THE EFFECT OF USING PEER LESSON STRATEGY TOWARD SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF SMAN 12 PEKANBARU

A Thesis

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ABSTRAK

Judul dari penelitian ini dalah "Dampak dari Penggunaan Strategi Pendidikan Teman Sebaya (Peer Lesson) terhadap Kemampuan Berbicara Siswa Kelas Dua SMAN 12 Pekanbaru". Objek dari penelitian ini adalah untuk mencari dampak dari penggunaan strategi pendidikan teman sebaya terhadap kemampuan berbicara siswa kelas dua di SMAN 12 Pekanbaru. Tipe dari penelitian ini adalah pre-eksperimental riset dan sampelnya satu grup. Perlakuan diberikan sebanyak delapan kali. Penelitian ini dilaksanakan di SMAN 12 Pekanbaru, pada 7 oktober- 30 november 2010. Subjek dari penetian ini adalah siswa kelas dua SMAN 12 Pekanbaru. Populasinya berjumlah 227 siswa dan sampelnya berjumlah 30 siswa. Dalam pengumpulan data, teknik yang digunakan adalah observasi dan Test. Didalam observasi penulis menggunakan pengamat untuk mengmati bagaimana peneliti melakukan penelitiannya. Penulis tidak hanya melakukan observasi, tetapi juga test. Test nya adalah "Oral presentation Test", dan itu dibagi dalam dua tahap. Pertama, pretest diberikan sebelum dilakukannya perlakuan dan kedua post test diberikan setelah dilaksanakannya perlakuan. Dalam menganalisa data peneliti menggunakan standar kelulusan mata pelajaran Bahasa Inggris di SMAN 12 Pekanbaru (SKL) yaitu 60 untuk kemampuan berbicara text monolog Report, itu artinya bagi siswa yang mendapatkan nilai < 60 , mereka tidak lulus SKL, sedangkan bagi mereka yang mendapatkan nilai ≥ 60, mereka lulus dari SKL. Dalam rangka untuk mengetahui dampak dari penggunaan strategi pendidikan teman sebaya terhadap kemampuan berbicara siswa, penulis menggunakan nilai pre test dan post test. Nilai-nilai ini dianalisa secara statistik. Data dianalisa dengan menggunakan rumus regressi melalui SPSS versi 16.

Dari hasil temuan penelitian, nilai dari $F_{calculated} = 15.562$ lebih tinggi dari $F_{0.05} = 3,38..$ Hal tersebut bisa disimpulkan bahwa Ho ditolak dan Ha diterima. Dengan kata lain, ada dampak dari penggunaan strategi pendidikan teman sebaya terhadap kemampuan berbicara siswa kelas dua SMAN 12 Pekanbaru.

ABSTRACT

The title of this research is "The Effect of Using Peer Lesson Strategy toward Speaking Ability at the Second Year Students of SMA 12 Pekanbaru". The objective of this research is to find out the significant effect of using peer lesson toward speaking ability at the second year students of SMAN 12 Pekanbaru. Type of this research is pre experimental research toward one group. The treatments have been done eight times. The research was carried out at SMA 12 Pekanbaru, it was conducted in October 7, until November 30, 2010. The subject of the research is the students of second grade of SMA 12 Pekanbaru. The population of this study is 227 and the sample is 30 students. In collecting the data The technique of collecting data was Observation and Test. In the observation the writer used observer to observe the researcher do the research. The writer not only used observation but also do the Test. The test is oral presentation test and it divided into two stages. The first was pre – test and it gave before the treatment. The second was post – test and it gave after the treatment. In analyzed the data, the researcher used graduated standard of English lesson in SMAN 12 Pekanbaru (SKL) that is 60 for students' ability in speaking monologue report text, it means for those who get score < 60, they can not pass graduated standard (SKL), while for those who get score ≥ 60, they can pass graduated standard (SKL). In order to know the significant effect of using peer lesson toward speaking ability, the writer uses scores of the pre test and post test. This scores will analyzed by using statistical analysis. The data is analyzed by using T-test through using SPSS 16 version. The score is consultated with $F_{0.05}$ by using *dk*. The formula as follows:

dk = N – independent variable - 1

From the research findings, the considering $F_{calculated} = 15.562$ is higher than $F_{0.05} = 3,38$. It means that H_a is accepted and H_o is rejected. In other word, there is a significant effect of using peer lesson strategy toward speaking ability at the second year students of SMAN 12 Pekanbaru.

LIST OF CONTENT

CHAPTER I

INTRODUCTION

A. The Background of the Problem

In teaching and learning English there are so many problems have occur, because as Indonesian English is not our mother tongue. Douglas brown[1] stated that "Learning a second language is long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking and acting". In other word, it is difficult for student to master in English as the new language for them. In mastery English, they should have good proficiency; the students have to learn the important parts of Language. There are four skills that the students should master them at the end of their learning process, they are listening, speaking, reading and writing. In educational level there are four skills that should be taught and one of them is speaking.

The aim of speaking is to convey the information to the others. So, there is feedback whenever the information sent. Speaking is a key for communication. For the students, the ability of English speaking is an important measurement of academic success. In teaching speaking, teachers should have the ability to guide students in learning and increasing students' speaking ability.

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[1] H. Douglas Brown. *Principle of Language Learning and Teaching ,* fourth Ed. (New York: Addison Wesley Longman.inc, 2000) p.1

Most of Indonesians' schools use School Based Curriculum (KTSP) as base curriculum and so does with SMAN 12 Pekanbaru. In this school, speaking is the basic competence stated in the syllabus of SMAN 12 Pekanbaru for second grade is that students will be able to express the information of genre of texts, such as monologue of narrative, spoof, hortatory, report, and analytical exposition[2]. The previous strategies have been used by the teachers in giving the explanation to the students about the materials in various activities, such as asks the students to questions and gives responds, guessing games, and discussion[3]. From the explanation above, many strategies have been done by the teacher. Moreover, In reality the students still cannot speak well. Communicative competence is the goal of language classroom. So that, speaking is important skill that should be mastered by the students. The teacher need new strategies that make students take part of explaining the materials that make them speak in front of the class. Ideally, the teacher uses "Peer lesson strategy in increasing students' speaking ability"

According to Mel Silberman[4] there is a way to make some subjects easy to understand the materials, which is peer lesson strategy. This strategy is the development of peer teaching. In a classroom give the students responsibility to teach the others students as members of classroom.

