

**IMPROVING SPEAKING ABILITY OF SECOND YEAR
STUDENTS AT MTs BUSTANUL ULUM PEKANBARU
THROUGH PEER TEACHING METHOD**



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1433 H/2012 M**

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Thesis

Submitted to Fulfil One of Requirement
For Undergraduate Degree in English Education



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ABSTRACT

ZERDI M. ZEN, 2010 : Peningkatan Kemampuan Berbicara Siswa Kelas Dua pada Madrasah Tsanawiyah Bustanul Ulum Pekanbaru dengan Metode Pengajaran Teman Sebaya.

Penelitian ini dilaksanakan sehubungan rendahnya kemampuan berbicara siswa kelas dua di Madrasah Tsanawiyah Bustanul Ulum Pekanbaru. Mereka tidak mampu menggunakan bahasa Inggris dalam aktifitas kehidupan sehari-hari di sekolah dan tempat - tempat lainnya. Penelitian ini bertujuan untuk menemukan dengan jelas apakah Penggunaan Metode Pengajaran Teman Sebaya dapat meningkatkan kemampuan siswa dalam berbicara.

Waktu yang digunakan untuk penelitian ini adalah tiga bulan, dari November 2010 sampai January 2011, dalam dua siklus. Peneliti menyusun langkah - langkah yang dijalani dalam penelitian kelas ini yaitu; 1) Perencanaan 2) Tindakan 3) Observation dan 4) Refleksi. Siklus I dan siklus II dibandingkan dengan hasil tindakan sebelum menggunakan Metode Pengajaran Teman Sebaya

Setelah diadakan tindakan, hasil membuktikan bahwa ada peningkatan perolehan nilai dari siklus ke siklus, disamping mereka memiliki minat yang lebih untuk mencoba menggunakan bahasa Inggris baik di dalam maupun di luar kelas, bahkan dalam topik informal bersama teman-teman mereka. Situasi ini memperlihatkan bahwa Kemampuan berbahasa Inggris dengan menggunakan metode Pembelajaran Teman Sebaya dapat ditingkatkan.

ABSTRACT

ZERDI M. ZEN, 2010 : Improving Speaking Ability of Second Year Students at MTs BustanulUlum Pekanbaru through Peer Teaching Method.

The research conducted was due to the low ability of the second grade student's speaking at Madrasah Tsanawiyah Bustanul Ulum Pekanbaru. They are not able to use English in their daily life activities in school or other places. This study aims at finding out whether the use of Peer Teaching Method can improve the student's ability in speaking.

The time needed for this research was three months from November 2010 to January 2011, in two cycles. The researcher set steps that walked in research of class action, they are: 1) Planning 2) Action 3) Observation and 4) Reflection. Cycle I and cycle two are compared to the result of action before using Peer Teaching Method.

The result proved that there was increasing gained score from cycle to cycle. Beside, they have more motivation on trying to use the language in class or out, even on informal or special topic with their friends. In conclusion, the use of Peer Teaching Method This situation show that the mastery of speaking ability by using Peer Teaching Method can be said to be increasing.

زرديزمززين (2010) : تكلم تلاميذ صفالثامن فى المدرسة الثانوية
بستان العلوم بطريقة تعلم صديق ترب
هذا بحث العلم هو

الثامن أن وجدت الواقعة البضعة فى نشاط تعلم و تعليم,
اللغة الإنجليزية. بعض التلاميذ لا يستطيعون استعمال اللغة الإنجليزية
أعمال اليومية, لإرتفاع قدر تلاميذ فى هذه الأ
هلية. جرب الكاتب ان يقدم طريقة تعلم صديق ترب لتلاميذ صفالثامن فى
المدرسة الثانوية بستان العلوم.
هذا بحث العلم فى دورين بخطوات :

1.

2. تنفيذ الخطو

3.

4.

قارن دور الأول والثانى بحاصل أعمال استعمال قبله.
إرتفاع وجد نتيجة دور الأول إلى دور الـ , علاوة على ذلك لهم أحسن رغبة
لتجريب استعمال اللغة الإنجليزية فى الفصل و خارجه.

تكلّم تلاميذ "

صفالثامن فى المدرسة الثانوية بستان العلوم بطريقة تعلم صديق ترب"

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CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English has been taught from the lowest level of education to the highest level of education. Teaching learning process involves some components; learners, teachers, aim of learning, material, teaching methods, median (teaching aids) and evaluation. The aim of teaching and learning is positive changing of learners' habit and behavior after following the teaching and learning process, Lester. D crow and Alive crow, learning is the acquisition of habit knowledge and attitudes.

English language is also as a life tool and an accelerator in work or activities. In many aspects, English language has been used commonly. In curriculum of junior high school, the graduated is targeted to gain functional level for communicative target (survival). Kalayo (2007 : 02) learners are able to use English for survival purpose, to communicate for daily needs such as to read newspapers and manuals. English is functioned as communication tool in accessing information in interpersonal.

Skill of language consists of; listening, speaking, reading and writing according to Brown, quoted by Sahara (2007) there are four skills for mastery English, there are listening, speaking, reading and writing. These would be mastered by students dealing with their level exactly. Each of the skills has some aspects which support the skill, speaking for instance; it has pronunciation, vocabulary, grammar and fluency. David Nunan (1991: 31)

says that to most people mastery the art of speaking is the single most important aspect of learning a second of foreign language and success is measured in term of ability to carry out conversation in the language.

And the other hands, a teacher is offered to be able to manage his/her class learning process. One of them is method of teaching. Teaching method is a way of a teacher to convey a material of lesson. Wiranto Surakhmad (1982: 23); in his work, human finds as efficiency as possible action by stating a best method for obtaining his aim.

By using appropriate method, it can help the students in improving their abilities in mastery the skills. Curriculum of Junior high school is adjusted to the abilities, whether in cognitive, psychomotor, affective as application of the learning result.

For the second year students of MTs Bustanul Ulum Pekanbaru, English is one of favorite subjects, to be provided. The students choose it, they know the available and functions of the language as their activities and education supporter.

Commonly, in Junior High School, English subject is applied in 3 times a week, a class meeting need 40 minutes, like MTs Bustanul Ulum, unfortunately, in learning process 70% of students are still not successful, because the competence of speaking have not been mastered by them satisfied yet, they do not reach the Minimized Completeness Criterion (KKM) ; 65. It was proved by their obtaining in producing the language; speaking ability, like answering the teacher's questions. The writer found that:

1. The students kept silent for a moment when the teacher asked them questions or offered them to give comments or opinions. They looked confused to response.
2. They did not have sense of confidence to begin speaking.
3. They did speaking, but they were not sure about their vocabulary and grammar produced.

Actually, however, there are some aspects of speaking they have to conduct in it. The speaking is a complex factor that require the simultaneous using of number of different abilities which open develop at the different rate. Either four of five components are generally recognized in the analysis of pronunciation, grammar, vocabulary and fluency.

Based in these situation, some questions appear :

1. Why did almost all students keep silent?
2. Why were the students not confidence to speak?
3. Were the questions of the teacher difficult to respond?

As usual in teaching, the teacher always gives some techniques, like:

1) Conversation; the teacher gave directions about what to do, asked them to practice the questioning and answering in front of the class. 2) Discuss; the teacher asked the learners to talk about a topic given by asking and answer some questions and conclude them as conclusion. 3) Interview, the teacher gave directions about the interview activities, the topic (material), rule and even the teacher determined the place and to who the interview would be held on. In short, the teacher conducted or managed the activities at all.

In increasing of teaching methodology discipliner of knowledge has given lots of contributions to teachers in their duties of teaching around the world. One of them is Peer Teaching Method, it is a method which allows the learners to create, motivate and regulate them selves. Peer teaching is a method of self regulated learning which allows the learners to exercise control over the acquisition of skills and knowledge (Smith, 2001) this is an important way in developing of life-long learning skills. It also created an in environment where the learners take more responsibilities in their own learning and become self regulated learners. The important view of the writer to peer teaching is recognized as a good treat and capability in improving the student's ability in speaking, because it can help the learners in understanding the lesson independently.

Based on the explanation above the writer wants to conduct a research about entitled "Improving Speaking Ability Of Second Year Students At MTs Bustanul Ulum Pekanbaru Through Peer Teaching Method".

B.The Definition of Terms

In order to avoid misinterpretation in this paper, the definition of technical term are given, the writer defines them as follow :

1. Speaking is a language skill to communicate with other orally. Sugiman (1995; 326)
2. Speaking is a communicate threat express the idea, feeling. Massage by using the voice to people (oxford dictionary).

3. Speaking ability is a part of language capability that consists of linguistic competence, communicate competence, strategic competence and social competence (William little wood; 1996: P6).
4. Improving (derived from improve) means become better an effect to make something better, the similar meaning with increase (Hornby;1994)
5. Peer teaching is a method of self – regulated learning which allows the learner to exercise control over the acquisition of skill or knowledge.

C. Formulation of Problem :

Since this research is focused on the analysis of using peer teaching method. In improving speaking ability of the students, the writer specifies the problems discussed in the following formulated questions.

1. How do the students perform their speaking ability.
2. To what extent does peer teaching method improve the students speaking ability?

D. Objective of the Research

Generally, the objective of this research is to find out and describe the student's ability in speaking. This research also intends to give solution forward the problem depicted above, specially, they are:

1. To find out the obvious depiction about the quality of students speaking ability (competence in mastery the speaking aspects).
2. To find out the obvious depiction about the applying of peer teaching method improves the students speaking ability.

E. Significance of the Research

- (1) As guidance for those who want to carry out the same topic as investigation in the future.
- (2) As information for every teacher about many techniques that can be used in teaching English in order to improve the students ability especially speaking skill.
- (3) To fulfill one of the requirements for finishing the study at the Department of English Education at Tarbiyah and Teacher's Training faculty of State Islamic University Sultan Syarif Kasim Pekanbaru.
- (4) To improve the knowledge of the writer as a candidate of English Teacher.

