

**THE EFFECTIVENESS OF PEER-INVOLVEMENT  
TECHNIQUE TO STUDENTS' LEARNING  
MOTIVATION IN SPEAKING CLASS**

**THESIS**



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## ABSTRACT

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**Keywords:** *Peer-Involvement, Students' Learning Motivation, Speaking Skill.*

In learning process, students need some supports, such as support from parents, teachers, and peers. Support from parents, teachers and peers can intensify students' learning motivation. This support can be good habits and attitudes exemplified by parents at home, moral support and good advice are given by the teacher when students make mistakes, and help from students' peers when students have difficulties in the school, especially students' difficulties in understanding the material. It means that the importance support from the students' environment especially both parents, teachers, and students' peers will help students to improve their learning motivation. This study aims to find out the effectiveness of peer-involvement technique to improve students' learning motivation in speaking class at the eighth grade students of SMPN 1 Sambit in academic year 2018/ 2019.

The researcher employed quantitative approach, more significant the researcher employed quasi-experimental studies. Thus, quasi-experimental designs had two classes that were class 8B as experimental class and class 8A as control class. In the data collection, the researcher collected data by using observation, interview, tests, questionnaires, and documentation. In the data analysis, the researcher analyzed data by using SPSS program 23<sup>th</sup> version.

In the end of this research findings and discussions, the researcher compared the result of t-test with cronbach alpha. Then, t-test calculations showed that statistic result analysis of speaking post-test were 0,633 and 0,631 while questionnaires post-test were 0,999 and 0,999. The t-test results were higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected. It means that peer-involvement technique is ineffective to improve students' learning motivation in speaking class. This ineffective is caused by some factors, such as teacher ability, students' condition, and school environment.

It can be concluded that there are no significant score differences between speaking and questionnaires post-test result in experimental and control class students who were taught by peer-involvement technique and who were not. Moreover, peer-involvement was ineffective to improve students' learning motivation in speaking class. The researcher wants to give recommendation to other researcher, to fully prepared teaching and learning process so that teaching and learning process can implemented smoothly.



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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses about the background of the study, research focus, statement of the problem, objective of the study, significances of the study, and organization of the study.

### A. Background of the Study

Motivation has an important role in improving students' English learning achievements. Motivation in educational contexts is something that can trigger someone to learn English, to teach English, or to learn and to teach English. Someone can motivate themselves by looking back to the reason why they want to learn, the strength of their desire to learn, the kind of people they are, and the task and their estimation of what requires of them.<sup>1</sup> By answering the question above people, teachers, and students can make themselves to have high motivation. However, the problem is not all students in the world are highly motivated students, some of them are lowly motivated students.

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<sup>1</sup> Seda Ekiz and Zahitjan Kulmetov, "The Factors Affecting Learners' Motivation in English Language Education," *Journal of Foreign Language Education and Technology*, No. 1, Vol. 1 (2016), 19.



Motivation in students' learning process can be proven by teacher observation, such as students' interaction and communication with peers and teachers, teacher assessment of students' daily work, teachers' observation of student projects during whole class, independent and cooperative learning sessions, and report cards/ midterms and other check lists that indicate academic and work habit performance."<sup>2</sup>

On the other word, teachers can control their students' motivation in different ways such learning achievement, since motivation and students' learning achievement are enclosed. It means that students who have high learning motivation, assure that their learning achievement will increase and be better than before, and in contrast. Because of the different level of students' learning motivation in class, teacher in some schools are complain about that, for instance in SMPN 1 Sambit.

Based on the interview that has been done on January 15 2019 with Tutik Widiyaningsih as deputy head of curriculum of SMPN 1 Sambit, she argued that in recent year the students decreased motivation especially for the eighth grade students of SMPN 1 Sambit.<sup>3</sup> Furthermore, English teacher of the eighth grade students of SMPN 1 Sambit also complained about the students' who have low motivation. He argued that students also have low motivation in speaking class.

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<sup>2</sup> Deborah Baldes, et al., "Motivating Students to Learn through Multiple Intelligences, Cooperative Learning, and Positive Discipline," (Dissertation/ Thesis, Saint Xavier University, Chicago, 2000), 1.

<sup>3</sup> Look at interview transcript at appendix.

It can be evidenced by students' habits in speaking class. Students who have low learning motivation be passive students in the class, because they felt less confident with their knowledge about English vocabulary, so they chose to be silent and passive students when they are in speaking class. In contrast, students who have high speaking motivation indirectly have high learning motivation. This is due to the students are interest and encourage their learning spirit when they get new English vocabulary.<sup>4</sup>

Moreover, he also stated that in recent years, some students have high learning motivation but some of them have low learning motivation. Lack of students' learning motivation can be proven by creation of literacy programs that created by ministry of education. So also, students' learning motivation in English class, half of them is highly motivated students, and half of them are lowly motivated students. Students learning motivation can be affected by participation of teachers, parents, and students' peers.<sup>5</sup>

If teachers, parents, and students' peers give a good example to students for instance come to school on time, accompanying students learning process, and help students to find out the solution of the problem, all of that can help students increase their learning motivation. In contrast, bad habits in students' surroundings or school are instance free lessons, or coming home early can make students lazy and decrease students' learning motivation.

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<sup>4</sup> Look at interview transcript at appendix.

<sup>5</sup> Look at interview transcript at appendix.

Another example of bad habits in the students home that can cause students' learning motivation to be lost are parents ask students to study and read the book, but parents do not give good example to their child like that, instead they are playing gadgets or watching TV.<sup>6</sup>

Therefore, teachers as students' leader have to find the way to improve students' learning motivation in order to enhance students' learning achievement. Teacher can used some different and fun teaching technique that can make students interest in their English learning process. There are several of teaching techniques that can be used by the teacher to improve students' learning motivation, such as peer-involvement technique.

Research on peer interaction argues for the value of peer-involvement in increasing motivation. Proficient peers are excellent target-language role models for learners. When a beginning foreign language learner interacts with a more proficient learner, the beginner comes into closer contact with someone who has undergone frustrations similar to those the beginner may be experiencing. The more proficient learner provides vivid evidence that the learner's goals are attainable, and the result is often increased motivation to persevere.

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<sup>6</sup> Look at interview transcript at appendix.

In some cases, the result of a peer tutoring program has been a reduction in course attrition. Even when it is used only on an occasional in-class basis, peer tutoring techniques can inject variety into classroom activity and relieve the boredom and monotony of teacher-centered instruction, and thus maintain a higher level of student motivation.<sup>7</sup>

Through active learning, peer tutoring as active learning and participation in school governance, students develop competences in cognitive that related to students' knowledge and understanding about the material that have been taught and affective or behavioral field that related to students' attitudes and values, including students' feelings, emotions, and interests. With the support of cognitive and affective field, students have experiences of communication and cooperation skills, students' become competent learners, raise motivation and responsibility.<sup>8</sup>

It means that peer-involvement that has same definition with peer teaching or peer tutoring<sup>9</sup>, it can be used as an effective teaching technique to improve students learning motivation. Therefore, it can be concluded that students that has high learning motivation, are become competent learners in assessing material in the class, improve their learning motivation trough their peers explanation, and highly students' responsibility to their task.

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<sup>7</sup> Stephen J. Gaies, *Peer-involvement in Language Learning* (USA: Prentice-Hall, Inc., 1985), 135.

<sup>8</sup> Olga Bombardellia, "Effective Teaching Practice: Peer Tutoring in Education for Active Citizenship," *7th International Conference on Education and Educational Psychology*, (2016), 353.

<sup>9</sup> Gaies, *Peer-involvement in Language Learning*, 2.

The term peer-involvement refers to both of peer teaching and peer tutoring as said by Stephen J. Gaeis. In peer-involvement technique, students act as learning models, sources of information, and interactants for each other. The significant differences of peer teaching and peer tutoring are how students interact with other and how students follow teachers' instruction and replacing their teacher as main source of information provider.<sup>10</sup>

In this study, the researcher divided students in speaking class into some small groups. Each participant of the group has to be active, because they must help their friends to understanding the lesson. Every group mate has to understand the material together, help their peers to understand the material, and for the final task students group has to present the material in the front of the class. By using peer-involvement technique, the researcher and teacher hope that it can help students to have high learning motivation, because they do not feel shy to ask to their friends.

In this study, the researcher used peer-involvement technique to improve students' learning motivation because the researcher wants to test the appropriate technique that can be effective to improve students' learning motivation. Tutik Widiyaningsih said that, "This technique might be used to improve students' learning motivation, because students teach each other, so that they will have better understanding of the presented material."<sup>11</sup>

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<sup>10</sup> Ibid., 2.

<sup>11</sup> Look at interview transcript at appendix.

## **B. Research Focus**

To focus on the learning and to avoid a distortion in the original purpose of the research object, the researcher focuses on the study of teaching English using peer-involvement technique to improve students' learning motivation in speaking class to the eighth grade students of SMPN 1 Sambit.

## **C. Statement of the Problem**

Based on the background of the study above, the researcher formulates the research question as follow:

Is peer-involvement technique effective in teaching English to improve students' learning motivation in speaking class?

## **D. Objective of the Study**

Based on the statement of the problem above, the researcher formulates the aim of the study as follow:

The effectiveness of peer-involvement technique to improve students' learning motivation in speaking class.

## **E. Significances of the Study**

The researcher hopes that this research is useful for the students, teachers, and the readers. The result can be found as follows:

1. Theoretically
  - a. The result of this scientific study will be useful and have contribution to scientific research findings in the field of research education.

- b. The result of this scientific study, information, and references listed in this thesis are expected to help further researcher in conducting their further research.

2. Practically

- a. For the students

The students will never feel bored when learning English in the class because students get new experiences and new vocabularies in speaking class, easier in understanding the material that presented by students' peers, and as a result, students' achievement especially in speaking skill can be enhanced.

- b. For the teachers

The researcher fully hopes that this research will help teachers to use this technique in teaching English. If teachers are fully prepared to apply this technique, it can be effective teaching technique.

- c. For the reader

This study is expected to give contribution to the readers, particularly the students of IAIN Ponorogo. After reading this research, the readers are expected to fully prepare themselves to teach English in the class.

## **F. Organization of the Thesis**

In this research, the researcher uses the organization of the thesis that consists of five chapters as follows:

The first chapter is introduction of the study. It consists of background of the study, research focus, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

The second chapter of this research is review of related literature, theoretical background, theoretical framework, hypothesis, and previous research finding. It consists of theoretical background that explain about the definition of peer-involvement technique, steps in peer-involvement technique in speaking class, advantages and disadvantages of peer-involvement technique, the definition of students' learning motivation, intrinsic and extrinsic motivation, the definition of speaking skill, aspects of speaking skill, purpose of speaking skill, speaking genres, teaching speaking, assessment of speaking skill, theoretical framework, hypothesis, and previous research findings.

The third chapter is research methodology. It consists of research design, population and sample, instruments of data collection, techniques of data collection, and techniques of data analysis.

The fourth chapter is findings and discussion. It consists of research location, data description, data analysis, interpretation, and discussion.

The fifth chapter is closing. It consists of conclusion of the study and recommendation as the end discussion content series of thesis.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK, HYPOTHESIS, AND PREVIOUS RESEARCH FINDING**

In this chapter, the researcher discusses about theoretical background that explain about the definition of peer-involvement technique, steps in peer-involvement technique in speaking class, advantages and disadvantages of peer-involvement technique, the definition of students' learning motivation, intrinsic and extrinsic motivation, the definition of speaking skill, aspects of speaking skill, purpose of speaking skill, speaking genres, teaching speaking, assessment of speaking skill, theoretical framework, hypothesis, and previous research findings.

#### **A. Theoretical Background**

In this research, the researcher was used relevant theories. Those are explained clearly in the following discussion.

People as social creature and live in social environment, have to interact or communicate with other people in their social environment. With interaction and communication between people in the environment, it can make them understand about cultural development. This interaction has big influence for child's development.

Every function in the child's cultural development appears twice, on the social level and on the individual level. Individual levels appears twice, between people (interpsychological) and then inside the child (intrapyschological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relations between human individual.<sup>12</sup>

We know that every children is different. They got different education from their parents, different models of communicate and interact with other, live in different social environment, and it can make they have different capability of understanding teacher's guidance.

When it was first shown that the capability of children with equal levels of mental development to learn under a teacher's guidance varied to a high degree, it became apparent that those children were not mentally the same age and that that the subsequent course of their learning would obviously be different. This difference between twelve and eight, or between nine and eight, is what we call the zone of proximal development. It is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.<sup>13</sup>

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<sup>12</sup> Lev Semenovich Vygotsky. *Mind in Society: The Development of Higher Psychological Processes*. (Cambridge: Harvard University Press, 1978), 57.

<sup>13</sup> *Ibid.*, 86.

## 1. Peer-involvement Technique

In this sub-chapter the researcher discusses about the definition of peer-involvement technique, steps in peer-involvement technique in speaking class, and advantages and disadvantages of peer-involvement technique.

### a. Definition of Peer-involvement Technique

The term peer-involvement is refers to peer teaching or peer tutoring as said by Stephen J. Gaies.<sup>14</sup> In other words, peer-involvement technique is a technique that applied in the class, in which students act as learning models, sources of information, and interactants for their peers in the class, with the main role being as a substitute for teacher for their peers.<sup>15</sup>

With the replacement of teacher's job by students, teacher expects students' peers can learn independently with supervision and guidance from the teacher, easier to understand the material because their friends will help when students have difficulties, not ashamed to ask difficult material to their peers, and peers can be active in-group discussion activities.<sup>16</sup>

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<sup>14</sup> Gaies. *Peer-involvement in Language Learning*, 2.

<sup>15</sup> *Ibid.*, 2.

<sup>16</sup> *Ibid.*, 2.

Teacher can see active students during group discussion from their interaction with their peers in the group. Active students will be talkative students in discussing material in their group discussion; in contrast, inactive students will be silent students in discussing material in their group discussion.<sup>17</sup>

Smoothly of the group discussion in speaking class can be fully controlled by the teacher in various ways, one of this way is by using peer-involvement technique. Peer-involvement technique can be applied in speaking class, by divided students in the class into some small groups. Students also can substitute teacher's job to discuss the material in speaking class, by becoming a teacher for their peers. One student can help their friends to find the solution when they have difficulties in understanding the material. To make peer-involvement technique effectively in improving students' learning motivation in the class, teacher and peers have to support students in order to understand the material in the class.

Support from teachers and peers are have an important role in influencing students' success, well-being, and students' adjustment with school areas. Interactions between students with teachers and peers play a central role in supporting young adolescents' academic motivation.<sup>18</sup>

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<sup>17</sup> Look at interview transcript at appendix.

<sup>18</sup> Sarah M. Kiefer, et al, "Teacher and Peer Support for Young Adolescents' Motivation, Engagement, and School Belonging," *RMLE Online*. Vol, 38, no. 8. (2015), 1.

Students who feel supported by teacher and their peers indirectly they will have high learning motivation, with the aim of applying peer-involvement technique in speaking class so that students become active in the group class discussion with hope that their speaking achievement will increase significantly.<sup>19</sup>

From the theories above, it can conclude that students' learning motivation can be improved significantly through peer-involvement technique, which is this technique explained about peer roles in helping students to easily understand the material in the class.

#### **b. Steps in Peer-involvement Technique in Speaking Class**

The researcher shows the result study from Stephen J. Gaeis in Peer-involvement in Language Learning. Peer teaching provided to be a partial solution. In Spanish classes at each of four grade levels (5-8), many classroom activities were conducted in small groups of two to five students (with one or two students in each group serving as peer teachers).