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[2] Siti Rohana,S.Pd. *Syllabus of SMAN 12 Pekanbaru* 2008-2009. (Pekanbaru : Unpublished, 2009) p. 3-12
[3] Ibid, syllabus p .8-18
[4] Mel Silberman. *Active Learning: 101 Strategies to Teach any Subjects.* (Yogyakarta: YAPENDIS, 1996) p.165

Most of students in this school have problems especially in speaking, its can be described as follows:

1. Most of the students are not able to pronounce English accurately.

2. Most of the students are not able to speak fluently.

3. Most of the students are not able to speak grammatically.

4. Most of the students have lack vocabulary.

5. Most of students do not have good comprehension

Based on the phenomena, the researcher is interested in carrying a research entitle **The Effect of Using Peer Lesson Strategy toward Speaking Ability at Second Year Students of SMAN 12 Pekanbaru.**

B. The Definition of the term

1. Peer lesson

Mel silberman[5] defines that peer lesson is a confidential process through which two or more students share ideas; teach one another; or solve problems in mastery the material.

In this case, students as the teacher in a classroom and teach their friends. From that way, the students will be able to practice their English and they will master the material

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[5] Mel Silberman. *Active Learning: 101 Strategies to Teach any Subjects.* (Yogyakarta: YAPENDIS, 1996) p.165

2. Effect

Jack C Ricard and Ricard Schmidt define that [6]Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. When a researcher rejects the null hypothesis and concludes that an independent variable had an effect, an effect size is calculated to determine how strong the independent variable's effect (e.g. presence or absence of a bilingual programme) was on the dependent variable (e.g. academic performance). Effect size is often used as a common metric to make research results comparable across studies as it puts studies on the same scale. a measure of the strength of one variable's effect on another or the relationship between two or more variables. When a researcher rejects the null hypothesis and concludes that an independent variable had an effect, an effect size is calculated to determine how strong the independent variable's effect (e.g. presence or absence of a bilingual programmed) was on the dependent variable (e.g. academic performance). Effect size is often used as a common metric to make research results comparable across studies as it puts studies on the same scale.

In this research, the researcher wants to find out the effect of peer lesson toward speaking ability of the students.

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[6] Jack C Ricard and Ricard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics* (London: Pearson Education Ltd, 2002) p.175

3. Speaking Ability

Lado in Yanti Yushal[7] said that speaking ability can be defined as the ability to use in essential normal communication situations and the signal system of pronunciation, stress and intonation, grammatical structure and vocabulary of foreign language at a normal of delivery for native speaker of the language. From the statement above, it can be concluded that the communication means to interact and to makes the relationship each other by using language. In this research, this term means the way how the students explore their ideas of the report text with the spoken language of the students at second year of SMAN 12 Pekanbaru.

C. The Problem

1. The Identification of the Problem

The identification of problems in this research is going to be:

    a. Why do most of the students not enable to pronounce English accurately?

    b. Why do most of the students not enable to speak fluently?

    c. Why most of the students not enable to speak grammatically?

    d. Why do most of the students have lack vocabulary?

    e. How is students' speaking ability before being taught by peer lesson?

    f. How is students' speaking ability after being taught by peer lesson?

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[7] Yanti yushal. *"The Influence of Using Picture Series in Teaching Speaking toward Students' Speaking Achievement at Second Year Students of MAN Rengat"* (Pekanbaru: Unpublish 2000) p.10

g. Is there any significant effect of using peer lesson strategy toward speaking ability at the second year students of SMAN 12 Pekanbaru?

2. The Limitation of the Problem

The reseacher will limit the problem from this research to the context of the effect of using peer lesson toward students' speaking ability at second year students of SMAN 12 Pekanbaru and to shorten the time of the research the researcher limit the material and uses peer lesson in teaching report text at the first semester of second year students of SMAN 12 Pekanbaru. The writer chooses report text, because in standard competence of students in syllabus said that the students should be able to express the material of genre of texts in monologue accurately, fluently and contextually in daily activities in access knowledge. So that, report is a text that matches to achieve the standard competence in Speaking, because this text tells about the event that very related to their daily life.

3. The Formulation of the Problem

Based on the limitation of problem above, these research questions are formulated as follows:

1. How is speaking ability of students before being taught by using peer lesson strategy?

2. How is speaking ability of students after being taught by using peer lesson strategy?

3. Is there any significant effect of peer lesson strategy toward speaking ability at the second year students of SMAN 12 Pekanbaru?

D. The Reason of Choosing the Title

1. The researcher wants to obtain the students speaking ability by Peer Lesson and identify whether the use of Peer Lesson in teaching speaking ability at 2nd year students' at SMAN 12 Pekanbaru.

2. The researcher is able to conduct this research because the time and place of the research are suitable for her.

3. The title of this research is relevant to the researcher as an English education student.

4. As long as the researcher knows this title has never been researched by the other researchers in State Islamic University of Sultan Syarif Kasim Pekanbaru Riau.

E. The Objective and Significant of the Research

1. To find out speaking ability of students before being taught by using peer lesson strategy.

2. To find out speaking ability of students after being taught by using peer lesson strategy.

3. To find out the effect of peer lesson toward speaking ability of students at the second year of SMAN 12 Pekanbaru?

After conducting this study the writer hopes:

a. Theoretically, this research finding is expected to support the existence of the theories on the second or foreign language learning and acquisition.

b. Practically, this research finding is expected to give the positive contribution and information to the researcher herself as a researcher conducting an acquiring her knowledge especially in the field of educational research is that on English language teaching research. Beside, this research finding is also expected to provide the students and the teacher of English of SMAN 12 Pekanbaru, Especially on the information of their learning.

c. Finally, this research finding is also to provide the readers or those who are concerned to the process of English language teaching and English language learning with the information or both theories and practices informatively.

F. The Organization of Writing

This paper consist of five chapters, each chapter has some parts the organization of writing as follows:

Chapter I Introduction: background, definition of the term, problem, reason of choosing the title, objective and significance of the research

Chapter II Theoretical Framework: relevant of the research, operational concept, assumption and hypothesis

Chapter III Research Methodology: research design, location and time of the research, subject and object of the research, technique of data collection, and data analysis technique

Chapter IV Data Presentation And Analysis: description of the research instrument, data presentation, and data analysis

Chapter VConclusion And Suggestions: conclusion and suggestions

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Speaking Ability

There are four skills in which the students should master at the end of their learning process, they are listening, speaking, reading, and writing. Speaking is one of language skills that is a tool for communication and the important factor in learning and teaching language. Speaking takes part in communicating material of lesson between teacher and students. Besides, speaking can be understood as the activity of presenting the ideas in spoken language. Through speaking, people can communicate their ideas and share information to other. According to Alderson and Bachman[1] speaking is an integral part of people daily lives. So that, speaking cannot be separated from our life. Speaking makes our life complete.

Furthermore, Thornbury[2] stated that speaking is so much part of daily life that students take it for granted. The average students produce tens of thousands of words a day, although some students like auctioneers or politician may produce even more than that.

