in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking. Three part version of Brown and Yule’s framework: talk as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.<sup>13</sup>

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<sup>12</sup> *Ibid.*, p.27

<sup>13</sup> Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*. (New York: Cambridge University Press, 2008), p.21

a. Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

b. Talk as performance

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as transaction.

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurate.

### 3. The Aspect of Speaking

The aspects of speaking that is the requirements of effective speaking such as: intonation, phonetic transcription and environment

expression.<sup>14</sup> The opinion above describes that, to able communicate effectively, it must be considered that situation of sound utterance, pronunciation and physical. On the other hand, the elements which are in speaking cover phonetic transcription, grammar, vocabulary, the effective and speaking.<sup>15</sup>

Like writing, speaking is complex skill requiring the simultaneous use of number of the different abilities which often developed of different rates either four or five components are generally recognized in analyses of speaking process:

- a. Pronunciation (including the segmental features vowels and consonants and the stress and intonation patterns).
- b. Grammar
- c. Vocabulary
- d. Fluency (the ease and speed of the flow of speech)
- e. Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.

When we refer to a student's skill in speaking a second language, our fundamental concern is with his ability to communicate informally in everyday subjects with sufficient ease and fluency to hold the attention of his listener. Thus in our tests of speaking ability we primarily, if not

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<sup>14</sup> Fauzi, Ahmad. 2012. *Productive Vocabulary Mastery and Speaking Ability for the Ten Students of MA NW Pancor in the School Year 2011/2012*. STKIP Hamzanwadi Selong. Unpublished. S-1 Thesis

<sup>15</sup> *Ibid.*,p.

solely, interested in the foreign student's control of the signaling systems of English-his pronunciation, grammar, and vocabulary-and not with the idea content or formal organization of the message he conveys.<sup>16</sup>

Based on the statement above, it can be concluded that the aspects of the speaking ability in this research are: (a) pronunciation competence, (b) grammatical ability, (c) vocabulary mastery, (d) the fluently of speaking, and (e) the understanding of the topic of speaking.

#### **4. Teaching Speaking**

In classroom, speaking can cover a wide range of oral activities, from genuine reaction to repetition drills. Improving speaking ability takes a lot of classroom practice. If teacher want to extend learners' competence in speaking, he has to know when to relax his control over classroom interaction, so as to give them the chance to practice freer talk. This does not mean that the classroom has to undergo total revolution or that teacher should abandon all control. But teacher should be including at least occasional activities which realihn the communicative roles of teachers and learners.<sup>17</sup>

Although principles remain constant in all language teaching, specific conditions and variables that must be faced are related to (1) the

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<sup>16</sup> Tonny Lynch, *Communication in the Language Classroom*, (New York: Oxford University Press, 1996), p. 105

<sup>17</sup> *Ibid.*, p. 106



student, (2) the material and equipment, (3) the teacher, and (4) the setting.<sup>18</sup>

## 5. Speaking Assessment

In tests of speaking, where the present state of the art is generally one of failure, the attempts move blindly in the direction of having the students to speak. This reflects again the tendency to think of the technique itself and its appearance of ability than of the linguistic problem is involved.<sup>19</sup> Testing speaking ability offers plenty of scope for meeting the criteria for communicative testing, namely that: tasks developed within this paradigm should be purposive, interesting, and motivating. There are some ways to test speaking skill they are verbal essay, oral presentation, the free interview, the controlled interview, information transfer: description of a picture sequence, information transfer: questions on a single picture, interaction test, and roleplay.<sup>20</sup>

Most tests of oral production fall into one of the following categories:

- a. Relatively unstructured interviews, rated on carefully constructed scale
- b. Highly structured speech samples (generally recorded), rated according to very specific criteria

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<sup>18</sup> Robert Lado, *Language Teaching: a scientific Approach*, (New Delhi: Tata McGraw-Hill Publishing Company Ltd, 1983), p. 56

<sup>19</sup> *Ibid.*, p. 161

<sup>20</sup> Cyril J. Weir, *Communicate Language Testing*, (New York: Prentice Hall, 1990), p. 73

- c. Paper and pencil objective tests of pronunciation, presumably providing indirect evidence of speaking ability<sup>21</sup>

## 6. The concept of Peer Teaching Method

Peer teaching is considered an effective one in the planning of teaching, lessons demonstration, and the analysis of the educational content, depending on clarity and comprehensiveness<sup>22</sup>. Peer teaching is beneficial for both the learner and the teacher; this is presented in addressing and meeting the individual needs of the learner through the assessment of the other peer; i.e. when a peer evaluates another peer's performance in learning tasks and educational formulas in which students learn cooperatively after being handed responsibility from the teacher.<sup>23</sup>

Peer Teaching can be briefly defined as “the acquisition of knowledge and skill through active helping and supporting among equal status or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing”<sup>24</sup> Another definition of peer assessment stated by that using peer teaching techniques helps utilize all the resources available to a teacher. Students understand how other students communicate. Additionally, how one student internally

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<sup>21</sup> David P. Haris, *Op. Cit.*, p. 83

<sup>22</sup>Haitham Mamdouh, *The Effect of Using the Strategy of Peer Teaching on Developing the Active Learning Skills*(Journal of Education and Practice Vol 4, 2013), p. 2 retrieved from [www.iiste.org](http://www.iiste.org) on 9 November 2018

<sup>23</sup> *Ibid.*,

assimilates information can be expressed to help other students understand it better. Effective peer teaching techniques improve the overall learning environment and success of all students when implemented properly.

Students, together with the teacher and others involved in the teaching and learning process should be aware of the problem. The solution may take their participation to work. In this case, to solve the students' problem in reading, the researcher and the teacher can use Peer Teaching to improve the students' motivation, participation and lead them to get a better comprehension skill.

Peer teaching occurs when tutor and tutee are the same age..<sup>25</sup> When students work together and learn in pairs their motivation and attention are greater and their capacity to contribute question and receive feedback is greater and their own learning achievements are more visible to them. Working in pairs enables students to be more confident. As mentioned above.

There are four steps essential for a teacher to plan and execute a successful peer teaching program:

1. Selecting the tutoring partners and program goals. A tutor is not a professional teacher, but is used more as a learning technician. Tutoring activities need to be specified in detail through specific instruction for tutor.

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<sup>25</sup> *Ibid.*,

2. Designing the tutoring program. It requires a basic program curriculum that preestablishes a sequence of learning objectives and a system for tutors to measure the tutee's mastery of each objective.
3. Monitoring the program. The program will need a simple system for tutors to record data on each lesson. This help make the tutor accountable to the teacher.
4. Evaluation. Teacher need to match specific students skills with potential tutoring activities. A simple perspective pretest in the beginning, or given in subtests periodically is one option to establish a student skill baseline.<sup>26</sup>

Furthermore, there have been studies reporting the effectiveness of peer teaching in enhancing student learning.<sup>27</sup> The peer teaching system has numerous benefits for both tutees and tutors. For the tutees, benefits include improvement in learning strategies and skills, communication, interpersonal skills, confidence, passing rates, development of team spirit and identity. Peer tutors, on the other hand, show improvement in learning, confidence, self-esteem and leadership; acquisition in group management skills and attainment in presentation skills.<sup>28</sup> In short, peer tutoring is a learning support system among peers

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<sup>26</sup> Gordon, *Peer Tutoring*, (Oxford: ScarecrowEducation, 2005), p. 2 retrieved from books.google.co.id on 30 July 2019

<sup>27</sup> Goodlad, S. and Hirst, B. *Explorations in peer tutoring*, (Oxford: Blackwell Education, 1990), p. 31

<sup>28</sup> *Ibid.*,

to facilitate learning. Students serving as tutors help their peers to become active learners who can contribute to effective learning.

The researcher will do a research in teaching speaking through peer teaching. Previously, the researcher were planned 3 cycles with 3 meetings in each cycle. But during the covid19, the lesson hours were cut from 40 x 2 to 25 x 2 for each meeting, so that the researcher decided to do 4 meetings in each cycle.

Peer teaching occurs when tutor and tutee are the same age. When students work together and learn in pairs their motivation and attention are greater and their capacity to contribute question and receive feedback is greater and their own learning achievements are more visible to them. Working in pairs enables students to be more confident. As mentioned above.

There are four steps essential for a teacher to plan and execute a successful peer teaching program:

1. Selecting the tutoring partners and program goals. A tutor is not a professional teacher, but is used more as a learning technician.

Tutoring activities need to be specified in detail through specific instruction for tutor. The researcher will discuss with the English teacher to devide the students into 2 category. They are the top scorers and the low scorers. The students who get the first rank will be pairing with the students in the last rank, the same way applies to the next pair. It is intended that each pair has a balanced tutor and

tutee. In this way, the researcher can be sure that the students can make a good peer teaching pairing.

2. Designing the tutoring program. It requires a basic program curriculum that preestablishes a sequence of learning objectives and a system for tutors to measure the tutee's mastery of each objective. The teacher explain about the rules of the peer teaching method. Explain the material in front of the class. Give the task, and ask the tutor to guide the tutee in arrange the task, and practice the dialogue that they arrange before.
3. Monitoring the program. The program will need a simple system for tutors to record data on each lesson. This help make the tutor accountable to the teacher. The teacher will ask the tutor and the tutee to make the report by writing a journal about their activities and their difficulties during the task in a paper to be submit after the teaching and learning process. The purpose is so that the teacher know the progress and can help the students to solve the problem they face during the learning speaking ability through peer teaching.
4. Evaluation. The evaluation will be done by the teacher in the last meeting of each cycle. The researcher will discuss the students test result with the collaborator, they also take note from the observation, fieldnote, and interview to find the factor that influence the changes of the students' speaking ability through peer teaching method. The researcher will also analyzies the result from the tutor and the tutee

side, so that the researcher will find the source of the problem. Because in peer teaching both parties has a role in successing the learning process.

## **B. Review Related Findings**

There are some studies of the use of peer teaching method that have been conducted by previous researcher.

First, the research by Haitman madouh with the title *The Effect of Using the Strategy of Peer Teaching on Developing the Active Learning Skills* This study aimed at identifying the effect of using peer teaching strategy on developing active learning skills of sixth grade students in Arabic language in the second semester in the period between 9/5/2011 to 8/6/2011. The study included (61) students, (31) students representing the experimental group, and (30) students representing the control group, groups were selected randomly. For the purposes of the study, the researcher prepared an open – ended questions test (5 questions) in which developing active learning skills were taken into account. While formulating the test, the behavioral indicators of these skills were also taken into consideration. To answer the question of the study, data were entered into the computer, statistical and descriptive methods were used; represented in the averages, standard deviations, and the statistical analytical methods included analysis of covariance (ANCOVA) to estimate the effect of using the strategy of teaching peers in the development of active learning skills. The study showed the following result: the existence

of statistically significant differences between the study groups – experimental and control for the favor of the experimental group which was taught by the strategy of peer teaching. In light of the study results, the researcher recommended a number of recommendations.

Second, Pangestu Adi Wiyasa, the title is Improving Students' English Reading Skills By Using Peer Assisted Learning Strategies Of Grade Vii Students Of Smp 1 Jogonalan Klaten In The Academic Year Of 2013/2014 . The objective of this research is to improve students' reading skill of grade VII in SMPN 1 Jogonalan through PALS (Peer Assisted Learning Strategies) in the academic year of 2013/2014. This study was classroom action research. The subject was the students of VII-C class. The English teacher, the researcher, and the students of VII-C class were the team members of the research. The data were obtained through observations, interviews with the students and the collaborators, and the test. The qualitative data were in the forms of field notes and interview transcripts. To support the qualitative data, quantitative data were obtained from the pre-test and the post-test scores. The actions implemented in this research were applying PALS in reading activity to improve students' reading skill. There were some stages in applying PALS, they are; tutor and tutee role-play, retelling, paragraph shrinking, and prediction relay. The texts used in the teaching and learning process of reading were about descriptive texts. The research was conducted in two cycles. Every cycle consisted of some steps, they are, planning, acting and observing, and reflection. The result shows that



the implementation of the PALS in this study was successful to improve the students' reading skill. The indicators of the success of the implementation were that: 1) by answering questions given correctly, the students showed good comprehension about the text of the given topic, 2) by conducting every stage enthusiastically, the students showed good motivation in reading activity, 3) the students were able to practice reading through various given topics. By looking at the scores, it was found that the students' reading skill improved significantly. There was a significant improvement, from the mean of the pre-test (64) to that of the post-test (75).

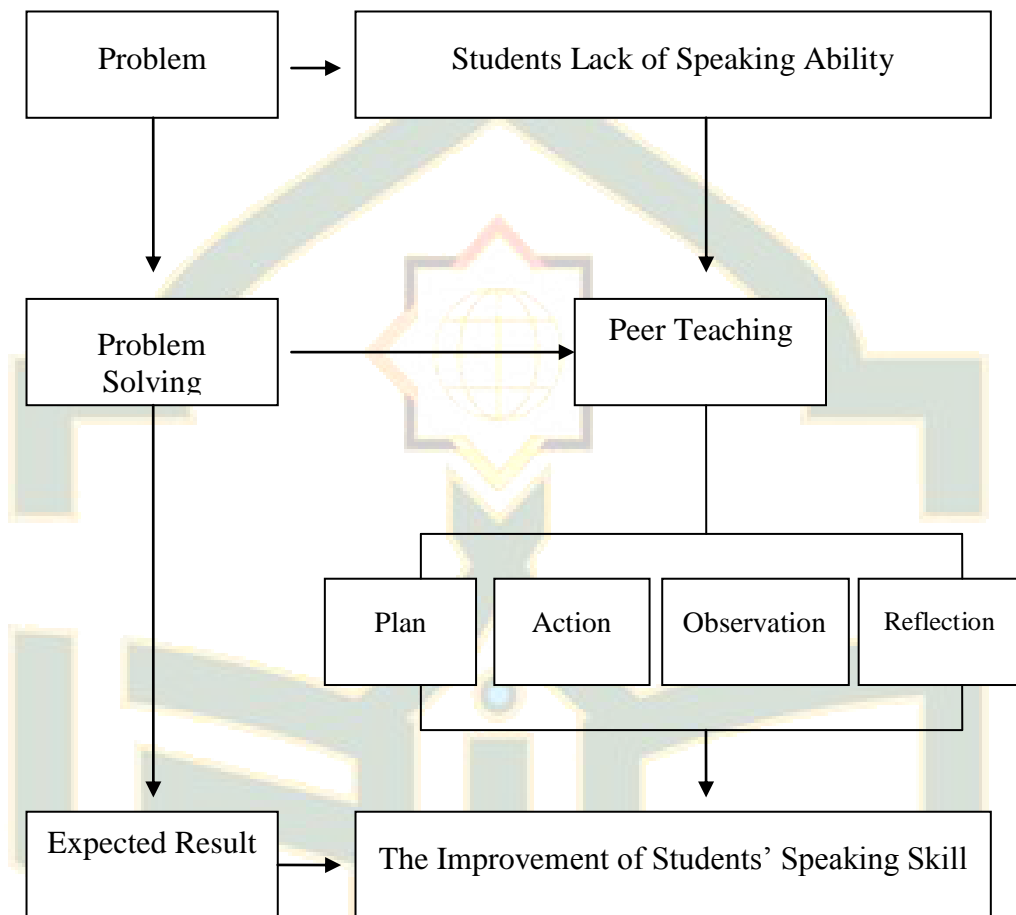
There were some differences between this research from the previous research. First, the method that used in the research. The first previous research done in term of the experimental research. Mainwhile, this research was a classroom action research. Second, the differences in the field of the research, in which the second one was about reading skill. Mainwhile, the research was done by the researcher was about speaking skill.