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<sup>19</sup> Kiefer, et al. "Teacher and Peer Support for Young Adolescents' Motivation, Engagement, and School Belonging," 1.

For these groups, the peer teachers are those who are ahead of most of the class in ability or in work covered or who are simply ahead of their little group in a specific learning activity. In grade 5, groups stay together for relatively short periods; at other levels, students may work in the same group occasionally for up to a month.

This small group format is but one situation in which peer teaching is used. Small groups are also used for the benefit of students who are weaker, not just in one particular learning activity, but as language learners in general. Such students work with peer teachers. These latter are not always the most advanced students, rather, they are students who have themselves had difficulty as language learners and have mastered their problems.<sup>20</sup>

Such remedial groups are problem-centered; once a student has learned the skill being taught in one group, he or she goes on to another. The group itself lasts only as long as it takes for every tutee to master the particular learning point for the group. Other peer-mediated activities include the use of one student to lead the class in games (through which much of the drill work is done), mixed-ability group work in which a faster student leads the group by teaching the rules of a game and then leading the group in playing the game, and dialogue practice in a small-group format.

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<sup>20</sup> Gaeis. *Peer-involvement in Language Learning*. 56-58.

In addition to straggling the benefits that peer-involvement of this kind provides to students, underscores the different, and in some ways more demanding, role that the classroom teacher must play. The teacher must circulate among groups to be sure that instruction is being carried out properly.<sup>21</sup>

The teacher must also make sure that the students serving as peer teachers are keeping up with their own work. Setting up groups demands a considerable amount of clerical work, and the teacher must meet with peer teachers to decide what activities and technique will be most effective.

However, these new demands are more than offset by the gains achieved through peer teaching. The classroom in which peers are involved in each other's learning can reach more successfully students of varying abilities said linguistic development levels. Within each class period, there are several activities on various levels taking place. It helps create a situation in which most students can achieve success.

As a teaching technique, peer-involvement has to be applied in the class. From theory of Stephen J. Gaeis in Peer-involvement, the researcher adapted and formulated steps in teaching speaking in the class by using peer-involvement technique. The steps are:

- 1) Teacher divided experimental class into some small groups. Each groups consists of five students.

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<sup>21</sup> Gaeis, *Peer-involvement in Language Learning*, 56-58.

- 2) Teacher appointed two students as peer teachers, and they have to lead their peers in groups to understand the material easily.
- 3) Each groups discussed the material from teacher. Peer teachers must help their friends who have difficulties in understanding the material.
- 4) Each groups are presenting the material in front of the class orally.
- 5) Other groups can give comment to the performing group.<sup>22</sup>

#### **c. Advantages and Disadvantages Peer-involvement Technique**

As a teaching technique, peer-involvement also has advantages and disadvantages. From the theory of Stephen J. Gaies in *Peer-involvement in Language Learning*, the researcher adapted advantages and disadvantages of peer-involvement technique.<sup>23</sup> In summary, peer-involvement in the classroom has the following advantages:

- 1) It can provide increased practice opportunities. Students that worked in pairs or group discussions can receive more intense practice with the language than students who should compete for practice opportunities in teacher-directed drill work.<sup>24</sup>

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<sup>22</sup> Adapted from: Gaies. *Peer-involvement in Language Learning*, 56-58.

<sup>23</sup> Adapted from: Gaies. *Peer-involvement in Language Learning*, 28.

<sup>24</sup> *Ibid.*, 28.



It means that peers role in-group discussion have important role in helping their peers to understand the given material easily.

- 2) It is a time-efficient means of exposing students to their activities in which the teacher does not play necessary roles.<sup>25</sup> It means that learning in peer-involvement class is students' centered. Students and their peers have to be active learners to make learning time is efficient, so that the can do many activities in the class.
- 3) It is a more appropriate format that can be used for many activities involving communication in the language, there is an inherent communication bias of grouping.<sup>26</sup> It means that peer-involvement technique is a suitable format for many activities that covers communication in the language, such as discussing materials and speaking in front of the class.<sup>27</sup>
- 4) It encourages students' dependence on themselves and other learners, and thus prepares students for the responsibilities in language development that they will face in the community or society outside the classroom.<sup>28</sup> Students that get used to solve problems with their peers or discusses material together will have responsibilities on themselves and their peers.

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<sup>25</sup> Ibid., 28.

<sup>26</sup> Ibid., 28.

<sup>27</sup> Ibid., 28.

<sup>27</sup> Ibid., 28.

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

This habit can help students to face problem in the outside of the classroom, for example students are know how to response and resolve the differences opinion among others.

- 5) Academic Achievement. It feels fun to watch students helping each other to understanding material in the classroom. Peer tutors understand independently by teaching the material to a classmate or younger student. Peer tutors are challenged to use and hone their creativity as well as critical thinking capability that can be used to help tutees make sense, simplify, and understand new material taught by the teacher. Students being tutored can ask questions to insure their understanding. For both students, repetition can help their memory.

Peer tutoring improves motivation and increases the academic performance in the class. If you are looking for a way to combat boredom, absenteeism and truancy, peer tutoring is the answer.<sup>29</sup>

- 6) Personal Growth. Peer tutoring makes the classroom alive with energy and positive attitudes. Students who receive peer tutoring are less likely to fear or aversion certain subjects. Peer tutors develop a sense of pride and self-worth knowing they are capable of making a positive difference in the life of another student.

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<sup>29</sup> Mary Dowd. *What are some Advantages and Disadvantages of Peer Tutoring?* Accessed from: <https://classroom.synonym.com>. Accessed on 26 May 2019.

Peer tutoring is also thought to improve self-confidence as tutors and tutees discover they are capable of mastering difficult assignments and abstract concepts even without the help of the teacher.<sup>30</sup>

In addition to having advantages, peer-involvement technique also has some disadvantages such as:

- 1) Cost and Time Commitment. Effective peer tutoring programs don't just happen; they require an investment of time and energy on the part of the school to launch and maintain. Researcher K.J. Topping stressed in a 1996 article in "Higher Education" that peer tutoring requires extensive training of peer tutors, careful matching of tutors to tutees, ongoing supervision and monitoring of progress. Associated costs can involve purchase of peer tutoring program materials and the expense of hiring staff to help teachers implement and manage peer-tutoring initiatives. Without support, teachers will have less time for daily lesson planning.<sup>31</sup>

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<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

2) Resistance and Skepticism. Parents and students may have misgivings about peer tutoring and need convincing that it's worthwhile. Parents may argue that it's not the students task to teach other students. Parents may remain skeptical until evidence is presented that peer tutoring can improve grades and test scores. Student selected as peer tutors may resent the responsibility or lack empathy for struggling peers. If the majority of tutors are from an affluent, privileged background, the disadvantaged students being tutored may feel stereotyped and stigmatized.<sup>32</sup>

## **2. Students' Learning Motivation**

In this sub-chapter, the researcher discusses about the definition of students' learning motivation and intrinsic and extrinsic motivation.

### **a. Definition of Students' Learning Motivation**

Motivation in educational contexts is something that can trigger someone to learn English, to teach English, or to learn and to teach English. Someone can motivate himself or herself by looking back to the reason why they want to learn, the strength of their desire to learn, the kind of people they are, and the task and their estimation of what requires of them.<sup>33</sup>

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<sup>32</sup> Ibid.

<sup>33</sup> Ekiz Seda and Zahitjan Kulmetov, "The Factors Affecting Learners' Motivation in English Language Education," *Journal of Foreign Language Education and Technology*, No. 1, Vol. 1 (2016), 19.

The term motivation can be simply defined by the extent to you make choice about goals to pursue and the effort you will devote pursuit. Therefore, the researcher can conclude that someone especially students have to has aimed or goal in his life. For example, if students want to have high score in learning achievement, students have to study hard.

As H. Douglas Brown said, motivation is something that can trigger students to reach his goal of life, and effort that can be done to reach his goal of life is motivation.<sup>34</sup> The researcher can conclude that, if students have goals of life for example to make both parents happy by having satisfying value in learning achievement, and to reach his goals of life, students have to has effort such as study hard in order to get satisfying value in their learning achievement. If students have satisfying value in their learning achievement by study hard, they make both parents happy, so that students' goals of live have been reached. Students' effort to get satisfying value by study hard to make both parents happy called motivation.

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<sup>34</sup> H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (USA: Prentice Hall Regents, 1994), 72.

Motivation is one of some important aspects of students' adjustment in school areas. Motivation is a set of beliefs that can motivate and support students' behavior and it has big influence on students' learning process, students' learning achievement, interaction between students with their peers, interaction between students and their teacher, and as the result, that is students' success in the school.<sup>35</sup> It means that motivated students will be helped in their daily lives, especially in learning process and interaction between students and other.

Support from parents, teachers and peers can increasing students' learning motivation. This support can be good behavior exemplified by parents at home, moral support and good advice given by the teacher when students make mistakes, and help from students' peers when students have difficulties in the school, especially students' difficulties in understanding the material.<sup>36</sup>



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<sup>35</sup> Kiefer, et al. "Teacher and Peer Support for Young Adolescents' Motivation, Engagement, and School Belonging," 1.

<sup>36</sup> Ibid.

It means that the importance support from the students' environment especially both parents, teachers, and students' peers will help students to improve their learning motivation. Students or other people can influence students' motivation. Two types of motivation have big influences in students' learning process are intrinsic and extrinsic motivation.

## **b. Intrinsic and Extrinsic Motivation**

### **1) Intrinsic Motivation**

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely feelings of competence and self-determination.<sup>37</sup>

In the other word, it means that intrinsic motivation comes from students' self, like students desire to learn and to have good value in the school, students effort to solve difficulties in learning process, and students desire to make interaction and relationship with their friend and teacher.<sup>38</sup>

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<sup>37</sup> Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 76.

<sup>38</sup> Meece, Judith and Wendy McColskey. *Improving Student Motivation: A Guide for Teachers and School Improvement Teams*. Tallahassee: SERVE Publications Department, 1997, 18.

According to Brophy, student motivation to learn is an acquired competence developed through general experience, but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers).<sup>39</sup>

When making inferences about student motivation, teachers rely on observations of behavior and performance. Motivation to learn in school is clearly linked to grades, test scores, and other measures of academic performance. However, because prior learning and instruction can affect academic performance, achievement should not be the sole indicator of student motivation.<sup>40</sup> Behavioral indicators of highly motivated students according to Brophy:

- a) Attendance and discipline. At the most basic level, students who are motivated attend class, pay attention, and are not disruptive.
- b) Participation and completion of work. Students who are motivated begin assignments with little prompting, follow directions, participate in classroom discussions, and complete tasks on time.

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<sup>39</sup> Ibid., 18.

<sup>40</sup> Ibid., 18.



- c) Task persistence and acceptance of errors. How long a student stays with a task, especially a difficult one, is an important indicator of motivation. Highly motivated students persist and try different solutions before seeking help when they have difficulty with a task.
- d) Quality of task involvement. Students can either invest effort in learning or find shortcuts to get the task done without expending a great deal of effort. The amount and quality of effort students expend on learning tasks is an important indicator of motivation. Highly motivated students are willing to invest effort and to use the skills they have acquired.
- e) Independent learning. Students who are willing to learn more than is required are reluctant to stop working on a task, even when it is time to move on to something new. They also may bring in materials from home, complete work that is not required, or ask questions to learn more about a topic.
- f) Interest and liking. Highly motivated students enjoy learning, show enthusiasm, and take pride in their work.<sup>41</sup>

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<sup>41</sup> Ibid., 18.

Think about a classroom or school you are familiar with, and estimate the percent of students who persist on difficult tasks or material, enjoy coming to school, sometimes engage in learning activities that go beyond course requirements, select challenging tasks, even though they may not initially succeed, these attitudes and behaviors are commonplace in schools where students are highly motivated.<sup>42</sup>

From the theory above, the researcher adapted and concludes that students' intrinsic motivation that come from themselves can be seen from some indicators, such as:

- a) Attendance and discipline. Indicators of motivated students are:
  - (1) Students are attend the class regularly. Students always attend the class and invite their peers to join learning process in the class.
  - (2) Students are pay attention to the teacher's explanation. When teacher explained the material, students are pay attention to teacher's pronunciation and intonation and students feel they need guidance from teacher to understand the material.
  - (3) Students are not disruptive in the class.<sup>43</sup> Students keep calm and they do not disturb their friends while they are in the class.

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<sup>42</sup> Ibid., 19.

<sup>43</sup> Ibid., 18.

b) Participation and completion of work. Indicators of motivated students are:

- (1) Students' begin assignments promptly. Students do given task from teacher immediately.
- (2) Students' follow teacher's directions. Students are following teacher's instruction orderly and imitating teacher efficacy when students make error pronunciation.
- (3) Students' participate in classroom discussions. Students are active in class discussion, especially discussing material with their peers, and revealing ideas or opinions in group class discussion.
- (4) Students' complete tasks on time.<sup>44</sup> Students can do the given task quickly and on time.

c) Task persistence and acceptance of errors. Indicators of highly motivated students are:

- (1) Students stay with a difficult task. Students are resilient, preserve, and never give up in pronouncing difficult words spelling.

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<sup>44</sup> Ibid.

- (2) Students persist and try different solutions before seeking help when they have difficulty with a task.<sup>45</sup> Students try to pronounce difficult words before asking for peers' help.
- d) Quality of task involvement. Indicators of students quality of task involvement are:
- (1) Students can invest effort and willing to invest effort in learning. Students are asking to their peers when they have difficulties both in understanding the material and in pronouncing words.
  - (2) Students can find simple way to get the task done without expending a great deal of effort. Students feel helped to understand the difficult materials and to pronounce difficult words with peers' help.
  - (3) Students can use the skills that they have acquired<sup>46</sup>. Students can practice the skill that has been leaned, such as practicing dialogue in front of the class.

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<sup>45</sup> Ibid.

<sup>46</sup> Ibid.

e) Independent learning. Students who are willing to learn more than is required are reluctant to stop working on a task, even when it is time to move on to something new. They also may bring in materials from home, complete work that is not required, or ask questions to learn more about a topic. Indicators of students independent learning are:

- (1) Students are reluctant to stop working on a task, even when it is time to move on to something new. Students are reluctant to move from the class, even though the period are running out.
- (2) Students also may bring in materials from home. Students bring dictionary and material from home.
- (3) Students complete work that is not required. Students do the task that does not instructed by teacher.
- (4) Students ask questions to learn more about a topic. Students asked to their peers about material that has not been understood.<sup>47</sup>

f) Interest and liking. Highly motivated students enjoy learning, show enthusiasm, and take pride in their work. Indicators of students interest and liking are:

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<sup>47</sup> Ibid.

- (1) Students enjoy learning: Students are enjoy to learn English, do not feel difficulty when learning English, and they do not feel burdened and minded when learning English in the class.
- (2) Students show enthusiasm<sup>48</sup>. Students are enthusiastic in learning and pronouncing words in English. Students also raise their hands to answer teacher's questions and do the assignment from teacher happily.
- (3) Students take pride in their work.<sup>49</sup> Students are proud of their own word, proud to be able to learn English, and proud because they can pronounce words in English.

## 2) Extrinsic Motivation

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination.<sup>50</sup>

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<sup>48</sup> Ibid.

<sup>49</sup> Ibid.

<sup>50</sup> Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 76.

It means that extrinsic motivation come from students' out self. It may come from parents when accompany students to learn or it come from teacher when giving guidance to students in the class, giving advice and motivational support to students when teaching learning process are be held in the school.

According to Brophy, student motivation to learn is an acquired competence developed through general experience, but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers).<sup>51</sup> Both parents and teacher can motives students by encouraging and advising students to learn from experience, uphold honesty, and study harder than before.

