

IMPROVING THE SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 WATANG PULU THROUGH PEER INSTRUCTION METHOD

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ABSTRACT

This research based on the students' problem regarding to English teaching especially speaking ability. It was caused by the teaching method of the teacher in classroom was not interesting for students. The objective of the research was whether or not the use of Peer Instruction method was able to improve the speaking ability of the eleventh grade students at SMA Negeri 1 Watang Pulu. The research applied quasi-experimental design with two group namely experimental class and control class. The population of this research was the eleventh grade students at SMA Negeri 1 Watang Pulu in academic year 2016/2017. The sample was XI.IPA 1 as experimental class and XI.IPA 2 as control class. The result of the data analysis showed that the students' speaking ability improved, it was showed by the mean score of pre-test was 41.13 and the post-test was 57.65. It showed that the speaking ability of the eleventh grade students at SMA Negeri 1 Watang Pulu improved through Peer Instruction method. In conclusion, teaching speaking through Peer Instruction method was effective to improve the eleventh grade students' speaking ability at SMA Negeri 1 Watang Pulu of academic year 2016/2017.

Keywords: speaking ability, teaching speaking, peer instruction method

ABSTRAK

Penelitian ini didasarkan pada masalah siswa terkait pada pengajaran bahasa Inggris terkhusus pada kemampuan berbicara bahasa Inggris siswa, Hal itu disebabkan karena metode pengajaran yang di terapkan oleh guru di dalam kelas kurang menarik bagi siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan metode *Peer Instruction* meningkatkan kemampuan berbicara bahasa Inggris siswa kelas sebelas di SMA Negeri 1 Watang Pulu. Penelitian ini menggunakan desain kuasi-eksperimen dengan dua kelompok kelas yaitu kelas experimental dan kelas control. Populasi dari penelitian ini adalah kelas sebelas SMA Negeri 1 Watang Pulu tahun ajaran 2016/2017 dan sampel penelitian ini adalah XI.IPA 1 sebagai kelas eksperimental dan XI.IPA 2 sebagai kelas control. Hasil dari analisis data menunjukkan bahwa kemampuan berbicara siswa mengalami peningkatan. Hal tersebut di tunjukkan oleh nilai rata-rata dari pre-test yaitu 41.13 dan post-test yaitu 57.65. Data tersebut menunjukkan bahwa kemampuan berbicara

berbahasa Inggris siswa kelas sebelas di SMA Negeri 1 Watang Pulu meningkat melalui metode *Peer Instruction*. Sebagai kesimpulan, pengajaran speaking menggunakan metode *Peer Instruction* efektif untuk meningkatkan kemampuan berbicara siswa kelas sebelas di SMA Negeri 1 Watang Pulu tahun ajaran 2016/2017.

Kata kunci: kemampuan berbicara, pengajaran berbicara, metode peer instruction

Introduction

Nowadays, English is a global language that is accepted by many countries and has dominated all aspects of communication. People will use English in many aspect such as education, politic, economy, technology and science. In teaching English, the students are demanded to master each aspects of language skill, for instance, in speaking. Speaking is the productive skill that should be mastered by students. Speaking ability also becomes the main objective of language learning especially in Senior High School in Indonesia. On the contrary, most of students think that speaking is the most difficult part when they learn English. The students still have difficulty in speaking English. These may be caused by the limitation of opportunity to practice, lack of vocabulary, grammar, pronunciation and also psychological factors which more concern to the fear of making mistakes when speaking English. Thus, this research is focused in speaking skill.

Speaking is way to communicate ideas, opinions or arguments orally and it is involve the speaker and listener. Somjai (2015) stated that “speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components”. Meanwhile, Efrizal (2012) stated that “speaking is one way to communicate which ideas and though a message orally”. Speaking is very important for communication and interaction in our life. In this global era, English speaking is an important in communication since English is an international language and many foreign countries use English as second language. Additionally, Akhyak and Indramawan (2013) stated that “having good English speaking is very essential especially for the students because it becomes the bridge for them to know the world.”

Teaching speaking is not easy. In fact, the researcher found that the students face some difficulties in speaking, it was proved by the students' achievement in speaking ability at number schools in Indonesia for example: in the pre-test at the eleventh grade students of SMA Negeri 1 Watang Pulu, the researcher discovered students' speaking ability was low. Their mean score was 40 and it was collected through interview. This score

was categorized as fair achievement based on the achievement classification of *Dirjen Pendidikan Dasar dan Menengah 2014* where the predicate standard of the good score is B- and if it is converted to 100 scales, it becomes 62.