### **C. Conceptual Framework**

The conceptual framework was the students have low ability in speaking. To deal with the students problem, the researcher in the classroom action research in order to improve the students' speaking ability. This classroom action research consisted of four steps. They were plan, action, observation, and reflection. This research was conducted in three cycles with the expected result was the improvement of the students' speaking ability by

the use of peer teaching method at grade eight of SMPN 7 Sungai Penuh  
Academic Year 2020-2021.

**Chart 1: Conceptual Framework**



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## CHAPTER III

### METHOD OF RESEARCH

#### A. Type of the Research

The type of this research was Classroom Action Research (CAR). Classroom action research is an action research conducted by teachers in the classroom. It is aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.<sup>29</sup>

The researcher chose this type of research since she want to improve learning quality and revise classroom learning and teaching process to be better as Mettetal stated that the aims of doing classroom action research is to improve teaching. It means that classroom action research will help teacher to discover what works best in the teacher's classroom situation. It is powerfull integration of teaching and scholarship that provides a solid basis for instructional decisions the qualities of action and interaction done by teacher and students.<sup>30</sup>

This action research tried to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to

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<sup>29</sup> M. Djuanaidi Ghory, *Penelitian Tindakan Kelas*, (Malang: UIN Malang press, 2008), p. 8

<sup>30</sup> Melly Nisrianti, *Improving the Students' Speaking Skill Through the Use of Community Language Learning*, (Kerinci: STKIP Muhammadiyah Sungai Penuh, 2013), p. 22

the students' speaking skill. This research was designed to improve the students speaking skill through the use of peer teaching.

## **B. Participant of the Research**

The participant of this research were the students at grade eight A of SMPN 7 Sungai Penuh academic year 2018-2019 Which is located in Sungai Liuk Village, Pesisir Bukit, Sungai Penuh City. The reasons for taking this class to be the sample was based on the researcher' observation that this class was not making good progress and loosing interest in learning English especially speaking skill.

## **C. Instrumentation**

The instrumentation which was used by the teacher that needed to get different data were test, observation, and interview. They were considered to be important to diagnose the problems that will be found during the research.

### **1. Test**

The researcher was used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing peer teaching. It was used to measure students' speaking ability at first. Meanwhile, the post-test was implemented after using the action learning strategy. There were three meeting in a cycle.

At the end of each cycle, the researcher conducted speaking test. The test was assessed based on the indicator of speaking skill. They were pronounce, grammar, vocabulary, fluency, and comprehension. The

researcher used speaking skill assessment which is offered by David P. Haris.

**Table 1: Speaking Skill Assessment By David P. Haris.**

No	Indicator	Criteria	Score
1	Pronunciation	Has few traces of foreign accent	5
		Always intelligible, though one is conscious of a definite accent	4
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3
		Very hard to understand because of pronunciation problems. Must frequently be asked to repeat	2
		Pronunciation problems so severe as to make speech virtually unintelligible	1
2	Grammar	Makes few (if any) noticeable errors of grammar or word order	5
		Occasionally makes grammatical errors which do not obscure meaning	4
		Makes frequent errors of grammar and word order which occasionally obscure meaning	3
		grammar and word orders make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic patterns	2
		Errors in grammar and word order so severe as to make speech virtually unintelligible	1
3	Vocabulary	Use of vocabulary and idioms is	5

		virtually that of native speaker	
		Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	4
		Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary	3
		Misuse of words and very limited vocabulary make comprehension quite difficult	2
		Vocabulary limitations so extreme as to make conversation virtually impossible	1
4	Fluency	Speech as fluent and effortless as that of native speaker	5
		Speed of speech seems to be slightly affected by language problems	4
		Speed and fluency are rather strongly affected by language problems	3
		Usually hesitant; often forced into silence by language limitations	2
		Speech is so halting and fragmentary as to make conversation virtually impossible	1
5	Comprehension	Appears to understand everything without difficulty	5
		Understands nearly everything at normal speed, although occasional repetition may be necessary	4
		Understand most of what is said at lower-than-normal speed with	3

	repetitions	
	Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions	2
	Cannot be said to understand even simple conversation	1

## 2. Interview Guide

The interview used to collect data or information that could not be obtained by using the observation sheets. The list of question for the interview was prepared by the researcher. The researcher was also do the interview to the students in order to know the students' response, opinions, or impression in learning speaking through Peer Teaching method. The interview guided was as follow:

**Table 2: Interview Guide**

No	Question
1	What do you know about peer teaching?
2	Do you like peer teaching to aply in your English subject especially in speaking?
3	Do you think peer teaching could improve your speaking skill? Please explain?
4	What do you think about the teacher approach in teaching speaking?
5	Do you have any problem in learning process since the use of peer

	teaching?
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The interview was done in the reflection step of each cycle of the research. They aimed to reflect on the results of the actions. The interviews were addresses to get the opinion and suggestion from the students. Questions raised in this study about the teachers method in the teaching process. In this research, the researcher used one on one interview.

### **3. Observation**

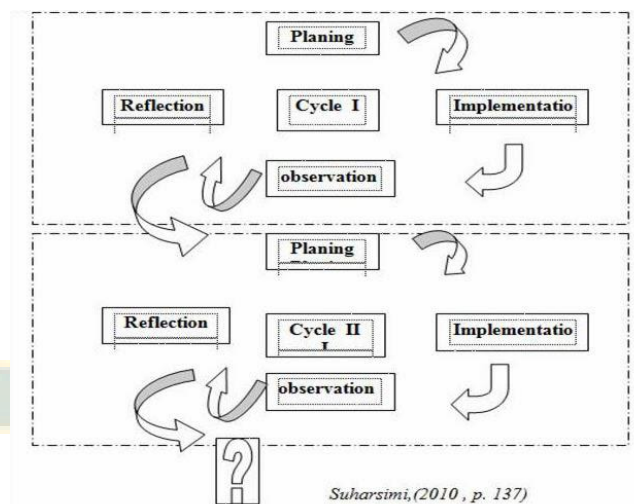
Fieldnote was used by collaborator to collect and to describe some information about all events or fact which is not checked in the observation sheet during teaching and learning speaking through peer teaching. The fieldnotes will give information to the researcher to improve the action in the next cycle.

### **D. Procedure of the Research**

In classroom action research, there were four phases that should be conducted namely: planning, action, observation and reflecting. The four phases were done in two cycles, each cycle consisting of 4 stages. Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base.



In here, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting.



Improvement the problem in this research was brought about by the series of cycle. The procedures of research are performs by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Before the cycle I begun, orientation test was administrated to identify the basic knowledge of the students about speaking ability. The procedures of research were performs by administrating two cycles. Each cycle contained four steps which were planning, action, observation, and reflection. Before the cycle I begin, orientation test was administrated to identify the basic knowledge of the students about speaking ability. The procedure of this research, were as follow:

The procedure of this research, were as follow:

1. Planning

The researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the collaborators. The aim of the actions was to improve the students' speaking skill. The researcher prepared the teaching plan, material, and the observation. Those were done before the teaching and learning process.

2. Acting

The action was done in three meeting for each cycle. In this occasion, the teacher used peer teaching method in order to improve the students speaking skill. The teacher applied the plan prepared in planning step. The action steps were done by implementing the use of peer teaching in three cycles. The material given were as follow:

**Table 3: The Material of Speaking Skill Through Peer Teaching**

Cycle	Meeting	Material
1. My Uncle is a zoo keeper	1	Social function of the text
	2	Text Structure of the text
	3	Linguistic Element of the text
2. What are You Doing	1	Social function of the text
	2	Text Structure of the text
	3	Linguistic Element of the text
3. Bigger is not always better	1	Social function of the text
	2	Text Structure of the text
	3	Linguistic Element of the text

The teaching and learning material were arranged based on syllabus and use 'When English Rings a Bell' text book for grade VIII. The peer teaching task was arranged based on the material given. The teaching action in each cycle were as follow:

a. Pre Activity

- 1) Teacher greet and check the students attendance.
- 2) Teacher recall the students background knowledge about the the material given.
- 3) Teacher give the explanation about the purpose of the study.
- 4) Teacher give the explanation about the use of peer teaching method.
- 5) Teacher arranged the students to sit with their peer teaching partner that she prepare before.
- 6) Teacher give the explanation about the material.

b. Whilst Activity

- 1) The researcher divided students into five groups.
- 2) The researcher chose the tutor for each group purposively.
- 3) The researcher distributed the material.
- 4) The researcher gave hand out of listed expression to facilitate the students in asking and responding the questions relating the material for each treatment.

- 5) The researcher let the tutor for each group explained the material by their own way and communicatively and then the researcher came to ensure the tutor's role on the right way.
- 6) After fifteen to twenty minutes the tutor stopped the peer tutoring process and the researcher opened the next session.
- 7) The next session was making a discussion by sharing their ideas within asking and responding the given material on analytical exposition text.
- 8) The researcher made sure that all students on the group were engaged fully.
- 9) Students of each group were required to speak naturally about the topic based on the given question.
- 10) The tutors were expected to lead and to guide the running process of peer tutoring.
- 11) After twenty minutes the peer tutoring strategy in the class was stopped and the tutors concluded the given topic with their students.
- 12) The researcher made sure the positively reinforce the work of tutor.
- 13) The researcher evaluated the material in general class.
- 14) The researcher and the students concluded the study at the meeting.
- 15) This activity ran until the last meeting.

c. Post Activity

- 1) Teacher gives students the opportunity to tell about their difficulties during the lesson and the use of peer teaching.
- 2) Teacher give the feed back.
- 3) Teacher conclude the lesson
- 4) Teacher gives the brief explanation about the material for the next meeting, ask the students to search other learning resources to have better understanding about the material to share with their peer in the next meeting.

3. Observing

Collaborators took notes in the backside of the class to observe the teacher action in teaching speaking skill through peer teaching method and the students' reactions and behaviors during the activities.

4. Reflecting

Based on the observation, the researcher and the collaborators made reflection on the implementation of the action. The reflection was conducted by interviewing the students and the collaborators about their responses to the action. The collaborators give their contributions to the reflection on the action taken. The reflection showed whether the action was successful or not to improve the students' speaking ability, and decide whether the next cycle will be done or not.

## **E. Technique of Collecting Data**

This research focused on the students speaking ability by the use of peer teaching method. The researcher collected the data in two ways. They are quantitative data and qualitative data in order to know the students' improvement in speaking ability. In order to make the data is more valid and reliable, the researcher chose three person to be the rater in this research.

Here the researcher collected the data by oral test based on the indicator prepared before. The test were taken in the last meeting of every cycle. Mainwhile, the qualitative data were collected to know the factors influences the changes of the students' speaking skill after the use of peer teaching method. This data was collect during teaching and learning process in every cycle.

### **1. Test**

There were two kinds of speaking tests in this research. They are pre Test and post-test. A pre-test was administered before implementation of peer teaching method in students speaking lesson. This test helped the researcher to find out the students speaking skill before implemented the peer teaching method. While a post-test was administered upon the completion of the action. The test helped the researcher to find out the students' speaking skill after the researcher implemented the peer teaching method. The researcher compared the results of these two tests.

The results of these two tests can show whether there was an improvement or not in the speaking skill.

The test was given for the students in oral form. The students were asked to perform in front of the class with their own words. The teacher will arrange four different material, and ask the students to do the dialogue based on the material given.

## 2. Observation

During the teaching and learning process in the classroom, the collaborator observed the teaching and learning activity. The collaborator observed several aspects in the teaching and learning process. The aspects included how the teacher teaches speaking, the students' behaviors, and the learning materials. This technique was taken to get the information about teaching and learning activity in the classroom. The results used to identify the problems in the reconnaissance step which determined the planning step, while in the acting and observing stage, the results were used to describe the students' and the teacher's behaviors and the problems that occurred during the implementation of the action.

## 3. Interview

The researcher developed some specific questions, but she allowed the flexibility according to the interviewee responded. Some students were interviewed before and after the teaching and learning process. The purpose of this technique is to know the opinion of the students about the teaching and learning process.

#### 4. Documentation

This technique provides data in the form of photographs and recording.

The photographs and recording was collected by using camera and recorder as the instrument. they support the main data of this research.

### F. Technique of Analysis Data

There were two ways of data analysis that used in this research. They were quantitative and qualitative analysis. The data collected during the teaching and learning process of reading ability through the peer teaching.

#### 1. The quantitative data

The quantitative data used to analyze the score of students while the qualitative data used to describe the situation during on the teaching process. By applying these data, it was assumed to get the satisfying result of the improving ability in speaking through the use of peer teaching. The qualitative data were analyzed from the observation and interview. The quantitative data were analyzed to see the improving of students speaking ability.

The researcher count the mean of each post test from every cycle.

The writer applied the following formula:

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

Where :

X = The mean of the students score

$\sum X$  = The total score



N = The member of the students

In order to correct the students answer, the researcher used the following formula:

$$S = \frac{X}{N} \times 100 \%$$

Where:

S = Student's Score

X = Number of correct answer

N = Number of items

## 2. Qualitative data

Qualitative data were taken from observation, and interview sheet. The data will be analyzed by using steps which is offered by Gay and Airasian as follow:

### a. Data managing

The researcher organized and managed the data. It involved creating and organizing the data collected during the study. The purposes of data managing were to organize the data and to check the completeness of the the data.