Students' extrinsic motivations that come from other people especially both parents and teacher, can be seen from some indicators, such as:

a) Modeling.<sup>52</sup> Both parents and teacher become modelling for students, for example:

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<sup>51</sup> Judith, *Improving Student Motivation. A Guide for Teachers and School Improvement Teams*, 18.

<sup>52</sup> *Ibid.*, 18.

- (1) Parents become good modelling for students when they reading a book every day, accompanying students when learning, and reminds for prayers, eating, and resting. Parents also can be a role model of students when parents advise students when they are being alone and parents talk to students with love.
  - (2) Teacher become good modelling for students when he/ she come in the class on time, remind and invite to pray together, and help to find the problem solution experienced by students.
- b) Communication of expectations.<sup>53</sup> Both parents and teacher definitely have expectation or hopes to the student, for example:
- (1) Parents hope their children can be clever students, worship and respectful students to parents.
  - (2) Teacher hopes students can understand the material and do the tasks easily, get satisfying value, and students will be successful students.

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<sup>53</sup> Ibid., 18.



- c) Direct instruction or socialization by significant others.<sup>54</sup> Both parents and teacher can teach students to socialize with others, such as:
- (1) Parents invite students to communicate every day, asking for school activities, invite students to socialize with the environment, as well as advise well when students make mistakes.
  - (2) Teacher motivates students at every meeting, gives rewards when students can answer questions from teacher, and teacher teaches with fun and using easy to understand language.

### **3. Speaking Skill**

#### **a. Definition of Speaking Skill**

Speaking is one of the four language skills (reading, writing, listening and speaking). Through speaking students can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as speakers of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking is used twice as much as reading and writing in our communication.<sup>55</sup>

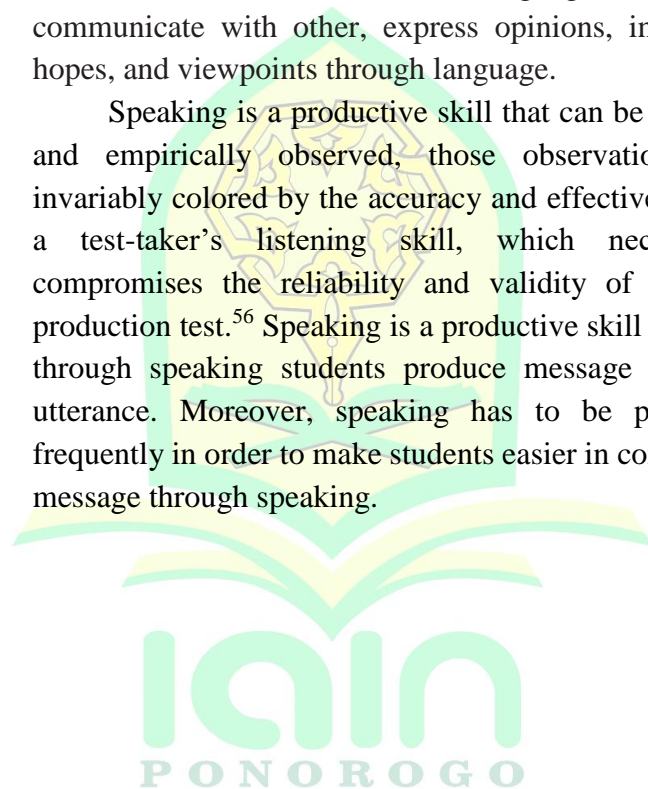
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<sup>54</sup> Ibid., 18.

<sup>55</sup> Shiamaa Abd EL Fattah Torky. “The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students,” (Thesis, Ain Shams University, Cairo, 2006), 13-14.

Based on that explanation above, the researcher concludes that speaking is the skill that used frequently in daily life, because students especially for students using speaking much more time. Speaker should do speaking as one way of communicating. Speaker is someone who know about language, how to communicate with other, express opinions, intention, hopes, and viewpoints through language.

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>56</sup> Speaking is a productive skill because through speaking students produce message in their utterance. Moreover, speaking has to be practiced frequently in order to make students easier in conveying message through speaking.



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<sup>56</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (USA: Longman, 2004), 140.

## **b. Aspect of Speaking Skill**

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges, identify some guidelines for understanding this skill, and hence design instructional activities to prepare learners to communicate effectively in real life situations. The researcher adopted theory of aspects of speaking skills from Shiamaa Abd EL Fattah Torky. Thesis: *The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.*

### 1) Speaking is face to face

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize? Thus, communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication<sup>57</sup>

When two people speak, they sometimes mimic each other’s speech and behavior. We may talk to another who uses the same language we do, gestures similarly, and even speaks at a similar rate. We, in turn, may respond in kind to the other communicator.

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<sup>57</sup> Torky. “The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students,” 34.

Think of this as “conversational echo,” where someone repeats— both verbally and nonverbally— what has been presented earlier in the conversation sequence.<sup>58</sup>

Imagine, for instance, situations where you speak to someone who has gone to college. You both are probably going to use phrases and jargon that are unique to college life, including “prereqs,” “electives,” “independent study,” “gen ed,” etc. If we are speaking to someone who has not gone to college, we may make efforts to clarify our speech or use examples that the other person will understand.<sup>59</sup>

## 2) Speaking is interactive

Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other. Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages.<sup>60</sup>

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<sup>58</sup> Richard L. West and Lynn H. Turner. *Introducing Communication Theory: Analysis and Application, Sixth Edition*. (New York: McGraw-Hill Education, 2018), 477.

<sup>59</sup> *Ibid.*, 477.

<sup>60</sup> Torky. “The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students,” 34-35.

From the theory above, the researcher concludes that interactive speaking that take place in two-side and involved of two or more participants/ interactants (speaker and listener) who have reciprocity between speaker and listener. Moreover, in interactive speaking listener are not only listen to speaker's utterances, but also can ask or give comments to speaker about his/ her utterances. Then, speaking that consist of minimal two interactants, may have gaps between speaker and listener when delivering and accepting information. To minimize gaps in delivering and accepting information, speaker and listener have to speak clearly and appropriate with the culture of two-side participants.

### 3) Speaking happens in real time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this. These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway, which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves.<sup>61</sup>

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<sup>61</sup> Ibid., 35.

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands. Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.<sup>62</sup> It means, speakers are able to master the conversation when speakers are able to use facial expressions, gestures and even body movements exactly.

### **c. Purpose of Speaking**

The purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse.<sup>63</sup> Main purpose of speaking is delivering argumentation or information from the speaker to the listener to subtract gaps between speaker and listener by orally and clearly stated.

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<sup>62</sup> Ibid., 35.

<sup>63</sup> Ibid. 37.

Analyzing speaking purposes more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- 1) Personal - expressing personal feelings, opinions, beliefs and ideas.<sup>64</sup>
  - a) Expressing personal feelings. Speaker can express their personal feelings such as happiness, anger, anxiety, disappointment, and difficulties in life to listener.
  - b) Expressing personal opinions. Speaker can express their personal opinions such as agree and disagree in class group discussion.
  - c) Expressing personal beliefs. Speaker can express their personal beliefs such as different understanding in class group discussion.
  - d) Expressing personal ideas. Speaker can express their personal ideas such as different ideas in class group discussion.
- 2) Descriptive - describing someone or something, real or imagined.<sup>65</sup>
  - a) Describing someone real. Speaker can describe about their role models such as both parents and teacher to listener, either good or not good.
  - b) Describing someone imagined. Speaker can describe about someone in his or her dreams last night to listener, either good or not good.

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<sup>64</sup> Ibid., 38.

<sup>65</sup> Ibid., 38.

- c) Describing something real. Speaker can describe about his or he pets at home either its name or its color.
  - d) Describing something imagined. Speaker can describe about someone in fiction movie, for example Avatar Aang's fly-pets named Appa, either its body or its size.
- 3) Narrative - creating and telling stories or chronologically sequenced events.<sup>66</sup>
- a) Creating stories. Speaker can create or make up a story, for example speaker created love story in their blog.
  - b) Telling stories. Speaker can tell a story, for example story about Timun Mas to listener.
  - c) Telling chronologically sequenced events. Speaker can tell listener about chronologically sequenced events, for example flooding in Ponorogo a long time ago.
- 4) Instructive - giving instructions or providing directions designed to produce an outcome.<sup>67</sup>
- a) Giving instructions designed to produce an outcome. Speaker can give instruction to listener such as to write about given task today and as a result, listener has note about given task today in their notebook.

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<sup>66</sup> Ibid., 38.

<sup>67</sup> Ibid., 38.



- b) Providing directions designed to produce an outcome. Speaker can provide direction to listener such as to go to school and as a result, listener can go to school safely because of the speaker's direction.
- 5) Questioning - asking questions to obtain information.<sup>68</sup> Speaker and listener can ask each other to get the information through speaking, for example students asked their peers about the material or task that was given by the teacher.
- 6) Comparative – comparing two or more objects, people, ideas, or opinions to make judgments about them.<sup>69</sup>
- a) Comparing two or more objects to make judgments about them. Speaker can compare two or more objects for example comparing books between speaker and listener.
  - b) Comparing two or more people to make judgments about them. Speaker can compare two or more people for example comparing the most favorite actors between speaker and listener.
  - c) Comparing two or more ideas to make judgments about them. Speaker can compare two or more ideas for example comparing about something that they have been understood, such as material lesson today.

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<sup>68</sup> Ibid., 38.

<sup>69</sup> Ibid., 38.

- d) Comparing two or more opinions to make judgments about them. Speaker can compare two or more objects for example comparing ideas between speaker and listener, such as agree and disagree about his or her friends' statement.
- 7) Imaginative - expressing mental images of people, places, events, and objects.<sup>70</sup>
- a) Expressing mental images of people. Speaker can express his or her point of view about someone in their life, such as their role models both parents and teacher.
- b) Expressing mental images of places. Speaker can express his or her point of view about their favorite place, such as café and restaurant.
- c) Expressing mental images of events. Speaker can express his or her point of view about unforgettable events in their life, such as his or her annual holiday in Bali.
- d) Expressing mental images of objects. Speaker can express his or her point of view about objects in their life, such as speaker's new laptop and listener's new smartphone.
- 8) Predictive - predicting possible future events.<sup>71</sup> Speaker and listener can predict possible future events, for example, if students study hard, they will get good value, and in contrast.

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<sup>70</sup> Ibid., 38.

<sup>71</sup> Ibid., 38.

- 9) Interpretative - exploring meanings, creating hypothetical deductions, and considering inferences.<sup>72</sup>
- a) Exploring meanings. Listener that have been listen about meaning of the word “happiness” from speaker, can explore and differentiate the meaning of word “happiness”, for example real or fake happiness.
  - b) Creating hypothetical deductions. After explore and differentiate fake or real happiness, listener can make hypothetical deduction such as “is my friend happy or unhappy”.
  - c) Considering inferences. After making hypothetical deductions, listener can make conclusion about his or her friend, either happy or unhappy, through his or her body language, face expression, and speaking style.
- 10) Persuasive - changing others’ opinions, attitudes, or points of view, or influencing the behavior of others in some way.<sup>73</sup>
- a) Changing others’ opinions. If speaker and listener have different opinion about something, speaker can told his or her opinions frequently, in order to change listener opinion same as speaker’s opinion.

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<sup>72</sup> Ibid., 38.

<sup>73</sup> Ibid., 38.

- b) Changing others' attitudes. If speaker and listener have different attitudes for example about table manner, speaker can told his or her daily attitude, in order to change listener attitudes same as speaker's attitudes.
  - c) Changing others' points of view. If speaker and listener have different point of view about something, speaker can told his or her points of view, and listen points of view from listener in order to change bad points of view to good points of view.
  - d) Influencing the behavior of others in some way. If speaker and listener have different opinion about something, speaker can told his or her opinions frequently, in order to change listener opinion same as speaker's opinion.
- 11) Explanatory - explaining, clarifying, and supporting ideas and opinions.<sup>74</sup>
- a) Explaining ideas and opinions. Speaker can explain his or her ideas and opinions for example about given material in the class today to his or her friends, in order to make his or her friends understand about that material.
  - b) Clarifying ideas and opinions. Speaker can clarify his or her ideas and opinions for example about his or her utterances today to his or her friends, in order to eliminate miss understanding between them.

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<sup>74</sup> Ibid., 38.

- c) Supporting ideas and opinions. Speaker can support his or her ideas and opinions for example in class group discussion to his or her friends presentation by real data and facts, in order to support opinions of the presenter in class group discussion.
- 12) Informative - sharing information with others.<sup>75</sup> Speaker and listener can share information each other. For example, students in the class share their understood information to their peers, and then their peers can response with their understood information.

#### **d. Speaking Genres**

The genre theory assumes that different speech events result in different types of texts, which are distinct in terms of their overall structure and kinds of grammatical items typically associated with them Carter and McCarthy classify speaking extracts in terms of genres as follows:

- 1) Narrative: A series of everyday anecdotes told with active listener participation.<sup>76</sup> It means that almost every day, people told narrative story to other people. For example, students read fable book in the literacy programs. When they found funny event, they will told those story to their peers.

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<sup>75</sup> Ibid., 38.

<sup>76</sup> Ibid., 39.

- 2) Identifying: Extracts in which people talk about themselves, their biography, where they live, their jobs, their likes and dislikes.<sup>77</sup> It means that people always identify things that they were seen, such as other people, their activities, and their jobs. For example, students are talking about their parents, biography, where they live, their jobs, their likes and dislikes.
- 3) Language-in-action: Data recorded while people are doing things such as cooking, packing, moving furniture, etc.<sup>78</sup> It means that people have extraordinary memorizing abilities, they can record data when watch something. For example, students knew about how to make short functional text based on teacher explanation last week, because students were record the explanation trough notes in their book note.
- 4) Comment-elaboration: People giving casual opinions and commenting on things, other people, events and so on.<sup>79</sup> It means that people can give comments to other people about performance of other people. For example, students give comments about their peers' performance in front of the class.

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<sup>77</sup> Ibid., 39.

<sup>78</sup> Ibid., 39.

<sup>79</sup> Ibid., 39.

- 5) Debate and argument: Data, in which people take up positions, pursue arguments and expound on their opinions.<sup>80</sup> We know that everyone have their personal argument, and they are free to express their personal arguments to someone else. For example, students in debate session are divided into two parties, first part is agree and other part is disagree. Both agree or disagree parties, can express their argumentation about other parties in debate session.
- 6) Decision-making and negotiating outcomes: Data illustrating ways in which people work towards decisions/consensus or negotiate their way through problems towards solutions.<sup>81</sup> People can make negotiation with other people in an agreement. For example, students make an agreements with their peers to make classroom condition is clean and comfortable for learning process.

#### **e. Teaching Speaking**

Speaking as spoken language has been likened to a stream of water or you will often hear references to the 'stream of speech.'<sup>82</sup> It means that, in delivering utterances through speaking, speakers not only speak perfunctorily but also make listener understood what they said by knew and mastered speaking competences. There are four skill areas of speaking competence are required for effective communication, which are:<sup>83</sup>

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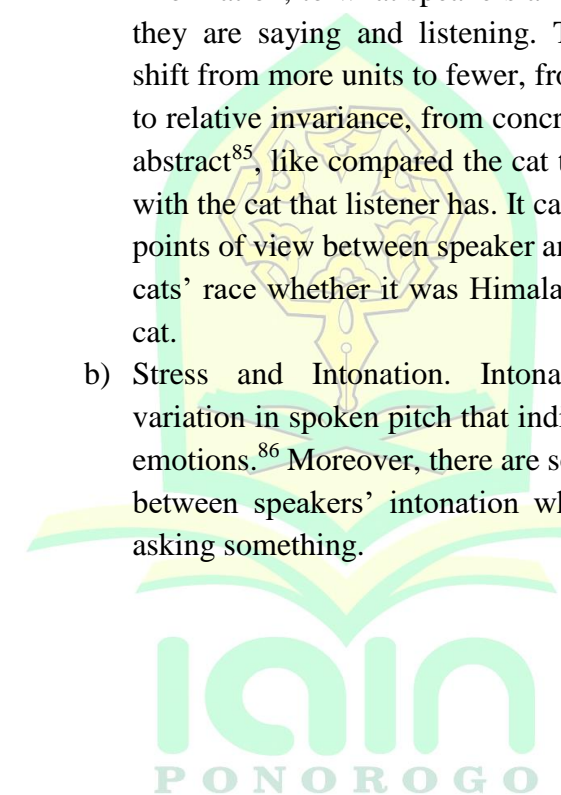
<sup>80</sup> Ibid., 39.