Based on the problem, the researcher tried to improve students' speaking ability. According to "Darsini (2013) improving speaking skill is the effort of the researcher to improve the speaking ability of the students". Besides, Asfa (2010) stated that "one of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation". Moreover, according to many teaching theorist, speaking skill can be developed through interactive learning. Thus, One method that the researches believes able to improve the speaking ability of students is peer instruction method. The researcher used Peer Instruction to improve the speaking ability of students because Peer Instruction can be used to make the students more active in learning process where they are able to actively interacting each other by doing discussion with their peer and also will increasing the students understanding.

According to Mazur (1997) stated that "Peer Instruction is a teaching style that builds on the use of several cycles of interactive learning among students during the lecture". It means that, by implementing Peer Instruction method, it will help the students to increase the understanding toward the concept which given by the teacher because in the first step of Peer Instruction method, the teacher will give a topic to the students and the question related to the topic. Next, the students should answer the question based on their comprehension.

It was also supported by the statement of Zingaro (2010) stated that "Peer Instruction (PI) is an instructional approach that engages students in constructing their own understanding of concepts." Indirectly, Peer Instruction method will create the cooperative learning because the students will discuss with peers and also will automatically create the real speaking environments.

Teaching speaking through peer instruction is effective to create the learning process more active because in its implementation, it involves several interactive methods in it such as discussion and debate. First is discussion, this method had been applied by the researcher in both of experimental and control class. For both class, the students did discussion with their group about the topic given. Discussion is one of the way people can improve their speaking ability with talk to each other (Muflikhah, 2013; Kayi, 2006). In peer instruction, the students will discuss a topic with peer. It is indirectly create the

cooperative learning because discussion involved the whole class and the students solved the problem as teamwork. Thus, Peer Instruction method was able to the interactive learning through discussion.

Second is debate, this method used by the researcher in experimental class and has been combined with Peer Instruction method. Debate is an activity in which students take up positions on issue and defend their position and it can develop students' communication skill. In addition, in formal debates, students prepare their arguments or against various propositions (Somjai, 2015; Arung & Jumardin, 2016; Silva 2013). The students would debate with the group who has different option. The researcher used debate in discussion session in order to exchange the opinions each other. Yet, in this research the researcher would not use debate procedure in Peer Instruction method which has government and opposition but the students just discuss with their peer who have different option and try to convince their peer to join with their group.

METHOD

This research applied quasi-experimental method with non-equivalent group design which involves two groups with different treatment, namely experimental group and control group. The data to be collected in this research consist of the scores of the students' English speaking in pre-test and post-test. The population was Eleventh grade students of SMA Negeri 1 Watang Pulu. The sample taken was XI.IPA 1 as experimental class consists of 23 students and XI.IPA 2 as control class consists of 23 students. The independent variable was the use of Peer Instruction as method and dependent variable was the students' speaking ability of the eleventh grade students at SMA Negeri 1 Watang Pulu. The instruments employed in this research were lesson plan and a test of English speaking ability was used as pre-test and post-test.

Data was collected through pre-test and post-test. The pre-test was a test given before the treatment applied, in order to know the students' speaking ability before giving treatment. Post-test was a test given after all of the treatments applied to know how far the students' speaking ability that acquired after giving treatment. The allocation time for pre-test and post-test was 90 minutes (two lesson hours) and each student has 2 to 3 minutes to answer the questions which related to the topic they have chose. The instrument which is

the researcher used both experimental class and control class was same, that was speaking test. The speaking test was a topic. The students were free to choose a topic from the three topics that given by the researcher. The topics were; smoking in public places should be banned, the students should not bring hand phone to school and the importance of English. The researcher analyzed the data by employing the following procedures:

- a. To score the students' speaking ability, the researcher used the scoring classification introduced by (Heaton, 1988:100) and (Dirjen Pendidikan Dasar dan Menengah, 2014:9).
- b. To find the percentage score, mean score, standard deviation and t-test, the researcher applied SPSS statistics program version 21.0. In which, t-test value is significance value and t-table value is probability value.