### b. Reading/memoing

The researcher will read and observe the observation sheet, fieldnotes and interview sheets. The data will be read deeply and will write memos and will give comments to get an initial sense of the data.

c. Description

In this step, the researcher described the data obtained during the research activities to provide detail information about the reality which happened in the setting, the participant and conducted the activities.

d. Classifying

In this step, the researcher classified the data. She selected the correlated data to the researcher's purpose and organized them into smaller units before interpreting the data.

e. Interpreting

After classified the data, the researcher interpreted the data to get the conclusion and understanding from the detail and complexity of the data from the data interpretation, the improving of students' speaking ability could be showed.<sup>31</sup>

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<sup>31</sup> Gay, L.R and Peter Airasian, *Education Research: Competencies for Analysis and Application*, (Tokyo: Prentice Hall, 2000), P.239

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The data of this study were qualitative and quantitative data. The qualitative data were taken from interview with students of SMPN 7 Sungai Penuh, observation, and interview. The quantitative data were taken from the mean of students score in some tests. This research was conducted in VIII A class with 20 students. This research was accomplished in three cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pretest conducted in three meetings, meanwhile, the second and third cycle was conducted in three meetings. In the last meeting of each cycle, the students were taken test as the post test consist of post test I for cycle I, post test II for cycle II, and post test III for cycle III.

#### **A. FINDINGS**

Based on the pervious observation before doing this research the researcher got some data about the students' condition of the class, including the problem faced by the students in learning English especially for speaking. As the result, the students got bad mark on their task as mentioned by the teacher in the interview session. To solve the problems below, the researcher used peer teaching method in order to improve the students speaking skill.

In implementing the peer teaching method, the researcher made the arrangement so that the teaching and learning of speaking skill process could run maximally. First, she chose some materials that were accordance with the

abilities of students in the class. Students need it so that they can understand the material well. Then, made 5 group consisted of 4 students in each. The purpose why were groups must be formed is because to help the teacher be better in teaching them and lessen anxious, the peer work in group. Each group consisted of students who had less ability, students who had standard abilities, and students who had higher abilities. In this condition, the researcher already discussed with the English teacher so she understood about the students abilities and divided the group fairly. After that, each group of students were given times to learn material from the teacher. For students who had higher ability, they can help their peers to understand the material. Because this activity, this method was called peer teaching. They explained their understanding to their peers so that all of students in group understand the material also. In this situation, Then, they were given times to prepare and the researcher as the teacher gave them exercises. then students finished it to measure as far as students understand the material that has been studied. The last step is teacher concluded materials and clarificate them to make a clear which the material that do not understand yet by students.

### **1. Cycle 1**

Before giving the treatment there was pre-test. In pre-test, the researcher introduced herself and gave explanation about the purpose of the research to make the students understood what the researcher's aims to do this research. After that, the researcher gave a question about their experience based on the topic and the picture that have been showed to them. Then, the students answer the question which was given by the

researcher to know the students' skill in speaking. The researcher wrote down the students answer to make easier evaluate the aspects of students' speaking which are pronunciation, grammar, vocabulary, fluency, and comprehension. As the result, the students' speaking skill were in very low category of five aspects of speaking. The result was as follow:

**Table 4: The Students' Score of Pre Treatment Test**

<b>N</b>	<b>Total Score</b>	<b>Mean Score</b>
<b>20</b>	<b>994</b>	<b>50</b>

From the result of the students' pre treatment test bellow, it could be seen that the total score of the students was 994, meanwhile the mean score was 50. Furthermore, the percentage of the students' score in pre treatment test, were presented in the following table:

**Table 5: The Percentage of Students' Score In Pre Treatment Test**

<b>Score</b>	<b>Category</b>	<b>N</b>	<b>Percentage</b>
90-100	Excellent	-	
80-89	Good	-	
70-79	Fair	4	20%
0-69	Bad	16	80%

The table showed that there were 16 students got score under 70 or "Bad" category, and only 4 students got 70-79 or in "Fair" category that achieve the MAC of English subject. It meant that the students Speaking skill need to be improved. In order to solve the problem, the researcher conducted classroom action research in speaking skill through the use of peer teaching method.

After conduted the pre treatment test, the researcher implemented the First cycle. The result were described as follow:

**a. Planning**

This cycle was done for four meetings included pre-cycle test. In this step the researcher prepared the material about speaking. at this cycle, lesson plan as guidance the activity in the class, peer teaching as the method in teaching the material in the class and also observation sheet for the students.

**b. Action**

**1) First Meeting**

In the first meeting, the researcher started the class by greeting. The students responded well and gave their smile and showed their spirit which meant they were willing to learn. Before the researcher gave the material, the researcher divided them into five groups. Next the researcher pointed the tutor in every group. Then, the researcher did not name the tutor as a “tutor” but she called “leader” of the group so that the members felt free to communicate and collaborated seriously with their friend who was chosen become a leader as the tutor.

The researcher explained the procedure of peer teaching method and gave an example about it. After explaining the example, then it was the students’ turn to do the same activity to ensure that they understood about the strategy. The researcher helped students to pronounce all of the expressions that they would use in the activity. After that, the researcher divided class

into five groups. The researcher chose the leader of group purposively who would become the tutor and others would be the tutees. The researcher distributed the material. The given material for this meeting was “My uncle is a zoo keeper”. The researcher also gave the text to facilitate the students in asking and responding the questions relating the material. Then, the researcher let the tutor for each group explained the material by their own way and communicatively and then the researcher came to ensure the tutor’s role on the right way.

All the students were still shy and awkward to apply this strategy because they have not prepared themselves yet especially for the tutors so the researcher guided the tutors in each group what to be done to their tutees. The researcher came closer to each group because the tutors and also the tutees were getting confused but the researcher gave explanation more to the tutors that you might use your own style to explain about the text to your friends.

## **2) Second Meeting**

In the second meeting, the researcher did the same activity with the first meeting but with the different topic.

In this occasion, the researcher divided the students into five groups. In this meeting, there was an improvement in students’ speaking skill especially for the tutors. The process of

peer tutoring strategy was running well because the tutors had prepared themselves by mastering the text first before they explained to their friends. The researcher did not need to guide the tutors all the time because they had understood their roles. However, several of tutees in each group were not engaged fully in the tutoring process because they were still shy to express their arguments. Several tutees became good listeners while others became good speakers.

### **3) Third Meeting**

The third meeting Same as the previous meeting, the researcher gave a topic and each tutor had a chance to explain the text with their own way and communicatively. After the peer teaching activity, the students were asked to do the post test 1 to know the students improvement after the implementation of peer teaching method in the students speaking skill. The students were asked to make the dialog based on the topic given and perform the dialogue in front of the class. After the test, the researcher conducted the interview to collect the qualitative data.

### **c. Observing**

Based on the observation made by the researcher during the learning process at the first cycle, the researcher found the data as follow:



- 1) At the first cycle of learning, there were many students still confused what they should do in the class, and still lack of speaking.
- 2) During the meeting conducted, most of the students did not pay their attention, and sometimes they laughed to their friends if there is a mistake, although they also didn't know the correction.
- 3) All the students were still shy and awkward to apply this strategy because they have not prepared themselves yet especially for the tutors so the researcher guided the tutors in each group what to be done to their tutees.
- 4) The researcher came closer to each group because the tutors and also the tutees were getting confused but the researcher gave explanation more to the tutors that you might use your own style to explain about the text to your friends.

**d. Reflecting**

The researcher gave test to know the students' speaking skill. After giving the test I to the students, the researcher found out the result of students' speaking skill based on the criteria of speaking skill which are pronunciation, grammar, vocabulary, fluency, and comprehension. The result was shown in the following table:

**Table 6: The Students' Score of Post Test I**

<b>N</b>	<b>Total Score</b>	<b>Mean Score</b>
<b>20</b>	<b>1200</b>	<b>60</b>

From the result of the students' pre treatment test bellow, it could be seen that the total score of the students was 1200, meanwhile the mean score was 60 or still under the minimum achievement criteria (70).

After knowing the students' main score in post test I, the following table below was percentage of students speaking score in post test I:

**Table 7: The Percentage of Students' Score In Post Test I**

Score	Category	N	Percentage
90-100	Excellent	-	
80-89	Good	-	
70-79	Fair	7	35%
0-69	Bad	13	65%

From the table above, it could be seen that the students' mean score still below the minimum achievement criteria. There are still 13 students who got mark under 70 or got "Bad" category.

After conducted the speaking test, the researcher was also done the interview with the students, the result were as follow:

T : What do you think about the use of peer teaching method?

*Apa yang anda pikirkan tentang penggunaan metode tutor sebaya?*

S1 : I think that this method is quiet difficult. I don't really understand when my friend try to tutor me.

*Saya pikir metode ini cukup sulit. Saya kurang mengerti ketika teman mengajarkan.*

T : Do you like to aply peer teaching method in learning speaking skill?

*Apakah kamu suka mengaplikasikan metode tutor sebaya dalam belajar bahasa Inggris?*

S1 : Not really.

*Tidak terlalu.*

T : Do you think this method could improve your speaking skill?

*Apakah menurutmu metode ini dapat meningkatkan kemampuan berbicaramu?*

S1 : I am sorry, Miss. I don't think so. I don't really understand when my friend try to teach me.  
*Maaf buk. Tapi saya tidak merasa begitu. Saya kurang mengerti waktu teman coba mengajarkan saya.*

T : What do you think about the teacher approach in teaching speaking?  
*Apa yang anda pikirkan tentang pendekatan guru dalam mengajar Bahasa Inggris?*

S1 : I think you should explain more about the material, and the method. So we who don't know will get better understanding.

*Saya rasa Ibuk harus lebih menjelaskan tentang materinya dan metodenya. Jadi kami yang tidak tahu mendapatkan pemahaman yang lebih baik.*

T : Do you have any problem in learning process since the use of peer teaching method?  
*Apakah kamu memiliki masalah dalam proses belajar sejak menggunakan metode tutor sebaya?*

S1 : Yes, Speaking skill is really difficult. Event with the help of my friend I still cannot understand.  
*Ya. Kemampuan berbicara sangat sulit. Bahkan dengan bantuan saya saja, saya masih tidak mengerti.*

T : What do you think about the use of peer teaching method?  
*Apa yang anda pikirkan tentang penggunaan metode tutor sebaya?*

S1 : I think this method is interesting.  
*Saya rasa metode ini menarik.*

T : Do you like to aply peer teaching method in lerning speaking skill?  
*Apakah kamu suka mengaplikasikan metode tutor sebaya dalam belajar bahasa Inggris?*

S1 : Yes. I like to share my knowedge with my peers.  
*Ya. Saya suka membagikan pengetahuan saya dengan teman-teman.*

T : Do you think this method could improve your speaking skill?  
*Apakah menurutmu metode ini dapat meningkatkan kemampuan berbicaramu?*

S1 : Yes. This method give me motivation to learning better so that I can teach my peers.  
*Ya. Metode ini memotivasi saya untuk belajar lebih baik jadi saya bisa mengajarkan rekan-rekan saya.*

T : What do you think about the teacher approach in teaching speaking?

*Apa yang anda pikirkan tentang pendekatan guru dalam mengajar Bahasa Inggris?*

S1 : I like the way Maam Novia teach me.

*Saya suka cara maam Novia mengajar saya.*

T : Do you have any problem in learning process since the use of peer teaching method?

*Apakah kamu memiliki masalah dalam proses belajar sejak menggunakan metode tutor sebaya?*

S1 : There are many difficult words that I don't really understand. Speaking is the most difficult English skill.

*Ada banyak kata sulit yang saya tidak mengerti. Speaking adalah skill bahasa Inggris yang paling sulit.*

T : What do you think about the use of peer teaching method?

*Apa yang anda pikirkan tentang penggunaan metode tutor sebaya?*

S1 : It is interesting.

*Menarik.*

T : Do you like to apply peer teaching method in learning speaking skill?

*Apakah kamu suka mengaplikasikan metode tutor sebaya dalam belajar bahasa Inggris?*

S1 : Yes.

*Ya.*

T : Do you think this method could improve your speaking skill?

*Apakah menurutmu metode ini dapat meningkatkan kemampuan berbicaramu?*

S1 : Yes. Learning with friends is enjoyable.

*Ya. Belajar bersama teman menyenangkan.*

T : What do you think about the teacher approach in teaching speaking?

*Apa yang anda pikirkan tentang pendekatan guru dalam mengajar Bahasa Inggris?*

S1 : Good. But Maam should pay more attention to noisy students so that they do not disturb us in learning.

*Bagus. Tapi ibuk harus lebih memperhatikan teman-teman yang rebut jadi mereka tidak mengganggu kita belajar.*

T : Do you have any problem in learning process since the use of peer teaching method?

*Apakah kamu memiliki masalah dalam proses belajar sejak menggunakan metode tutor sebaya?*

S1 : English subject is difficult, Maam. Even learning together it still difficult for us.

*Pelajaran Bahasa Inggris itu sulit, Buk. Bahkan setelah belajar bersama masih sulit untuk kita.*

From the interview result as bellow, it seems that the students still did not really understand about the use of peer teaching. Even they said that this method was interesting, they still did not know to do it maximally. The teacher need to give more explanation about the use of peer teaching.

After analyzed the students post-test I, observation, and interview, the teacher found that there were some problem need to solve in order to improve the students speaking skill. To solve the problem the researcher decided to continue to cycle II.

## **2. Second Cycle**

### **a. Planning**

Generally in planning, the steps in first cycle and the second cycle were same. The researcher prepared material, lesson plan, media and so on. In this cycle the researcher tried to improve the achievement of students in previous cycle.

### **b. Action**

Based on the observation sheet of teacher, the researcher found some weaknesses at the first cycle, so in this cycle, the researcher tried to make the variation of action that was given to the students.

## 1) First Meeting

In the first meeting of the cycle 2, the students were divided into four groups. Each group consisted of four students. It was just same as before.

The researcher just gave the topic and let the members to make the concept of the topic by their own way in their group and handled by the tutors. So they made the concept with the theme “What Are You doing” as the given topic. The researcher did not allow the students to write the concept but she suggested them to make mind mapping in their mind. Firstly some of the students or the tutees were not sure to do it but after they shared in tutoring, they felt enjoy and finished it well. The tutors were active to explain and the tutees were fond of it.