<sup>81</sup> Ibid., 39.

<sup>82</sup> David Nunan. *Teaching English to Speakers of Other Languages: An Introduction*. (New York: Routledge, 2015), 49.

<sup>83</sup> Ibid., 53.

- 1) Phonological skills. Speakers need to be able to blend the phonemes of the language they are learning. In addition, they must use appropriate stress and intonation.<sup>84</sup>
- a) Phonology involves a reduction to the essential information, to what speakers and listeners think they are saying and listening. The perspective shift from more units to fewer, from huge variety to relative invariance, from concrete to relatively abstract<sup>85</sup>, like compared the cat that speaker has with the cat that listener has. It can have different points of view between speaker and listener, such cats' race whether it was Himalayan or Siamese cat.
- b) Stress and Intonation. Intonation means a variation in spoken pitch that indicated speakers' emotions.<sup>86</sup> Moreover, there are some differences between speakers' intonation when stating and asking something.



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<sup>84</sup> Ibid., 53.

<sup>85</sup> April McMahon. *An Introduction to English Phonology*. (Edinburgh: Edinburgh University Press Ltd, 2002), 3.

<sup>86</sup> Monika Argawal. *How to Stress on Words while Speaking English?* Published on 5 June 2013. Accessed from: <https://english.eagetutor.com>. Accessed on June 17 2019.



For example “Hello Nancy, how are you?” When asking this utterance the speakers used high intonation at the end of the question and in “Oh hello Laura, I’m doing well” the speakers used low intonation in the end of the sentence.

- c) Speech functions. Speakers need to achieve specific communicative functions in social and transactional exchanges such as agreeing with someone, asking for clarification or offering a reason.<sup>87</sup> Moreover, speakers can distinguished the differences between intonation and speech function in delivering utterances. If speakers’ mastered intonation and speech function well, listener can understood well what the speaker said.
- d) Interactional skills. In face-to-face exchanges, speakers must manage interactions by regulating turn taking, redirecting the topic, and negotiating meaning, in addition to initiating, maintaining and closing a conversation.<sup>88</sup> Because speaking process was consisted of speaker and listener, so sometimes speaker become listener and vice versa, to make turn taking between speakers and listener.

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<sup>87</sup> Nunan. *Teaching English to Speakers of Other Languages: An Introduction*, 53.

<sup>88</sup> *Ibid.*, 53.

- e) Extended discourse skills. Speakers must often produce long stretches of uninterrupted language and they need to structure what they say so it is easy for others to follow. This requires the use of established conventions for structuring different kinds of extended spoken language such as narrative, procedural, expository, or descriptive discourse.<sup>89</sup>

For examples, when speaker wants to tell listener about his or her story, he or she must use narrative discourse, when speaker wants to tell listener about how to make soup, he or she must use procedural discourse, when speaker wants to explain listener about something that has not been understood by listener, he or she must use procedural discourse, and when speaker wants to tell listener about describing something, he or she must use descriptive discourse.

Besides speaking competences above, speakers also have to know key principles of speaking. Kathleen Bailey originally articulated these principles in her introduction to the teaching of speaking. Below the researcher posts about five key principles of speaking, such as:

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<sup>89</sup> Ibid., 53.

- a. Be aware of the difference between second language and foreign language learning contexts. Because people in the world using different spoken and written language, it can not be denied that there must be a difference in understanding between one person with other people. Because of that reason, people have to be careful when talking with other person from other country, and they must master cross culture in each country.<sup>90</sup>
- b. Give students practice with both fluency and accuracy. Accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary. Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations.<sup>91</sup>

Moreover, students as speaker have to practice their speaking skill to develop both aspects of speaking. Students can practice it with their peers, parents, or teachers. It is important to give learners opportunities to develop both aspects of their speaking. When students have error in their speaking, teacher can correct them, so that they will understand the correct one.

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<sup>90</sup> Ibid., 54.

<sup>91</sup> Ibid., 54.

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. This principle rests on the notion that you learn to speak by speaking. Pair and group work are the most effective way of increasing students' talking time.<sup>92</sup> Teacher can ask students to practice conversation with their peers, so that students and their peers individually can correct the error of their speaking practice.
- d. Plan speaking tasks that involve negotiation of meaning. The negotiation of meaning refers to the interactional work that speakers do to clarify misunderstandings or to pre-empt potential misunderstandings. This process goes on all the time in normal conversation, and is such an automatic process that we usually do not even notice that we are doing it.<sup>93</sup> Speakers has to explain his or her complicated utterances to avoid misunderstanding between speaker and listener.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Michael Halliday, one of the most influential linguists of the modern era, has suggested that there are just three things that we do with spoken language. We use it to obtain goods and services, we use it to socialize, and we use it for pleasure.

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<sup>92</sup> Ibid., 55.

<sup>93</sup> Ibid., 55.

The first two uses, the transactional and the interactional, dominate our everyday language use and both should be built into our teaching.<sup>94</sup> Moreover, to obtain goods and services, to socialize, and for pleasure, people have to master speaking skill well. For example teacher can asks students to practice how to obtain goods and services, to socialize, and for pleasure. If students can master these three aspects, students will not feel difficult when they faced real condition.

#### **f. Assessment of Speaking Skill**

Teacher has to know students' speaking performance in order to measure students speaking ability in the class. According to the main theory from Kementrian Pendidikan dan Kebudayaan. Buku Guru Bahasa Inggris Edisi Revisi, *When English Rings a Bell* and the second theory from Auda, Zainab Jaafar, "The Impact of Using Scoring Rubric in Peer Assessment on Promoting Iraqi EFL Learners' Speaking Skill in the University Level, teacher can use five criteria to measure students' speaking performance.

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<sup>94</sup> Ibid., 56.

**Table 2.1**  
**Speaking Skill Scoring Rubric (Main Theory)**

No.	Rated Aspects	Criteria	Score
1.	Pronunciation	Almost perfect	5
		There are some errors, but does not interfere meaning	4
		There are some errors that interfere meaning	3
		There are many errors that interfere meaning	2
		There are so many errors that interfere meaning	1
2.	Intonation	Almost perfect	5
		There are some errors, but does not interfere meaning	4
		There are some errors that interfere meaning	3
		There are many errors that interfere meaning	2
		There are so many errors that interfere meaning	1
3.	Fluency	Very fluent	5
		Fluent	4
		Quite fluent enough	3
		Less fluent	2
		Not fluent	1
4.	Accuracy	Very accurate	5
		Accurate	4
		Quite accurate enough	3
		Less accurate	2
		Not accurate <sup>95</sup>	1

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<sup>95</sup> Adapted from Kementerian Pendidikan dan Kebudayaan. Buku Guru Bahasa Inggris Edisi Revisi, *When English Rings a Bell*. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017. Accessed from: <https://annibuku.com>. Accessed on 21 January 2019.

**Table 2.2**  
**Speaking Skill Scoring Rubric (Supporting Theory)**

No.	Rated Aspects	Criteria	Score
1.	Fluency	Continuous speech with almost no pauses or hesitations	4
		Continuous speech with some pauses to search adequate words	3
		Frequent pauses to organize thoughts and/or for lack of vocabulary	2
		Frequent long pauses with incomplete thoughts	1
2.	Grammar	No or almost no errors	4
		Some minor errors that do not obscure meaning	3
		Many errors that do not obscure meaning	2
		Major errors that obscure meaning	1
3.	Pronunciation and Voice	Loud and attractive voice addressed to whole groups	4
		Load voice but not attractive	3
		Low and unattractive to whole groups	2
		Quite low and unattractive voice to near colleagues	1
4.	Vocabulary	No use of native language	4
		Rare use of native language	3
		Rare use of handout vocabulary	2
		Misuse of words for lack of vocabulary	1
5.	Comprehension	Fully understands what is said and gives appropriate response	4
		Understands most of what is said and responds appropriately	3
		Understands some of what is said and responds appropriately	2
		Doesn't understand what is said and needs paraphrasing or rewording <sup>96</sup>	1

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<sup>96</sup> Auda, Zainab Jaafar. "The Impact of Using Scoring Rubric in Peer Assessment on Promoting Iraqi EFL Learners' Speaking Skill in the University Level," (Thesis, College of Education University of Basrah, Iraq. 2013), 183.

**Table 2.3**

**Main theory for speaking rubric is from Kementrian Pendidikan dan Kebudayaan, Buku Guru Bahasa Inggris Edisi Revisi, *When English Rings a Bell* combines by the researcher self with supporting theory from Zainab Jaafar Auda**

<b>No.</b>	<b>Rated Aspects</b>	<b>Criteria</b>	<b>Score</b>
1.	Content	Fully understands what is said and gives appropriate response	5
		Understand most of what is said and responds appropriately	4
		Understands some of what is said and responds appropriately	3
		Understands some of what is said and needs paraphrasing or rewording	2
		Doesn't understand what is said and needs paraphrasing or rewording	1
2.	Vocabulary	Rich used of vocabulary and no use native language	5
		Some use of vocabulary and no use native language	4
		Some use of vocabulary and rare use native language	3
		Rare use of vocabulary and use of native language for about half the speech	2
		Misuse of words for lack of vocabulary and frequent use of words and phrases from the native language	1



3.	Grammar	No or almost no errors	5
		Some minor errors that do not obscure meaning	4
		Many errors that do not obscure meaning	3
		Many errors that obscure meaning	2
		Major errors that obscure meaning	1
4.	Fluency	Continuous speech with almost no pauses	5
		Continuous speech with some pauses	4
		Continuous speech with frequent pauses	3
		Frequent pauses to organize thought or lack of vocab	2
		Frequent long pauses with incomplete thought	1
5.	Pronunciation and Voice	Loud and attractive voice addressed to whole groups	5
		Loud voice but not attractive addressed to whole groups	4
		Low and unattractive addressed to whole groups	3
		Low and unattractive to whole groups	2
		Quite low and unattractive voice to near colleagues <sup>97</sup>	1

Scoring rubric:

$$\text{Total Score} \rightarrow n_a = \frac{n_d}{n_t} \times 100$$

Notes:

$n_a$  : Total Score

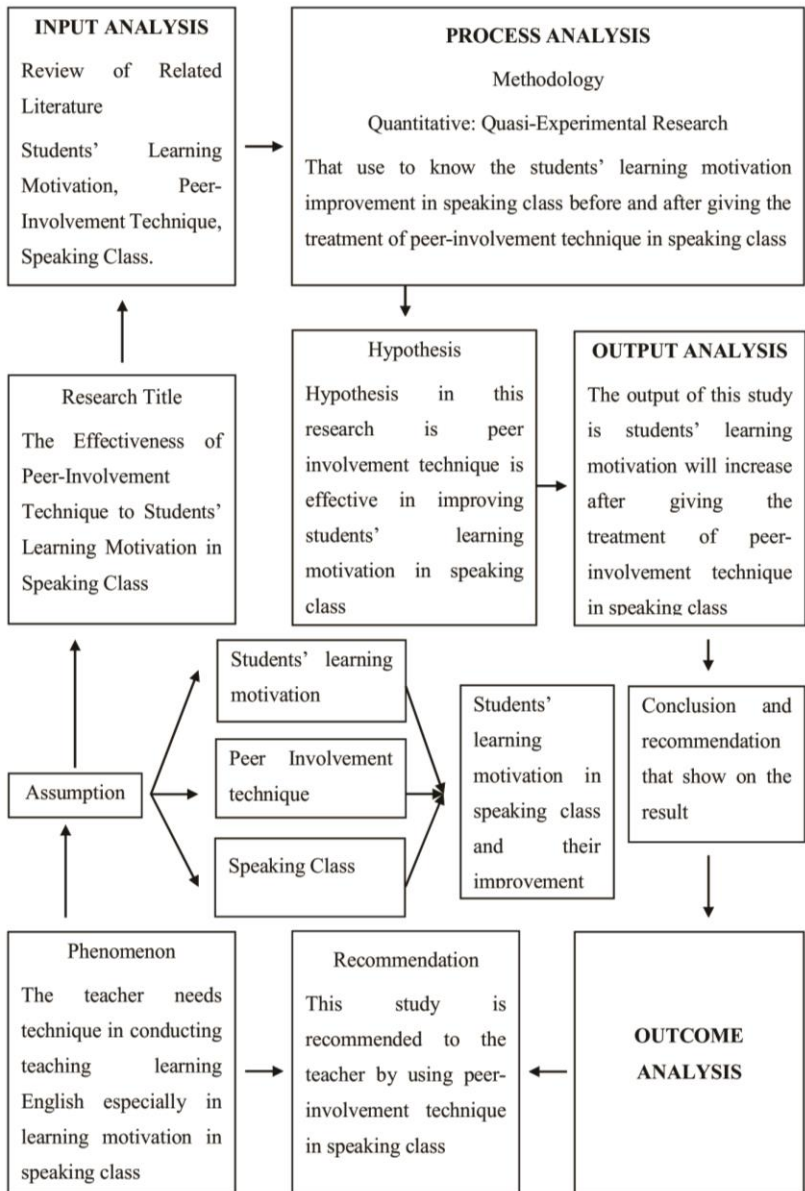
$n_d$  : Students' Total Score

$n_t$  : Scoring Rubric Total Score

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<sup>97</sup> Adapted from Kementerian Pendidikan dan Kebudayaan, Buku Guru Bahasa Inggris Edisi Revisi, *When English Rings a Bell* combines by the researcher self with supporting theory from Zainab Jaafar Auda 2013.

## B. Theoretical Framework



When the researcher conducted pre-research, the researcher found a phenomenon in the form of teacher needs technique in conducting teaching learning English especially in learning motivation in speaking class. After found a phenomenon, the researcher make an assumption about students' learning motivation in speaking class and their improvement.

After making assumption, the researcher formulated research title, entitled "The Effectiveness of Peer-Involvement Technique to Students' Learning Motivation in Speaking Class". From the research title that has been formulated, the researcher compiled some related literature relevant to research title, that are students' learning motivation, peer-involvement technique, and speaking class.

After compiled some related literature relevant to the research title, the researcher analyzed the thesis analysis process using quantitative research methodology quasi-experimental research that used to know the students' learning motivation improvement in speaking class before and after giving the treatment of peer-involvement technique in speaking class.

Then, after analyzed the thesis analysis process, the researcher formulated hypothesis that is peer involvement technique is effective in improving students' learning motivation in speaking class, which can produce an output analysis of this study is students' learning motivation will increase after giving the treatment of peer-involvement technique in speaking class.

From the output analysis, the researcher makes conclusion and recommendation that show on the result. Moreover, the last step in this research is recommendation that is recommended to the teacher to fully prepare himself or herself when he or she wants to apply peer-involvement technique in speaking class.