The single most important aspect of learning the language is mastering speaking. Speaking can be described as the ability of students to express their ideas. By learning speaking, people generally, and students particularly also can learn or

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[1] J. Charles Alderson and Lyle F. bachman, *Assessing Speaking*, (New York: Cambridge University Press, 2002) p.9

[2] Scott Tornburry, *How To Teach Speaking*,(New York: Longman Companies,2003) p.1

improve their ability related to mastery vocabulary, grammar, and pronunciation. Because those components include in speaking and it cannot be separated in the usage.

Speaking in a second language (L2) has been considered the most challenging of the four skills given the fact that it involves a complex process of constructing meaning. This process requires speakers to make decisions about why, how and when to communicate depending on the cultural and social context in which the speaking act occurs. Additionally, it involves a unique relationship between speakers and listeners that results in their interaction of producing and processing spoken discourse under time constraints. According to Alicia, Juan and Soler[3] given all these defining aspects of the complex and intricate nature of spoken discourse, increasing research conducted over the last few decades have recognized speaking as an interactive, social and contextualized communicative event. Therefore, the key role of the speaking skill in developing learners' communicative competence has also become evident, since this skill requires learners to be in possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances.

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[3] Alicia Martínez-Flor, Esther Usó-Juan and Eva Alcón Soler .*Current Trends in the Development and Teaching of the Four Language Skills*, 2006 (Walter de Gruyter GmbH : Berlin)

According to Nation and Newton[4], speaking is divided into two kinds: formal and informal speaking. Informal speaking is typically involved tasks where conveying information is not as important as maintaining friendly relationship. While formal speaking is speaking as part of work or academic study may involve presenting reports or presenting a view point on a particular topic. This type of speaking has several important features. From this theory we know that speaking is one part of our life and we use speaking to communicate with others. In formal speaking involve presenting reports. It means that it can support the research of the writer that chooses report text that has same purpose of speaking its self.

Nation[5] stated that the transactional nature of formal speaking is that the effectiveness of the learners' performance should focus on the successful communication of information.

Based on the theories we know that in teaching and learning process in a classroom the goal is the students should take attention the way to give the information to their friends, because the good performance of the students is if their friends got the information of their speaking.

In order to be able to produce oral language, speakers have to construct a plan on the basis of four major processes:

1) *Conceptualization*, which involves the selection of the message content on the basis of the situational context and the particular purpose to be achieved.

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[4] I.S.P Nation and Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*,2009, (New York: Routledge Taylor & Francis group)p.122
[5] Ibid. p.123

2) *Formulation*, which implies accessing, sequencing and choosing words and phrases to express the intended message appropriately.

3) *Articulation*, which concerns the motor control of the articulatory organs to execute the planned message.

4) *Monitoring*, which allows speakers to actively identify and correct mistakes if necessary.

Considering what these planning processes involved, speaking is regarded as a complex activity that required speakers to possess a capacity to integrate different interpersonal and psychomotor aspects during the oral production event. Automation of these key four processes is necessary because of the inherent difficulty involved in paying attention to all of them simultaneously while subject to the pressure of time restraints imposed during an ongoing conversation. Additionally, these planning processes also implied speakers' choice or selection of what they judged to be appropriate so that both meaning and form could be brought together in such a conversation.

Jaulston and Brunder[6] argued that speaking ability is taken to be the objectives of language teaching: the production of speaker competent to communicate in target language.

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[6] Christiana Bratt Jaulston and Mary newton Brunder. *Teaching English as a Second Language: Techniques and Procedures.* (Massachusetts: Wintrhrop Publisher Inc, 1976) p.55

Speaking ability is the ability of the person to share the information to the other. In this study speaking ability is the ability of students shares the materials to their friends in classroom.

Tillit and Bruder[7] argued that there are four rating criteria of test focus on four areas of speaking ability.

These areas are language function, appropriateness, coherence/cohesion, and accuracy.

1. Language functions

Language functions include narrating, comparing, giving and defending an opinion, responding to a hypothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report, etc. Each question focuses on one or more language functions. While you may include other language functions in your response, the focus of your response should address the language functions stated in the question.

2. Appropriateness

Appropriateness refers to responding with language appropriate for the intended audience or situation. In some questions you are asked to respond to the narrator without any specifics given. In this situation, respond with a polite, friendly tone, as if you are talking with a respected colleague. Other questions may ask you to imagine you are talking to a friend, supervisor, business associate, customer,

[7] Bruch Tillit and Mary Bruder. *Speaking Naturally: Communication Skills in American English.* (New York: Cambrige University Press, 1985) p.6

classmate, professor, medical professional, or patient. Sometimes the test specifies that you are talking with someone who works at the same company or institution as you. At other times you are asked to pretend to talk to someone without background on the topic you are addressing. Use language appropriate for whatever situation and audience that are specified.

3. Coherence/Cohesion

Coherence reflects the ways language is organized (coherence) and how ideas relate to each other (cohesion). It is important that your responses are not ambiguous. Opinions and recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea. Steps in a process or events in a story should be ordered logically, described clearly, and connect smoothly. Be specific enough in your responses so that listeners do not have to interpret or supplement what you are saying in order to understand your meaning.

4. Accuracy

Accuracy includes pronunciation, grammar, fluency, and vocabulary. Although there are a number of dialects of English, the standard for the English of a university-educated person in the United States.

To know the ability of speaking we should do the test, Nation and Newton[8] argued that there are two main aspects of direct procedures for testing speaking are:

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[8] I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*,2009, (New York: Routledge Taylor & Francis group)p.171

1. The way in which the person being tested is encouraged to speak (this can include being interviewed, having to describe something, being involved in a discussion, etc)

2. The way in which the speaker's performance is assessed (this include rating scales, communicative result, and assigning marks for the parts of an outcome)

Speaking is a very complex and different skill to learn, especially by the foreign language students.

The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our reason to express our thoughts are all reflected in our spoken performance in a foreign language. Being able to speak to friends, colleagues, visitors and even strangers, in their language and both of speakers can understand, is surely the goal of very many learners.

2. The Factors Influencing Speaking Ability

Speaking skills are important part of curriculum in language teaching. Without speaking teachers cannot achieve the good proficiency in English. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation.

There are some factors that influencing speaking ability:

1. Anxiety in Speaking

Anxiety in speaking is one of many factors that influences speaking ability, because of anxiety students cannot express their ideas through speaking.

According to Wallace[9], Students sometimes fear the challenge of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them.
They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups. Thus, students can practice speaking in front of their peers who face the same situation.

Based on the statement above the anxiety in speaking even becomes the big barriers for students in speaking. But if the teachers can organize and solve the problem of anxiety, the ability of students in speaking can be optimized.

2. Speaking environment

Environment of students is also become factors influencing speaking. Environment where students live or grow up can help enhancing the ability in speaking. If students live in environment where they can get opportunity to speak, ideally in a classroom setting they are able to deliver their idea in front of other.