All the students got improvement in speaking especially with their vocabularies because for the tutees who had not become the tutors they should took in turns so that made peer tutoring more effective, in order all students could prepare themselves to explain about the text to their friends. In this meeting, almost all tutees in each group were active because they started to make arguments based on the topic. If the tutees did not know the English of several words they would ask their tutors and the tutors would translate it. Then, we called it as human translator.

## 2) Second Meeting

In the second meeting, as usual, the researcher divided class into groups and chose the tutor. First, the tutor explained about the text to their tutees. Next, after fifteen minutes, the tutor became moderator to begin the discussion session. The class was very crowded because the topic was really familiar so they could discuss many things about the activity they did in that time, but the class was still controlled. The tutoring process was more active in each group. The researcher did not allow the students or the tutees to be silent in group. At first some of the students were not sure to speak up but after they shared in tutoring, they felt enjoy and explained their arguments well. The tutors were active to explain and the tutees were fond of it.

The students' comprehension had better progress in this meeting. Their comprehension towards the topic improved because they had used to discuss certain topic with their friends. In this meeting all the tutees engaged fully in the tutoring process. They explained the topic by using the expressions that commonly used to state thesis, arguments and conclusion as given in previous meetings. The content of their arguments were getting better as well because at first they could only express one sentence but in this meeting they could make a good argument.

### 3) Third Meeting

The third meeting were done by given the students speaking test or the post test II. The test given was the same with the previous test in which the students in group were asked to make the dialog based on the topic and performed the dialogue in front of the class. The researcher asked them to do it clearly, and fluently.

#### c. Observing

Based on the observation in this cycle, the data were found as follow:

- 1) In this cycle, the students gave more attention to the learning process. It was very different with the former cycle, where there were many students pay their attention outside of the class and also noisy.
- 2) Almost both of the students enthusiastic and fell more enjoy in learning process, some of the corrected if their friend have mistake both of accuracy and fluency.

#### d. Reflecting

The result of the students' accuracy and fluency at the second cycle as follow:

**Table 8: The Students' Score of Post Test II**

<b>N</b>	<b>Total Score</b>	<b>Mean Score</b>
<b>20</b>	<b>1354</b>	<b>68</b>



From the result of the students' pre treatment test bellow, it could be seen that the total score of the students was 1354, meanwhile the mean score was 69 or still under the minimum achievement criteria (70).

furthermore, the following table below was percentage of students speaking score in post test II:

**Table 9: The Percentage of Students' Score In Post Test II**

Score	Category	N	Percentage
90-100	Excellent	-	
80-89	Good	1	5%
70-79	Fair	14	70%
0-69	Bad	5	5%

The table showed that there were significant improvement in the percentage of the students who got "Fair" Category, but because the meanscore still below the minimum achievent criteria. Based on the result, the researcher need to continue to the next cycle.

In this cycle, the researcher also conducted an interview session with the students. The result were as follow:

T : What do you think about the use of peer teaching method?

*Apa yang anda pikirkan tentang penggunaan metode tutor sebaya?*

S1 : It was fun.

*Menyenangkan.*

T : Do you like to aply peer teaching method in learning speaking skill?

*Apakah kamu suka mengaplikasikan metode tutor sebaya dalam belajar bahasa Inggris?*

S1 : Yes.

*Ya.*

T : Do you think this method could improve your speaking skill?

*Apakah menurutmu metode ini dapat meningkatkan*

*kemampuan berbicaramu?*

S1 : Yes, when we teach by smart tutor it is could improve my speaking more.

*Ya. Saat teman yang mengajar pintar, mudah untuk meningkatkan kemampuan berbicara saya.*

T : What do you think about the teacher approach in teaching speaking.

*Apa yang anda pikirkan tentang pendekatan guru dakam mengajar Bahasa Inggris?*

S1 : You need to approach the students who get problem in teaching or learning students.

*Ibuk perlu melakukan pendekatan dengan siswa yang mendapat masalah dalam mengajar atau belajar.*

T : Do you have any problem in learning process since the use of peer teaching method?

*Apakah kamu memiliki masalah dalam proses belajar sejak menggunakan metode tutor sebaya?*

S1 : Sometimes I understand my friend teach me, sometimes I don't really understand.

*Kadang-kadang saya mengerti waktu teman mengajarkan saya, kadang tidak mengerti.*

T : What do you think about the use of peer teaching method?

*Apa yang anda pikirkan tentang penggunaan metode tutor sebaya?*

S1 : Fun and interesting.

*Menyenangkan dan menarik.*

T : Do you like to aply peer teaching method in learning speaking skill?

*Apakah kamu suka mengaplikasikan metode tutor sebaya dalam belajar bahasa Inggris?*

S1 : Yes.

*Ya.*

T : Do you think this method could improve your speaking skill?

*Apakah menurutmu metode ini dapat meningkatkan kemampuan berbicaramu?*

S1 : Yes.

*Ya.*

T : What do you think about the teacher approach in teaching speaking?

*Apa yang anda pikirkan tentang pendekatan guru dakam mengajar Bahasa Inggris?*

S1 : You should pay attention with the students who always make trouble more. They make us couldn't concentrate

to study.

*Ibuk harus lebih memperhatikan anak-anak yang suka membuat masalah. Mereka membuat kami tidak bisa konsentrasi belajar.*

T : Do you have any problem in learning process since the use of peer teaching method?

*Apakah kamu memiliki masalah dalam proses belajar sejak menggunakan metode tutor sebaya?*

S1 : When we get good peer I can teach them, but when my peer doesn't pay attention to my explanation it is difficult.

*Pas dapat teman yang bagus saya bisa mengajar mereka, tapi pas teman saya tidak memperhatikan, jadi sulit.*

T : What do you think about the use of peer teaching method?

*Apa yang anda pikirkan tentang penggunaan metode tutor sebaya?*

S1 : It is easy to do.

*Mudah dilakukan.*

T : Do you like to apply peer teaching method in learning speaking skill?

*Apakah kamu suka mengaplikasikan metode tutor sebaya dalam belajar bahasa Inggris?*

S1 : Yes.

*Ya.*

T : Do you think this method could improve your speaking skill?

*Apakah menurutmu metode ini dapat meningkatkan kemampuan berbicaramu?*

S1 : Yes, a little. Speaking is difficult Maam.

*Ya, sedikit. Speaking sulit, Buk.*

T : What do you think about the teacher approach in teaching speaking.

*Apa yang anda pikirkan tentang pendekatan guru dalam mengajar Bahasa Inggris?*

S1 : Good.

*Bagus.*

T : Do you have any problem in learning process since the use of peer teaching method?

*Apakah kamu memiliki masalah dalam proses belajar sejak menggunakan metode tutor sebaya?*

S1 : Because speaking is difficult, sometimes I need to replay the explanation two or three times.

*Karena bahasa inggris itu sulit, kadang saya harus*

*mengulang penjelasan sampai dua atau tiga kali.*

The interviews showed that the students started to enjoy their teaching and learning speaking skill through peer teaching. Eventhough, there were some difficulties in learning speaking that they considered as the most difficult subject among the English skills. So the students need more explanation. Both tutor and tutee. Based on the finding, the researcher decided to continue to cycle III.

### **3. Cycle III**

#### **a. Planning**

Generally in planning, the steps in first cycle and the second cycle were same. The researcher prepared material, lesson plan, media and so on. In this cycle the researcher tried to improve the achievement of students in previous cycle.

#### **b. Action**

Based on the observation sheet of teacher, the researcher found some weaknesses at the first cycle, so in this cycle, the researcher tried to make the variation of action that was given to the students.

##### **1) First Meeting**

In this meeting, the researcher gave the result of the students test, gave them motivation and appreciation, and asked them to do the teaching and learning process maximally. After that the students were divided into five groups. Each group consisted of four students. Same as the previous meeting, the

researcher gave a topic and the topic in this meeting was about “Bigger is not always better”. Each tutor had a chance to explain the text with their own way and communicatively.

The students speaking’s skill was getting better than the previous especially about their fluency. The tutors understood their roles very well. After explaining the text to the tutees with the clear explanation, the tutors would become moderator to start the discussion session and immediately all the tutees were so enthusiastic to express their arguments. The tutees did not think to be shy because they enjoyed the atmosphere in the group so they could express their arguments naturally and fluently. When one of them expressed their arguments, the other would give comments towards it so the discussion ran so spirit and fun.

Then, the researcher evaluated by asking each group to present the result of their discussion in front of the class and other groups had to give a question to the presenter. For the surprised, all the tutees in each group were more active to give question to the presenter. Hence, we had limited time in the class so the presenter could not accept all the questions only the representative of each group. The presentation session was running very well.

## 2) Second Meeting

In the second meeting of cycle 3, as usual, the researcher divided class into groups and chose the tutor. First, the tutor explained about the text to their tutees. Next, after fifteen minutes, the tutor became moderator to begin the discussion session. The class was very crowded because the topic was really familiar so they could discuss many things about degree of comparison but the class was still controlled.

The peer teaching process was running very well as the researcher hoped. There were so many improvement in this last treatment, the improvement was seen in all aspects of speaking. The students' vocabulary increased as the topic which was very familiar so they could express arguments without asking their tutors anymore because they could make their own. Not only vocabulary and comprehension, their fluency and pronunciation also improved. Comparing with the first meeting of cycle 1 most of the students were shy to speak because they were afraid if they have missed pronunciation and awkward to apply the tutoring process, but in this meeting all tutors and tutees were so confident to express their arguments towards the topic because they have prepared themselves well.

The researcher was so happy about it and she was proud of the students' improvement in speaking at that time. All of the

students engaged fully in the process of peer teaching. Several of them were so active than before. They always want to speak and express their ideas because they felt so fun and enjoy to discuss a familiar topic with full of friendship atmosphere in the class. Then, the tutoring process was running smoothly without any obstacle and the researcher led and guided process of the tutoring.

### **3) Third Meeting**

In the last, the researcher gave post-test. In this meeting the researcher gave them motivation and appreciation about their improvement and asked them to do their best. The test run maximally. After that, the researcher took the interview to collect the qualitative data.

#### **c. Observing**

Based on the observation in this cycle, the data were found as follow:

- 1) In this cycle, the students gave more attention to the learning process.
- 2) It was very different with the former cycle, where there were many students pay their attention outside of the class and also noisy. Almost both of the students enthusiastic and fell more enjoy in learning process, some of them corrected if their friend have mistake both of accuracy and fluency.

#### d. Reflecting

After giving the post-test to the students, the researcher found out the result of students' speaking skill based on the criteria of speaking skill which are fluency, comprehension, vocabulary and pronunciation before giving treatment. The result would be presented in the following table:

**Table 10: The Students' Score of Post Test III**

<b>N</b>	<b>Total Score</b>	<b>Mean Score</b>
<b>20</b>	<b>1486</b>	<b>74</b>

From the result of the students' post test III bellow, it could be seen that the total score of the students was 1486, meanwhile the mean score was 60 or still under the minimum achievement criteria (70).

After knowing the students' main score in post test III, the following table bellow was percentage of students speaking score in post test III:

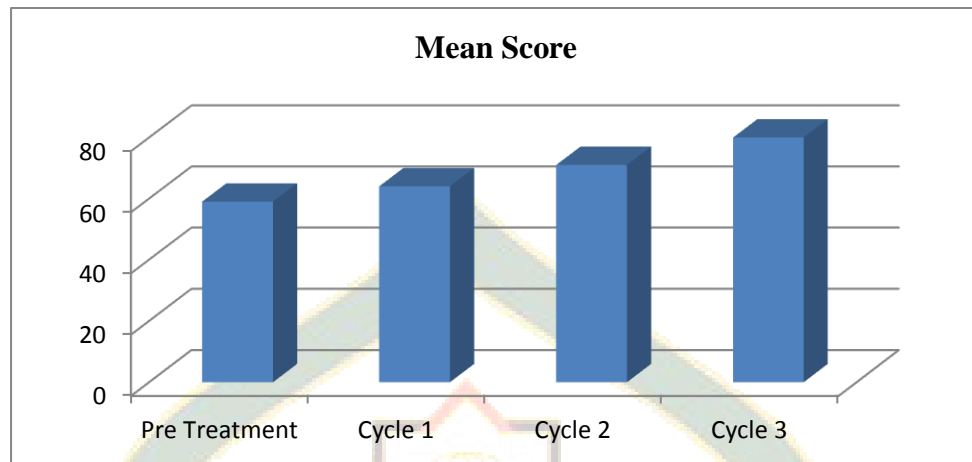
**Table 11: The Percentage of Students' Score In Post Test III**

<b>Score</b>	<b>Category</b>	<b>N</b>	<b>Percentage</b>
90-100	Excellent	-	
80-89	Good	4	20%
70-79	Fair	16	60%
0-69	Bad	-	

The table above, showed the result of students' improvement in speaking skill after implementing treatment through peer teaching. It means that the students' speaking skill had improved through implementing peer teaching.



**Chart 2: Comparison of the Students' Mean Score**



The significant improvement of the students mean score from the pre treatment test to the post test of the cycle three could be seen on the bar above. The students' mean score in the pre treatment test was 50, and became 60, 68, and 74 in cycle 1, 2, and 3. Because the students ability in speaking improved and achieved the minimum achievement criteria of English subject at the end of cycle III. The result showed that peer teaching method could improve the students speaking skill.

Furthermore, from the interview session, the researcher found that, as follow:

T : What do you think about the use of peer teaching method?

*Apa yang anda pikirkan tentang penggunaan metode tutor sebaya?*

S1 : Interesting and Fun.

*Menarik dan mengasyikan.*

T : Do you like to aply peer teaching method in learning speaking skill?

*Apakah kamu suka mengaplikasikan metode tutor sebaya dalam belajar bahasa Inggris?*

S1 : Yes.

*Ya.*

T : Do you think this method could improve your speaking

skill?

*Apakah menurutmu metode ini dapat meningkatkan kemampuan berbicaramu?*

S1 : Yes. It help me to improve my speaking ability.

*Ya. Itu membantu saya meningkatkan kemampuan berbicara.*

T : What do you think about the teacher approach in teaching speaking?

*Apa yang anda pikirkan tentang pendekatan guru dalam mengajar Bahasa Inggris?*

S1 : The teacher is good, and always give us motivation and appreciation.

*Gurunya baik dan selalu memberi kami motivasi dan menghargai.*

T : Do you have any problem in learning process since the use of peer teaching method?

*Apakah kamu memiliki masalah dalam proses belajar sejak menggunakan metode tutor sebaya?*

S1 : No.

*Tidak.*

T : What do you think about the use of peer teaching method?