### C. Hypothesis

Hypothesis is formal question that intends to resolve.<sup>98</sup> Hypothesis is the alternative of guess answer that was made by the researcher for the problem that has presented in this research. The guess answer is the truth that will be tested the truth by collecting data that is collected by the researcher.

In this research, the researcher formulated two-hypothesis or research questions. Hypothesis in this research are:

1. Peer involvement technique is effective to improve students' learning motivation
2. Peer involvement technique is effective to improve students' speaking skill



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<sup>98</sup> C. R. Kothari, *Research Methodology Methods and Techniques Second Revised Edition*, (New Delhi: New Age International ((P) Ltd, 2004), 184

#### **D. Previous Research Finding**

This study discusses about the effectiveness of peer-involvement technique to improve students' learning motivation in speaking class at the eighth grade students of SMPN 1 Sambit in academic year 2018/ 2019. There are some previous research findings in this research.

The researcher looks at the previous study from Thomas Kinderman, in his journal entitled *Peer Group Influences on Students' Academic Motivation*, he argued that motivation can give energy or spirit to learning and can be guidance for students' behavior. Students' peer also can give motivation to students, and peer relationship between students have an important function to support students' peer motivation, such as emotional support, warmth, security, a sense of belonging, and autonomy support.<sup>99</sup> It can concluded that peer students can support their peers for example to study hard, help them when they have some problems, and be a good listener and problem solver to their peers.



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<sup>99</sup> Thomas A. Kindermann, "Peer Group Influences on Students' Academic Motivation" *Research Gate*, (January 2015), 19.

The second relevant study is from Sarah M. Kiefer, et al, in their journal entitled *Teacher and Peer Support for Young Adolescents' Motivation, Engagement, and School Belonging*. Aims and conclusion of this research is that is good for students and teacher to have a relationship in the school areas. Teacher and peer support in academic and social in nature, may foster a responsive learning environment, and have unique implications for supporting adolescents' academic motivation, classroom engagement, and school belonging.<sup>100</sup>

It can conclude that teacher and students that have a relationship in the school areas, teacher can support his or her students in academic or social, in order to guide students to get satisfying score, and have good attitude in their social life.

The third relevant study is from Carrie J. Furrer, et al, in their journal entitled *The Influence of Teacher and Peer Relationships on Students' Classroom Engagement and Everyday Motivational Resilience*. The aims and conclusion of this research is when students have opportunities to talk and listen to each other, provide emotional support, share learning experiences, and develop respect, they feel that they belong and are understood and cared for by their peers.

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<sup>100</sup> Kiefer, et al. "Teacher and Peer Support for Young Adolescents' Motivation, Engagement, and School Belonging," 3.

Warm interactions with classroom peers create a climate of comfort and help meet students' need for relatedness. Interactions with peers that contribute to structure in the classroom are also important for the development of a sense of control. Although they do not provide structure in the same way that teachers do, classroom peers provide contextual affordances that can support academic competence.<sup>101</sup> It can be concluded that peers interaction is also important for the development of a sense of control, such as students' peers can support students' academic competences through helping their peers in understanding the material from teacher in the class.

The last relevant study is from Olga Bombardelli, in the journal entitled *Effective Teaching Practice: Peer Tutoring in Education for Active Citizenship*, she argued that, in peer tutoring, students learn from their peers reaching higher learning and greater retention in the considered educational/subject areas through individualized attention, closeness with the instructor, and influence of a role model. They significantly enhance the collaborative learning experience, learn to listen to others, to improve social interaction and language development. Peer tutoring encourages shy or unmotivated/reluctant students to interact with classmates, to practice skills.<sup>102</sup>

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<sup>101</sup> Carrie J. Furrer, et al. The Influence of Teacher and Peer Relationships on Students' Classroom Engagement and Everyday Motivational Resilience. *National Society for the Study of Education*. Vol. 113, Issue 1, 101-123, 105.

<sup>102</sup> Olga Bombardelli, "Effective Teaching Practice: Peer Tutoring in Education for Active Citizenship" *The European Proceedings of Social and Behavioral Science* (2016), 345.

It can be concluded that students that learn from their peers reaching higher learning achievement and greater retention in the considered educational/ subject areas through individualized attention.

Based on the theories above, there are some similarities and differences. The similarities are students' peer and relationship can support students' academic engagement. In addition, the differences are students can support their peers for example to study hard, help them when they have some problems, and be a good listener and problem solver to their peers.

Then, teacher can support his or her students in academic or social, in order to guide students to get satisfying score, and have good attitude in their social life. Moreover, students' peers can support students' academic competences through helping their peers in understanding the material from teacher in the class, students that learn from their peers reaching higher learning achievement and greater retention in the considered educational/ subject areas through individualized attention.





## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher discusses about research design, population and sample, instruments of data collection, techniques of data collection, and techniques of data analysis.

#### A. Research Design

The researcher employed quantitative approach. A quantitative approach is a means for testing objective theories by examining the relationships among variables. These variables can be measured, typically with instruments, so that numbered data can be analyzed using statistical procedures.<sup>103</sup> In quantitative approach, there are two research methods/designs for exploring the cause and effect relationship between variables, namely experimental studies and quasi-experimental studies.<sup>104</sup>

In this research, the researcher employed quasi-experimental studies. Quasi-experiment is a type of quantitative research design conducted to explain relationships and/or clarify why certain events happen. The objective of adopting a quasi-experimental design is to assess causality. It analyses the difference in treatment and control group to look for causality in situations when complete control is not possible.<sup>105</sup>

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<sup>103</sup> John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*. (USA: SAGE Publications, Inc., 2009), 4.

<sup>104</sup> Kultar Singh. *Quantitative Social Research Method*. (New Delhi: Sage Publications India Pvt Ltd, 2007), 66.

<sup>105</sup> *Ibid.*, 67.

These designs were developed to examine causality in situations where it is not practical or possible to have complete control over the subjects. Quasi-experiments are relatively strong in terms of internal validity and use matching instead of randomization. Thus, quasi-experimental designs lack at least one of the other two properties that characterize true experiments, namely, randomization and a control group.<sup>106</sup>

The researcher used quasi-experimental design, because the aims of this research is to measure the effectiveness of peer-involvement technique to improve students learning motivation in speaking class, by comparing pre-test score between control class and experimental class and post-test score between control class and experimental class. The process of this research included pre-test in both experimental and control class, experimental treatment in experimental class, and post-test in both experimental and control class.

The researcher taught students in the experimental class by using peer-involvement technique, and for control class, the researcher taught by using scientific approach that was in guidance book for teacher curriculum 2013. Pre-test was given to both experimental and control class before giving treatment to measure students' learning motivation and students' speaking skill and for the post-test was given after the researcher gives a treatment to the experimental class and teaches control class using scientific approach.

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<sup>106</sup> Ibid., 68.

**Table 3.1**  
**Design of the Research**

Class	Pre-Test	Treatment	Post-Test
Experimental class (E)	01	√	02
Control class (C)	03	-	04

Notes:

- E : Experimental class
- C : Control class
- 01 : Pre-test for experimental class
- 03 : Pre-test for control class
- 02 : Post-test for experimental class
- 04 : Post-test for control class
- √ : Gave treatment to experimental class by using peer-involvement technique
- : Taught control class by using scientific approach<sup>107</sup>

Based on the research design above, this research had two classes those were experimental class and control class. In this research, the researcher divided the steps into four such data collecting, interpreting, analyzing, and writing study result<sup>108</sup>, and the researcher described clearly below.

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<sup>107</sup> Adopted from: Donald Ary, et al. *Introduction to Research in Education eighth edition*. (Wadsworth: CENGAGE Learning, 2010), 316.

<sup>108</sup> Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*, 15.

### 1. Pre-research step

The first step in conducting research was pre-research. Pre-research steps should be done before the researcher began the research. This pre-research step consists of preparing and collecting data that were needed by the researcher for conducting research. These preparations included observation, interview, determined experimental and control class, arranged lesson plan and scoring table, and arranged research instrument in the form of speaking test and questionnaires that used to get the data.

### 2. Research step

After preparing and collecting data in pre-research steps, the researcher proceeded to the second step that was research step. In this research step, the researcher applied treatment to the experimental class. The researcher taught experimental class using peer-involvement technique, while in control class the researcher taught students by using scientific approach. The researcher got the data from the result of pre-test and post-test from both of experimental and control class. Pre-test and post-test done after students were given treatment from teacher.

### 3. Data analysis step

The last step of conducting research was data analysis step. In this step, the researcher analyzed the data that were prepared in pre-research step and collected in research step. The steps of analyze the data showed as follows:

a. Collect and compare the result of post-test from both experimental and control class. After gave treatment to experimental class, the researcher gave test in the form of speaking test and questionnaires to both of experimental and control class to measure students' learning motivation in speaking class.

b. Test data using normality and homogeneity test

Normality test was a test of data pattern distribution. Normality test assumed that data in each variable came from a normal distribution population.<sup>109</sup> After tested assumption test using normality test, the next step was tested homogeneity test. Homogeneity test was a test of variances differences between two group of data or more. Homogeneity test assumed that data in each variable had a homogeneous variant with data of other variables.<sup>110</sup>

c. Test data using comparative analysis

In research statistics, there was a term of comparative analysis. Comparative analysis was a statistical analysis technique that aimed to saw the differences in mean or average of dependent variables between two sample groups or more.

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<sup>109</sup> Andhita Dessy Wulansari. *Statistika Parametrik Terapan untuk Penelitian Kuantitatif*, (Ponorogo, STAIN Po Press, 2015), 38.

<sup>110</sup> *Ibid.*, 22.

The comparative test conditions that were inference statistics were normally distributed data and homogeneous variants. In this research, the researcher used one kind of comparative tested, namely independent sample t-test that was used to test the comparison between two dependent variables.<sup>111</sup>

1) Test data using T-test

Independent sample t-test was a test that used t-distribution of the significances differences of certain mean or average value of two sample groups that were not in pair.<sup>112</sup>

## **B. Population and Sample**

### **1. Population**

A population was a group of individuals who have the same characteristic.<sup>113</sup> The population in this research were the eighth grade of students of SMPN 1 Sambit in academic year 2018/ 2019, that consisting of 3 (three) classes with 81 students, with eighth grade details there were 3 classes, class A consists of 28 students, class B consists of 27 students, and class C consists of 26 students.

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<sup>111</sup> Ibid., 64.

<sup>112</sup> Ibid., 64.

<sup>113</sup> Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc., 2012), 142.

## 2. Sample

A sample was a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>114</sup> The sampling method that used in conducting this research is random sampling by flip a coin to determine which of the two intact groups will be the experimental group and which will be the control group.<sup>115</sup> The researcher found that class VIII A and VIII B at SMPN 1 Sambit academic year 2018/2019 as experimental and control class. Each class consists of 28 and 27 students. VIII B was decided as the experimental class, which is taught by using peer-involvement technique and VIII A was decided as a control class, which is taught by using scientific approach.

## 3. Instrument of Data Collection

The data collection instrument was the selected equipment and the use of researcher to gather data to make systematic study and easier. Data means observations or evidences. The scientific educational researches require the data by means of some standardized research tools or self-designed instrument.<sup>116</sup> In this research, the instruments to collect data were test and questionnaires. The researcher constructed and arranged test and questionnaires based on the standardized procedure of making the test and questionnaires.

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<sup>114</sup> Ibid., 142.

<sup>115</sup> Donald. *Introduction to Research in Education Eighth Edition*, 316.

<sup>116</sup> Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistic*. (New Delhi: New Age International, 2006), 212-213.

The test was divided into two parts, pre-test and post-test. The pre-test was directed at the beginning study before the treatment and the post-test was given after the treatment. Pre-test was to gain information about the student achievement before the treatment as the teaching process. Post-test was to gain information about the student achievement after the teaching process finish. In data collection instrument, the researcher used questionnaires to measure students' learning motivation in speaking class and the researcher used oral test to measure students' speaking skill. The researcher published instrument of data collection as below:

**Table 3.2**  
**Instrument of Data Collection**

<b>Research Title</b>	<b>Variable</b>	<b>Indicators</b>	<b>Subject</b>	<b>Technique</b>
The effectiveness of peer-involvement technique to improve students learning motivation in speaking class	Variable X: Peer-involvement technique	1. The learners' responsibility for providing feedback to each other	All of students in experimental class	Pre-test Post-test
		a. To call attention to other students' failure to communicate meaning successfully		
		b. To signal the presence of an error		
		c. To actually provide the correct form		



		the task of providing feedback particularly in the case of written homework 117		
		2. A number of format for peer correction a. At the beginning of a class, students work in pairs or small groups and compare their homework (this can be done by having individual students exchange papers or through joint discussion). 118		
		b. A more guided approach to the editing and correction of student work done both in		

<sup>117</sup> Gaies. *Peer-involvement in Language Learning*, 50.

<sup>118</sup> *Ibid.*, 51.

		<p>and out of class is to divide students into small groups. One student from each group check his or her work against a teacher-prepared answer key (this can be done before class begins). Each of these students then assumes 'the role of the teacher in his or her small group.<sup>119</sup></p>		
<p>The effectiveness of peer-involvement technique to improve students learning motivation in speaking class</p>	<p>Variable Y1: Students' learning motivation</p>	<ol style="list-style-type: none"> <li>1. Attendance and discipline. <ol style="list-style-type: none"> <li>a. Students attend the class regularly</li> <li>b. Students pay attention to the teacher's explanation</li> <li>c. Students are not</li> </ol> </li> </ol>	<p>All of students in experimental and control class</p>	<p>Pre-test Post-test</p>

<sup>119</sup> Ibid., 51.

		disruptive in the class <sup>120</sup>		
		<p>2. Participation and completion of work.</p> <p>a. Students begin assignment promptly</p> <p>b. Students follow teacher's directions</p> <p>c. Students participate in classroom discussion<sup>121</sup></p> <p>d. Students complete tasks on time<sup>122</sup></p>		
		<p>3. Task persistence and acceptance of errors.</p> <p>a. How long students stay with a difficult task</p> <p>b. Students persist and try different solutions before seeking help</p>		

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<sup>120</sup> Judith, et al. *Improving Student Motivation. A Guide for Teachers and School Improvement Teams*, 18.

<sup>121</sup> Ibid.

<sup>122</sup> Ibid.

		<p>when they have difficulty with a task.</p> <p>4. Quality of task involvement</p> <p>a. Students can invest effort in learning</p> <p>b. Students can find simple way to get the task done without expending a great deal of effort</p> <p>c. Students are willing to invest effort in learning</p> <p>d. Students can use the skills that they have acquired <sup>123</sup></p>		
		<p>5. Independent learning</p> <p>a. Students are reluctant to stop working on a task, even when it is time to move on to something new</p>		

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<sup>123</sup> Ibid.

		<ul style="list-style-type: none"> <li>b. Students also may bring in materials from home</li> <li>c. Students complete work that is not required</li> <li>d. Students ask questions to learn more about a topic</li> </ul> <p>6. Interest and liking</p> <ul style="list-style-type: none"> <li>a. Students enjoy learning</li> <li>b. Students show enthusiasm</li> </ul> <p>7. Students take pride in their work</p>		
	Variable Y2: Students' speaking skill	<ul style="list-style-type: none"> <li>1. Students can make announcement that are in accordance with the predetermined theme</li> <li>2. Students can use appropriate diction or vocabulary deals with the</li> </ul>	All of students in experimental and control class	Pre-test Post-test

<sup>124</sup> Ibid.