From the statement above, it can be understood that the more the students get opportunity to speak, the more they are able to express their idea. Through following intensive practice in speaking automatically the ability of students can be improved.

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[9] Rudy Wallace, Winifred E. Stariha and Herbert J. Walberg, *practice 14 Teaching Speaking, Listening and Writing*. (The International Academy of Education – IAE: Australia)

3. Teaching strategy

Kalayo[10] stated that in the communicative model of language teaching instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situation. To help the students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific context, and to do using acceptable(that is comprehensible) pronunciation.

Teacher will make the atmosphere of learning process that same as reality and give materials that close to the students. It makes the students easy to express their idea.

From the statement above the teacher needs strategy in teaching to improve the student's ability in speaking.

4. Media

Besides teaching strategy, the choosing of media also gives influence toward the development of someone's ability in speaking. That is also supported by Ruth Macconville[11] that the subjects in the curriculum and examples from the media may provide occasions for different forms of speech. Oral presentations can be derived from poems, stories, newspaper and magazine articles, as well as scientific reports.

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[10] Kalayohasibuan,M.ed-TESOL, *Teaching English as a Foreign Language*. (Pekanbaru:Alaf RiauGraha UNRI press,2007),p.101

[11] Ruth Macconville. *Make FriendsBuilding Resilience And Supportive Peer Groups* (London : Sage Publishion Ltd ,2008) p.27

Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and circumstance affect speech.

Based on the idea above the ability of students in speaking can be improved if the teacher can motivate the students in teaching speaking. In other word, the media used by the teacher takes important role in developing student's ability in speaking.

3. The Context of Peer Lesson Strategy

A peer is someone of the same social standing, while a peer group consists of those of the same status with whom one interacts. When teaching by peers was introduced into higher education in 1951 at the Free University of Berlin, use was made of a practical rule-of-thumb definition of 'peer'; namely, peers were taken to be students at a similar age and educational level (Goldschmidt and Goldschmid, 1976). Peer lesson is a strategy that is also known as "peer teaching", "peer learning" or "peer tutoring".

According to macconville[12], Teachers have a key role to play in teaching pupils positive ways of managing difficult situations and how to evaluate which solutions are better and more likely to lead to positive consequences. Providing *all* pupils with a thinking strategy which reduces the risk of pupils developing ongoing peer relationship problems is an essential component of developing a positive classroom environment in which interpersonal difficulties are unlikely to accelerate.

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[12] Ruth Macconville. *Make FriendsBuilding Resilience And Supportive Peer Groups* (London : Sage Publishion Ltd ,2008) p.26

Including pupils who have social and behavioral difficulties or at risk of developing them in the program minimizes the risk of them experiencing social rejection by being singled out for specific teaching. An inclusive approach promotes classroom social cohesion and empathy amongst all pupils.

Than Tee Hwa[13] said that student Peer Teaching Strategy is first and foremost student-centered and emphasizes active teaching and learning approaches. Teachers and students both play active roles to induce hands-on, heads-on and hearts-on learning in the students. The students work in teams to prepare e-lessons instructional materials. The student teams then teach their personalized e-lessons to their peers in the same grade and students in junior classes, and sometimes in demonstration classes to interested teachers and educators. They divide the various tasks – introducing the lesson, explaining and demonstrating the hands-on activities, supervising and assisting the student learners in the laboratory – among themselves, trying to match the task to the talent and personality of each team member.

In peer teaching the students will increase their ability, because they have experience study.

There are two components in peer lesson strategy such as preparation in which students work with team to prepare lesson instructional material and performing information in which students divided the various tasks and teach it include:

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[13] Tan Tee Hwa. *Student Peer Teaching Strategy, Malaysia*. (Bangkok: UNESCO Bangkok, 2009) p. 3

a. Introducing the lesson.

b. Explaining and demonstrating the hands-on activity.

c. Supervising and assisting the students among themselves.

According to Falchikov[14] the requirements of peer lesson are:

1. Preparation (in common with other forms of co-operative learning).

   Preparatory work includes the provision of a rationale for the method, an explanation of procedures, demonstrations and guided practice.

2. Students interview each other in pairs to learn the opinions and ideas of their partner on a topic introduced by the teacher.

3. Students report their findings back to the group.

4. Debriefing and evaluation (in common with other forms of co-operative learning).

Longaretti et al[15] argued that Peer teaching involves students learning from and with each other in ways which are mutually beneficial and involve sharing knowledge, ideas and experience between participants. The emphasis is on the learning process, including the emotional support that learners offer each other, as much as the learning itself.

Required step for lesson strategy:

1. Students prepare the material based on teacher instructions.

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[14] Nancy Falchikov. *Learning Together Peer Tutoring in Higher Education. (New York: Rouledge Falmer.* 2001) p. 13

[15] Lyn Longaretti et al. *Rethinking Peer Teaching.*2001 (http://www.aare.edu.au/02pap/lon02122.htm)

2. Students re-teach the material to their peer.

Silberman stated that to applied peer lesson strategy, in classroom teacher will give responsibility to the students to teach their peers[16].

The required steps for lesson strategy:

1. Teachers divided students into groups

2. Teacher gives the material to the groups.

3. The teacher asks the students to presents the materials.

Based on the explanation above, the standard procedure of peer lesson strategy can be described as follows:

1. Teacher divides students into groups

2. Teacher gives each group information, concept or skills related to the material to teach other students.

3. Teacher gives time for each group to prepare for approximately 30 minutes.

4. Teacher asks each group to present the materials.

5. Teacher together with the students evaluates their performance include the information given and their ability in communicative.

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[16] Mel Silberman. *Active Learning: 101 Strategies to Teach any Subjects.* (Yogyakarta: YAPENDIS, 1996) p.165

4. Using Peer Lesson Strategy toward Speaking Ability

Peer lesson is one of strategy to help students in mastery the material and can increase their ability in speaking. The syudents will be able to express their idea in front of class.

According to Wallace, Stariha and Walberg[17] Teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students. They can learn to speak on a subject of their own choosing or on teacher is assigned topics.

They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other students and then before increasingly larger groups. Thus, students can practice speaking in front of their peers who face the same situation.

Students may enjoy speaking about their personal experiences. Positive experiences in speaking can lead to greater skills and confidence in speaking in front of larger groups. It is important for teacher to correct mistakes made during speaking activities in a different way from the mistakes made during a study exercise. When students are repeating sentences trying to get their pronunciations. Exactly right, then the teacher will often correct (appropriately) every time there is problem. But that will effect to students' performances. Constant interruption from the teacher will destroys the purpose of the speaking activity.

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[17] Rudy Wallace, Winifred E. Stariha and Herbert J. Walberg, *practice 14 Teaching Speaking, Listening and Writing*. (The International Academy of Education – IAE: Australia)

According to brown[18] most students learn better by working with a classmate. Peer lesson is strategy that makes students work in peers in same class.