*Apa yang anda pikirkan tentang penggunaan metode tutor sebaya?*

S1 : Very Good

*Sangat bagus.*

T : Do you like to aply peer teaching method in learning speaking skill?

*Apakah kamu suka mengaplikasikan metode tutor sebaya dalam belajar bahasa Inggris?*

S1 : Yes. It easy and fun.

*Ya. Mudah dan menyenangkan.*

T : Do you think this method could improve your speaking skill?

*Apakah menurutmu metode ini dapat meningkatkan kemampuan berbicaramu?*

S1 : I think so. Study with friends is more enjoyable

*Saya rasa begitu. Belajar dengan teman lebih menyenangkan.*

T : What do you think about the teacher approach in teaching speaking.

*Apa yang anda pikirkan tentang pendekatan guru dalam mengajar Bahasa Inggris?*

S1 : You give us motivation to learning English.

*Ibuk memberikan kami semangat untuk belajar.*

T : Do you have any problem in learning process since the use of peer teaching method?

*Apakah kamu memiliki masalah dalam proses belajar sejak menggunakan metode tutor sebaya?*

S1 : Yes. I still don't understand some vocabulary, sometimes my peer don't know either, we still need to ask teacher.

*Yes. Saya masih tidak mengerti beberapa kosakata, kadang tutornya juga tidak tau, kita masih harus bertanya ke guru.*

T : What do you think about the use of peer teaching method?

*Apa yang anda pikirkan tentang penggunaan metode tutor sebaya?*

S1 : Peer Teaching method is really helpful in learning English.

*Metode tutor sebaya sangat membantu saya dalam belajar bahasa Inggris.*

T : Do you like to apply peer teaching method in learning speaking skill?

*Apakah kamu suka mengaplikasikan metode tutor sebaya dalam belajar bahasa Inggris?*

S1 : Ofcourse.

*Tentu saja.*

T : Do you think this method could improve your speaking skill?

*Apakah menurutmu metode ini dapat meningkatkan kemampuan berbicaramu?*

S1 : Yes.

*Ya.*

T : What do you think about the teacher approach in teaching speaking.

*Apa yang anda pikirkan tentang pendekatan guru dalam mengajar Bahasa Inggris?*

S1 : Teacher is good. You always help us when we get some difficulties in learning. Your explanation is also clear.

*Ibuk sangat baik. Ibuk selalu membantu kami kalau kami memiliki kesulitan belajar. Penjelasan ibuk juga jelas.*

T : Do you have any problem in learning process since the use of peer teaching method?

*Apakah kamu memiliki masalah dalam proses belajar sejak menggunakan metode tutor sebaya?*

S1 : No.

*Tidak.*

The students, at the end of cycle III, thought that peer teaching was an interesting, fun, and enjoyable method to study speaking. They also stated that peer teaching could help them to improve their speaking. In the other hand, they also said that the teacher personal approach was good and helpful.

## **B. DISCUSSION**

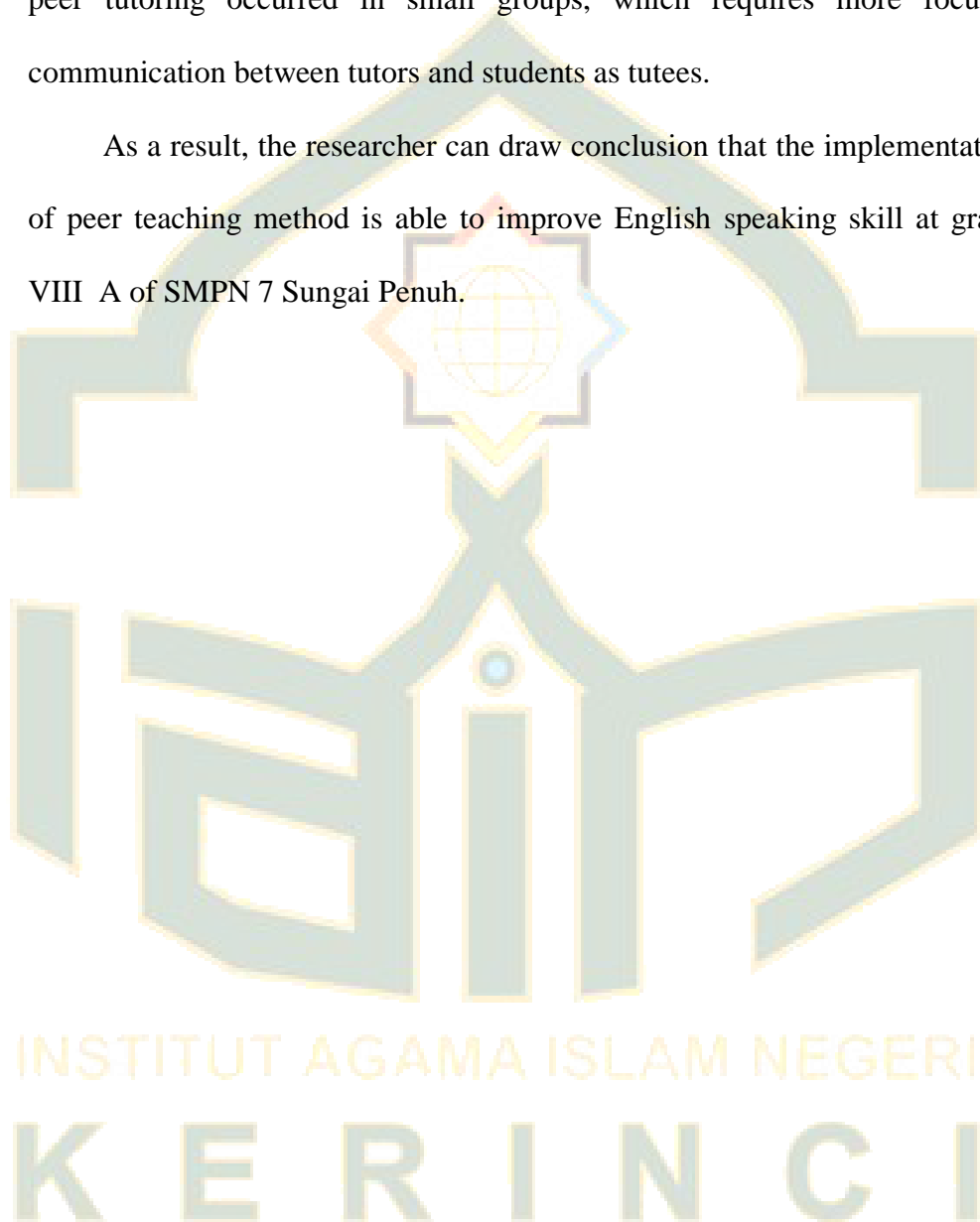
According to the observation in the field, there were some problem faced by the students in teaching and learning process. First, The students had difficulties in understanding the material given by the teacher. Second problem was the students did not have motivation to study. They did not look enthusiastic and not courage enough to involve in the speaking teaching and learning process. Last, the teacher did not use any method in teaching English. She just explained and asked the students to practice in front of the class. The researcher found that the main problem in the teaching and learning speaking was most of the students were to shy and afraid to take a part in the conversation. In the other word, they were having problem with their confident. When the teacher tried to arrange some conversation with them, the students look nervous and worry. They were not believing that they are able to speak in English. The students were also afraid to speak and ask the teacher because of their lack of ability in speaking. Peer-teaching method is a method for delivering subject material with the peers' help. This method need to be applied because it is one of effective ways to teach speaking skill.

offers several advantages for teachers and students especially for students who learn English in EFL context. Their problems in speaking skill will be resolved through peer-teaching method. Then the conclusion from several studies are peer teaching method is the good strategy to help students upgrade their speaking ability because they can enhance their confidence level and they become self motivated. Finally, the peer teaching method really required by teachers and students to improve speaking skill because it is a very effective way to apply it. and based on the findings, peer teaching method will be more effective if teachers and students are compact in practicing them. Compact means that teachers must be painstaking in guiding their students and their students must be active in this activity

After conducting the research, the researcher found that the students really looked excited with the implementation of peer teaching as a method to be used in the class. So, they followed the teaching and learning process enthusiastically. Based on the result of data analysis, mean of the students' score after implementation of peer teaching were higher than before. The research of data analysis test showed that there is a significant difference between the students' speaking skill before and after being taught through peer teaching method, it was proved by the development of mean score from (50) on pre-test to (60) on post-test I, while the Post test II was (68) and post test III was (74). It means that the peer teaching method is able to improve English speaking skill. Another reason based on the students' responses because most students find that the tutoring process is enjoyable.

After the implementation of the peer teaching method to improve the students speaking skill at grade VIII A of SMPN 7 Sungai Penuh, the students felt enjoy and fun to discuss a certain topic in each group because peer tutoring occurred in small groups, which requires more focused communication between tutors and students as tutees.

As a result, the researcher can draw conclusion that the implementation of peer teaching method is able to improve English speaking skill at grade VIII A of SMPN 7 Sungai Penuh.



## CHAPTER V

### CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

#### A. CONCLUSION

Based on the findings of the study, the researcher put forward following conclusions:

1. The research of data analysis test showed that there is a significant difference between the students' speaking skill before and after being taught through peer teaching, it was proved by the development of mean score from (50) on pre-test to (60) on post-test I, while the Post test II was (68) and post test III was (74). It means peer teaching method was able to improve speaking skill of the students of the grade eight of SMPN 7 Sungai Penuh.
2. The research showed that there was a significant difference between the students' speaking skill before and after being taught through "peer teaching", it was proved by the students' improvement in every meeting. Comparing the first meeting and the last meeting that the students tended to keep silent and were shy to express their ideas at the beginning of the meeting, but in the following meetings the students were more active and more confident in expressing their ideas orally because they did peer teaching method well.

## **B. SUGESTION**

Based on the research, the researcher gives some suggestion as follow:

1. The teacher has to know many ways to teach English so that, make the learning process will be running well and enjoyable.
2. It is suggested to the English teacher to implement peer teaching method in teaching speaking because it can help the students to express their ideas and feelings confidently by implementing peer teaching method in speaking.
3. The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.



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<b>S13</b>	<i>R1</i>	3	3	3	3	3	15	60	62
	<i>R2</i>	4	3	3	3	3	16	64	
<b>S14</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S15</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S16</b>	<i>R1</i>	2	1	2	2	2	9	36	38
	<i>R2</i>	2	2	2	2	2	10	40	
<b>S17</b>	<i>R1</i>	2	2	2	2	2	10	40	40
	<i>R2</i>	2	2	2	2	2	10	40	
<b>S18</b>	<i>R1</i>	2	2	2	2	2	10	40	38
	<i>R2</i>	2	1	2	2	2	9	36	
<b>S19</b>	<i>R1</i>	3	3	3	3	3	15	60	58
	<i>R2</i>	2	3	2	3	4	14	56	
<b>S20</b>	<i>R1</i>	2	1	2	2	2	9	36	38
	<i>R2</i>	2	2	2	2	2	10	40	
<b>Total</b>									994
									49.7

*Note :*

*P* : Pronunciation

*G* : Grammar

*V* : Vocabulary

*F* : Fluency

*C* : Comprehension

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**THE STUDENTS' SCORE IN POST TEST I**

<b>Name</b>	<b>Rater</b>	<b>P</b>	<b>G</b>	<b>V</b>	<b>F</b>	<b>C</b>	<b>Score</b>	<b>Total</b>	<b>Final Score</b>
<b>S1</b>	<i>R1</i>	4	4	4	4	4	20	80	78
	<i>R2</i>	4	3	4	4	4	19	76	
<b>S2</b>	<i>R1</i>	2	2	2	2	2	10	40	40
	<i>R2</i>	2	2	2	2	2	10	40	
<b>S3</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S4</b>	<i>R1</i>	3	3	3	3	3	15	60	62
	<i>R2</i>	3	2	3	4	4	16	64	
<b>S5</b>	<i>R1</i>	2	2	2	2	2	10	40	38
	<i>R2</i>	2	1	2	2	2	9	36	
<b>S6</b>	<i>R1</i>	4	3	3	3	3	16	64	64
	<i>R2</i>	3	2	3	4	4	16	64	
<b>S7</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S8</b>	<i>R1</i>	3	3	2	2	2	12	48	44
	<i>R2</i>	2	2	2	2	2	10	40	
<b>S9</b>	<i>R1</i>	3	3	3	3	3	15	60	58
	<i>R2</i>	2	3	2	3	4	14	56	
<b>S10</b>	<i>R1</i>	4	3	3	4	4	18	72	74
	<i>R2</i>	4	3	4	4	4	19	76	
<b>S11</b>	<i>R1</i>	4	4	4	4	4	20	80	78
	<i>R2</i>	4	3	4	4	4	19	76	
<b>S12</b>	<i>R1</i>	2	2	2	2	2	10	40	40
	<i>R2</i>	2	2	2	2	2	10	40	
<b>S13</b>	<i>R1</i>	4	3	3	3	3	16	64	64
	<i>R2</i>	3	2	3	4	4	16	64	

<b>S14</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S15</b>	<i>R1</i>	4	4	4	4	4	20	80	78
	<i>R2</i>	4	3	4	4	4	19	76	
<b>S16</b>	<i>R1</i>	2	2	2	2	2	10	40	40
	<i>R2</i>	2	2	2	2	2	10	40	
<b>S17</b>	<i>R1</i>	3	3	3	3	3	15	60	58
	<i>R2</i>	2	3	2	3	4	14	56	
<b>S18</b>	<i>R1</i>	3	3	2	2	2	12	48	44
	<i>R2</i>	2	2	2	2	2	10	40	
<b>S19</b>	<i>R1</i>	4	3	3	3	3	16	64	64
	<i>R2</i>	3	2	3	4	4	16	64	
<b>S20</b>	<i>R1</i>	2	1	2	2	2	9	36	38
	<i>R2</i>	2	2	2	2	2	10	40	
<b>Total</b>									1200
									60

*Note :*

*P* : Pronunciation  
*G* : Grammar  
*V* : Vocabulary  
*F* : Fluency  
*C* : Comprehension

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**THE STUDENTS' SCORE IN POST-TEST II**