CHAPTER II

THE THEORITICAL FRAMEWORK

A. Nature of Speaking

1. Speaking

Speaking is the active and productive skill. It takes place when someone can use sentences orally in social interaction. Brown and Yule (1999; 23) say that the primary function of spoken language is interactional, to establish and maintain social relation. However, an important function of spoken language is primarily transactional – to convey information. Basically, living language is an oral communication. It serves the natural means of communication among members of community both as expression of thought and as form of social behavior.

Learning to speak, a foreign language will be facilitated when learners are active to communicate. Swim in Sagimin (1983: 7) states that we learn to reading, and also speak by speaking. It means that speaking ability needs a direct interaction, in which someone speaks to someone else in direct situation. To develop the student's speaking skill, a teacher of a language has to be able to motivate his students to practice their ability and he needs to train the students to increase their ability and confident.

Teachers have many responsibilities to develop the students speaking skills. Wright (2004: 5) states if the students are learning in to speak, they must have maximum opportunities to speak. Having a lot of

chances to speak will improve the student's ability in speaking because language is speaking. The students should be ready to speak when they come to their speaking class. Otherwise, they often feel difficult to speak because they do not have enough ability to do it. Furthermore, the presentation will give greater opportunity for the students to express their ideas to the peers. So, they can speak comfortably, because they feel that they are attended by their classmates.

There are many different abilities include in these skills. That way, speaking is a complex factor that is requiring the simultaneous use of number of different abilities which often develop at different rates. Either four of five of components are generally recognized in the analysis of pronunciation, grammar, comprehension, and fluency. In short, speaking involves different abilities which should be used simultaneously. The pronunciation includes vowels, consonants, stress and intonation pattern. Grammar means use. Vocabulary includes the right and appropriate used of the word. Fluency includes the ease and speed of the flow of speaking.

Based on the explanation above the writer can conclude that speaking is a skill of someone in producing his / her idea interactively which supported by opportunity and ability.

Therefore teacher should give his / her responsibility in developing the aspects, so the students or learners can speak in English.

2. The characteristic of a successful speaking ability.

There are several characteristics of successful speaking activity according to Penny Ur (1996; 120)

1. Learners talk a lot. A lot of time allotted to the activity is in fact occupied by of pauses.
2. Participation is even. A minority of talkative participants does not dominate classroom discussion all get a change to speak and give contributions are fairly evenly distributed.
3. Motivation is high learners are eager to speak because they are interested in the topic and have something new to say about it they want to contribute to achieve a task objective.
4. Language is of an acceptable level, learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

In this case, it is clear that speaking is one of goals in communication. And in order to speak English, students should be provided opportunities for interactive practice and must be regular and frequent.

B. Peer Teaching Method

Peer teaching is one of ranges of learning strategies. It can be an informal activity which could be formalized. It has been recognized as one of the most effective teaching method to develop the learner's capability in speaking in class. Furthermore, peer teaching is considered as a strategy to

remedy specific problems. Even it may become the central organizing feature of learn, it can be thought to be part of a holistic conception of teaching and learning.

Aspects of speaking should be controlled by the teacher in teaching and learning process. In other hands, the learners have to be care and able to hold them in appearing speaking ability as one of skills in English. On this case, the teacher is offered to be creative in encouraging the learners learning skill. According to Smith (2001) “self-motivation can also be increased by giving a students self-confidence which leads to situation specific efficacy.

In using the peer teaching method, the learners believe that they are capable of monitoring their own learning, being independent from the teacher, and self-evaluating their own work.

In learning process, the learners are modified in groups, pair work; peer work, the learners were interactive and exhibited greater variety in their large use in peer group setting, because they have great opportunities to increase their abilities in learning and confidence independently.

Not only the peer learners, but also the peer teacher experiences significant gains in learning as a result of their collaborative interaction so this method gives help and more benefits to both peer learners and peer teachers. For the students being help the assistance from their peer enables them to move away from dependence on teacher gain more opportunities to enhance their learning for the students giving the help the cooperative learning group serve as opportunities to increase their own performance. In short, the peer learners

learn everything independently without pressing from the teacher, because they feel free with their friends only.

To create a comfortable and conducive class situation, the teacher has to conduct these seriously, in order to give a good educative atmosphere.

Dealing with the aim above, the writer concludes that peer teaching method creates a new space in teaching and learning process.

It gives opportunity for the teacher to manage the class activities more active, enjoy and free.

Whether the peer teacher or the peer learners, they get the advantages from using this method. So they can expand their knowledge (cognitive) and motivation as well.

1. The Teacher's Duties

Divides the learners into some groups depend on their ability, competence. Each group is consist of 2 or 3 peer teachers and others peer learners so it is around 5 to 6 students in a group.

Gives material or topic to the groups.

- Asks them to study the material given for 10 to 15 minutes.
- Asks them to make questions, answering, comments, opinion dealing with the subject of studying. Let them ask and discuss what they want to, unless the peer teachers teach the peer learners everything, until the members of group know, understand, able to produce speaking about the topic. They do collaborative activities in the class while doing the study of speaking aspects. They are; pronunciation; how to pronounce

or sound a word, grammar; how to identify the function of various of words, and its place in a sentence order, vocabulary; how to mean a word, and choose the appropriate one, fluency; how to pronounce a word or sentence in producing orally.

2. Types of Peer Teaching

There are some typical types of peer teaching activities introduced by Anderson and Boud (1996: 52) quoted by Nghiem Thibich diep :

- a. Students-led workshop in which the students themselves are responsible for designing and conducting a workshop for their peers, this learning about working as a member of a team as well as researching the content for the workshop.
- b. Learning exchanges or formal class presentations in which students learn about a topic directly from their peers whilst also learning from the experience of delivering their own presentation and receiving critical feedback.
- c. Seminar presentation in small groups or pairs following a completed shared project or assignment.
- d. Work-in-progress reports by individuals or groups working on together on a project or assignment, followed by question and discussion.
- e. Debriefing session following a field placement, industrial visit or work experience program. These can occur in pairs, small groups and finally plenary sessions.

- f. Peer feedback, where by peers comments on each others assignment according to agreed criteria and the result discussed.
- g. Study groups, with or without staff facilitation, which meet inside or outside class on a regular basis either for specific tasks or as a learning support network.
- h. Learning partnership between two students provide a means of encouraging a more collaborative approach to learning while offering personal support outside the classroom.

The writer here, looks some types of peer teaching that can be applied in many condition of English learning.

C. Relevant Research

The relevant research about Peer teaching method had been conducted by Dina Mellita (2004) entitled "*Metode pembelajaran Peer Teaching dan Problem Based Learning untuk memotivasi Sosialisasi dalam kelas pada Pembelajaran Statistika di Universitas Bina Darma Palembang.*"

The writer found some significance result that this method could increase the relationship of the students in learning process, appear the braveness of the students, anticipate in emptiness of teacher and it is better used in large class.

D. The Hypothesis

Based on the theoretical and explanations above, the hypothesis of this research is using Peer Teaching Method can improve speaking ability of students.

CHAPTER III

RESEARCH METHODOLOGY

A. Kinds of the Research

This research is Classroom Action Research (CAR). The action research in the language classroom was a tool for teachers and curriculum development. It aimed to increase the teacher's understanding of classroom teaching and learning (Greory in Richards, 1994, Kemis and Taggart, 1982). This research was conducted by teachers and for teachers, where increase the teacher understanding of classroom teaching and learning and bring classroom practice. Action research typically involves small-scale investigated project in the teachers' own classroom (Kemmis & Mc Taggart T, 1988) and consist of the following circle of activities:

1. The teachers select on aspect of classroom behavior to exams in more detail.
2. The teachers select the suitable research technique.
3. The teachers collect data and analyze it.
4. The teachers develop an action plan to help bring about change in classroom behavior.
5. The teachers act to implement the plan.
6. The teachers observe the effect of the action plan in behavior.

In addition, Mills (2003) explain that; action research was a systematic inquiry, conducted by teacher as researcher to gather information about how they teach, and how well the students learn. The information was gathered

with the gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practice in general and improving students' outcomes.

In this research, the writer applied a collaborative action research. It involves those responsible for action in improving it, widening the collaborating with another teacher. It's meant that both researcher and teachers attempt to solve students' problem in English speaking skill.

B. Population and Sample

The population of this research is the second grade student of MTs Bustanul Ulum Pekanbaru. The teaching that will be used in this research is total sampling because the writer takes all the sample of the research. The specification of the population can be seen on the table below;

Table III.1
The Number of Second Year Students of MTs Bustanul Ulum Pekanbaru
in Academic Year 2010 – 2011

No	CLASS	POPULATIONS			SAMPLE
		M	F	TOTAL	
1	VIII	15	15	30	30

C. Research Setting

The research was conducted in two cycles, before doing the action or the new method, the writer still use the previous method. But from the second to the fifth meeting, it is necessary to arrange more qualified action (the new method) in order to obtain the result optimally.

To see the mistakes or weakness of the students in speaking (answering or asking questions), the teacher gave test as initial evaluation. The interview or questioner are given to know how well the method given can make the teacher teach the students easily and comfortable in the classroom. Obtaining the results of the test, interview or the questioner, teacher and the partner do observation and finished by reflection.

D.Object and Subject of the Research

The object of this research is student ability in mastering speaking and the subject is second year students of MTs Bustanul Ulum Pekanbaru.

E. The Action Planning

1.Planning

In planning steps, there are certain activities namely:

- a. To do discussion with research partner about changes that will be achieved in research.
- b. To make lesson plan use peer teaching method.
- c. To make observation sheets, see how learning and teaching atmosphere when peer teaching method is implemented in the classroom.
- d. To design evaluation equipment.

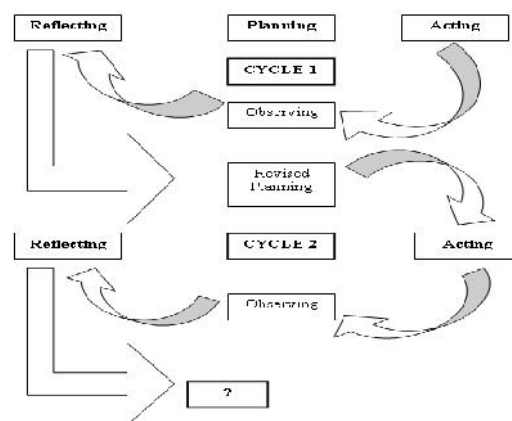
2.The action implementation

The action for this time will follow the activities as the lesson plan made.