Happily the majority of students are liked and accepted by their peers. They have positive qualities, which make them liked by their peers and their acceptance by their classmates reinforces their positive attributes. Peer teaching is a strategy of self-regulated learning which allows the learner to exercise control over the acquisition of skills and knowledge. Occasionally, a student may have personal needs that require one-on-one instruction that go beyond the needs of his or her peers. After receiving this extra instruction the student could be designated as the "resident expert" for that concept or skill and can get valuable practice by being given the opportunity to re-teach the concept to peers. In these circumstances both students benefit. Using peer teaching strategy helps utilizing all the resources available to a teacher. Students understand how other students communicate. Additionally, how one student internally 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. Moreover, this strategy is suitable in increasing students' speaking ability.

In this case, many teachers watch and listen while speaking activities are taking place. They note down things that seemed to go well and times when students could not make themselves understood or made important mistakes. When the

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[18] H. Douglas Brown, *Strategies for Success A Practical Guide to Learning English*,(New York: Addison Wesley Longman,Inc,2002) p. XIV

activity has finished, they then ask the students how they thought it went before giving their own feedback. They may say that they like the way student A said this and the way student B is able to disagree with her. They will then say that they hear one or two mistakes and they can then discuss them with the class, write them on the board or give them individually to the students concerned. In each case, they will ask the students to see if they can identify the problem and correct it.

As with any kind of correction, it is important not to single students out for particular criticism. Many teachers deal with the mistakes they heard without saying who made them. One of the rules for correcting is that some teachers who have good relationship with their students can intervene appropriately during a speaking activity if they do it in a quiet non-obstructive way. The general principle of watching and listening so that teacher can give feedback later is usually much more appropriate.

According to macconville[19] that is an important to be considered that the skills and behaviors that are emphasized throughout the programmed such as for example paying compliments become an integral part of classroom activities and that pupils do not always look to adults to receive positive feedback. Pupils need to receive compliments from their peers as well. Circle Time, for example, can provide an opportunity for pupils to be encouraged to say one nice thing about a classmate. Circle Time can also be used to encourage pupils to share something about

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[19] Ruth Macconville. *Make FriendsBuilding Resilience And Supportive Peer Groups* (London : Sage Publishion Ltd ,2008) p.31

themselves that they feel proud of. The ability to reflect one's own performance and achievements is an important part of the development of one's sense

of self and achievement.

In realizing the importance of peer in encouraging students' potential of language especially in speaking, teacher should create the effective classroom activities that can integrate positive feedback and reflection among students.

Macconville added that A positive classroom can be encouraged by staff rewarding co-operation between peers and the social skill of praise.

Cooperation between peers and social skill of praise can be defined as part for optimizing ability in speaking because speaking is a skill that is social skill itself. A chart which records when staff notices pupils saying something positive to a classmate or doing something helpful for a peer without being asked can be a source of encouragement to all. The teacher may wish to reward the whole class when the chart shows a certain number of positive responses. The sessions aim to raise pupil's awareness and understanding of a range of interpersonal skills, develop their ability to communicate with each other and work more effectively together. Peer Lesson is intended as an approach to teaching and learning as well as a set of specific activities. An interactive teaching style in which the teacher encourages pupils to contribute to discussion is central to this program. Using open–ended questions for which there are neither right or wrong answers will encourage pupils to contribute. Paraphrasing and scaffolding pupils' contributions and reflecting back what they are saying will ensure that pupil's feel listened to and that their ideas are valued. Another advantage of

paraphrasing is that pupils' contributions can be expanded into more appropriate language. This is important as an overall aim of the program is to enable pupils to develop an enhanced vocabulary for expressing how they feel and communicating with others.

B. The Relevant Research

To avoid the same title used in the research, than the researcher shows the relevant research, which is done by two previous students of English Education Department of UIN SUSKA RIAU, they are:

1. The research that conducted by yanti Yushal[20] entitled the influence of using picture series in teaching speaking toward students' speaking achievement at the second year students of MAN Rengat. She found that by using picture series, there is significance in teaching speaking toward the students' speaking achievement. Furthermore in the research that will be conducted by the writer, it has different. The writer using peer lesson strategy in increasing speaking ability of students at the second year students of SMAN 12 Pekanbaru.

2. The research conducted by Yasir Amri[21] entitle the role of interaction toward students speaking achievement at the first year of the English Education Department of Tarbiyah and Teacher Training Faculty UIN SUSKA Riau. He found that there

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[20] Yanti yushal. "The Influence of Using Picture Series in Teaching Speaking toward Students' Speaking Achievement at Second Year Students of MAN Rengat" (Pekanbaru: Unpublish 2000)

[21] Yasir Amri " The Role of Interlocutors to Students' Speaking Achievement at the Faculty of Education and Teachers Training of English Education Department of UIN SUSKA RIAU" (Pekanbaru: unpublish 2005)

was a significant correlation between the role of interlocutors and students speaking achievement. In this research has differentiation with the writer, because the strategy is different and the writer only wants to know the significant different of using peer lesson strategy toward speaking ability of students and not achievement.

C. The Operational Concept

Operational concept is the concept used to give an explanation about theoretical framework to avoid misunderstanding to word the research. The indicators are clue and strategies applied in the implementation of various methods. According to Syafii [22] operational concept are derived from related theoretical concept on all of variables that should be practically operated in an academic writing.

Based on the explanation above, the indicators of two variables are:

1. The using of peer lesson in teaching speaking as the independent variable, symbolized by "x".

    a. Teacher divides the students in to 5 groups in which group consist of 6 students.

    b. Teacher gives each group information, concepts, or skills to teach the others. Include: The definition of report text, The communicative purpose of report text, The organization of report text, Linguistics that used in report and The example of report.

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[22] M.syafii S from paragraphs to a research report: A Writing of English for Academic Purposes, (Pekanbaru: Unpublish,2007) p.122

c. Teacher gives time for each group to prepare their presentation for approximately 20 minutes.

d. The teacher asks each group to present or teach their topic to their friends in the classroom. In which each group should present it for approximately 10 minutes.

e. Teacher together with the students evaluate students performances include the information given and their ability in communicative materials.

2. The students' speaking ability as the dependent variable, symbolized by "y". The indicators are;

   a. Students are able to pronounce English accurately.

   b. Students are able to speak fluently.

   c. Students are able to speak grammatically.

   d. Students have many vocabularies.

   e. Students have good comprehension.

D. Assumption and Hypothesis

1. Assumption

The reseacher assumes that the better using peer lesson strategy, the better speaking ability at the second year students of SMAN 12 Pekanbaru will be.

2. Hypothesis

   H_a: There is significant effect of using peer lesson toward speaking ability at

   the second year students of SMAN 12 Pekanbaru.