<sup>125</sup> Ibid.

		content of the announcement 3. Students can arrange announcements with appropriate grammar 4. Students can deliver announcement fluently 5. Students can pronounce words and speak loudly <sup>126</sup>		
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To identify the instruments of data collections, the researcher applied validity and reliability test. Those were the researcher used to measure the data from both of questionnaires and speaking oral test. The complete explanations are as follows:

#### a. Validity

The research instruments were stated to be valid if it can measure something exactly what was about to measure.<sup>127</sup> It means that validity was a test that must be done to test the feasibility of research instruments before it were distributed to the research sample to get the research data.

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<sup>126</sup> See speaking scoring table in appendix.

<sup>127</sup> Andhita Dessy Wulansari. *Penelitian Pendidikan : Suatu Pendekatan Praktik dengan Menggunakan SPSS*, (Ponorogo: STAIN Po PRESS, 2012), 81.

In this research, the researcher used SPSS to measure the validity. To obtain validity information for the research instruments, each of  $r_{xy}$  value was compared with the r-table value. If the  $r_{xy}$  value was higher than r-table value, the instrument items was declared as valid instruments.<sup>128</sup> In this research, steps to analyze validity was adopted and translated from YouTube channel Chi Square<sup>129</sup> shown as follow:

- 1) Make the lists or tables of try-out test result that would be analyzed using validity test.
- 2) Open SPSS program.
- 3) Click variable view. Write down item names of all question, for example item1, item2, item3, etc.
- 4) Click data view. Copy the try-out test result into columns.
- 5) Click analyze – scale – reliability analysis.
- 6) Move try-out test items into items table.
- 7) For model analysis, choose alpha.
- 8) Click statistics – give checklist into item, scale, and scale if item deleted – continue - ok.
- 9) The validity and reliability result was shown on the output document of SPSS program.
- 10) Compare between  $r_{xy}$  and r-table of each question.
- 11) Make an interpretation of degree of validity of each question.
- 12) Summarize which were valid and invalid items.

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<sup>128</sup> Ibid., 84.

<sup>129</sup> Chi Square (19 October 2019). Tutorial SPSS: Uji Validitas dan Reliabilitas Kuesioner Penelitian Dengan Mudah. Top search on youtube: 19 October 2019. Youtube channel Chi Square. Accessed on April 23 2019.

13) Remove invalid items and research instruments were ready to distribute.

This test was used to find out the  $r_{xy}$  consulted with  $r_{table}$  with 5% significances level for product moment with  $d_f$  was  $n-r$ . To test the validity and reliability of the instrument, the researcher took try out of 18 respondents from class VIII C, so  $d_f=18-2=16$ , the  $r_{table}$  showed that the index is 0,4683. If the value of  $r_{xy}$  is higher than  $r_{table}$ , the items are valid, and vice versa, if the value of  $r_{xy}$  is lower than  $r_{table}$  the items are invalid. In this research, the researcher used two kinds of tests that were questionnaires and speaking oral test.

1) Validity of the questionnaires

The calculation of questionnaires validity test shown as follows:

**Table 3.3**  
**Validity of Questionnaires**

<b>Number of Items</b>	<b><math>r_{xy}</math></b>	<b><math>r_{table}</math></b>	<b>Criteria</b>
Item1	.131	0,4683	Invalid
Item2	.589	0,4683	Valid
Item3	.174	0,4683	Invalid
Item4	.402	0,4683	Invalid
Item5	.662	0,4683	Valid
Item6	.207	0,4683	Invalid
Item7	.240	0,4683	Invalid
Item8	.309	0,4683	Invalid
Item9	.565	0,4683	Valid
Item10	.445	0,4683	Invalid



Item11	.569	0,4683	Valid
Item12	.163	0,4683	Invalid
Item13	.502	0,4683	Valid
Item14	.496	0,4683	Valid
Item15	.729	0,4683	Valid
Item16	.140	0,4683	Invalid
Item17	.486	0,4683	Valid
Item18	.334	0,4683	Invalid
Item19	.607	0,4683	Valid
Item20	.217	0,4683	Invalid
Item21	.425	0,4683	Invalid
Item22	.050	0,4683	Invalid
Item23	.025	0,4683	Invalid
Item24	.155	0,4683	Invalid
Item25	.606	0,4683	Valid
Item26	.572	0,4683	Valid
Item27	.625	0,4683	Valid
Item28	.511	0,4683	Valid
Item29	.457	0,4683	Valid
Item30	.065	0,4683	Invalid
Item31	.514	0,4683	Valid
Item32	.231	0,4683	Invalid
Item33	.474	0,4683	Valid
Item34	.451	0,4683	Invalid
Item35	.306	0,4683	Invalid
Item36	.121	0,4683	Invalid
Item37	.630	0,4683	Valid
Item38	.367	0,4683	Invalid
Item39	.431	0,4683	Invalid
Item40	.351	0,4683	Invalid

Item41	.682	0,4683	Valid
Item42	.362	0,4683	Invalid
Item43	.674	0,4683	Valid
Item44	.510	0,4683	Valid
Item45	.359	0,4683	Invalid
Item46	.520	0,4683	Valid
Item47	.181	0,4683	Invalid
Item48	-.417	0,4683	Invalid
Item49	.397	0,4683	Invalid
Item50	.269	0,4683	Invalid
Item51	-.281	0,4683	Invalid
Item52	.784	0,4683	Valid
Item53	.386	0,4683	Invalid
Item54	-.027	0,4683	Invalid
Item55	.336	0,4683	Invalid
Item56	.380	0,4683	Invalid
Item57	.042	0,4683	Invalid
Item58	.234	0,4683	Invalid
Item58	.325	0,4683	Invalid
Item60	.370	0,4683	Invalid
Item61	.052	0,4683	Invalid
Item62	.520	0,4683	Valid
Item63	.078	0,4683	Invalid
Item64	.029	0,4683	Invalid
Item65	.052	0,4683	Invalid
Item66	.209	0,4683	Invalid
Item67	.043	0,4683	Invalid
Item68	.108	0,4683	Invalid
Item69	.397	0,4683	Invalid
Item70	.589	0,4683	Valid

Item71	.572	0,4683	Valid
Item72	.408	0,4683	Invalid
Item73	.625	0,4683	Valid
Item74	.531	0,4683	Valid
Item75	.311	0,4683	Invalid
Item76	-.078	0,4683	Invalid
Item77	-.155	0,4683	Invalid
Item78	.528	0,4683	Valid
Item79	.661	0,4683	Valid
Item80	.243	0,4683	Invalid
Item81	.682	0,4683	Valid
Item82	.263	0,4683	Invalid
Item83	.325	0,4683	Invalid
Item84	.351	0,4683	Invalid
Item85	.596	0,4683	Valid
Item86	.354	0,4683	Invalid
Item87	.714	0,4683	Valid
Item88	.577	0,4683	Valid
Item89	.509	0,4683	Valid
Item90	.349	0,4683	Invalid
Item91	.624	0,4683	Valid
Item92	.557	0,4683	Valid
Item93	.626	0,4683	Valid
Item94	.122	0,4683	Invalid
Item95	.542	0,4683	Valid
Item96	.585	0,4683	Valid
Item97	.447	0,4683	Invalid
Item98	.128	0,4683	Invalid
Item99	.325	0,4683	Invalid
Item100	.754	0,4683	Valid

Item101	.563	0,4683	Valid
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Based on the test calculation of item validity, it showed that 41 questionnaires items were valid and 60 question items were invalid. The table below showed the degree of validity of this research.

**Table 3.4**  
**Degree of Validity**

<b>Result of Validity</b>	<b>Criteria</b>
$r_{xy}$ was between 0,8 up to 1,0	Very high
$r_{xy}$ was between 0,6 up to 0,8	High
$r_{xy}$ was between 0,4 up to 0,6	Medium
$r_{xy}$ was between 0,2 up to 0,4	Low
$r_{xy}$ was between 0,0 up to 0,2	Very low <sup>130</sup>

After calculated the degree of validity, it can be concluded that the average result of the calculation was 0.626. After compared calculation between average result and the table of degree of validity, it can concluded that this questionnaire had medium degree of validity.

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<sup>130</sup> Anita Noveria. Item Analysis on the Validity and the Reliability of English Summative Test for the First Year Students of MA Madani Pao-pao. *International Journal of Management and Applied Science (IJMAS)*, pp. 20-23, vol. 4, issue 5. Makassar: Alauddin State Islamic University of Makassar, 2018.

2) Validity of the speaking oral test

The calculation of speaking validity test shown as follows:

**Table 3.5**  
**Validity of Speaking Oral Test**

<b>Number of Items</b>	<b><math>r_{xy}</math></b>	<b><math>r_{table}</math></b>	<b>Criteria</b>
Item1	.866	0,4683	Valid
Item2	.593	0,4683	Valid
Item3	.580	0,4683	Valid
Item4	.728	0,4683	Valid
Item5	.664	0,4683	Valid

Based on the test calculation of item validity, it showed that all of five items of speaking oral test items were valid. The table below showed the degree of validity of this research.

**Table 3.6**  
**Degree of Validity**

<b>Result of Validity</b>	<b>Criteria</b>
$r_{xy}$ was between 0,8 up to 1,0	Very high
$r_{xy}$ was between 0,6 up to 0,8	High
$r_{xy}$ was between 0,4 up to 0,6	Medium
$r_{xy}$ was between 0,2 up to 0,4	Low
$r_{xy}$ was between 0,0 up to 0,2	Very low <sup>131</sup>

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<sup>131</sup> Ibid.

After calculated the degree of validity, it can be concluded that the average result of the calculation was 0.62. After compared calculation between average result and the table of degree of validity, it can concluded that this speaking test had medium degree of validity.

## **b. Reliability**

In this research, the researcher uses SPSS to measure the reliability. The steps were same with validity analysis. In this research, the researcher used two kinds of tests that are questionnaires and speaking oral test.

### 1) Reliability for questionnaires

The calculation of questionnaires reliability test shown as follows:

**Table 3.7**  
**Reliability for Questionnaires**

<b>Reliability Statistics</b>	
<b>Cronbach's Alpha</b>	<b>N of Items</b>
.944	101

Based on the test calculation of item reliability, it showed that all of items of questionnaires items were reliable. The table below showed the degree of reliability of this research.

**Table 3.8**  
**Degree of Reliability**

<b>Result of Reliability</b>	<b>Criteria</b>
$r_{xy}$ was between 0,8 up to 1,0	Very high
$r_{xy}$ was between 0,6 up to 0,8	High
$r_{xy}$ was between 0,4 up to 0,6	Medium
$r_{xy}$ was between 0,2 up to 0,4	Low
$r_{xy}$ was between 0,0 up to 0,2	Very low <sup>132</sup>

After calculated the degree of reliability, it can be concluded that the result of the calculation was 0.944. After compared calculation between average result and the table of degree of reliability, it can concluded that this questionnaires test had very high degree of reliability.

2) Reliability for speaking oral test

The calculation of speaking reliability test shown as follows:

**Table 3.9**  
**Reliability for Speaking Oral Test**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.846	5

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<sup>132</sup> Ibid.

Based on the test calculation of item reliability showed that all of five items of speaking oral test items were reliable.

**Table 3.10**  
**Degree of Reliability**

<b>Result of Reliability</b>	<b>Criteria</b>
$r_{xy}$ was between 0,8 up to 1,0	Very high
$r_{xy}$ was between 0,6 up to 0,8	High
$r_{xy}$ was between 0,4 up to 0,6	Medium
$r_{xy}$ was between 0,2 up to 0,4	Low
$r_{xy}$ was between 0,0 up to 0,2	Very low <sup>133</sup>

After calculated the degree of reliability, it can be concluded that the result of the calculation was 0.846. After compared calculation between average result and the table of degree of reliability, it can concluded that this questionnaires test had high degree of reliability.

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<sup>133</sup> Ibid.



#### 4. Techniques of Data Collection

In this research, the researcher used test, questionnaires, interviews, and documentation to collect the data.

##### a. Test

The test was used to get the primary data of this research. Test technique was a data collection technique that was done with provides a series of questions or tasks and other tools to the subject the required data.<sup>134</sup> In this study, the test was used to measure student's speaking skill. A test in simple terms can be defined as is a method of measuring a person's ability, knowledge, and performance in a given domain.<sup>135</sup>

The test is used to collect the data by researchers. The tests are given to the students, both experimental and control class, in two times. The first, students were given a pre-test. Pre-test was given before the researcher gave material and a treatment was applied to the experimental group. Pre-test was given to know the level of the students' learning motivation before giving treatment. The second was a post-test. Post-test was given to the students after the material were taught and treatment was given to experimental class.

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<sup>134</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practice*. (USA: Longman, 2004), 3.

<sup>135</sup> *Ibid.*, 3.

b. Questionnaires

Questionnaires, using rating scales, will catch articulated, espoused, enacted, visible aspects of organizational culture, and will measure, for example, the extent of sharedness of culture, congruence between existing and ideal, strength and intensity of culture.<sup>136</sup> In this research, the researcher used structured questionnaires to measure students' learning motivation in speaking class. As same as speaking oral test, questionnaires gave twice that were pre-test and post-test.

c. Observation

Observational data will comment on the physical environment, and will then be followed up with interview material to discover participants' responses to, perceptions of, messages contained in and attitudes to the physical environment. Artefacts, clothing, shared and private spaces, furniture, notices, regulations etc. all give messages to participants.<sup>137</sup> The researcher got pre-research data from observation, which includes school time schedule, school location, students and class condition, and lesson material.

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<sup>136</sup> Louis Cohen, et al. *Research Methods in Education*. (Oxon: Routledge, 2007), 97.

<sup>137</sup> *Ibid.*, 97.

#### d. Interviews

Semi-structured interviews for individuals and groups gather data on the more intangible aspects of the school's culture, e.g. values, assumptions, beliefs, wishes, problems. Interviews will be semi-structured, i.e. with a given agenda and open-ended questions. As face-to-face individual interviews might be intimidating for some groups, group interviews will be used. In all of the interviews, the important part will be the supplementary question 'why'.<sup>138</sup> In this research, the researcher used semi-structural interviews to get data of pre-research. This interview was transcript and was published by the researcher in appendix.

#### e. Documentation

Documentary analysis and additional stored data, reporting the formal matters in the school, will be examined for what they include and what they exclude.<sup>139</sup> In this research, the researcher used videos and photos of teaching and learning process, students' speaking recordings, interview transcript, lesson plan, test result, and questionnaires result.

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<sup>138</sup> Ibid., 97.

<sup>139</sup> Ibid., 97.

## 5. Technique of Data Analysis

To analyze the data, the researcher used comparative technique. The researcher compared the score of both of experimental and control class before and after the treatment was given. To find the significant differences from both of experimental class and control class, the researcher used t-test and to find the data. Before used t-test to find the statistical result, the researcher used normality test and homogeneity test.

### a. Normality Test

Normality test was a test of data pattern distribution. Normality test assumed that data in each variable came from a normal distribution population.<sup>140</sup> In this research, steps to analyze normality was adopted and translated from Andhita Dessy Wulansari in *Statistika Parametrik*<sup>141</sup> shown as follow:

- 1) Make the lists or tables of speaking pre and post-test of each class and questionnaires pre and post-test of each class that would be analyzed using normality test.
- 2) Open SPSS program.
- 3) Click variable view.
- 4) Write down column **name** in the first row by **y** (dependent variables).
- 5) Write down score in the label column in the first row (**y**).
- 6) Click data view – input data **y** (dependent variables).

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<sup>140</sup> Andhita Dessy Wulansari. *Statistika Parametrik Terapan untuk Penelitian Kuantitatif*, 38.

<sup>141</sup> *Ibid.*, 51-55.

- 7) Click descriptive statistics – explore.
- 8) Click the arrow on **y** (inputted dependent variables) – enter it into dependent list box.
- 9) Click plots – normality plots with test – continue – ok.