3.Observation and Interpretation

The observation is conducted on the same time with the action activities; namely observing student teachers other students. In this observation, every cycle is done 2 times meetings, as a tool to compare between teacher and the observer (parallel English teacher in the school) but reflection process is done after data's from cycle one are collected. So the data's are analyzed by the researcher and observer. All weakness in the cycle I should be given the repeated action on cycle 2.

The research design can be drawn as follow:



F.Technique of Data Collection

The data's will be taken in this research, by instruments:

1. Observation

Observation, is used to observe the teacher's activities while teaching, whether the teacher use preview method or peer teaching method.

2. Interview

Interview is used to ask or evaluate students in using peer teaching method.

3. Teacher's note.

Teacher's note, is a note that gotten from findings in learning and teaching activities.

G. Data Analysis

The data will be analyzed qualitatively the inductive analysis according to Johnson (2005, 83 – 84) is used to look at the group of data and try to induce or create order by organizing into group or defining and describing categories. Such as items themes or pattern. Therefore, the data gotten from observation questionnaire and interview will be analyzed inductively . In other words, data analysis is consists describing what is in the data.

In determining assessment criterion about research will be grouped into 4 categories.(Sudijono,2008:43) They are very good, good, enough, and less.

The percentage criterion is as follow;

- 1) The percentage between 76% - 100% is high.
- 2) The percentage between 56% - 75% is middle.
- 3) The percentage between 40% - 55% is low.
- 4) The percentage less the 40% is very low.

The data of observation will be calculated by using percentage formulation as follows;

$$p = \frac{f}{n} \times 100\%$$

Explanation:

f = frequency

n = number of students

p = percentage

100% = total percentage achievement.

To see the increasing percentage score between before statistical formula, the first cycle and the second cycle will be analyzed by the following formulation;

$$p = \frac{\text{posttest} - \text{pretest}}{\text{pre} - \text{test}} \times 100\%$$

The data are described as follows:

1. The Result of Pre-Test
2. The Use of Peer Teaching Method in Meeting 1
3. The Use of Peer Teaching Method in Meeting 2
4. The Use of Peer Teaching Method in Meeting 3
5. The Recapitulation of the Observations in Cycle 1
6. The Result of Test cycle 1 (meeting 4)
7. Reflection of Cycle 1
8. The Use of Peer Teaching Method in Meeting 5
9. The Use of Peer Teaching Method in Meeting 6
10. The Recapitulation of the Observations in Cycle 2
11. The Result of Test cycle 2
12. Reflection of cycle 2 (Post test)

H.Location and Time the Research

The location of this research is MTs Bustanul Ulum Pekanbaru, for 3 months from November 2010 to January 2011 on the first semester.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Research setting description

1. History of MTs Bustanul Ulum Pekanbaru

Madrasah Tsanawiyah Bustanul Ulum is located on Hangtuah Ujung Street, Pekanbaru. It was established in 1991 by society with private status. The building areas is 4000 M² and the land areas is 40000 M².

Since it has been established, Madrasah Tsanawiyah Bustanul Ulum has had 5 headmasters they are:

- a. Drs. SYAIFUL (1991-1993)
- b. Drs. JAZULI(1994-1997)
- c. Drs. H.GAFAR USMAN (1998)
- d. Drs. SUDIRMAN (1999-2010)
- e. Dra. TANTRI YUDIKATI (2010- SAAT INI)

2. Teacher condition of MTs Bustanul ulum

MTs Bustanul Ulum Pekanbaru has 27 teachers and one headmaster. There are 8 teachers on civil servant status including a headmaster, and 19 teachers impermanent status.

Here is the table of teachers' condition at Madrasah Tsanawiyah Bustanul Ulum Pekanbaru:

Table IV. 1
Teachers condition

No	Name	Occupation	Education	Explanation
1.	DRA. TANTRI YUDIKATI	Headmaster	IAIN	PNS
2.	Drs. NISLAM G Sa	Vice of Headmaster	UNPAD	Non PNS
3.	Drs. H.M. AMIN	Vice of Headmaster	IAIN	PNS
4.	BAHARUDIN S. Ag	Vice of Headmaster	DII STAI	Non PNS
5.	Dra. MIMI ENDALMI	Physics Teacher	UNRI	PNS
6.	ZERDI M ZEN, A. Md. Pd	English Teacher	UNRI	Non PNS
7.	Drs. MUHAMMAD HIDIR	Indonesian Teacher	IAIN	Non PNS
8.	PURWANTI SE	Social Teacher	UNRI	Non PNS
9.	ZULKAPLI M. Ag	Mahfuzot Teacher	IAIN	PNS
10.	M. ARIFIN S.Ag	PKn Teacher	IAIN	PNS
11.	MISRUN S.PdI	Quran - Hadits	IAIN	PNS
12.	AMRAN BA	Geography Teacher	IAIN	Non PNS
13.	ARPEN FATRIA SHI	Aqidah-Akhlaq Teacher	UIN	Non PNS
15.	IRAWATI A. M d	Economics Teacher	AKBAR	Non PNS
16.	EVI SATORI S Si	Computer Teacher	ISTN	PNS
17.	ASMIDA FITRI SHI	CUL. & Art Teacher	IAIN	Non PNS
18.	MERI ROZA S. Pd	Math Teacher	UIR	Non PNS
19.	SOBIRIN NUR	Computer Teacher	UNRI	Non PNS
20.	SURYANI S. Pd	English teacher	UNRI	PNS
21.	KARYANI EFENDI S. Ag	Islamic History	STAIN	Non PNS
22.	H. NASRUL WALID Lc	Arabic Teacher	AL-AZHAR	Non PNS
23.	HENDRI S . Thi	Arabic Teacher	UIN	Non PNS
24.	NOFRIAN EKA TRESNA ST	Computer Teacher	UIN	Non PNS
25.	ATIKA FITRI S. Pd	English Teacher	UIR	Non PNS
26.	SRI LESTARI S. Pd	Physics Teacher	UNRI	Non PNS
27.	NUR ISLAMI S. Pd	Math Teacher	UIR	Non PNS
28.	RAMA DWI YUNITA S. Pd	Math Teacher	UIR	Non PNS

Data source: monthly report of MTs Bustanul Ulum Pekanbaru.

3. The student's population of MTs Bustanul Ulum Pekanbaru

The number of students at MTs Bustanul Ulum in 2010-2011 is 502 students. It consists of 16 classes. See the following table;

Table IV. 2
The total population of the students of
MTs Bustanul Ulum Pekanbaru

No	class	Male	Female	Total
1.	Class VII	86	78	164
2.	Class VIII	80	83	163
3.	Class IX	86	89	175
TOTAL		252	250	502

Data source: monthly report of MTs Bustanul Ulum Pekanbaru.

4. Means of Education

Means of education influences educational quality, because without great means of education, the implementation of teaching and learning process will not run well.

Means of education at MTs Bustanul Ulum is good enough to carry out teaching and learning process. See the table as follows;

Table IV. 3
Means of Education at MTs Bustnul Ulum Pekanbaru

No	Means of education	Total
1	OFFFICE	1
2	HEADMASTER ROOM	1
3	TEACHERS ROOM	1
4	CLASS	16
5	LIBRARY	1
6	COMPUTER ROOM	1
7	INTERNET ROOM	1
8	LANGUAGE LAB	2
9	SCIENCE LAB	2
10	MULTIMEDIA ROOM	1
11	MEETING ROOM	1
12	AULA	1
TOTAL		

Data source; monthly report of MTs Bustanul Ulum

5. Curriculum

Curriculum is learning program planning equipment, learning experience, and subject arrangements. Madrasah Tsanawiyah Bustanul Ulum uses School Based Curriculum (KTSP). There are many subjects taught here, they are:

- a. Al-Quran Hadist
- b. Aqidah Akhlaq
- c. Fiqhi
- d. Islamic Culture History
- e. Civic Education
- f. Indonesian
- g. Arabic
- h. English
- i. Math
- j. Science
- k. Social
- l. Art of Culture
- m. Sport
- n. Computer Information Technic
- o. Mahfuzot

Here in Madrasah, English is also taught as one of additional subjects or extracurricular, even thought for the first and second grade

students only, not for the third grade students. Because the third grade students should be prepared to face the national exams.

B. Research Result

1. Implementation of action

This action used peer teaching method. Researcher himself and collaborator did the research. Researcher described the teaching and learning process by implementing peer teaching method started by preparation. In preparation, researcher prepared research instruments that consisted of syllabus, lesson plan, observation sheet, test instrument, and answering keys.

In peer teaching method there were many indicators, they were:

- a. Greeting
- b. Check attendance list
- c. Apperception, in charge them to
- d. Deliver the objects of the lesson and its based on the competence gained
- e. Explain the dealing materials with the topic
- f. Light Practicing (general level of test)
- g. Explain the steps of Peer Teaching Method
- h. Grouping students in 5-6 in each group
- i. Give them materials

- j. Give time to do the peer teaching activities in group 20-30 minutes to them
- k. Control their activities
- l. Ask them to perform their activities in group personally
- m. Evaluate their personally performance, while giving improvement
- n. End the lesson, ask their problem in learning, conclude it
- o. Give homework :
 - 1) memorize the vocabularies
 - 2) practice pronouncing them
 - 3) create a simple short text orally or written

From indicators above, the researcher gave score based on determining quality of score namely; Very good = 4, good = 3, enough = 2, less = 1

The implementation of teaching and learning was done 6 times. The first meeting was done without using peer teaching but the five times used the peer teaching method.

For the tests, there are five items will be measured, they are:

- a. Vocabulary

This item is purposed to measure the choice of words of the students in speaking.