   H_o: There is no significant effect of using peer leson toward speaking ability

   at   the second year students of SMAN 12 Pekanbaru.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design was pre-experimental research. Jhon W. Cresswell[1] "experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable". In this research, the researcher used the design of the pre-test post-test in one group. In conducting this research, one class of second year students of SMAN 12 Pekanbaru was participated. The class got a pretest at the beginning, treatment in the middle and the researcher cooperated with the observer, after that gave the students posttest at the end of the research. The pretest and posttest results were compared in order to determine the effect of the treatment. Gay[2] this research called the One-Group Pretest-Posttest Design. This design involved a single group that was pretested, exposed to a treatment, and post tested. The success of the treatment was determined by comparing pretest and posttest scores.
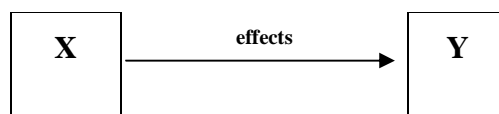
X	effects →	Y

Figure 3.1 Research Design

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[1] Jhon.W.Cresswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* . (New Jersey: prentice Hall,2008),p.299

[2] L. R Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application 6th edition*. (New Jersey: prentice-Hall, Inc, 2000) p.388

B. Time and Location of the Research

The research has conducted at SMA N 12 Pekanbaru. It is located in jl.Garuda Sakti Km.3 Panam Pekanbaru. It was conducted in October-December 2010.

C. Object of the Research

The object of this research was the effect of using Peer lesson in increasing students' speaking ability.

D. Subject of the Research

The subject of the research was second year students at SMAN 12 Pekanbaru.

E. Population and Sample

The technique sampling used in this research was cluster random sampling. The population of this research was the second year students of SMAN 12 Pekanbaru in 2010-2011 academic years. It has 7 classes which consist of 2 classes for science department and 5 classes for social department. The number of the second year students of SMAN 12 Pekanbaru was 227 students.

The population above was large enough to be all taken as sample of the research. Based on the limitation of the research, so the researcher took only one class from social department by using cluster; XI IPS 5. Students' ability in mastery English was homogenous. In this class, there were 31 students as sample of the research. Because one student did not often come to the class so that the sample used in this research was 30 students.

Table III.1

The number of students at the second year of SMA 12 Pekanbaru

No.	Class	Population
		Total
1	XI.IPA1	32
2	XI.IPA2	32
3	XI.IPS1	33
4	XI.IPS2	33
5	XI.IPS3	34
6	XI.IPS4	32
7	XI.IPS5	31
	TOTAL	227

The numbers of students are 227 and the samples are 30.

F. Technique of Collecting Data

The technique of collecting data was Observation and Test. In the observation the researcher used observer to observe what the researcher did in the research. The researcher not only used observation but also do the Test. The test was oral presentation test and it divided into two stages. The first was pre – test and it gave before the treatment. The second was post – test and it gave after the treatment.

According to Hughes[3], there are some components that should be considered in giving students' score: They are accent, grammatical, vocabulary, fluency, and comprehension. They have typical scale where each component has asset

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[3] Arthur Huges. *Testing for Language Teachers 2nd Edition* (UK: Cambridge University Press,2003) p.130.

of qualities (level) to be rated and a series of possible rating. He describes the rating as follow:

1. Accent

Table III.2

Accent

Score	Requirement
6	Native pronunciation with no trace of "foreign accent"
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
3	"Foreign accent" requires concentrated listening and pronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible.

2. Grammar

Table III.3

Grammar

Score	Requirement
6	No more than two errors during the interview.
5	Few errors, with no patterns of failure.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
2	Contrast errors showing control of very few major patterns and frequently preventing communication..
1	Grammar almost entirely inaccurate expert in stock phrases.

3. Fluency

Table III.4

Fluency

Score	Requirement
6	Speech on all professional and general topics as effortless and smooth as native speaker's
5	Speech is effortless and smooth, but perceptively non-active in speed and evenness.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven expert for short routine sentence.
1	Speech is also halting and fragmentary as to make conversation virtually impossible.

4. Vocabulary

Table III.5

Vocabulary

Score	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educative native speaker.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations..
4	Professional vocabulary adequate to disscuss special interest: general vocabulary permits discussions of any non-technikal subject with some circumlocutions.
3	Choice of words sometime inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary inadequate for event the simplest conversations.

5. Comprehension

Table III.6
Comprehension

Score	Requirement
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
5	Understand everything in normal educated conversations except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
4	Understands quite well normal educated speech when engaged in a dialogue, but require the occasional repetitions and rephrasing. .
3	Understanding careful, somewhat simplified speech when engaged in dialogue , but may require considerable repetition and rephrasing.
2	Understands only slow, very simple speech on common social and touristic topics; require constants repetition and rephrasing.
1	Understand to little for the simple types of conversations.

In SMA 12 Pekanbaru they used following form to assess the speaking ability of students.

TABLE III.7
ASSESSMENT ASPECTS OF SPEAKING MONOLOUGE REPORT TEXT

No	Aspects Assessed	Score					
		1	2	3	4	5	6
1	Content						
2	Fluency						
3	Vocabulary						
4	Grammar						
5	Comprehension						
	Total						
	Maximum Score	20					

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 90

So, this research used this technique in giving score to the speaking ability of students.

G. Technique of Data Analysis

In order to analyze students' ability in speaking Report text, the researcher used graduated standard of English lesson in SMAN 12 Pekanbaru (SKL) that is 60 for students' ability in speaking monologue report text, it means for those who got score < 60, they can not pass graduated standard (SKL), while for those who got score ≥ 60, they can pass graduated standard (SKL). In order to know the significant effect of using peer lesson toward speaking ability, the researcher uses scores of the pre test and post test. This scores will analyzed by using statistical analysis. The data is analyzed by using regression formula through using SPSS 16 version.

The $F_{calculated}$ is obtained by considering variable of *dk* as follows:[4]

dk = N- independent variable - 1

N = Number of cases

The significant level chosen in analysing the score $F_{calculated}$ through using SPSS 16 Version is 5% or 0.05.

Statistically the hypotheses are:

H_a: $F_{calculated} > F_{0.05}$

H_o: $F_{calculated} < F_{0.05}$

H_a is accepted if $F_{calculated} \geq F_{0.05}$ or there is a significant effect of using peer lesson toward speaking ability at the second year students of SMAN 12 Pekanbaru.

H_o is accepted if $F_{calculated} < F_{0.05}$ or there is no significant effect of using using peer lesson toward speaking ability at the second year students of SMAN 12 Pekanbaru.