<b>Name</b>	<b>Rater</b>	<b>P</b>	<b>G</b>	<b>V</b>	<b>F</b>	<b>C</b>	<b>Score</b>	<b>Total</b>	<b>Final Score</b>
<b>S1</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S2</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S3</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S4</b>	<i>R1</i>	3	2	3	4	4	16	64	66
	<i>R2</i>	4	3	3	4	3	17	68	
<b>S5</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S6</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S7</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S8</b>	<i>R1</i>	3	2	3	4	4	16	64	66
	<i>R2</i>	4	3	3	4	3	17	68	
<b>S9</b>	<i>R1</i>	4	3	4	3	4	18	72	72
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S10</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S11</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S12</b>	<i>R1</i>	3	2	3	4	4	16	64	66
	<i>R2</i>	4	3	3	4	3	17	68	
<b>S13</b>	<i>R1</i>	3	3	3	3	3	15	60	62
	<i>R2</i>	3	2	3	4	4	16	64	

<b>S14</b>	<i>R1</i>	3	3	3	3	3	15	60	58
	<i>R2</i>	2	3	2	3	4	14	56	
<b>S15</b>	<i>R1</i>	4	5	4	4	4	21	84	82
	<i>R2</i>	4	4	4	4	4	20	80	
<b>S16</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S17</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S18</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S19</b>	<i>R1</i>	4	4	4	4	3	19	76	76
	<i>R2</i>	4	4	4	3	4	19	76	
<b>S20</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>Total</b>									1354
									67.7

Note :

*P* : Pronunciation  
*G* : Grammar  
*V* : Vocabulary  
*F* : Fluency  
*C* : Comprehension

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**THE STUDENTS' SCORE IN POST-TEST III**

<b>Name</b>	<b>Rater</b>	<b>P</b>	<b>G</b>	<b>V</b>	<b>F</b>	<b>C</b>	<b>Score</b>	<b>Total</b>	<b>Final Score</b>
<b>S1</b>	<i>R1</i>	4	4	4	4	4	20	80	80
	<i>R2</i>	4	4	4	4	4	20	80	
<b>S2</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S3</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S4</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S5</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S6</b>	<i>R1</i>	4	5	5	4	4	22	88	84
	<i>R2</i>	4	4	4	4	4	20	80	
<b>S7</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S8</b>	<i>R1</i>	3	4	3	4	4	18	72	70
	<i>R2</i>	4	3	3	4	3	17	68	
<b>S9</b>	<i>R1</i>	4	3	4	3	4	18	72	72
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S10</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S11</b>	<i>R1</i>	4	4	4	4	4	20	80	82
	<i>R2</i>	4	5	4	4	4	21	84	
<b>S12</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S13</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	

<b>S14</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S15</b>	<i>R1</i>	4	5	4	4	4	21	84	82
	<i>R2</i>	4	4	4	4	4	20	80	
<b>S16</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S17</b>	<i>R1</i>	4	3	3	4	4	18	72	72
	<i>R2</i>	4	3	4	3	4	18	72	
<b>S18</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>S19</b>	<i>R1</i>	4	4	4	4	4	19	76	76
	<i>R2</i>	4	4	4	4	4	19	76	
<b>S20</b>	<i>R1</i>	4	3	4	4	4	19	76	74
	<i>R2</i>	4	3	3	4	4	18	72	
<b>Total</b>									1486
									74.3

*Note :*

*P* : Pronunciation  
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*F* : Fluency  
*C* : Comprehension

INSTITUT AGAMA ISLAM NEGERI  
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## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

### SIKLUS I

Sekolah : SMP Negeri 7 Sungai Penuh  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ II  
Materi Pokok : My uncle is a zookeeper (to communicate states and events that happen routinely or as general truths)  
Alokasi Waktu : 6 x 40 menit (3 x Pertemuan)

#### A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak nyata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuaidengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

#### B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i> ).	3.7.1 Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait kegiatan mendeskripsikan hewan dalam bentuk <i>simple present tense</i> . 3.7.2 Menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait kegiatan mendeskripsikan hewan dalam bentuk <i>simple present tense</i> .
4.7 Menyusun teks interaksi	4.7.1 Menuliskan satu paragraf

<p>transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p> sederhanas esuai dengan konteks.</p>
--	--

### C. Tujuan Pembelajaran

Setelah melakukan serangkaian kegiatan pembelajaran melalui tanya jawab dan diskusi, peserta didik mampu:

1. Mengidentifikasikann ungkapan-ungkapan memberi dan meminta informasi terkait kegiatan mendeskripsikan hewan dalam bentuk *simple present tense*.
2. Menggunakan ungkapan-ungkapan memberi dan meminta informasi terkait kegiatan mendeskripsikan hewan dalam bentuk *simple present tense*.
3. Menuliskan satu paragraf sederhana sesuai dengan konteks dengan baik dan benar.

### D. Materi Pembelajaran

#### 1. Materi Pembelajaran Reguler

- Fungsi sosial

Menyatakan tindakan/kejadian yang merupakan rutinitas dan kebenaran umum dalam menjaga hubungan interpersonal dengan pendidik dan teman.

- Struktur teks

#### a. Tindakan/kejadian yang dilakukan/ terjadi secara rutin

- *I wake up at five every morning. Do you?*  
*No, I don't.*  
*I wake up at four.*
- *Do you have breakfast before school?*  
*Yes, I do.*  
*Mom doesn't prepare breakfast for us.*  
*We prepare it ourselves.*
- *How often do you have English at school?*  
*We have it twice a week.*

- *Who teaches you English?*  
*Mrs Anna does.*
- b. Tindakan/kejadian yang merupakan kebenaran umum
- *Where does the sun rise?*  
*It rises in the east.*
  - *How does salt taste?*  
*It tastes salty.*
  - *Dogs bark, cats meow.*

- Unsur kebahasaan  
Ucapan, tekanan kata, intonasi, kosakata (*action verbs: go, do, teach, prepare*, adverb of time: every day, every morning, in the morning, at night, adverb of frequency: always, usually, sometimes dsb) dan tata bahasa (*Simple Present tense*).

2. The forms are:

a. positive : **Subject + Verb s/es + Object**

I We You They	Sleep	She He It	Sleeps
------------------------	-------	-----------------	--------

- ✓ For verbs ending with **-sh, -ch, -ss, -o, -x, or -z**, e.g wash, teach, miss, go, fix, buzz, add **-es** to the verb after she, he, it.
- ✓ For verbs ending with **consonant + y**, e.g carry, study, cry **-y** into **-i** and add **-es** after she, he, it.

b. Questions: **Do/Does + Subject + Verb + Object + ?**

Do	I You	Swim?
Do	We They	Swim?
Does	She He It	Swim?

c. Negative: **Subject + do/does not + Verb + Object**

I We	do not (don't)	come
---------	----------------	------

You They		
She He It	does not (doesn't)	come

2. Materi Pembelajaran Remedial  
Pengulangan materi dan diberikan soal latihan.
3. Materi Pembelajaran Pengayaan  
Peserta didik diminta untuk membuat suatu dialog tentang ungkapan terkait kegiatan yang terjadi secara rutin dan kebenaran umum.

### E. Metode Pembelajaran

Pedekatan Pembelajaran : Scientific Approach  
 Metode Pembelajaran : Tanya jawab, diskusi  
 Model Pembelajaran : Peer Teaching

### F. Media, Alat dan Bahan, Sumber Belajar

Wachidah, Siti, dkk. 2017. **Bahasa Inggris: When English Rings the Bell.** Jakarta:Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

Wachidah, Siti, dkk. 2017. **Bahasa Inggris, When English Rings the Bell: Buku Guru.** Jakarta:Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

### G. Langkah-Langkah Pembelajaran

#### Pertemuan ke -1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Pendidik memberi salam (<i>greeting</i>).</li> <li>2. Pendidik meminta peserta didik untuk berdoa terlebih dahulu sebelum memulai pembelajaran.</li> <li>3. Pendidik memeriksa kehadiran siswa.</li> <li>4. Pendidik melakukan apersepsi dengan memberikan pertanyaan: <i>Do you ever go to the zoo?</i> <i>When do you go to the zoo?</i> <i>What animal can you find in the zoo?</i></li> <li>5. Pendidik menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> </ol>	10 menit
<b>Inti</b>	<b>Mengamati</b>	60

	<ul style="list-style-type: none"> <li>- Peserta didik mengamati gambar kebun binatang yang ada di dalam buku teks halaman 86 bersama rekan tutor sebayanya.</li> <li>- Peserta didik mendengarkan penjelasan yang diberikan oleh guru.</li> <li>- Peserta didik mengamati daftar kosa kata yang diberikan oleh guru.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>- Peserta didik menanyakan tentang beberapa kosakata nama-nama hewan.</li> <li>- Peserta didik menanyakan bagaimana melafalkan beberapa kosakata baru.</li> <li>- Peserta didik menirukan beberapa ungkapan yang digunakan untuk meminta dan memberi informasi.</li> </ul> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik bersama tutor sebaya mencari informasi tentang deskripsi hewan-hewan yang ada di kebun binatang. (buku teks halaman 88)</li> <li>- Peserta didik bersama tutor sebayanya melengkapi tabel tentang deskripsi hewan. (<i>worksheet</i> halaman 89)</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik membentuk kelompok peer teaching beranggotakan 4 orang, yang dibagikan oleh guru.</li> <li>- Peserta didik belajar dari dan bersama tutor sebayanya menyusun kata acak menjadi kalimat yang benar.</li> <li>- Peserta didik belajar dari dan bersama tutor sebayanya diminta untuk mendeskripsikan hewan lain yang ada disekitarnya berdasarkan tabel. (<i>worksheet</i> halaman 90)</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Peserta didik belajar dari dan bersama tutor sebayanya menuliskan sebuah paragraf sederhana tentang hewan berdasarkan tabel.</li> <li>- Peserta didik belajar dari dan bersama tutor sebayanya membuat dialog sederhana tentang hewan berdasarkan tabel</li> <li>- Peserta didik bersama tutor sebayanya melakukan roleplay dari dialog yang dibuat di depan kelas</li> </ul>	menit
<b>Penutup</b>	<ul style="list-style-type: none"> <li>- Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>- Peserta didik dan pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>- Peserta didik menerima tugas mandiri berupa pekerjaan rumah.</li> </ul>	10 menit

	<ul style="list-style-type: none"> <li>- Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>- Peserta didik dan pendidik mengucapkan salam penutup.</li> </ul>	
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**Pertemuan ke -2**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>- Pendidik memberi salam (<i>greeting</i>).</li> <li>- Pendidik meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran.</li> <li>- Pendidik memeriksa kehadiran siswa.</li> <li>- Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>- Pendidik melakukan apersepsi dengan memberikan pertanyaan:</li> <li>- Pendidik menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> </ul>	10 menit
<b>Inti</b>	<p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik diminta duduk dalam kelompok.</li> <li>- Peserta didik mengumpulkan informasi untuk menjawab pertanyaan yang belum terjawab.</li> <li>- Peserta didik mengidentifikasi kata kerja dalam bentuk <i>simple present tense</i>.</li> <li>- Peserta didik membedakan penggunaan <i>to be</i> dalam kalimat <i>simple present tense</i>.</li> <li>- Peserta didik menentukan kalimat <i>declarative</i> berdasarkan gambar dan kata-kata yang disediakan.</li> </ul> <p><b>Pengolahan Informasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mendiskusikan dan mengolah informasi yang didapat terkait kalimat <i>declarative</i> dalam bentuk <i>simple present tense</i>.</li> <li>- Peserta didik membuat kesimpulan sementara terkait kalimat <i>declarative</i> dalam bentuk <i>simple present tense</i>.</li> </ul> <p><b>Verifikasi Hasil</b></p> <ul style="list-style-type: none"> <li>- Peserta didik menyampaikan hasil diskusi di depan kelas.</li> <li>- Peserta didik memberikan tanggapan terhadap hasil diskusi kelompok lain.</li> </ul> <p><b>Generalisasi</b></p> <ul style="list-style-type: none"> <li>- Siswa menyimpulkan tentang bagaimana membentuk kalimat <i>declarative</i> dalam bentuk <i>simple present tense</i>.</li> </ul>	60 menit
<b>Penutup</b>	<ul style="list-style-type: none"> <li>- Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> </ul>	10 menit



	<ul style="list-style-type: none"> <li>- Peserta didik dan pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>- Peserta didik menerima tugas mandiri berupa pekerjaan rumah.</li> <li>- Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>- Peserta didik dan pendidik mengucapkan salam penutup.</li> </ul>	
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### Pertemuan ke -3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Pendidik memberi salam (<i>greeting</i>).</li> <li>2. Pendidik meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran.</li> <li>3. Pendidik memeriksa kehadiran siswa.</li> <li>4. Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>5. Pendidik melakukan apersepsi dengan memberikan pertanyaan.</li> <li>6. Menyampaikan tujuan pembelajaran</li> <li>7. Pendidik menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> </ol>	10 menit
<b>Inti</b>	<p><b>Menyajikan informasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mendengarkan penjelasan pendidik tentang ungkapan-ungkapan meminta dan memberi informasi dalam bentuk <i>interrogative</i>.</li> <li>- Peserta didik mengamati beberapa gambar kegiatan yang dilakukan secara rutin dalam sehari.</li> <li>- Peserta didik bertanya jawab tentang kosakata yang tidak mereka ketahui.</li> </ul> <p><b>Menentukan dan bekerja dalam kelompok</b></p> <ul style="list-style-type: none"> <li>- Peserta didik diminta duduk dalam kelompok peer teaching masing-masing</li> <li>- Peserta didik mendengarkan penjelasan pendidik bagaimanalah langkah peer teaching.</li> </ul> <p><b>Presentasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mempresentasikan hasil kerja kelompok peer teaching masing-masing.</li> </ul> <p><b>Menerima umpan balik</b></p> <ul style="list-style-type: none"> <li>- Peserta didik secara bersama di dalam kelompok menyimpulkan hasil diskusi.</li> </ul>	60 menit
<b>Penutup</b>	<ul style="list-style-type: none"> <li>- Peserta didik dan pendidik melakukan refleksi terhadap</li> </ul>	10

	kegiatan pembelajaran dan manfaat-manfaatnya. - Peserta didik dan pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran. - Peserta didik menerima tugas mandiri berupa pekerjaan rumah. - Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. - Peserta didik dan pendidik mengucapkan salam penutup.	menit
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## H. Penilaian

- a. Teknik Penilaian : Tes Unjuk Kerja
- b. Bentuk Instrumen : Membuat dialog dan mempraktekannya di depan kelas (Lampiran 1)
- c. Rubrik/ Penskoran :

No	Indicator	Criteria	Score
1	Pronunciation	Has few traces of foreign accent	5
		Always intelligible, though one is conscious of a definite accent	4
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3
		Very hard to understand because of pronunciation problems. Must frequently be asked to repeat	2
		Pronunciation problems so severe as to make speech virtually unintelligible	1
2	Grammar	Makes few (if any) noticeable errors of grammar or word order	5
		Occasionally makes grammatical errors which do not obscure meaning	4
		Makes frequent errors of grammar and word order which occasionally obscure meaning	3
		grammar and word orders make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic patterns	2
		Errors in grammar and word order so severe as to make speech virtually unintelligible	1
3	Vocabulary	Use of vocabulary and idioms is virtually that of native speaker	5
		Sometimes uses inappropriate terms	4

		and/or must rephrase ideas because of lexical inadequacies	
		Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary	3
		Misuse of words and very limited vocabulary make comprehension quite difficult	2
		Vocabulary limitations so extreme as to make conversation virtually impossible	1
4	Fluency	Speech as fluent and effortless as that of native speaker	5
		Speed of speech seems to be slightly affected by language problems	4
		Speed and fluency are rather strongly affected by language problems	3
		Usually hesitant; often forced into silence by language limitations	2
		Speech is so halting and fragmentary as to make conversation virtually impossible	1
5	Comprehension	Appears to understand everything without difficulty	5
		Understands nearly everything at normal speed, although occasional repetition may be necessary	4
		Understand most of what is said at lower-than-normal speed with repetitions	3
		Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions	2
		Cannot be said to understand even simple conversation	1

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

## **Lampiran 1**

### **Speaking Test**

#### **Test Cycle I**

Make the dialog about elephant, the habitat, and food. Work in pair and practice the dialogue in front of the class!