- b. Pronunciation

How well the students pronounce the English words.

c. Grammar

This item is to measure their ability in using the correct grammar.

d. Comprehension

This is to measure whether they know well what they are talking about.

e. Fluency

This item, of course, is to measure whether they can speak fluently or not.

2. The first meeting before action (Monday, 1 November 2010)

Learning process at the first meeting was by using conventional method. Before class began, researcher did self- introduction to the students, then called the student. Furthermore, teacher explained materials of the lesson and gave some examples based on the book. After explaining the material, teacher asked the students to answer a question to see the student's ability before conducting this classroom action research and as "*Pre-test*". He asked a question about a case that should be answered.

Case:

Teacher told a simple story about A woman left her wallet on a taxi, the taxi's driver found the woman and gave the wallet back.

After reading the text and got the comprehension about it, the teacher asked the students a question.

The table below shows the result of the pre-test

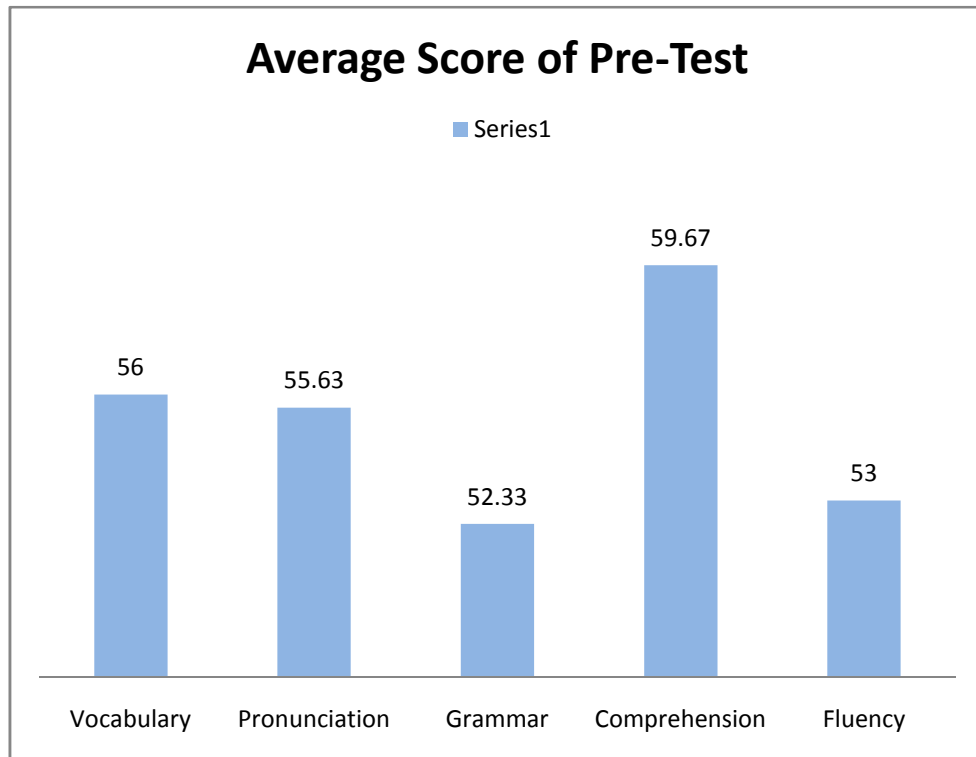
Table IV.4
The result of Pre-test

No	Students	Voca- bulary	Pronun- ciation	Grammar	Compre- hension	Fluency
1	Students 1	56	45	45	56	45
2	Students 2	45	56	45	56	45
3	Students 3	45	45	45	45	45
4	Students 4	45	45	45	45	45
5	Students 5	45	45	45	45	45
6	Students 6	45	56	45	56	56
7	Students 7	45	45	45	45	45
8	Students 8	56	56	56	56	56
9	Students 9	67	78	56	67	67
10	Students 10	56	45	56	56	45
11	Students 11	56	56	56	56	56
12	Students 12	56	45	56	56	45
13	Students 13	56	67	56	67	56
14	Students 14	56	45	45	56	56
15	Students 15	45	45	45	56	45
16	Students 16	67	67	56	67	67
17	Students 17	56	56	45	56	45
18	Students 18	67	56	56	56	45
19	Students 19	56	56	56	67	56
20	Students 20	56	56	56	67	56
21	Students 21	56	56	56	67	56
22	Students 22	56	56	56	56	56
23	Students 23	67	78	56	78	65
24	Students 24	67	67	56	78	56
25	Students 25	56	56	56	56	45
26	Students 26	56	56	56	56	56
27	Students 27	67	78	56	78	67
28	Students 28	45	45	45	56	45
29	Students 29	56	56	56	56	45
30	Students 30	78	56	67	78	78
TOTAL		1680	1669	1570	1790	1590
Average		56.00	55.63	52.33	59.67	53.00

From the table we can see that before conducting Peer Teaching Method, among all items (vocabulary, pronunciation, grammar, comprehension and fluency), almost all students had problems in shaving speaking activity. The scores of the students were still bad (45) and less(56), there were only some of the students got 67 and 78.

The average score for each item can be shown as the diagram below:

Diagram IV.1: Average Scores in Pre-test



From the average of the score of each item, we can see that the score for vocabulary was 56,00, pronunciation was 55,63, grammar was 52,33, comprehension was 59,67, and fluency was 53,00. All of them are still classified as less.

3. Cycle I

The first cycle was the beginning of learning implementation by using Peer teaching method. This cycle researcher taught three times in teaching and learning process through method of Peer teaching and did a daily assessment.

a. The first meeting (Thursday, 4 November 2010)

Learning activities explained about “*Thing*” suitable with lesson plan 1 (RPP-1). The issue was about “*Asking, Giving and Refusing Thing.*” Before entering the classroom, teacher prepared short dialogue and observation sheet. In pre-teaching, teachers gave greeting, check students’ attendant list, gave motivation and apperception. Teacher told to the students about learning objectives and did light practicing, general questions about the prepared topic.

In core of activity, teacher explained the way or method that students want to do in their learning activity; peer teaching. Before giving the material, the teacher divided the students in some groups, each group 5-6 students. After each student got his or her group, the teacher gave material and chance to each group to do activities of peer teaching in 20 to 30 minutes while controlling theirs. Then, the teacher asked the students to perform their abilities in each group personally. Even though the teacher gave chance to the students to study by themselves using peer teaching, at the end of their activities in this core, the teacher evaluated their personally performance while giving corrections. At last, teacher end the lesson, ask their problems in learning and solve it. Finally, giving homework; memorize some vocabularies to be practiced their pronouncing.

b. The second meeting (Monday, 8 November 2010)

At the second meeting, teacher taught about “*Information*” suitable to the lesson plan 2(RPP-2). The issue was about “*Asking,*

Giving and Refusing Information". As usual, teacher began the class by checking the students' attendance, giving motivation, and doing a short dialogue about last material connected with the next material. Furthermore, teacher explained the learning objective or basic competence that would be achieved. Next, the teacher gave the general test like before.

After knowing the result of the general test, the teacher explained the steps of the peer teaching again. Then, the teacher grouped the students before giving the material. While encouraging students in doing peer teaching activities, the teacher did control theirs well. Before evaluating their performance individually and improve it, teacher asked them to performance their abilities in group personally. As closure, the teacher asked their problems in learning process before and give homework; pronouncing words. Furthermore, teacher closed the learning with salaam and praying.

c. The third meeting (Thursday, 11 November 2010)

The third meeting that teacher taught about "*Merit*" suitable to the lesson plan (RPP-3). The issue was about *Asking, Giving and Refusing Merit*. Beginning the lesson, teacher start the class by checking the students' attendance, giving motivation, and doing a short dialogue about last material connected with the next material. Furthermore, teacher explained the learning objective or basic competence that would be achieved.

While giving apperception and in charge them, the teacher gave more explanation the material dealing with the topic and practice them. In the middle of teaching, teacher reminded the students of the steps of peer teaching method before dividing groups for the students and new material. During 20-30 minutes, teacher controlled their peer teaching method activities in groups. Furthermore teacher asked students to perform their abilities in group personally before evaluating and improving their performance individually.

Before ending the class, teacher gave information that next week, they were going to do daily examination and asked students to prepare themselves to face the examination. Furthermore, teacher closed the learning with salaam and praying.

d. Observation and Test Result.

Here, the teacher did the observation collectively while showing the cumulative score and the percentage of each item :

Table IV. 5
The first cycle observation recapitulation

N0	activity	observation output				
		meeting 1	meeting 2	meeting 3	Σ	%
1	Greeting	4	4	4	12	100%
2	Check attendance list	2	3	4	9	75%
3	Apperception, in charge them to	2	3	3	8	66,66%
4	Deliver the object of the lesson based on competence gained	3	3	3	9	75%
5	Explain the dealing materials with topic.	3	2	3	8	66,66%
6	Light practicing (general level of test)	3	3	4	10	83,33%
7	Explain the steps of peer teaching	3	3	3	9	75%
8	Grouping students in 5-6 in each group	3	3	3	9	75%
9	Give them material of study	2	2	3	7	58,33%
10	Let them do activities of peer teaching during 20-30 minutes	3	3	3	9	75%
11	Control their activities while walking around	2	3	4	9	75%
12	Ask them to perform their activities group personally	2	3	3	8	66,66%
13	Evaluate their performance personally and give correction	2	3	4	9	75%
14	End the lesson, ask their problems in learning, and conclude it	3	3	3	9	75
15	Give homework (tasks) - memorize the vocabulary - practice pronouncing them - create a simple written short text or orally	3	4	4	11	91,66%
	Total	40	45	51	136	
	Percentage	66,66%	75%	85%	75,55%	

Based on table IV. 5 the percentage average in the first meeting is 66,66 %, the second meeting is 75 %, and in third meeting 85 %. The percentage average in the first cycle is 75, 55 %.