In analyzing the data, researcher had to find out the reliability of the test. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Valid or invalid of the test have been tested and it can be measured. Validity in general refers to appropriateness of a given test or any of its

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[4] Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), pp. 191

component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure. According to Brown[5]that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The validity and reliability is relation. It is possible for a test to be reliable without being valid for a specified purpose, but it is not possible a test to be valid without first being reliable. To know the reliability of the test, the writer uses SPSS.

H.   The Reliability of the Test

Table III. 8

PAIRED SAMPLES CORRELATIONS

		N	Correlation	Sig.
Pair 1	POSTTEST & PRETEST	30	.772	.000

From the table above, it can be seen that the probability (sig = .000) is smaller than 0.05 and the score of reliability of the test is 0,772, it is bigger than r product moment in 5% and 1% in which $0,361 < 0,772 \geq 0,463$. It can be concluded that H_o is rejected and H_a is accepted. It means that there is a significant correlation between

[5] H. Doughlas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003) pp. 19-27

post-test and pre-test. In other word, speaking test used either at the pre-test or post-test is reliable.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of this research are the score of students' pre-test and post-test. The researcher gave pre-test before treatment and after that post-test. The data of this research got from the students' score trough pre-test and post-test. The purpose of this research was to find out the effectiveness of peer lesson toward students' speaking ability and to find out the significant difference between students' speaking ability that use peer lesson and the students' speaking ability that do not use peer lesson. Before giving post test, the researcher gave the pre test for all samples.

The data was obtained from the pre-test and post-test. The speaking result was evaluated by concerning five components: pronunciation, grammar, vocabulary, fluency and comprehension. Each component had its score.

B. The Data Presentation

The data of this research was gotten by the researcher from pre-test and post-test. The data was collected through the following procedure:

a. The students got pre-test, asked them to do oral presentation of report text after they got material of report text by conventional way.

b. The students got post-test, ask them to do oral presentation of report text after they got material of report text by peer lesson strategy.

c. The speaking was recorded by the writer and backup into CD. Then it was collect to evaluate the appropriate of pronunciation, grammar, vocabulary, fluency and comprehension.

d. The researcher used two raters to evaluate the students' recorder and finally the writer added the score and divided.

1. **Data presentation of students' pre-test scores**

Table IV.1

THE DISTRIBUTION OF FREQUENCY OF

STUDENTS' PRE-TEST SCORES

Score	Frequency	Percentage (%)
45	1	3,3%
50	2	6,7
54	7	23,3%
59	10	33,3%
63	5	16,7%
68	4	13,3%
72	1	3,3%
Total	30	100%

Based on the table, it can be seen that there are 1 student got score 45 (3,33%), 2 students got score 50 (6,7%), 7 students got score 54 (23,33%), 10 students got score 59 (33,3%), 5 students got score 63 (16,7%), 4 students got score 68 (13,3%),1 student got score 72 (3,33%). The highest frequency was 10 at the score of 59. The total frequency was 30. Based on the data obtained, there was 20 students did not get score $\geq$ 60. It means that only 10 students can pass the graduated standard (SKL) stated by SMAN 12 Pekanbaru.

2. Data presentation of students' post-test scores

Table IV.2

THE DISTRIBUTION OF FREQUENCY OF

STUDENTS' POST-TEST SCORES

Score	Frequency	Percentage (%)
59	2	6,7%
63	11	36,7%
68	9	30,0%
72	5	16,7%
77	3	10%
Total	30	100%

Based on the tabel above, it can be seen that there are 2 students got score 59 (6,7%), 11 students got score 63 (36,7%), 9 students got score 68 (30,0%), 5 students got score 72 (16,7%), 3 students got score 77 (10%). The highest frequency is 11 at the score of 63. The total frequency is 30. Based on the data obtained, there were 2 students did not get score $\geq$ 60. It means 28 students can pass the graduated standard (SKL) stated by SMAN 12 Pekanbaru.

B. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of using peer lesson strategy toward speaking ability of second year students of SMAN 12 Pekanbaru. The data are divided into two group, they are pre-test and post-test. To analyze the data in the chapter III, the following statistically

formula used to get the main score (M) and the standard deviation (SD) by using SPSS.

1. **Data Analysis of Students' Pre-Test Scores**

The data of students pre-test scores are obtained from the result of their writing narrative essay. The data can be described as follows:

Table IV.3

STUDENTS' PRE-TEST SCORES

Score (x)	Frequency (f)	Fx	Graduate standard
45	1	45	No pass
50	2	100	No pass
54	7	378	No pass
59	10	590	No pass
63	5	315	Pass
68	4	272	Pass
72	1	72	Pass
Total	30	1772	

Based on the data obtained, there are 20 students cannot pass the graduated standard (SKL), or the score obtained < 60 while there are 10 students can pass the graduated standard (SKL), or the score obtained ≥ 60. The percentage of students who cannot pass the graduated standard as follows:

$=$ 20:30x 100

$= 66,67\%$

The percentage of students who can pass the graduated standard as follows:

$$= 10:30x100$$

$$= 33,3\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1772 so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPPS as follows.
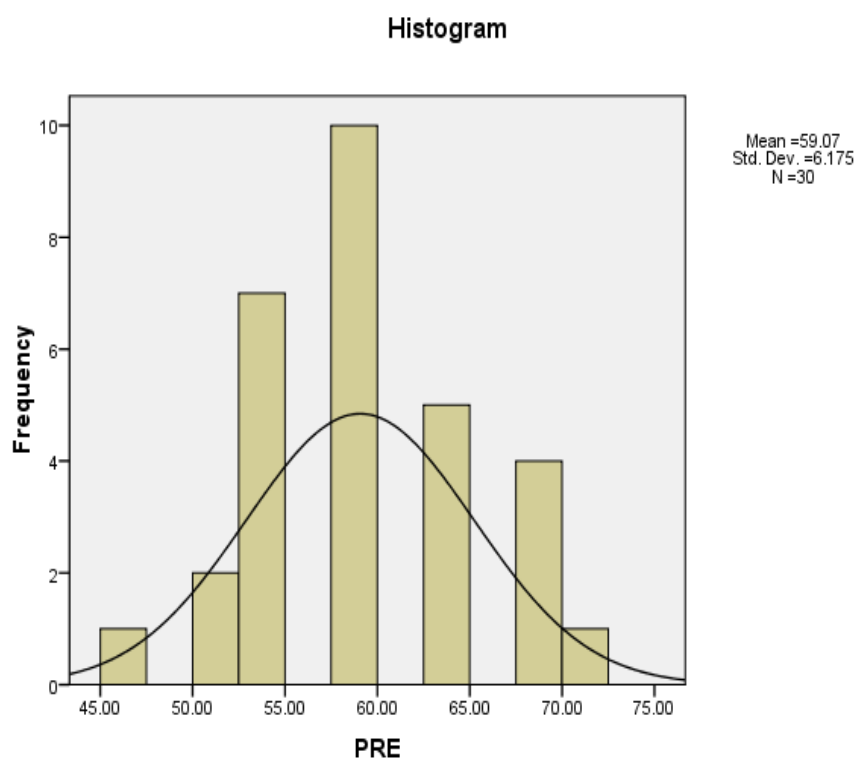
Table IV.4

MEAN AND STANDARD DEVIATION OF PRE-TEST SCORES

Mean	59,067
Standard Deviation	6,175

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other word, the scores obtained is normal.