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

### SIKLUS II

Sekolah : SMP Negeri 7 Sungai Penuh  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ II  
Materi Pokok : Chapter VIII. What are you doing?  
Alokasi Waktu : 6 x 40 menit (3 x Pertemuan)

#### A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak nyata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuaidengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

#### B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan	3.8.1 Menentukan ungkapan yang melibatkan tindakan meminta (WH-questions) dan memberi informasi terkait keadaan/tindakan yang sedang dilakukan/berlangsung.  3.8.3 Menggunakan ungkapan yang melibatkan tindakan meminta (WH – Questions) dan memberi informasi terkait keadaan /tindakan yang sedang dilakukan/berlangsung.

present continuous tense)	
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Melakukan dialog meminta (WH – Question) dan memberi informasi terkait keadaan/tindakan yang sedang dilakukan/berlangsung.

## A. Tujuan Pembelajaran

Setelah melaksanakan proses pembelajaran dan menggali informasi melalui diskusi dan tanya jawab, peserta didik dapat:

1. Menentukan ungkapan yang melibatkan tindakan meminta (WH – Question) dan memberi informasi terkait keadaan/tindakan yang sedang dilakukan/berlangsung dengan benar.
2. Menggunakan ungkapan yang melibatkan tindakan meminta (WH – Question) dan memberi informasi terkait keadaan/tindakan yang sedang dilakukan/berlangsung dengan benar.
3. Melakukan dialog meminta (WH – Question) dan memberi informasi terkait keadaan/tindakan yang sedang dilakukan/berlangsung dengan berani dan percaya diri.

## B. Materi Pembelajaran

### I. Materi pembelajaran regular

- **Fungsi Sosial**  
Menjelaskan/mendeskripsikan
- Struktur teks
- Memulai
  - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
  - Ungkapan – ungkapan untuk menanyakan dan memberikan informasi terkait keadaan/kejadian yang sedang berlangsung.
  - Kalimat deklaratif dalam *Present Continuous Tense*  
*e.g: What are you doing now?*  
*What is she doing now?*

*I am watching TV now.*

*She is cooking now.*

- Adverbia: *now, right now*
- To Be : *Is, Am, Are*
- Verb – ing : *cooking, eating, listening, driving, etc.*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

- Topik  
Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI.

### C. Metode Pembelajaran

Pendekatan : *Scientific Approach*  
Metode : Tanya jawab, diskusi kelompok, *role play*  
Model : *Peer Teaching*

### D. Media, Alat, Bahan, dan Sumber Belajar

Bahan : Bahan Ajar

### E. Sumber Belajar

Wachidah, Siti, dkk. 2017. **Bahasa Inggris: When English Rings the Bell.** Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

F.

Wachidah, Siti, dkk. 2017. **Bahasa Inggris, When English Rings the Bell: Buku Guru.** Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang,

### G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"><li>• Pendidik menyapa peserta didik dengan salam.</li><li>• Pendidik meminta peserta didik untuk berdoa terlebih dahulu sebelum memulai pelajaran.</li><li>• Pendidik memeriksa kehadiran peserta didik sebagai sikap disiplin.</li><li>• Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li><li>• Pendidik memberikan pertanyaan terkait materi yang akan dipelajari.</li><li>• Pendidik menyampaikan kompetensi yang akan</li></ul>	10 menit

	<p>dicapai, tujuan pembelajaran, dan manfaatnya dalam kehidupan sehari – hari.</p> <ul style="list-style-type: none"> <li>• Pendidik menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan.</li> </ul>	
<b>Kegiatan Inti</b>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk mengamati teks pendidik.</li> <li>• Pendidik meminta peserta didik untuk memperhatikan ungkapan – ungkapan yang terdapat di dalam teks tersebut.</li> </ul> <p>Bertanya</p> <ul style="list-style-type: none"> <li>• Pendidik memberikan kesempatan kepada peserta didik untuk memberikan pertanyaan terkait ungkapan – ungkapan tersebut.</li> <li>• Pendidik memberikan kesempatan kepada peserta didik lain untuk menjawab pertanyaan tersebut.</li> </ul> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk melengkapi dialog – dialog yang diberikan.</li> <li>• Pendidik meminta peserta didik untuk melengkapi dialogue berdasarkan gambar yang diberikan.</li> </ul> <p>Asosiasi</p> <ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik di dalam kelompoknya untuk berkeliling sekolah (kantin, lapangan, perpustakaan, dll) dan menemukan apa yang sedang orang – orang di sekitar kita lakukan.</li> <li>• Pendidik meminta peserta didik untuk melakukan tanya jawab terkait kegiatan yang sedang dilakukan oleh orang – orang sekitar.</li> </ul> <p>Komunikasi</p> <ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk menuliskan pertanyaan dan jawabannya di table yang telah disediakan.</li> <li>• Pendidik meminta perwakilan setiap kelompok untuk menyampaikan hasilnya (not reading) di depan kelas.</li> </ul>	60 Menit
Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Pendidik bersama – sama dengan peserta didik merangkum materi pembelajaran yang telah diberikan.</li> <li>• Pendidik dan peserta didik melakukan refleksi</li> </ul>	10 Menit



	<p>terhadap kegiatan pembelajaran dan manfaat – manfaat terkait dengan ungkapan meminta dan memberi informasi keadaan/kejadian yang sedang berlangsung.</p> <ul style="list-style-type: none"> <li>• Pendidik menyampaikan materi yang akan dibahas pada pertemuan selanjutnya.</li> <li>• Pendidik menutup pelajaran dengan salam dan berdoa.</li> </ul>	
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## Pertemuan II

Kegiatan	Deskripsi Kegiatan	Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Pendidik menyapa peserta didik dengan salam.</li> <li>• Pendidik meminta peserta didik untuk berdoa terlebih dahulu sebelum memulai pelajaran.</li> <li>• Pendidik memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>• Pendidik menanyakan peserta didik tentang pelajaran sebelumnya.</li> <li>• Pendidik memberikan pertanyaan terkait materi yang akan dipelajari.</li> <li>• Pendidik menyampaikan kompetensi yang akan dicapai, tujuan pembelajaran, dan manfaatnya dalam kehidupan sehari – hari.</li> <li>• Pendidik menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan.</li> </ul>	10 menit
<b>Kegiatan Inti</b>	<p>Menyimak</p> <ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk mengamati beberapa dialogue yang ada di buku peserta didik.</li> <li>• Pendidik meminta peserta didik untuk mendengarkan ungkapan/kalimat – kalimat yang dibacakan oleh pendidik terkait keadaan/kejadian yang sedang berlangsung.</li> <li>• Pendidik meminta peserta didik untuk mengulangi ungkapan/kalimat – kalimat yang dibacakan guru.</li> <li>• Pendidik memberikan peserta didik sebuah dialog terkait ungkapan meminta dan memberi informasi keadaan/kejadian yang sedang berlangsung/dilakukan.</li> </ul>	60 Menit

	<ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik berbagi peran untuk memerankan dialog tersebut.</li> <li>• Pendidik memberikan peserta didik waktu untuk berlatih memainkan peran dialog tersebut.</li> </ul> <p>Bertanya</p> <ul style="list-style-type: none"> <li>• Pendidik memberikan kesempatan kepada peserta didik untuk memberikan pertanyaan terkait ungkapan – ungkapan tersebut.</li> <li>• Pendidik memberikan kesempatan kepada peserta didik lain untuk menjawab pertanyaan tersebut.</li> </ul> <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk merangkum kejadian dan persepsi berdasarkan dialog yang diperankan.</li> <li>• Pendidik meminta peserta didik untuk membandingkan aktifitas simulasi dengan dunia nyata.</li> <li>• Pendidik meminta peserta didik untuk menghubungkan aktivitas simulasi dengan materi pembelajaran.</li> <li>• Pendidik meminta peserta didik untuk memperhatikan ungkapan yang digunakan untuk meminta dan memberi informasi terkait keadaan/kejadian yang sedang berlangsung/dilakukan.</li> </ul> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk melengkapi dialogue yang diberikan.</li> <li>• Pendidik meminta peserta didik untuk melengkapi dialogue berdasarkan gambar.</li> <li>• Pendidik memastikan pemahaman peserta didik dengan memberikan pertanyaan secara lisan berdasarkan flash card yang ditunjukkan.</li> </ul>	
<p>Kegiatan Penutup</p>	<ul style="list-style-type: none"> <li>• Pendidik bersama – sama dengan peserta didik menyimpulkan materi pembelajaran yang telah diberikan.</li> <li>• Pendidik dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat – manfaat terkait dengan ungkapan meminta dan memberi informasi keadaan/kejadian yang sedang berlangsung/dilakukan.</li> <li>• Pendidik dan peserta didik memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> </ul>	<p>10 Menit</p>

	<ul style="list-style-type: none"> <li>• Pendidik menyampaikan materi yang akan dibahas pada pertemuan selanjutnya.</li> <li>• Pendidik menutup pelajaran dengan salam dan berdoa.</li> </ul>	
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### Pertemuan III

Kegiatan	Deskripsi Kegiatan	Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Pendidik menyapa peserta didik dengan salam.</li> <li>• Pendidik meminta peserta didik untuk berdoa terlebih dahulu sebelum memulai pelajaran.</li> <li>• Pendidik bersama – sama peserta didik menyanyikan lagu nasional.</li> <li>• Pendidik memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>• Pendidik memberikan pertanyaan berkaitan dengan pelajaran yang telah dipelajari sebelumnya.</li> <li>• Pendidik menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari – hari.</li> <li>• Pendidik menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan.</li> </ul>	10 menit
<b>Kegiatan Inti</b>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk mengamati dialogue yang di tampilkan oleh pendidik pada slide power point.</li> <li>• Pendidik meminta peserta didik untuk mendengarkan kalimat yang dibacakan pendidik dan mengulanginya.</li> </ul> <p>Menanya</p> <ul style="list-style-type: none"> <li>• Pendidik memberikan peserta didik pertanyaan secara lisan terkait dialogue yang ditampilkan. e.g: <i>What is the dialogue talk about?</i> <i>What are the underlined expressions used for?</i> <i>What form of sentences are they? Declarative, negative, or interrogative?</i></li> <li>• Pendidik bersama – sama dengan peserta didik menentukan masalah. (pertanyaan yang belum terjawab oleh siswa)</li> </ul>	60 Menit

	<p>e.g: <i>How to form declarative sentences of present continuous tense?</i>  <i>How to form negative sentences of present continuous tense?</i>  <i>How to form interrogative sentences of present continuous tense?</i></p> <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik secara berkelompok mengumpulkan informasi untuk menjawab pertanyaan – pertanyaan tersebut.</li> <li>• Pendidik meminta peserta didik untuk mengubah kata kerja yang diberikan menjadi kata kerja berbentuk Verb-ing.</li> <li>• Pendidik meminta peserta didik untuk menuliskan bentuk To Be yang benar untuk setiap kalimat yang diberikan.</li> <li>• Pendidik meminta peserta didik untuk menuliskan kalimat declarative berdasarkan gambar dan kata – kata yang disediakan.</li> <li>• Pendidik meminta peserta didik untuk mengubah kalimat yang diberikan menjadi kalimat negative.</li> <li>• Pendidik meminta peserta didik untuk menuliskan kalimat interrogative berdasarkan kata dan gambar yang diberikan.</li> </ul> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>• Peserta didik secara berkelompok mendiskusikan dan mengolah informasi yang didapat terkait kalimat declarative dan interrogative dari present continuous tense.</li> <li>• Peserta didik membuat kesimpulan sementara terkait kalimat declarative dan interrogative dari present continuous tense.</li> <li>• Peserta didik menyampaikan hasil diskusi kelompok mereka di depan kelas.</li> <li>• Pendidik memberikan kesempatan kepada peserta didik lain untuk memberikan tanggapan terhadap hasil yang disampaikan oleh temannya dengan cara mengoreksi atau menambahkan penjelasan.</li> </ul>	
<p>Kegiatan Penutup</p>	<ul style="list-style-type: none"> <li>• Pendidik dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat – manfaatnya.</li> <li>• Pendidik dan peserta didik memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> </ul>	<p>10 Menit</p>

	<ul style="list-style-type: none"> <li>• Pendidik menyampaikan materi yang akan dibahas pada pertemuan selanjutnya.</li> <li>• Pendidik menutup pelajaran dengan salam dan berdoa.</li> </ul>	
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### C. Penilaian

- d. Teknik Penilaian : Tes Unjuk Kerja  
e. Bentuk Instrumen : Membuat dialog dan mempraktekannya di depan kelas  
f. Rubrik/ Penskoran :

No	Indicator	Criteria	Score
1	Pronunciation	Has few traces of foreign accent	5
		Always intelligible, though one is conscious of a definite accent	4
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3
		Very hard to understand because of pronunciation problems. Must frequently be asked to repeat	2
		Pronunciation problems so severe as to make speech virtually unintelligible	1
2	Grammar	Makes few (if any) noticeable errors of grammar or word order	5
		Occasionally makes grammatical errors which do not obscure meaning	4
		Makes frequent errors of grammar and word order which occasionally obscure meaning	3
		grammar and word orders make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic patterns	2
		Errors in grammar and word order so severe as to make speech virtually unintelligible	1
3	Vocabulary	Use of vocabulary and idioms is virtually that of native speaker	5
		Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	4
		Frequently uses the wrong words; conversation somewhat limited because	3

		of inadequate vocabulary	
		Misuse of words and very limited vocabulary make comprehension quite difficult	2
		Vocabulary limitations so extreme as to make conversation virtually impossible	1
4	Fluency	Speech as fluent and effortless as that of native speaker	5
		Speed of speech seems to be slightly affected by language problems	4
		Speed and fluency are rather strongly affected by language problems	3
		Usually hesitant; often forced into silence by language limitations	2
		Speech is so halting and fragmentary as to make conversation virtually impossible	1
5	Comprehension	Appears to understand everything without difficulty	5
		Understands nearly everything at normal speed, although occasional repetition may be necessary	4
		Understand most of what is said at lower-than-normal speed with repetitions	3
		Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions	2
		Cannot be said to understand even simple conversation	1

**Lampiran 1**  
**Speaking Test**  
**Cycle II**

Make the dialog about what are you doing. Work in pair and practice the dialogue in front of the class!