When implementation of daily test, the students looked serious in doing the questions. The implementation of the first daily test was well- ordered and learning output had increased compared with the learning output before research action. This test was held on the forth meeting. The questions were based on the following Questioning and Answering below:

Yohanna : Hello Julia
Julia : Hello
Yohanna : See you at four o'clock
Julia : Four o'clock ? Why ? Isn't the meeting at five ?
Yohanna : No. it's at four today. Because it's Friday
Julia : Oh yeah. You're right, see you at four then
Simon : Who's that
Julia : Don't you know her ? that's Miss Yohanna.
Our basket ball coach.

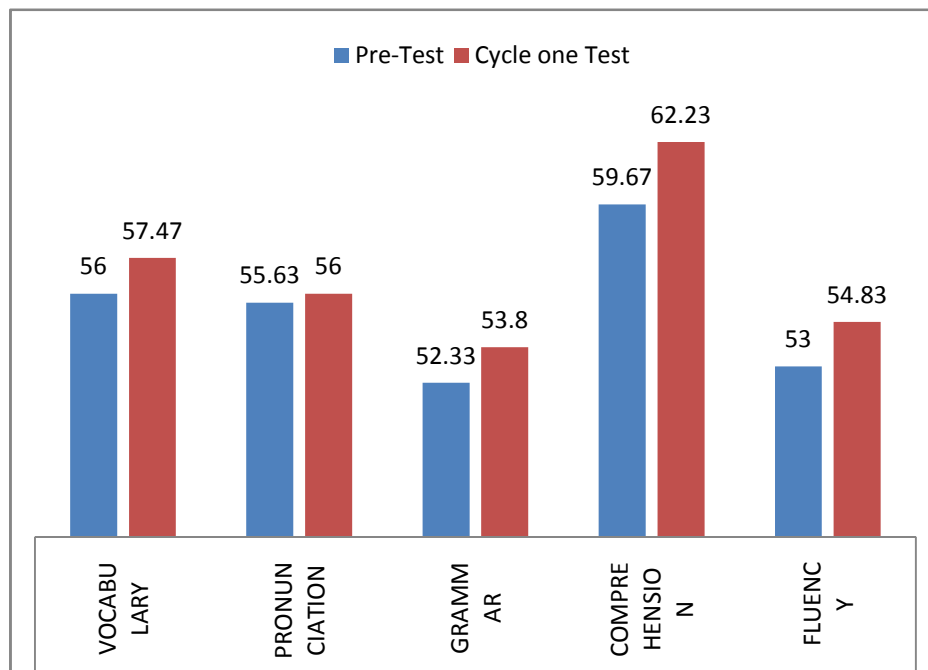
The result of the test can be shown on the table below:

Table .IV. 6
The result of first cycle Test

No	Students	Voca- bulary	Pronun- ciation	Grammar	Compre- hension	Fluency
1	Students 1	56	56	45	56	45
2	Students 2	56	56	45	56	56
3	Students 3	45	45	45	56	45
4	Students 4	45	45	45	45	45
5	Students 5	45	45	45	56	45
6	Students 6	45	56	56	56	56
7	Students 7	45	45	45	45	45
8	Students 8	56	56	56	56	65
9	Students 9	67	78	67	78	67
10	Students 10	56	45	56	56	45
11	Students 11	56	56	56	67	56
12	Students 12	56	45	56	56	45
13	Students 13	67	67	56	67	56
14	Students 14	56	45	45	56	56
15	Students 15	45	45	45	56	45
16	Students 16	67	67	67	78	67
17	Students 17	56	56	45	67	45
18	Students 18	67	56	56	67	56
19	Students 19	56	56	56	67	56
20	Students 20	56	56	56	67	56
21	Students 21	56	56	56	67	56
22	Students 22	56	56	56	56	56
23	Students 23	78	78	56	78	78
24	Students 24	78	67	56	78	67
25	Students 25	56	56	56	56	45
26	Students 26	56	56	56	56	56
27	Students 27	67	78	56	78	67
28	Students 28	45	45	45	56	45
29	Students 29	56	56	56	56	45
30	Students 30	78	56	78	78	78
TOTAL		1724	1680	1614	1867	1645
Average		57.47	56.00	53.80	62.23	54.83

To see the improvement in cycle 1, the result of test 1 is compared with the result of pre-test. It can be shown in diagram below:

Diagram IV.2: Average Scores in Pre-test and Test 1



From the comparison between Pre-test and Test 1, there had been a few improvements. Even though the average scores of all items were still in the category of unsatisfied.

e. Reflection of Cycle 1

After the researcher did and observed the action by filling in the observation sheet, furthermore, researcher did reflection to do reparations for the following cycle. The weakness or lacking that happened in the first cycle of the implementation of peer teaching method was not running well. There were some activities that teacher

implemented. They needed improvement in the next cycles. They were: 1) Apperception, in charge them to (item No 3), 2) Explanation dealing with material and topic (item No 5), 3) Give them material of study (item No 9), and 4) Ask them to perform their activities group personally (item No 12). (Please refer table number IV.5).

Nevertheless, there is an increasing in every meeting. The average of percentage is 66,66 % in the first meeting, 75 % in the second meeting become 85 % in the third meeting. The average of percentage the implementation of peer teaching in the first cycle is 75, 55 % However, implementation of peer teaching has not been significant yet. Researcher should repair in the next cycle or second cycle, especially the items number 3, 5, 9, 12.

Evaluating about the cycle one test, there are some weakness like possessing the score of the students in five aspects of speaking and automatically influencing the minimized completeness criterion. It means, the improvement was still less. They need serious treatments and practicing from their friends and special the teacher in their group. The peer teacher was offered to more active for their friends by special guiding of the teacher. The teacher can also give the explanation in giving material and improvement as written in the indicator of peer teaching. The weakness were in the first cycle should be repaired and completed forward the second cycle.

4. Cycle II

The second cycle consisted of two meetings and one daily test. This cycle discussed about Help and Opinion. The reflection result of implementation of peer teaching in the first cycle was repaired in the second cycle, especially in the fifth meeting and sixth meeting. As in cycle one, the teacher made planning to these next meetings by reverencing to facts of the weakness and the missing things in the previous cycle. There were many aspects repaired in its implementation. The items were still low. they were point number 3, 5, 9, and 12 i.e, Apperception; in charge them in, explain the dealing materials with topic, give them material of study, ask them to perform their activities group personally. At point number 3; the teacher did not give the apperception seriously, it made the students were not so interesting and understand what they wanted to receive and do next. Point number 5; detail explanation about the aspects of the speaking was not so much as they needed and less of examples. Point number 9; giving uninteresting material made them difficult to comprehend the materials. Point number 12; once, the teacher was forgotten to give instruction to perform their activities.

In addition, points number 2,4,7 and 13 i.e, Teacher checked attendance list of the students, deliver the object of the lesson, sometimes the teacher did not explain the lesson detail so the students got nothing, evaluate their performance personally and give correction; hoped to increase on the next meeting (second cycle).

a. The fifth meeting (Thursday, 18 November 2010)

At the fifth meeting, teacher taught about “*Agreeing* “ suitable to the lesson plan (RPP-4). The issue was about asking agreeing, give agreeing and refuse agreeing or disagree. Before beginning the lesson, teacher announced daily test score to the students. It seemed several students unenthusiastic to see the examination result. Teacher gave spirit in order that the next examination students could get better score.

In preview action, the teacher greeted the students, checked students’ attendance list, gave apperception or in charged them then the teacher delivered the objects of the lesson and its based competence gained, after getting the material which dealing with the topic, teacher explained it, at last of this preview action the teacher gave light practicing (in general level) of test. And identified the students’ answers.

Core of action, teacher explained steps of the peer teaching for their groups more to make the students understand the peer teaching than the previous meetings. Before giving them the material, the teacher divided the students into six groups which consisted of five persons in each group. To do the activities of peer teaching in group, the teacher should give time around 20 or 30 minutes for them; let them talked or discussed what ever they wanted to ask and know from their peer teacher. While the students did the activities, the teacher

walked around in the class to control them. At the end of their activities, they were asked to perform their obtained things in group personally while the teacher evaluated them and gave improvements; suggested to practice a lots with friends.

Closure activities, the teacher ended the class and asked the students about their difficulties in learning the materials in the group before giving the conclusions. Closing the learning and teaching process, the teacher never forget to give homework for their practice at home.

b. The sixth meeting(Monday, 22 November 2010)

The sixth meeting, teacher taught about” *Opinion*” suitable to the lesson plan (RPP-5). The issue was about Asking, giving and refusing Opinion. As usual teacher began the class by checking the students’ attendance list, give charging to them for motivation, and after that the teacher deliver the object of the lesson and its based competence gained, next the teacher explained the dealing materials with the topic. Before coming into doing the peer activities, teacher gave light test control their achieving about the topic.

While teaching, teacher explained the steps of peer teaching activities. Getting experiences from meeting to meeting in this research, the teacher gave detail understanding to make them exactly know it. Next after grouping students into some groups the teacher gave them materials. By doing peer teaching activities in group

during 20 – 30 minutes, the teacher controlled theirs around them. And then, personally, the students were asked to perform their abilities in group, while the teacher evaluated their personal performance and gave them improvement.