After analyzed normality test, the results can be determined by the following criteria:

- 1) If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.
- 2) If the result analyzed of SPSS program shown that it was higher than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was rejected and  $H_1$  was accepted.

Hypothesis of this research were:

$H_0$ : Data was distributed normally

$H_1$ : Data was not distributed normally<sup>142</sup>



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<sup>142</sup> Ibid., 38.

## b. Homogeneity Test

Homogeneity test was a test of variances differences between two group of data or more. Homogeneity test assumed that data in each variable had a homogeneous variant with data of other variables.<sup>143</sup> In this research, steps to analyze validity was adopted and translated from Andhita Dessy Wulansari in *Statistika Parametrik*<sup>144</sup> shown as follow:

- 1) Make the lists or tables of speaking pre and post-test of each class and questionnaires pre and post-test of each class that would be analyzed using homogeneity test.
- 2) Open SPSS program.
- 3) Click variable view.
- 4) Write down column **name** in the first row by **y** (dependent variables from control class).
- 5) Write down column **name** in the second row by **y** (dependent variables from experimental class).
- 6) Click data view – input both of data **y** (dependent variables).
- 7) Click analyze – compare mean – one way ANOVA.
- 8) Click the arrow on **y** (inputted dependent variables of control class) – enter it into dependent list box.
- 9) Click the arrow on **y** (inputted dependent variables of experimental class) – enter it into factor box.
- 10) Click options – homogeneity of variance test – continue – ok.

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<sup>143</sup> Ibid., 22.

<sup>144</sup> Ibid., 34-38.

After analyzed homogeneity test, the results can be determined by the following criteria:

- 1) If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.
- 2) If the result analyzed of SPSS program shown that it was higher than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was rejected and  $H_1$  was accepted.

Hypothesis of this research were:

$H_0$ : Data was homogenous

$H_1$ : Data was not homogenous<sup>145</sup>

### c. T-test

Independent sample t-test was a test that used t-distribution of the significances differences of certain mean or average value of two sample groups that were not in pair.<sup>146</sup> In this research, steps to analyze validity was adopted and translated from Andhita Dessy Wulansari in *Statistika Parametrik*<sup>147</sup> shown as follow:

- 1) Make the lists or tables of speaking post-test of each class and questionnaires post-test of each class that would be analyzed using t-test.
- 2) Open SPSS program.
- 3) Click variable view.

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<sup>145</sup> Ibid., 38.

<sup>146</sup> Ibid., 64.

<sup>147</sup> Ibid., 69-72.

- 4) Write down column **name** in the first row by  $X_1$  and  $X_2$  (variables from control class).
- 5) Write down column **name** in the second row by  $X_1$  and  $X_2$  (variables from experimental class).
- 6) Click data view – input both of data  $x$ .
- 7) Click analyze – compare mean – independent sample t-test.
- 8) Click the arrow on  $X_1$  and  $X_2$  (inputted variables of control class) – enter it into test variables box.
- 9) Click the arrow on  $X_1$  and  $X_2$  (inputted variables of experimental class) – enter it into grouping variables box.
- 10) Click define groups – write down code 1 in the group 1 – write down code 2 in the group 2 – continue – ok.

After analyzed t-test, the results can be determined by the following criteria:

- 1) If the result analyzed of SPSS program shown that it was lower than t-table,  $H_0$  was accepted and  $H_1$  was rejected.
- 2) If the result analyzed of SPSS program shown that it was higher than t-table,  $H_0$  was rejected and  $H_1$  was accepted.



Hypothesis of this research were:

$H_0$ : There were no significant differences between variables  $X_1$  and  $X_2$ .

$H_1$ : There were significant differences between variables  $X_1$  and  $X_2$ .<sup>148</sup>



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<sup>148</sup> Ibid., 64-65.

## **CHAPTER IV**

### **RESEARCH RESULT**

In this chapter, the researcher discusses about research location that consists of general description of the location of the study, specific description, data analysis, interpretation and discussion.

#### **A. General Description of the Location of the Study**

The researcher conducted this research at SMPN 1 Sambit, Ponorogo in the eighth grade students. The eighth grade students there were consisted of three class that were 8A, 8B, and 8C. The researcher took one class as research try-out sample that was class 8C and took two classes as research populations that were 8A as control class and 8B as experimental class.

Based on the researcher's observation, the researcher observed the English teaching and learning process in the eighth grade students of SMPN 1 Sambit, Ponorogo. In this school, the English teacher was Marsam S. Pd. and he taught all of three classes in the eighth grade students of SMPN 1 Sambit. He was taught students using different teaching technique, such as lecturing method and scientific approach. He also started teaching and learning process by gave fun apperception like gave quiz, telling funny stories, and provide some advices to the students, so the students got ready to learned their material in the class.

In teaching and learning process, Mr. Marsam taught students fun and happily and he explained material clearly. In the end of teaching and learning process he gave some closing statement, gave motivation, advices, or asking some question to check students' understanding about taught material.

Some of students there were not like English lesson, because it was considered difficult. However, the students there were liked to be taught by their English teacher, Mr. Marsam. Because of this research was conducted in heat dry seasons, so the researcher thought that teaching and learning process was not effective.

Nevertheless, in fact, teaching learning process there was well developed because this school was surrounded by shady trends and the wind blows every time passed the air vent in the classroom so the class atmosphere was not too hot. Supported by a breeze blow, students became relaxed and enjoyed in learning English in the class.

## **B. Specific Descriptions**

The researcher used quasi-experimental as the research design. The population that used in this research was the eighth grade students of SMPN 1 Sambit in academic year 2018/2019. The researcher took 41 students from two classes as research population and divided them into two groups that were experimental and control group. Experimental class consisted of 27 students, while control class consisted of 28 students.

In this research, the researcher taught two classes that were experimental and control class. Before taught students in both of experimental and control class, the researcher arranged lesson plan for teaching guidance, so the researcher have been ready in delivering material in the class. The researcher explained about teaching and learning process both in experimental and control class.

#### 1. Experimental Class

To make this research had a real result, the researcher went to already selected research location that was SMPN 1 Sambit to give treatment to the students and to take score from them. The researcher took about four meetings to carry out field research in the school. The researcher published research schedule in experimental class as below:

**Table 4.1**  
**Research Schedule in the Experimental Class**

<b>No.</b>	<b>Date</b>	<b>Activities</b>
1.	April 18, 2019	Pre-test
2.	April 19, 2019	The first meeting
3.	April 26, 2019	The second meeting
4.	May 3, 2019	Post-test

In the first meeting in experimental class, the researcher gave pre-test to the students. There were two kinds of pre-test in experimental class that was speaking oral test and questionnaires. The researcher gave the instruction to the students to make simple announcement about school and then presented it in the front of the class while the researcher recorded them one by one. For questionnaires, the researcher asked students to fill in the questionnaires checklist honestly and spontaneously.

For the second meeting in experimental class, the researcher taught students about short functional text or announcement by using peer-involvement technique. The researcher gave instruction to students to count one until five and then they had to come together in a determined place in the class. The researcher decided one student of each group as peer's teacher. Peer teacher had to teach or lead their group mate to understanding the material about announcement.

When in the second meeting the researcher taught about general knowledge about school announcement like announcement example and difficult vocabularies, in the third meeting the researcher taught about both of generic structure and parts of announcement. Moreover, in the last meeting, the researcher gave the second test for the students that were post-test and took the score from both speaking and questionnaires score. The steps and instruction was same with steps and instruction in pre-test.

Based on lesson plan in experimental class, the researcher taught speaking to the students by using peer-involvement technique. Generally, the researcher divided experimental class into some small group and decided one of them to be students' peer teacher. Students' peer teacher had to help his/ her friend to understand the material. For example, when one student had difficulties in pronouncing the word "announcement" students' peer teacher can help his/ her friend to pronounce it correctly. Some of students felt easier to understand the material and pronounced some difficult words with peer's help. When have some difficulties, students also dared or not feel ashamed to ask to their friends compared to ask to the teacher.

The researcher explained teaching and learning process that was conducted and arranged in the lesson plan. Teaching and learning process there was did twice and it was divided into three steps, namely pre-activity, main activity, and post activity.

a. Steps of activities in experimental class in the first meeting

1) Pre activity

The first step was pre activity. In pre activity, the researcher started teaching and learning process by greetings and pray together. After that, the researcher gave apperception to check students' understanding of the material to be taught. After gave apperception, the researcher conveyed a general description about the material, namely "announcement".

## 2) Main activity

The second step was main activity. In main activity, students wrote the material “announcement” in their notebook. After wrote that material, students were divided into several groups, consisted of about 4-5 students per group. Each group had two-team leader who played main role as teacher substitute and they has to lead and help their friends understand the material easily.

Students asked to their friends when they have difficulties to understand the material or vocabularies. Students discussed with their group mates about sentence structure used in announcements. After discussed the material about announcement, student compiled an announcement about school agenda, then practice to read the announcement in the front of the class. Other groups can give comments to the performance group. After completion reading the announcement, the researcher provides feedback in the form of questions to ensure students understand the material that has been discussed.

## 3) Post activity

The last step was post activity. In post activity, the researcher guided students to make conclusion about the material that has been discussed. To close teaching and learning process, the researcher gave an individual assignment to students to compile several announcement about school agenda. The researcher told students the material at the next meeting, namely generic structure and parts of announcement.

b. Steps of activities in experimental class in the second meeting

1) Pre activity

The first step was pre activity. In pre activity, the researcher started teaching and learning process by greetings and pray together. After that, the researcher gave apperception to check students' understanding of the material to be taught. After gave apperception, the researcher conveyed a general description about the material, namely "generic structure and parts of announcement".

2) Main activity

The second step was main activity. In main activity, students opened their note about the announcement materials that have been written in their notebook. Students were divided into six groups as same as at the previous meeting, then the researcher facilitated students to discuss the material about generic structure and parts of announcement.

After discussing and understanding the material of generic structure and parts of announcements together with their group mate, students identify generic structure and parts of announcement that was existed in the announcement that they have made at the previous meeting. Furthermore, in groups students described their understanding about discussed material in the front of the class. After the researcher gave feedback to the presented group, students classmates can give feedback or comments about their friends performances.



### 3) Post activity

The last step was post activity. In post activity, the researcher guided students to make conclusion about the material that has been discussed. The researcher told students the activity at the next meeting, namely post-test. Below, the researcher published the complete material about announcement.

Lampiran Materi  
Announcement

Tujuan

Memberikan informasi yang formal kepada masyarakat luas tentang sebuah acara, lowongan pekerjaan, penerimaan murid baru, dan sebagainya

Announcement adalah suatu pernyataan tertulis maupun lisan yang disampaikan di depan umum menggunakan kata-kata formal maupun informal dan berisi informasi tentang peristiwa yang telah terjadi atau akan terjadi sehingga masyarakat tahu apa, kapan, dan dimana suatu event akan dilakukan.

### Generic Structure

1. Title (judul) merupakan bagian paling penting pada sebuah announcement karena judul mewakili keseluruhan isi pengumuman tersebut.
2. Explanation adalah penjelasan lebih lanjut mengenai isi pengumuman. Explanation terdiri atas informasi dasar yang mencakup jenis kegiatan, waktu, tempat, alamat, partisipan, dan contact person.

## Example

### **ANNOUNCEMENT**

To: All students of SMPN 1 Sambit

Next week is the anniversary of our school. Because we will make many activities, each class must send a minimum of two students for each activities. Participants must gather tomorrow at 09.00 in the schoolyard. Please do not be late to gather tomorrow.

The event will be held on:

Date: Wednesday, April 17, 2019

Time: 08.00

Place: School field

For more information, please contact Bintang as OSIS Chief at number 0812-3456-7890.

Thanks for your attention and participation.

OSIS

## 2. Control Class

To make this research had a real result, the researcher went to already selected research location that was SMPN 1 Sambit to give treatment to the students and to take score from them. The researcher took about four meetings to carry out field research in the school. The researcher published research schedule in control class as below:

**Table 4.2**  
**Research Schedule in the Control Class**

No.	Date	Activities
1.	April 15, 2019	Pre-test
2.	April 22, 2019	The first meeting
3.	April 24, 2019	The second meeting
4.	May 29, 2019	Post-test

In the control class, as same as in the experimental class, the researcher took students' score from speaking oral test and questionnaires as pre-test and post-test. The researcher gave of both speaking oral test and questionnaires to students' of control class in the first meeting. In the second and the third meeting, the researcher explained material about announcement by using scientific approach.

In control class, the researcher did not divided students into some small groups, but the researcher taught them generally and led students to understand the material independently. Moreover, in the last meeting, the researcher gave the second test for the students that were post-test and took the score from both speaking and questionnaires score.

Based on lesson plan, the researcher taught speaking to the students in control class by using scientific approach. It means that students had to be active, creative, and innovative. Because teachers role in scientific approach as facilitator, students had to explore their knowledge and tried to find answer of their question before asking to the teacher.

When students had some difficulties, teacher gave clues to students, so students can guess the answer of the question. The researcher explained teaching and learning process that was conducted and arranged in the lesson plan. Teaching and learning process there was did twice and it was divided into three steps, namely pre-activity, main activity, and post activity.

a. Steps of activities in control class in the first meeting

1) Pre activity

The first step was pre activity. In pre activity, the researcher started teaching and learning process by greetings and pray together. After that, the researcher gave apperception to check students' understanding of the material to be taught. After gave apperception, the researcher conveyed a general description about the material, namely "announcement".

2) Main activity

The second step was main activity. In main activity, students wrote the material "announcement" in their notebook. After wrote that material, the researcher facilitated students to discuss material about announcement together with their classmates. Students asked about difficult vocabularies of the announcement to the researcher. Then, students discussed about the sentences structure of the announcement along with the researcher and students classmates.

After discussed the material about announcement, student compiled an announcement about school agenda, then practice to read the announcement in the front of the class. After completion reading the announcement, the researcher provides feedback in the form of questions to ensure students understand the material that has been discussed.

### 3) Post activity

The last step was post activity. In post activity, the researcher guided students to make conclusion about the material that has been discussed. To close teaching and learning process, the researcher gave an individual assignment to students to compile several announcement about school agenda. The researcher told students the material at the next meeting, namely generic structure and parts of announcement.

## b. Steps of activities in control class in the second meeting

### 1) Pre activity

The first step was pre activity. In pre activity, the researcher started teaching and learning process by greetings and pray together. After that, the researcher gave apperception to check students' understanding of the material to be taught. After gave apperception, the researcher conveyed a general description about the material, namely "generic structure and parts of announcement".

## 2) Main activity

The second step was main activity. In main activity, students opened their note about the announcement materials that have been written in their notebook. The researcher facilitated students to discuss the material about generic structure and parts of announcement. After discussing and understanding the material of generic structure and parts of announcements together with their classmates, students identify generic structure and parts of announcement that was existed in the announcement that they have made at the previous meeting.

Furthermore, students described their understanding about discussed material in the front of the class individually. After that, the researcher gave feedback to the presented students.

## 3) Post activity

The last step was post activity. In post activity, the researcher guided students to make conclusion about the material that has been discussed. The researcher told students the activity at the next meeting, namely post-test. Below, the researcher published the complete material about announcement

Lampiran Materi  
Announcement

Announcement adalah suatu pernyataan tertulis maupun lisan yang disampaikan di depan umum menggunakan kata-kata formal maupun informal dan berisi informasi tentang peristiwa yang telah terjadi atau akan terjadi sehingga masyarakat tahu apa, kapan, dan dimana suatu event akan dilakukan.