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

### SIKLUS III

Sekolah : SMP Negeri 7 Sungai Penuh

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ III

Materi Pokok :

Alokasi Waktu : 6 x 40 menit (3 x Pertemuan)

#### A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak nyata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuaidengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

#### B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i> )	Menentukan bentuk <i>positive degree</i> tentang perbandingan jumlah dan sifat orang, binatang, atau benda  Menentukan bentuk <i>comparative degree</i> tentang perbandingan jumlah dan sifat orang, binatang, atau benda  Menentukan bentuk <i>superlative degree</i> tentang perbandingan jumlah dan sifat orang, binatang, atau benda  Menentukan fungsi sosial dari beberapa teks pendek sederhana tentang perbandingan jumlah



	<p>dan sifat orang, binatang, atau benda Melengkapi teks pendek sederhana tentang perbandingan jumlah dan sifat orang, binatang, atau benda dalam bentuk <i>positive, comparative dan superlative degree</i></p>
<p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Menulis dan mengomunikasikan sebuah teks transaksional pendek sederhana dalam bentuk <i>positive degree</i> tentang perbandingan jumlah dan sifat orang, binatang, atau benda</p> <p>Menulis dan mengomunikasikan sebuah teks transaksional pendek sederhana dalam bentuk <i>comparative degree</i> tentang perbandingan jumlah dan sifat orang, binatang atau benda</p> <p>Menulis dan mengomunikasikan sebuah teks transaksional pendek sederhana dalam bentuk <i>superlative degree</i> tentang perbandingan jumlah dan sifat orang, binatang atau benda</p> <p>Menulis dan mengomunikasikan sebuah teks transaksional pendek sederhana dengan menggunakan bentuk <i>positive, comparative dan superlative degree</i> tentang perbandingan jumlah dan sifat orang, binatang atau benda</p>

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran dengan menggunakan metode saintifik peserta didik dapat dengan benar:

- 3.9.1. Menentukan bentuk *positive degree* tentang perbandingan jumlah dan sifat orang, binatang, atau benda
- 4.9.1. Menulis dan mengomunikasikan sebuah teks transaksional pendek sederhana dalam bentuk *positive degree* tentang perbandingan jumlah dan sifat orang, binatang, atau benda
- 3.9.2. Menentukan bentuk *comparative degree* tentang perbandingan jumlah dan sifat orang, binatang, atau benda
- 4.9.2. Menulis dan mengomunikasikan sebuah teks transaksional pendek sederhana dalam bentuk *comparative degree* tentang perbandingan jumlah dan sifat orang, binatang atau benda

3.9.3. Menentukan bentuk *superlative degree* tentang perbandingan jumlah dan sifat orang, binatang, atau benda

4.9.3. Menulis dan mengomunikasikan sebuah teks transaksional pendek sederhana dalam bentuk *superlative degree* tentang perbandingan jumlah dan sifat orang, binatang atau benda

#### **D. Materi Pembelajaran**

##### **Fungsi sosial**

Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.

##### **Struktur teks**

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

##### **Unsur kebahasaan**

- Kalimat perbandingan positif, komparatif dan superlative dengan: *as ... as, -er, -est, more ..., the most ...*
- Perbandingan jumlah: *more, fewer, less*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

##### **Topik**

Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

#### **E. Metode Pembelajaran**

- i. Pendekatan : Scientific Approach
- ii. Model Pembelajaran : Saintific
- iii. Metode : Peer Teaching

#### **F. Media, Bahan, dan Sumber Belajar:**

- i. Kementerian Pendidikan dan Kebudayaan. 2016. *Buku Guru Mata Pelajaran Bahasa Inggris kelas. VIII* Jakarta: Kementerian Pendidikan dan Kebudayaan.

- ii. Kementerian Pendidikan dan Kebudayaan. 2016. *Buku siswa Mata Pelajaran Bahasa Inggris kelas. VIII* Jakarta: Kementerian Pendidikan dan Kebudayaan

## G. Langkah-langkah Kegiatan Pembelajaran

### Pertemuan 1

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Kegiatan Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Memulai kelas dengan salam dan diikuti dengan doa</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Bertanya jawab berkaitan materi yang akan dipelajari               <ul style="list-style-type: none"> <li>➢ <i>The teacher shows two pencils which have the same length</i></li> <li>➢ <i>Can you compare these pencils?</i></li> </ul> </li> <li>• Menyebutkan tujuan pembelajaran dan manfaat.</li> <li>• Menyebutkan kegiatan belajar yang akan dilakukan.</li> <li>• Menyampaikan lingkup penilaian (sikap, pengetahuan, dan keterampilan) serta teknik penilaian (observasi, lisan dan tulis) yang akan digunakan.</li> </ul>	<b>10 menit</b>
<b>Kegiatan Inti</b>	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan bimbingan guru:</p> <p><b>Mengamati dan menanya</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengamati gambar-gambar tentang orang, hewan, atau benda (<i>terlampir</i>)</li> <li>• Peserta didik melakukan tanya jawab terkait gambar-gambar yang telah diamati</li> </ul> <p><b>Mengumpulkan informasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengidentifikasi pola-pola <i>positive degree</i> tentang perbandingan jumlah dan sifat orang, binatang, atau benda</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menentukan bentuk adjective atau adverb yang sesuai untuk melengkapi kalimat-kalimat dalam bentuk <i>positive degree</i></li> <li>• Peserta didik secara berkelompok membuat sebuah teks transaksional pendek sederhana dalam bentuk <i>positive degree</i> tentang perbandingan jumlah dan sifat orang, binatang, atau benda.</li> </ul>	<b>60 menit</b>

	<p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mewakili kelompoknya mempresentasikan hasil diskusi didepan kelas</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	
<b>Kegiatan Penutup</b>	<ul style="list-style-type: none"> <li>• Guru bersama-sama peserta didik membuat butir-butir simpulan terkait materi yang baru saja dipelajari</li> <li>• Guru bersama-sama peserta didik melakukan identifikasi kelebihan dan kekurangan dalam kegiatan pembelajaran yang telah dilaksanakan.</li> <li>• Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya</li> <li>• Salam penutup.</li> </ul>	<b>10 menit</b>

## Pertemuan 2

<b>Jenis Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Kegiatan Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Memulai kelas dengan salam dan diikuti dengan doa</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Bertanya jawab berkaitan materi yang akan dipelajari <ul style="list-style-type: none"> <li>➢ <i>What do you think of these pictures?</i></li> <li>➢ <i>Can you see the differences?</i></li> </ul> </li> <li>• Menyebutkan tujuan pembelajaran dan manfaat.</li> <li>• Menyebutkan kegiatan belajar yang akan dilakukan.</li> <li>• Menyampaikan lingkup penilaian (sikap, pengetahuan, dan keterampilan) serta teknik penilaian (observasi, lisan dan tulis) yang akan digunakan.</li> </ul>	<b>10 menit</b>
<b>Kegiatan Inti</b>	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan bimbingan guru:</p> <p><b>Mengamati dan menanya</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengamati video tentang bentuk degree of comparison dalam tingkatan <i>comparative</i></li> <li>• Peserta didik melakukan tanya jawab terkait video yang telah diamati</li> </ul> <p><b>Mengumpulkan informasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengidentifikasi pola-pola <i>comparative degree</i> tentang perbandingan jumlah dan sifat orang, binatang, atau benda dengan memperhatikan:</li> </ul>	<b>60 menit</b>

	<ul style="list-style-type: none"> <li>- bentuk <i>comparative degree</i> untuk satu, dua atau lebih dari suku kata (<i>syllable</i>)- <i>er, more</i></li> <li>- bentuk <i>comparative degree</i> yang berakhiran “e” dan “konsonan-vokal-konsonan”, “y” dan irregular</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menentukan bentuk adjective atau adverb yang sesuai untuk melengkapi kalimat-kalimat dalam bentuk <i>comparative degree</i></li> <li>• Peserta didik secara berkelompok membuat sebuah teks transaksional pendek sederhana dalam bentuk <i>comparative degree</i> tentang perbandingan jumlah dan sifat orang, binatang, atau benda</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mewakili kelompoknya mempresentasikan hasil diskusi didepan kelas</li> <li>• Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</li> </ul>	
<b>Kegiatan Penutup</b>	<ul style="list-style-type: none"> <li>• Guru bersama-sama peserta didik membuat butir-butir simpulan terkait materi yang baru saja dipelajari</li> <li>• Guru bersama-sama peserta didik melakukan identifikasi kelebihan dan kekurangan dalam kegiatan pembelajaran yang telah dilaksanakan.</li> <li>• Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya</li> <li>• Salam penutup.</li> </ul>	<b>10 menit</b>

### Pertemuan 3

<b>Jenis Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Kegiatan Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Memulai kelas dengan salam dan diikuti dengan doa</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Bertanya jawab berkaitan materi yang akan dipelajari <ul style="list-style-type: none"> <li>➢ <i>What do you think of these pictures?</i></li> <li>➢ <i>Can you see the differences?</i></li> </ul> </li> <li>• Menyebutkan tujuan pembelajaran dan manfaat.</li> <li>• Menyebutkan kegiatan belajar yang akan dilakukan.</li> <li>• Menyampaikan lingkup penilaian (sikap, pengetahuan, dan keterampilan) serta teknik penilaian (observasi, lisan dan tulis) yang akan</li> </ul>	<b>10 menit</b>

	digunakan.	
<b>Kegiatan Inti</b>	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan bimbingan guru:</p> <p><b>Mengamati dan menanya</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengamati video tentang bentuk degree of comparison dalam tingkatan <i>superlative</i> (<i>terlampir</i>)</li> <li>• Peserta didik melakukan tanya jawab terkait video yang telah diamati</li> </ul> <p><b>Mengumpulkan informasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengidentifikasi pola-pola <i>comparative degree</i> tentang perbandingan jumlah dan sifat orang, binatang, atau benda dengan memperhatikan: <ul style="list-style-type: none"> <li>- bentuk <i>superlative degree</i> untuk satu, dua atau lebih dari suku kata (<i>syllable</i>)- <i>est, the most</i></li> <li>- bentuk <i>superlative degree</i> yang berakhiran “e” dan “konsonan-vokal-konsonan”, “y” dan irregular</li> </ul> </li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menentukan bentuk adjective atau adverb yang sesuai untuk melengkapi kalimat-kalimat dalam bentuk <i>superlative degree</i> (<i>students’ worksheet</i>)</li> <li>• Peserta didik secara berkelompok membuat sebuah teks transaksional pendek sederhana dalam bentuk <i>superlative degree</i> tentang perbandingan jumlah dan sifat orang, binatang, atau benda</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mewakili kelompoknya mempresentasikan hasil diskusi didepan kelas</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	<b>60 menit</b>
<b>Kegiatan Penutup</b>	<ul style="list-style-type: none"> <li>• Guru bersama-sama peserta didik membuat butir-butir simpulan terkait materi yang baru saja dipelajari</li> <li>• Guru bersama-sama peserta didik melakukan identifikasi kelebihan dan kekurangan dalam kegiatan pembelajaran yang telah dilaksanakan.</li> <li>• Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya</li> <li>• Salam penutup.</li> </ul>	<b>10 menit</b>

## H. Penilaian

- a. Teknik Penilaian : Tes Unjuk Kerja
- b. Bentuk Instrumen : Membuat perbandingan dan mempraktekannya di depan kelas
- c. Rubrik/ Penskoran :

No	Indicator	Criteria	Score
1	Pronunciation	Has few traces of foreign accent	5
		Always intelligible, though one is conscious of a definite accent	4
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3
		Very hard to understand because of pronunciation problems. Must frequently be asked to repeat	2
		Pronunciation problems so severe as to make speech virtually unintelligible	1
2	Grammar	Makes few (if any) noticeable errors of grammar or word order	5
		Occasionally makes grammatical errors which do not obscure meaning	4
		Makes frequent errors of grammar and word order which occasionally obscure meaning	3
		grammar and word orders make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic patterns	2
		Errors in grammar and word order so severe as to make speech virtually unintelligible	1
3	Vocabulary	Use of vocabulary and idioms is virtually that of native speaker	5
		Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	4
		Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary	3
		Misuse of words and very limited vocabulary make comprehension quite difficult	2
		Vocabulary limitations so extreme as to make conversation virtually impossible	1

4	Fluency	Speech as fluent and effortless as that of native speaker	5
		Speed of speech seems to be slightly affected by language problems	4
		Speed and fluency are rather strongly affected by language problems	3
		Usually hesitant; often forced into silence by language limitations	2
		Speech is so halting and fragmentary as to make conversation virtually impossible	1
5	Comprehension	Appears to understand everything without difficulty	5
		Understands nearly everything at normal speed, although occasional repetition may be necessary	4
		Understand most of what is said at lower-than-normal speed with repetitions	3
		Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions	2
		Cannot be said to understand even simple conversation	1



**Lampiran 1**  
**Speaking Test**  
**Cycle III**

Make a paragraph about degree of comparison, consisting of positive, comparative, and superlative degree!



## DOCUMENTATION



K E R I N G I