Closure activities, Ending the learning activity the teacher asked and discussed their problems and gave the solving. The last, the teacher had to give homework, like; memorize vocabularies, practice pronouncing them and create a single short text or orally. Before greeting the students with salaam, the teacher gave information that they had to prepare themselves to face daily examination about the materials above for the next meeting.

c. Observation And Test Result

Table IV. 7
The second cycle observation output recapitulation

N0	activities	Observation output			
		Meeting 1	Meeting 2	Σ	%
1	Opening the lesson	4	4	8	100 %
2	Teacher gives motivation and does apperceptions.	4	4	8	100%
3	Teacher delivers learning objectives.	4	4	8	100%
4	Asking and answering in form of short dialogue.	4	4	8	100%
5	Identifying student answering.	3	4	7	87,5%
6	Choosing topic for concept map like problem or issue.	3	4	7	87,5%
7	making a simple concept map by using picture color, or symbol in form of question and answer.	4	4	8	100%
8	Preparing paper and other sources to make concept map graph.	3	3	6	75%
9	To request student to present idea by using as much words as possible.	4	4	8	100%
10	To appropriate time for student to develop concept map in their mind.	3	4	7	87,5%
11	To ask student to distribute concept map in form of question and answer.	3	4	7	87,5%
12	Students do dialogue suitable with concept map.	3	4	7	87,5%
13	Teacher review the lesson by speaking with students..	4	4	8	100%
14	Teacher gives test.	4	4	8	100%
15	Teacher closes the lesson.	4	4	8	100%
	Total	54	59	113	
	Percentage	90%	98,33%	94,16%	

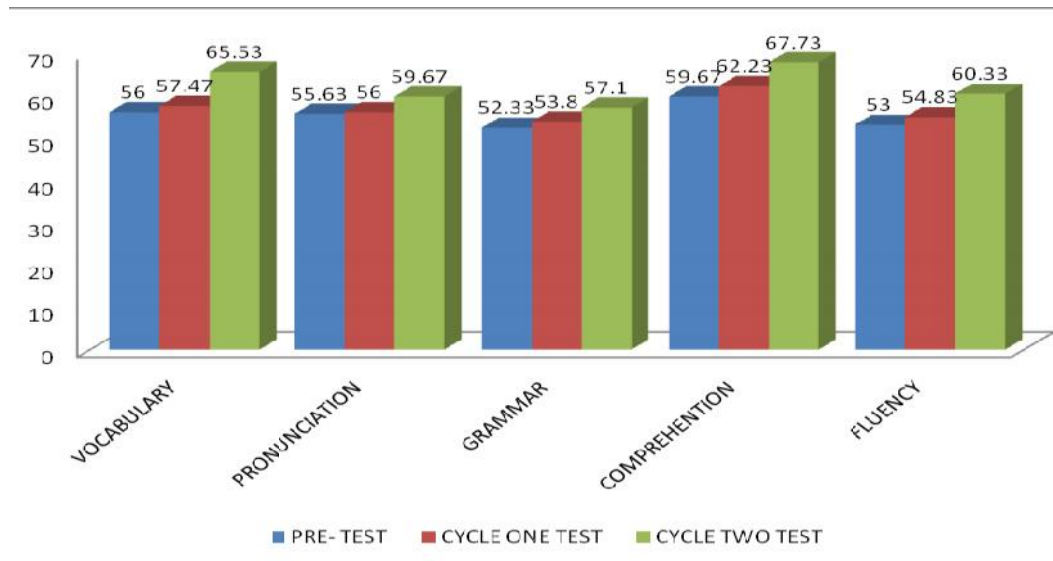
Table IV. 7 shows that the average of percentage in the first meeting is 93.33 %, the second meeting is 98, 33%,. The average of percentage in the second cycle is 95.83 %. It shows that reparation in the second cycle has run well.

Table IV.8
The Result of The Second Cycle Test

No	Students	Voca- bulary	Pronun- ciation	Grammar	Compre- hension	Fluency
1	students 1	56	56	56	67	56
2	students 2	56	67	56	78	67
3	students 3	56	56	56	56	45
4	students 4	56	56	45	67	45
5	students 5	56	56	56	56	56
6	students 6	67	67	56	67	56
7	students 7	56	45	56	56	45
8	students 8	67	56	56	67	65
9	students 9	67	78	67	78	67
10	students 10	56	56	56	67	56
11	students 11	67	56	56	78	56
12	students 12	67	56	56	56	56
13	students 13	78	67	56	78	56
14	students 14	67	56	56	56	56
15	students 15	56	56	56	56	56
16	students 16	78	67	67	78	67
17	students 17	67	56	56	56	56
18	students 18	67	56	56	67	67
19	students 19	67	56	56	67	67
20	students 20	67	56	56	67	67
21	students 21	67	56	56	78	67
22	students 22	56	56	56	67	56
23	students 23	78	78	56	78	78
24	students 24	78	78	56	78	67
25	students 25	67	56	56	67	56
26	students 26	67	56	56	67	56
27	students 27	78	78	56	78	67
28	students 28	56	45	56	56	56
29	students 29	67	56	56	67	67
30	students 30	78	56	78	78	78
	TOTAL	1966	1790	1713	2032	1810
	Average	65.53	59.67	57.10	67.73	60.33

To see the improvement in cycle 2, the result of test 1 is compared with the result of test 1 and pre-test. It can be shown in diagram below:

Diagram IV.3: Average Scores in Pre-test, Test 1 and Test 2



d. Reflection of Cycle 2

After doing action on cycle II and observation by the researcher, furthermore researcher did reflection to know the weakness of the second cycle. The implementation of peer teaching method had been done well especially for the items suggested in the first cycle. There was an increasing in every meeting. The average of percentage of score is 93.33 % in the first meeting become 98, 33% in the second meeting. The average of percentage in the second cycle is 95, 83 %. However, in common, the implementation of peer teaching had been running well. Because 95, 83% averages of peer teaching items had been implemented.

Based on test output there is a significant increasing average score. Therefore, the researcher will stop the cycle until the second cycle.

C. Action Research Analysis

1. Output report

The use of peer teaching method in improving students' ability in speaking had been carried out at the first semester 2010/2011. Generally, the use of peer teaching method was very effective, based on the successful indicators gained from test, learning process quality through observation. Researcher describes here clearly.

2. Output assignment

a. Initial test output assignment

From instrument of assessment at the beginning of learning speaking was without using peer teaching method. Learning process used traditional method. Where the students were taught with usual method after teaching, teacher gave a daily test before action. Here is the test output table:

Table IV. 9
Initial test output before action

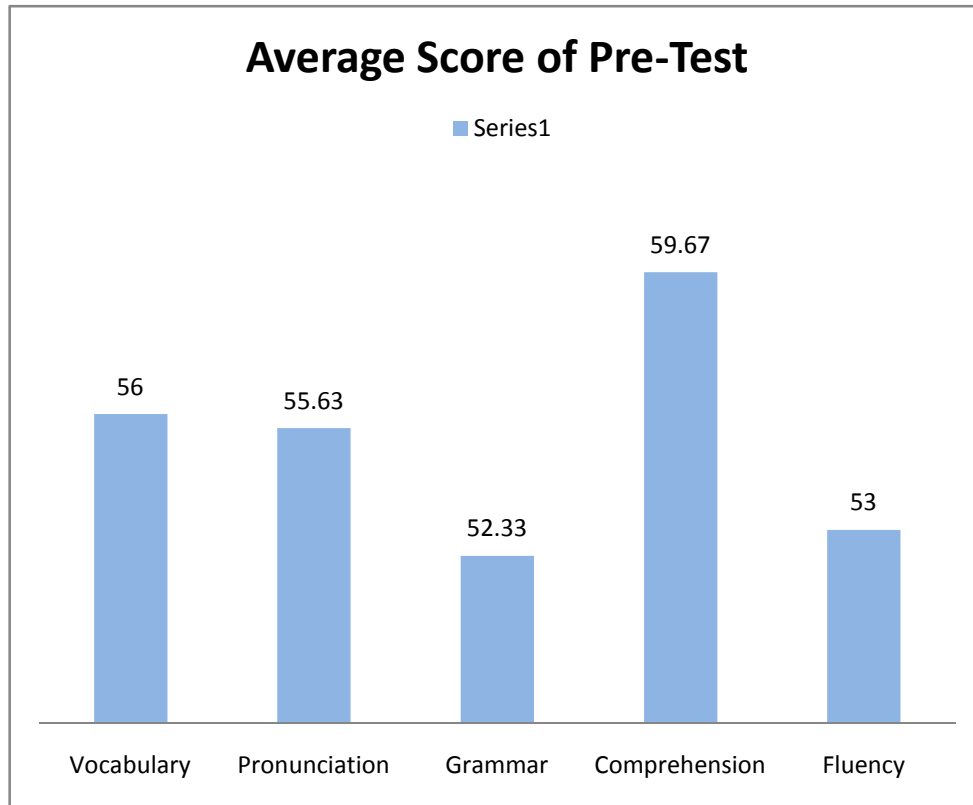
No	Students	Voca- bulary	Pronun- ciation	Grammar	Compre- hension	Fluency
1	Students 1	56	45	45	56	45
2	Students 2	45	56	45	56	45
3	Students 3	45	45	45	45	45
4	Students 4	45	45	45	45	45
5	Students 5	45	45	45	45	45
6	Students 6	45	56	45	56	56
7	Students 7	45	45	45	45	45
8	Students 8	56	56	56	56	56
9	Students 9	67	78	56	67	67
10	Students 10	56	45	56	56	45
11	Students 11	56	56	56	56	56
12	Students 12	56	45	56	56	45
13	Students 13	56	67	56	67	56
14	Students 14	56	45	45	56	56
15	Students 15	45	45	45	56	45
16	Students 16	67	67	56	67	67
17	Students 17	56	56	45	56	45
18	Students 18	67	56	56	56	45
19	Students 19	56	56	56	67	56
20	Students 20	56	56	56	67	56
21	Students 21	56	56	56	67	56
22	Students 22	56	56	56	56	56
23	Students 23	67	78	56	78	65
24	Students 24	67	67	56	78	56
25	Students 25	56	56	56	56	45
26	Students 26	56	56	56	56	56
27	Students 27	67	78	56	78	67
28	Students 28	45	45	45	56	45
29	Students 29	56	56	56	56	45
30	Students 30	78	56	67	78	78
TOTAL		1680	1669	1570	1790	1590
Average		56.00	55.63	52.33	59.67	53.00

From the table we can see that before conducting Peer Teaching Method, among all items (vocabulary, pronunciation, grammar, comprehension and fluency), almost all students had problems in having speaking activity. The scores of the students were still bad (45) and less(56), there were only some of the students got 67 and 78.