HISTOGRAM VI.1

THE DATA OF PRE-TEST

From the histogram, it can be analyzed that the histogram almost normal event thought there are two scores: 54 and 59, over the curve.

2. The Data of Students' Post-Test Scores

The data of students' post-test scores are obtained from the result of their writing narrative essay. The data can be described as follows:

Table IV.5

STUDENTS' POST-TEST SCORES

Score	Frequency	Fx	Graduated standard
59	2	118	No pass
63	11	693	Pass
68	9	612	Pass
72	5	360	Pass
77	3	231	Pass
Total	30	2014	

Based on the data obtained, 2 students cannot pass the graduated standard. The percentage of students who cannot pass the graduated standard as follows:

= 2:30 x 100 %

= 6,67%

Students can pass the graduated standard are 28. The percentage of students who can pass the graduated standard as follows:

=28:30 x 100%

=93,33%

Besides, it can also be seen that the total frequency is 30 and the total score is 2014 so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPSS in the following table.
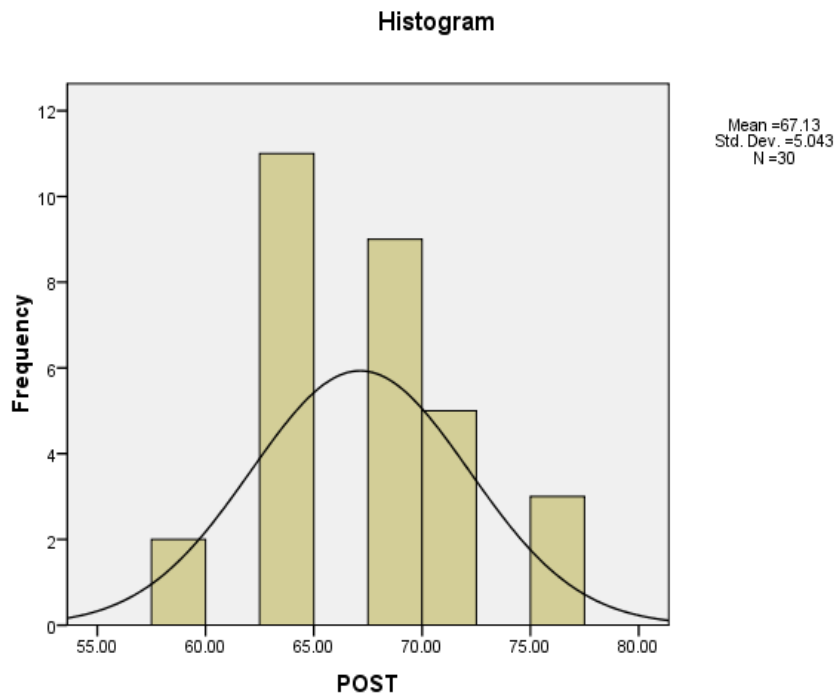
Table IV.6

MEAN AND STANDARD DEVIATION OF POST-TEST SCORES

Mean	67,13
Standard Deviation	5,042

From the table, the distance between Mean (M_x) and Standard Deviation

(δ) is too far. In other word, the scores obtained are normal.

HISTOGRAM VI.2

THE DATA OF POST-TEST

From the histogram, it can be analyzed that the histogram almost normal

event thought there are two scores: 63 and 68, over the curve.

3. Data Analysis of Regression Formula

Table IV.7

DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
Pre-test	59.0667	6.17522	30
Post-test	67.1333	5.04281	30

The mean of pre-test from 30 students is 59.0667 and the mean of post-test from 30 students is 67.1333.

Table IV.8

CORRELATIONS

		Pre-test	Post-test
Pearson Correlation	Pre-test	1.000	0.772
	Post-test	0.772	1.000
Sig. (1-tailed)	Pre-test	0	000
	Post-test	000	0
N	Pre-test	30	30
	Post-test	30	30

The correlation between pre-test and post-test is 0.772. According to Hartono[1], the strength of relationship for the coefisient of $r = 0.772$ is moderate relationship.

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[1] Hartono. Statistik untuk Penelitian. (Yogyakarta: Pustaka Pelajar), pp. 87

Table IV.9

Variables Enteres/Removed

Model	Variables Entered	Variables Removed	Method
1	Post-test	0.	Enter

a. All requested variables entered

b. Dependent Variable: Pre-test

Table IV.10

Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.772	0.595	0.581	3.99829

R square = 0.595 indicates the amount of relationship between Pre-test and Post-test is about 59.5%.

Table IV.11

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	658.250	1	658.250	41.176	0.000
Residual	447.617	28	15.986		
Total	1105.867	29			

From the table above, it can be seen that $F_{hitung} = 41.176 > F_{0.05,1,28} = 3,38$ and $\alpha = 0.05 >$ Sig. 0.000. It can be concluded that H_o is rejected and H_a is accepted. In other word, there is a significant effect of using peer lesson strategy toward speaking ability at the second year students of SMAN 12 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanations in the chapter IV, finally the research about the effect of using peer lesson toward speaking ability at the second year students of SMAN 12 Pekanbaru, consist to the conclusions as follows:

1. The Mean (Mx) of students' ability in speaking before being taught by peer lesson strategy is 59,07. The students who pass the graduated standard are 10 students (33,3%)

2. The Mean (Mx) of students' ability in speaking after being taught by peer lesson strategy is 67,13. The students who can pass the graduated standard are 28 students (93,33%).

3. From the research findings, From analysis of regression formula. It can be seen that $F_{hitung} = 41.176 > F_{0.05,1,28} = 3,38$ and $\alpha = 0.05 > $ Sig. 0.000. It can be concluded that H_o is rejected and H_a is accepted.

    It shows that there is significant effect of using peer lesson strategy toward speaking ability at the second year students of SMAN 12 Pekanbaru.

B. Suggestion

Based on the conclusion of the research above, it is known that using peer lesson as strategy in teaching speaking can affect the speaking ability of students. So that, peer lesson strategy is one of choices by English teacher in order to increase students' speaking ability. English teacher should know how to teach speaking by using peer lesson strategy. Besides that, teacher should use many ways to encourage the students to speaking like:

  a. Teacher trains students to speak English during teaching and learning process.

  b. Teachers can encourage students' awareness about the importance of speaking for their life.

  c. Teachers should construct creative and enjoyable learning for students.

  d. Teachers should support their strategies by using interesting media.

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