Tujuan

Memberikan informasi yang formal kepada masyarakat luas tentang sebuah acara, lowongan pekerjaan, penerimaan murid baru, dan sebagainya

## Generic Structure

1. Title (judul) merupakan bagian paling penting pada sebuah announcement karena judul mewakili keseluruhan isi pengumuman tersebut.
2. Explanation adalah penjelasan lebih lanjut mengenai isi pengumuman. Explanation terdiri atas informasi dasar yang mencakup jenis kegiatan, waktu, tempat, alamat, partisipan, dan contact person.

Example

### **ANNOUNCEMENT**

To: All students of SMPN 1 Sambit

Next week is the anniversary of our school. Because we will make many activities, each class must send a minimum of two students for each activities. Participants must gather tomorrow at 09.00 in the schoolyard. Please do not be late to gather tomorrow.

The event will be held on:

Date: Wednesday, April 17, 2019

Time: 08.00

Place: School field

For more information, please contact Bintang as OSIS Chief at number 0812-3456-7890.

Thanks for your attention and participation.

OSIS

### **C. Data Analysis**

In data analysis, the researcher totally calculated or tested 15 calculation, which were:

1. Eight normality calculated of both experimental and control class. It was consisted of speaking pre-test of both experimental and control class, questionnaires pre-test of both experimental and control class, speaking post-test of both experimental and control class, and questionnaires post-test of both experimental and control class.
2. Four homogeneity calculated of both experimental and control class. It was compared between speaking pre-test and post-test score from both of experimental and control class and compared questionnaires pre-test and post-test score from both of experimental and control class.
3. Twice t-test calculated of both experimental and control class. It was compared students' score of post-test of both speaking and questionnaires in experimental and control class.

The result of assumption test for parametric statistic shown and explained as below:





a. Normality

Normality test was a test of data pattern distribution. Normality test assumed that data in each variable came from a normal distribution population.<sup>149</sup> If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.

If the result analyzed of SPSS program shown that it was higher than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was rejected and  $H_1$  was accepted.<sup>150</sup>

In this research, the researcher calculated normality test eight times that were result of speaking pre-test in experimental class, speaking pre-test in control class, questionnaires pre-test in experimental class, questionnaires pre-test in control class, speaking post-test in experimental class, speaking post-test in control class, questionnaires post-test in experimental class, and questionnaires post-test in control class.

1) Formulated hypothesis

Formulated hypothesis of this research were:

$H_0$ : Data was distributed normally

$H_1$ : Data was not distributed normally

2) The table below showed the result of normality test for both of experimental and control class

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<sup>149</sup> Andhita Dessy Wulansari. *Statistika Parametrik Terapan untuk Penelitian Kuantitatif*, 38.

<sup>150</sup> *Ibid.*, 55.

- a) The result of speaking pre-test tested with normality test in experimental class

**Table 4.3**  
**The Result of Speaking Pre-test in**  
**Experimental Class**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
prespeaking experiment	.109	21	.200*	.972	21	.786

\*. This is a lower bound of the true significance.

Lilliefors Significance Correction

The table showed that statistic result analyzed sig=0,200 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>151</sup> Based on the theory and the calculation above, it can concluded that the result of speaking pre-test in experimental class was normally distributed.

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<sup>151</sup> Ibid., 55.

- b) The result of speaking pre-test tested with normality test in control class

**Table 4.4**  
**The Result of Normality Test in Control Class**

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
prespeakingcontrol	.134	19	.200*	.937	19	.236

\*. This is a lower bound of the true significance.

Lilliefors Significance Correction

The table showed that statistic result analyzed sig=0,200 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>152</sup> Based on the theory and the calculation above, it can concluded that the result of speaking pre-test in control class was normally distributed.

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<sup>152</sup> Ibid., 55.

- c) The result of questionnaires pre-test tested with normality test in experimental class

**Table 4.5**  
**The Result of Normality Test in Experimental Class**

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
prequestionnaire experimental	.204	21	.022	.896	21	.029

Lilliefors Significance Correction

The table showed that statistic result analyzed sig=0,022 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>153</sup> Based on the theory and the calculation above, it can concluded that the result of questionnaires pre-test in experimental class was normally distributed.

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<sup>153</sup> Ibid., 55.

d) The result of questionnaires pre-test tested with normality test in control class

**Table 4.6**  
**The Result of Normality Test in Control Class**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
prequestionnaires control	.195	19	.054	.901	19	.051

Lilliefors Significance Correction

The table showed that statistic result analyzed sig=0,054 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>154</sup> Based on the theory and the calculation above, it can concluded that the result of questionnaires pre-test in experimental class was normally distributed.

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<sup>154</sup> Ibid., 55.

- e) The result of speaking post-test tested with normality test in experimental class

**Table 4.7**  
**The Result of Normality Test in Experimental Class**

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
postspeak ingexperi ment	.168	21	.125	.937	21	.193

Lilliefors Significance Correction

The table showed that statistic result analyzed sig=0,125 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>155</sup> Based on the theory and the calculation above, it can concluded that the result of speaking post-test in experimental class was normally distributed.

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<sup>155</sup> Ibid., 55.

f) The result of speaking post-test tested with normality test in control class

**Table 4.8**  
**The Result of Normality Test in Control Class**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
postspeakingcontrol	.112	19	.200*	.969	19	.764

\*. This is a lower bound of the true significance.

Lilliefors Significance Correction

The table showed that statistic result analyzed sig=0,200 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>156</sup> Based on the theory and the calculation above, it can concluded that the result of speaking pre-test in experimental class was normally distributed.

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<sup>156</sup> Ibid., 55.

- g) The result of questionnaires post-test tested with normality test in experimental class
- h)

**Table 4.9**  
**The Result of Normality Test in Experimental Class**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
postquestionnaire experimental	.180	21	.073	.909	21	.052

Lilliefors Significance Correction

The table showed that statistic result analyzed sig=0,073 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>157</sup> Based on the theory and the calculation above, it can concluded that the result of questionnaires post-test in experimental class was normally distributed.

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<sup>157</sup> Ibid., 55.



- i) The result of questionnaires post-test tested with normality test in control class

**Table 4.10**  
**The Result of Normality Test in Control Class**

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
postque stionnai rescontr ol	.172	19	.142	.929	19	.166

Lilliefors Significance Correction

The table showed that statistic result analyzed sig=0,142 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>158</sup> Based on the theory and the calculation above, it can concluded that the result of questionnaires post-test in control class was normally distributed.

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<sup>158</sup> Ibid., 55.

## b. Homogeneity

Homogeneity test was a test of variances differences between two group of data or more. Homogeneity test assumed that data in each variable had a homogeneous variant with data of other variables.<sup>159</sup> If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected. If the result analyzed of SPSS program shown that it was higher than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was rejected and  $H_1$  was accepted.<sup>160</sup>

In this research, the researcher calculated homogeneity test four times that were compered result of speaking pre-test in both of experimental and control class, speaking post-test in both of experimental and control class, questionnaires pre-test in both of experimental and control class, and questionnaires post-test in both of experimental and control class.

### 1) Formulated hypothesis

Formulated hypothesis of this research were:

$H_0$ : Data was homogenous

$H_1$ : Data was not homogenous

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<sup>159</sup> Ibid., 22.

<sup>160</sup> Ibid., 38.

- 2) The table below showed the result of homogeneity test for both of experimental and control class
- a) The result of speaking pre-test tested with homogeneity test in experimental class

**Table 4.11**  
**The Result of Speaking Pre-test in Homogeneity Test**

**Test of Homogeneity of Variances**

speakingpre-testresult

Levene Statistic	df1	df2	Sig.
.543	1	38	.466

The table showed that statistic result analyzed sig=0,466 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>161</sup> Based on the theory and the calculation above, it can concluded that the result of speaking pre-test in both of experimental and control class was homogenous.

P O N O R O G O

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<sup>161</sup> Ibid., 55.

- b) The result of questionnaires pre-test tested with homogeneity test in experimental class

**Table 4.12**  
**The Result of Questionnaires Pre-test in Homogeneity Test**

**Test of Homogeneity of Variances**

questionnairespre-testresult

Levene Statistic	df1	df2	Sig.
.262	1	38	.611

The table showed that statistic result analyzed sig=0,611 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>162</sup> Based on the theory and the calculation above, it can concluded that the result of questionnaires pre-test in both of experimental and control class was homogenous.

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<sup>162</sup> Ibid., 55.

- c) The result of speaking post-test tested with homogeneity test in experimental class

**Table 4.13**  
**The Result of Speaking Post-test in**  
**Homogeneity Test**

**Test of Homogeneity of Variances**

speakingpost-testresult

Levene Statistic	df1	df2	Sig.
.542	1	38	.466

The table showed that statistic result analyzed sig=0,466 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>163</sup> Based on the theory and the calculation above, it can concluded that the result of speaking pre-test in both of experimental and control class was homogenous.

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<sup>163</sup> Ibid., 55.

- d) The result of questionnaires post-test tested with homogeneity test in experimental class

**Table 4.14**  
**The Result of Questionnaires Post-test in Homogeneity Test**

**Test of Homogeneity of Variances**

questionnairespost-testresult

Levene Statistic	df1	df2	Sig.
.981	1	38	.328

The table showed that statistic result analyzed sig=0,328 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>164</sup>

Based on the theory and the calculation above, it can concluded that the result of speaking pre-test in both of experimental and control class was homogenous.

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<sup>164</sup> Ibid., 55.

c. T-test

Independent sample t-test was a test that used t-distribution of the significances differences of certain mean or average value of two sample groups that were not in pair.<sup>165</sup> If the result analyzed of SPSS program shown that it was lower than t-table,  $H_0$  was accepted and  $H_1$  was rejected. If the result analyzed of SPSS program shown that it was higher than t-table,  $H_0$  was rejected and  $H_1$  was accepted.<sup>166</sup>

In this research, the researcher calculated t-test twice that were result of speaking post-test in both of experimental and control class, questionnaires post-test in both of experimental and control class.

1) Formulated hypothesis

Formulated hypothesis of this research were:

$H_0$ : There were no significant differences between variables  $X_1$  and  $X_2$ .

$H_1$ : There were significant differences between variables  $X_1$  and  $X_2$ .

2) The table below showed the result of independent sample t-test for both of experimental and control class

a) The result of speaking post-test for both of experimental and control class

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<sup>165</sup> Ibid., 64.

<sup>166</sup> Ibid., 64-65.

**Table 4.15**  
**The Result of Speaking Post-Test for Both of Experimental and Control Class**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower
speakingpost-testscore	Equal variances assumed	.542	.466	-.481	38	.633	-.539	1.120	-2.806
	Equal variances not assumed			-.484	37.985	.631	-.539	1.113	-2.792

The table showed that statistic result analyzed sig=0,633 and 0,631 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>167</sup>

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<sup>167</sup> Andhita Dessy Wulansari. *Statistika Parametrik Terapan untuk Penelitian Kuantitatif*, 69.



Based on the theory and the calculation above, it can be concluded that the result of speaking post-test in both of experimental and control class, there was no significant differences between speaking post-test result in experimental and control class.

- a) The result of questionnaires post-test for both of experimental and control class

**Table 4.16**

**The Result of Questionnaires Post-Test for Both of Experimental and Control Class**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower
Questp ost- testscore	Equal variances assumed	.981	.328	.001	38	.999	.008	6.534	-13.219
	Equal variances not assumed			.001	37.784	.999	.008	6.475	-13.102

The table showed that statistic result analyzed sig=0,999 and 0,999 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>168</sup> Based on the theory and the calculation above, it can concluded that the result of questionnaires post-test in both of experimental and control class, there was no significant differences between questionnaires post-test result in experimental and control class.

#### **D. Interpretation and Discussion**

Before begin this research, the researcher had a guessed that peer-involvement technique can be used to improve students' learning motivation in speaking class. To prove this allegation, the researcher needed to do the field or real research in the form of collected and analyzed the research data. After passed a series of tests and research test, it was turned out that the researcher's alleged was less precise. The researcher's peel-alleged was proven, peer-involvement technique was proven that it was ineffective to improve students' learning motivation in speaking class due to the absence of significant value differences between experimental class that receive treatment and control class that not receive treatment.

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<sup>168</sup> Andhita Dessy Wulansari. *Statistika Parametrik Terapan untuk Penelitian Kuantitatif*, 69.

After reflecting to the teaching and learning process in the past and after re-read some related theories, it can be found some points that can cause ineffective this technique to improve students' learning motivation in speaking class, including:

1. Cost and Time Commitment. Effective peer tutoring programs don't just happen; they require an investment of time and energy on the part of the school to launch and maintain. Researcher K.J. Topping stressed in a 1996 article in "Higher Education" that peer tutoring requires extensive training of peer tutors, careful matching of tutors to tutees, ongoing supervision and monitoring of progress. Associated costs can involve purchase of peer tutoring program materials and the expense of hiring staff to help teachers implement and manage peer-tutoring initiatives. Without support, teachers will have less time for daily lesson planning.<sup>169</sup>

In applied peer-involvement technique in the class, the researcher divided students into six groups randomly, based on the count of one to five. The researcher expect with the equity of gender in the division of groups randomly can minimize the groups students' achievement and can level-up the students who achieve in each group. However, in the real condition, students were had difficulties if they were grouped with their opposite gender, students only wanted to be grouped with the same gender, for example girls group and boys group.

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<sup>169</sup> Mary Dowd. *What are some Advantages and Disadvantages of Peer Tutoring?* Accessed from: <https://classroom.synonym.com>. Accessed on 26 May 2019.

Because the researcher was imposed to divide students learning groups, consequently students were reluctant to work in groups and it was affected the result of this research.

The second factor that affected the low of student learning motivation in speaking class was the solid schedule of school that coincide with the activities of “*Purnawiyata*” so that learning time of many students were disturbed because of the following exercises needed in that event. The next factors come from the researcher and students’ themselves. The researcher was less prepared in conveying learning materials and less prepared in facing the classroom atmosphere of less than conducive class, as well as students who are less prepared themselves to join with English or speaking class and some students were had a bit difficult when they were invited to work to create a conducive classroom atmosphere.

- 3) Resistance and Skepticism. Parents and students may have misgivings about peer tutoring and need convincing that it’s worthwhile. Parents may argue that it’s not the job of students to teach other students. Parents may remain skeptical until evidence is presented that peer tutoring can improve grades and test scores. Student selected as peer tutors may resent the responsibility or lack empathy for struggling peers. If the majority of tutors are from an affluent, privileged background, the disadvantaged students being tutored may feel stereotyped and stigmatized.<sup>170</sup>

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<sup>170</sup> Ibid.

Some students sometimes legged the ability of their peers as they were studying and discussing the material together, not even doubled that teachers and parents also doubted the students' ability. As a result, students became less confident with their ability to help their peers while learning together and peer-tutoring processes became less effective due to lack of the cooperation between students with their peers.

In the end of this discussion, the researcher answered the hypothesis that peer-involvement technique was effective to improve students' learning motivation in speaking class of the eighth grade students of SMPN 1 Sambit Ponorogo in academic year 2018/ 2019. In this interpretation, the researcher compared the result of t-test with cronbach alpha. The table calculation above showed that statistic result analyzed sig=0,633, 0,631, and 0,999 was higher than cronbach alpha 0,05. If the result analyzed of SPSS program shown that it was lower than cronbach alpha (0,05 was selected as cronbach alpha),  $H_0$  was accepted and  $H_1$  was rejected.<sup>171</sup>

From the theories and calculation above, it can be concluded that there was no significant differences between speaking and questionnaires post-test result in experimental and control class students who were taught by peer-involvement technique and who were not.

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<sup>171</sup> Andhita Dessy Wulansari. *Statistika Parametrik Terapan untuk Penelitian Kuantitatif*, 69.

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