The average score for each item can be shown as the diagram

below:

Diagram IV.4: Average Scores in Pre-test



From the average of the score of each item, we can see that the score for vocabulary was 56,00, pronunciation was 55,63, grammar was 52,33, comprehension was 59,67, and fluency was 53,00. All of them are still classified as less.

b. The first cycle observation and test output:

Table IV. 10
The first cycle observation recapitulation

N0	activity	observation output				
		meeting 1	meeting 2	meeting 3	Σ	%
1	Greeting	4	4	4	12	100%
2	Check attendance list	2	3	4	9	75%
3	Apperception, in charge them to	2	3	3	8	66,66%
4	Deliver the object of the lesson based on competence gained	3	3	3	9	75%
5	Explain the dealing materials with topic.	3	2	3	8	66,66%
6	Light practicing (general level of test)	3	3	4	10	83,33%
7	Explain the steps of peer teaching	3	3	3	9	75%
8	Grouping students in 5-6 in each group	3	3	3	9	75%
9	Give them material of study	2	2	3	7	58,33%
10	Let them do activities of peer teaching during 20-30 minutes	3	3	3	9	75%
11	Control their activities while walking around	2	3	4	9	75%
12	Ask them to perform their activities group personally	2	3	3	8	66,66%
13	Evaluate their performance personally and give correction	2	3	4	9	75%
14	End the lesson, ask their problems in learning, and conclude it	3	3	3	9	75%
15	Give homework (tasks) - memorize the vocabulary - practice pronouncing them - create a simple written short text or orally	3	4	4	11	91,66%
	Total	40	45	51	136	
	Percentage	66,66%	75%	85%	75,55%	

Table IV. 10 shows that there is an increasing percentage of implementation peer teaching method from the first meeting to the third meeting. It is $p = \frac{40}{60} \times 100\% = 66.66\%$ in the first meeting, $\frac{45}{60} \times 100\% = 75\%$ in the second meeting, and $\frac{51}{60} \times 100\% = 85\%$ in the third meeting. The average of percentage in the first cycle is $\frac{136}{3} \times 100\% = 75,55\%$. The increasing percentage from the first meeting to the second meeting is $\frac{40 - 45}{40} \times 100\% = 12,5\%$, from the second meeting to the third meeting is $\frac{45 - 51}{45} \times 100\% = 13.33\%$, and from the first meeting to the third meeting is $\frac{40 - 51}{40} \times 100\% = 27,5\%$. There is an significant improvement in implementation of peer teaching method in first cycle from the first meeting to the third meeting. The improvement is $12,5 + 13,33 + 27,5 = 53,33\%$.

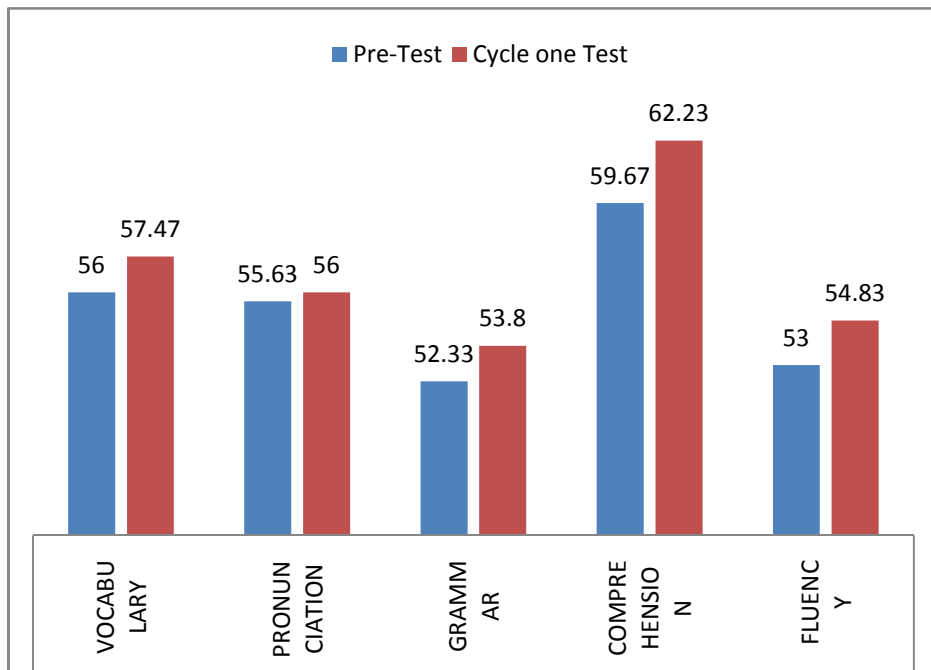
After following the learning process by using peer teaching method with material about Thing, Information and Merit at the first cycle, the result gained from the test is as in the following table;

Table IV.11
The first cycle test output

No	Students	Voca- bulary	Pronun- ciation	Grammar	Compre- hension	Fluency
1	Students 1	56	56	45	56	45
2	Students 2	56	56	45	56	56
3	Students 3	45	45	45	56	45
4	Students 4	45	45	45	45	45
5	Students 5	45	45	45	56	45
6	Students 6	45	56	56	56	56
7	Students 7	45	45	45	45	45
8	Students 8	56	56	56	56	65
9	Students 9	67	78	67	78	67
10	Students 10	56	45	56	56	45
11	Students 11	56	56	56	67	56
12	Students 12	56	45	56	56	45
13	Students 13	67	67	56	67	56
14	Students 14	56	45	45	56	56
15	Students 15	45	45	45	56	45
16	Students 16	67	67	67	78	67
17	Students 17	56	56	45	67	45
18	Students 18	67	56	56	67	56
19	Students 19	56	56	56	67	56
20	Students 20	56	56	56	67	56
21	Students 21	56	56	56	67	56
22	Students 22	56	56	56	56	56
23	Students 23	78	78	56	78	78
24	Students 24	78	67	56	78	67
25	Students 25	56	56	56	56	45
26	Students 26	56	56	56	56	56
27	Students 27	67	78	56	78	67
28	Students 28	45	45	45	56	45
29	Students 29	56	56	56	56	45
30	Students 30	78	56	78	78	78
TOTAL		1724	1680	1614	1867	1645
Average		57.47	56.00	53.80	62.23	54.83

To see the improvement in cycle 1, the result of test 1 is compared with the result of pre-test. It can be shown in diagram below:

**Diagram IV.5:
Average Scores in Pre-test and Test 1**



From the comparison between Pre-test and Test 1, there had been a few improvements. Even though the average scores of all items were still in unsatisfied category.

c. The second cycle observation and test output

Table IV. 12
The second cycle observation output recapitulation

NO	activities	Observation output			
		Meeting 1	Meeting 2	Σ	%
1	Greeting	4	4	8	100 %
2	Check the attendance list	4	4	8	100%
3	Apperception, in charge them to	4	4	8	100%
4	Deliver the object of lesson based on competence gained	4	4	8	100%
5	Explain the dealing materials with topic	4	4	8	100%
6	Light practicing (general level of test)	3	4	7	87,5%
7	Explain the steps of peer teaching	4	4	8	100%
8	Grouping students in 5-6 in each group	3	3	6	75%
9	Give them material of study	4	4	8	100%
10	Let them do activities of peer teaching during 20-30 minutes	3	4	7	87,5%
11	Control their activities while working around	3	4	7	87,5%
12	Ask them to perform their activities group personally	4	4	8	100%
13	Evaluate their performance personally and give correction	4	4	8	100%
14	End the lesson, ask their problems in learning and conclude it	4	4	8	100%
15	Give homework (task) - memorize the vocabulary - practice pronouncing them - create a simple written short text or orally	4	4	8	100%
	Total	56	59	115	
	Percentage	93.33%	98,33%	95.83%	

Table IV. 12 show that there is an increasing percentage of implementation peer teaching method from the first meeting to the

second meeting. It is $p = \frac{56}{60} \times 100\% = 93.330\%$ in the first meeting,

$\frac{59}{60} \times 100\% = 98,33\%$ in the second meeting. The average percentage

in the second cycle is $\frac{115}{60} \times 100\% = 95,83\%$. The increasing

percentage from the first meeting to the second meeting is

$\frac{56 - 59}{56} \times 100\% = 5,35\%$. There is a significant improvement in

implementation of concept map in second cycle from the first meeting to the second meeting. The improvement is 5,35 %.

This score was gained after reparation of implementation concept map strategy in second cycle. Especially, for some items that the implementation was still low.

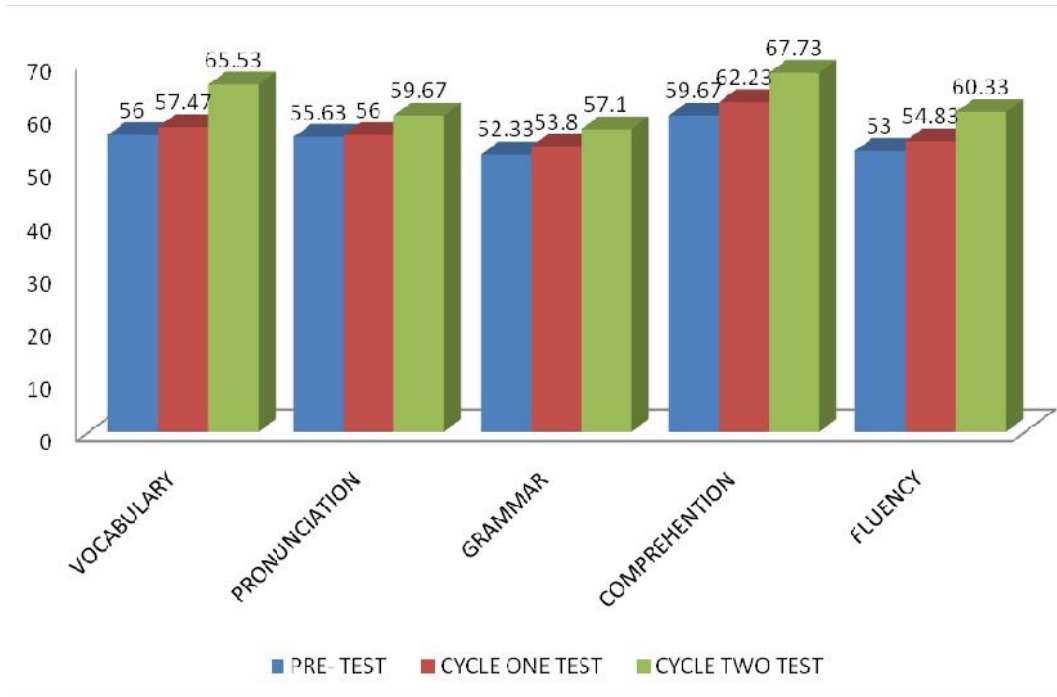
After following the learning process by using peer teaching method with material about Help and Opinion at the second cycle, the result gained from test is as in the following table;

Table. IV. 13
The Result of second Cycle Test

No	Students	Voca- bulary	Pronun- ciation	Grammar	Compre- hension	Fluency
1	students 1	56	56	56	67	56
2	students 2	56	67	56	78	67
3	students 3	56	56	56	56	45
4	students 4	56	56	45	67	45
5	students 5	56	56	56	56	56
6	students 6	67	67	56	67	56
7	students 7	56	45	56	56	45
8	students 8	67	56	56	67	65
9	students 9	67	78	67	78	67
10	students 10	56	56	56	67	56
11	students 11	67	56	56	78	56
12	students 12	67	56	56	56	56
13	students 13	78	67	56	78	56
14	students 14	67	56	56	56	56
15	students 15	56	56	56	56	56
16	students 16	78	67	67	78	67
17	students 17	67	56	56	56	56
18	students 18	67	56	56	67	67
19	students 19	67	56	56	67	67
20	students 20	67	56	56	67	67
21	students 21	67	56	56	78	67
22	students 22	56	56	56	67	56
23	students 23	78	78	56	78	78
24	students 24	78	78	56	78	67
25	students 25	67	56	56	67	56
26	students 26	67	56	56	67	56
27	students 27	78	78	56	78	67
28	students 28	56	45	56	56	56
29	students 29	67	56	56	67	67
30	students 30	78	56	78	78	78
	TOTAL	1966	1790	1713	2032	1810
	Average	65.53	59.67	57.10	67.73	60.33

To see the improvement in cycle 2, the result of test 1 is compared with the result of test 1 and pre-test. It can be shown in diagram below:

DiagramIV.6: Average Scores in Pre-test, Test 1 and Test 2



d. The Recapitulation of Observations from every cycles

Table IV. 14
Observation output teacher activity recapitulation

N0	activities	observational output	
		Cycles 1	Cycles 2
1	Greeting	4	4
2	Check the attendance list	3	4
3	Apperception, in charge them to	2.66	4
4	Deliver the object of the lesson based on the competence gained	3	4
5	Explain the dealing material with the topic	2.66	4
6	Light practicing (general level of test)	3.33	3.5
7	Explain the steps of peer teaching	3	4
8	Grouping students in 5-6 in each group	3	3
9	Give them materials of study	2.33	4
10	Let them do activities of peer teaching during 20 -30 minutes	3	3.5
11	Control their activities while working around	3	3.5
12	Ask them to perform their activities group personally	2.66	4
13	Evaluate their performance personally and give correction	3	4
14	End the lesson, ask their problem in learning and conclude it	3	4
15	Give them homework (task) -memorize the vocabularies -practice pronouncing them -create a simple written short text or orally	3.66	4
	Total	45.30	57.50
	Total score	60	60
	Percentage	75.55%	95.83%
	category	Middle	High

Table IV. 14 shows that the average percentage of implementation of peer teaching method from the first cycle to the second cycle is $p = \frac{45.30}{60} \times 100\% = 75,55\%$ in the first cycle, and

$\frac{57.50}{60} \times 100\% = 95,83\%$ in the second cycle. The increasing average

percentage from the first cycle the second cycle is

$$\frac{75,55 - 95,83}{75,55} \times 100\% = 26,84\%$$

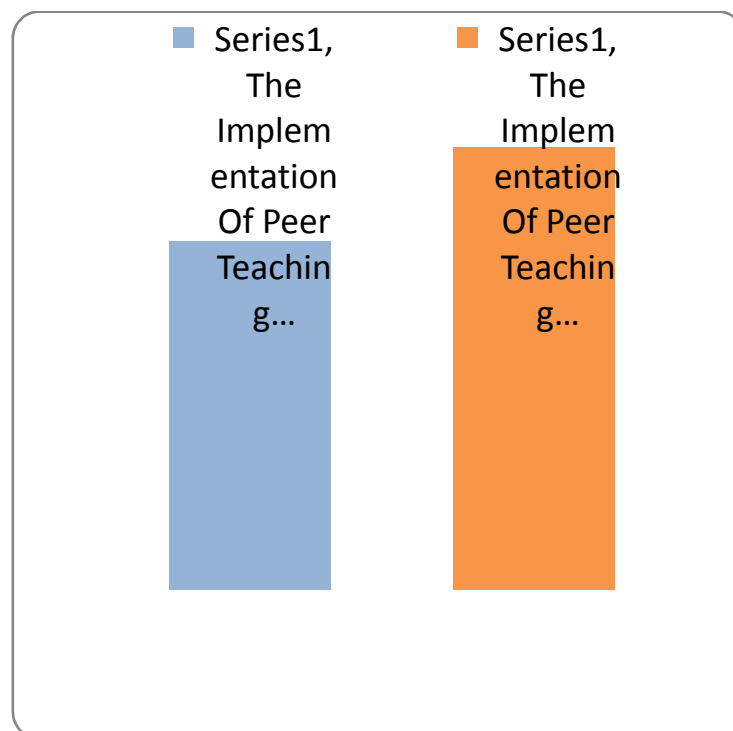
Recapitulations of observation result are calculated as follow;

$$\begin{aligned} \text{Cycle I} & : P = \frac{45,30}{60} \times 100\% \\ & = 75,55\% \end{aligned}$$

$$\begin{aligned} \text{Cycle II} & : P = \frac{57,50}{60} \times 100\% \\ & = 95,83\% \end{aligned}$$

Diagram: IV.7

The implementation of the peer teaching, see the diagram below:



e. The Improvement Of all Items in Student's Test Result

To see the improvements, the researcher will detail them the result of pre-test and post test.

1. Vocabulary

The average of student's vocabulary in pre-test was 56,00. It improved became 65,53 in the post test. The percentage of the improvement is:

$$\begin{aligned} & \frac{65,53 - 56,00}{56,00} \times 100\% \\ & = \frac{9,53}{56,00} \times 100\% \\ & = \mathbf{17,01\%} \end{aligned}$$

2. Pronunciation

The average of students' pronunciation in pre-test was 55,33. It improved became 59,67 in the post test. The percentage of the improvement is:

$$\begin{aligned} & \frac{59,67 - 55,33}{55,33} \times 100\% \\ & = \frac{4,34}{55,33} \times 100\% \\ & = \mathbf{7,84\%} \end{aligned}$$

3. Grammar

The average of students' grammar in pre-test was 52,33. It improved became 57,10 in the post test. The percentage of the improvement is:

$$\frac{57,10 - 52,33}{52,33} \times 100\%$$

$$= \frac{4,77}{52,33} \times 100\%$$

$$= \mathbf{9,11\%}$$

4. Comprehension

The average of students' comprehension in pre-test was 59,67. It improved became 67,73 in the post test. The percentage of the improvement is:

$$\frac{67,73 - 59,67}{59,67} \times 100\%$$

$$= \frac{8,06}{59,67} \times 100\%$$

$$= \mathbf{13,50\%}$$

5. Fluency

The average of students' fluency in pre-test was 53,00. It improved became 60,33 in the post test. The percentage of the improvement is:

$$\frac{60,33 - 53,00}{53,00} \times 100\%$$

$$= \frac{7,33}{53,00} \times 100\%$$

$$= \mathbf{13,83\%}$$

Generally, the percentage of the improvements of the students can be shown as follows:

$$\begin{aligned} & \frac{(17,01 + 7,84 + 9,11 + 13,50 + 13,83)\%}{5} \\ &= \frac{61,29\%}{5} \\ &= \mathbf{12.26\%} \end{aligned}$$

D. Explanation

This research is classroom action research (CAR), where the research to be done by the researcher and collaborator. Data about teacher' activities are got from observation sheet, and data about learning output are gained from test. On the observation sheet can be seen how teacher' activity in using peer teaching method in teaching and learning process is.

Learning output after implementation of peer teaching method in teaching on topic in answering question in speaking is higher than before action. It shows that there is an increasing students' learning output significantly.

Based on students' learning output and the use of peer teaching method in the table above that it can be figured out through the use of peer teaching method can improve students' ability in answering question in speaking. It can be seen from implementation of the peer teaching method. The average of percentage in the first cycle is 75, 55% become 95, 83% in the second cycle. The increasing percentage is 26,84% .

By implementation of the peer teaching well can improve students' learning output. It can be noticed from the table below:

Table IV.15
The Student's Test Output Average Increasing

Num	Cycles	Vocabulary	Pronunciation	Grammar	Comprehension	Fluency
1	Pre-Action	56	55.63	52.33	59.67	53
2	Cycle I	57.47	56	53.8	62.23	54.83
3	Cycle II	65.53	59.67	57.1	67.73	60.33

In short, there is a significant improvement between students' learning output without action with students' learning output after action by using the peer teaching method. The average differences show that the implementation of the peer teaching method is better than the use of traditional method before action.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of this classroom action research entitled “Improving Speaking Ability Of Second Year Students At MTs Bustanul Ulum Pekanbaru Through Peer Teaching Method”, the researcher concludes that Peer Teaching Method can improve the speaking ability of the second year class students.

Applying Peer Teaching Method in the classroom needs creativity of the teacher to plan, do and motivate the students to get involved in the speaking activity.

B. Suggestions

After conducting this classroom action research, the researcher has several suggestions, they are:

1. In order to reach the target to make the students able to communicate in English being learnt, the teacher needs to initiate it by himself to speak in English especially during the teaching learning process except to special or difficult words to be understood by the students, so they follow the way the teacher has done. The teacher is actually a model for the students whom will do what their teacher does.

2. The teacher should simplify the way in expressing the targets of the teaching learning process and in giving the examples in order to make the students easy in receiving the subjects and then to produce or to practice them.
3. The teacher should be able to motivate the students to get involved in the speaking activity in class.

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