FINDINGS

After conducting pre-test and post-test and both experimental and control class, the researcher found some findings. Firstly, the students' mean score and standard deviation of speaking ability in pre-test.

Table 1: The mean score and standard deviation of the students in pre-test

No.	Class	Mean Score	Standard Deviation
1	Experimental	41.13	11.02
2	Control	38.22	10.61

The table shows that the mean score of the pre-test obtained by experimental class and control class was almost same before giving treatment. It indicates that the speaking ability both class was average same. Furthermore, the mean score of control class would be as a tool in monitoring the mean score obtained by the students in experimental class after giving treatment. In addition, the standard deviation of pre-test in experimental class and control class was categorized high. It indicates that the students' speaking ability both experimental class and control class are still variety before giving treatment through Peer Instruction method. Secondly, the students' mean score and standard deviation of speaking ability in post-test.

Table 2: The mean score and standard deviation of the students in post test

No.	Class	Mean Score	Standard Deviation
1	Experimental	57.65	9.2
2	Control	48.91	9.4

The table shows that the students' speaking ability both experimental class and control class was improve after getting the treatment. However, the improvement was different. The mean score of experimental class is greater than the control class. The result of standard deviation also showed that the students was still categorized as high. It indicates that the students' speaking ability both experimental class and control class are still variety after giving treatment through Peer Instruction method. It caused by the improvement of the students for both classes from pre-test to post-test were not significant different. The score in pre-test and post-test still categorized as fair classification. Even if so, the students still undergo the improvement even though the improvement was beyond of the expectation. The last, the researcher used hypothesis testing in order to find out the significance of treatment effect.

Table 3: The probability and significance value in pre-test and post test

Test	Probability Value	Significance Value
Pre-test	0.36	0.05
Post-test	0.03	0.05

The table shows that the t-test value of the total scores for two classes for $\alpha = 0.05$ level significance are different this shows that probability value in pre-test (0.36) was higher than significance value (0.05), it indicates that H_0 is accepted and it means that there was no significant difference between the students' pre-test of both classes. The probability value in post-test (0.03) was lower than significance value (0.05), it indicates that H_1 is accepted and it means that there was a significant difference between the students' post-test of both classes.

DISCUSSION

This research produced several important results. These are discussed below. The researcher found that the students' speaking ability categorized was poor. It can be seen

from the mean score of the students is 41.13 while the standard of DEPDIKNAS (2014) is 62. These may be caused by the limitation of opportunity to practice, lack of vocabulary, grammar, pronunciation and also psychological factors which more concern to the fear of making mistakes when speaking English. Besides, the teacher still uses conventional method when teaching such as; teacher exemplizing, describing and dominating the lesson. Meanwhile, the students just sit down and listened to what was explained by their teachers (Agus: 2014). Thus, the students feel bored when study.

The English teachers should try to use an interesting method in order to motivate the students to become more active in teaching and learning process of speaking skill (Risnawati: 2013). Thus, the researcher interested to use Peer Instruction method in order to improve the speaking ability of the eleventh grade students at SMA Negeri 1 Watang Pulu.

Before giving treatment the students' speaking ability was poor, which was proven by the percentage of the total score of pre-test for the two classes (experimental and control class) the students' mean score from the pre-test obtained by the students' for the experimental class was 41.13 and for the control class was 38.22. It means that the mean score of the pre-test obtained by two classes are almost same and there was no significant difference between the students' pre-test of both classes in speaking ability.

After giving treatment for four times to each class, the students' speaking ability was categorized improve for both classes which was proven by the percentage score of post-test for both classes (experimental and control class). The experimental class which taught through Peer Instruction method is 57.65, while the control class which taught through Retelling activity is 48.91. It means that the post-test mean score of the students' English speaking ability was significantly different than the pre-test one after the employing Peer Instruction method.

This research was supported by Zingaro (2010) in his experience report peer instruction in remedial computer science in proceedings of ed-media 2010 stated that Peer Instruction (PI) obtained positive student feedback. It was same with this research, the students were individually gave responds to a question, discuss with peers, and respond to the same question again.

It was same with the research which conducted by Mazur (1997) stated that to convince your peer through discussion can break the unavoidable monotony of passive lecturing. Thus, Peer Instruction is effective to avoid the monotony of passive lecturing.

This research has success to break the monotony of passive lecturing. It can be seen by the students' response whenever the teacher led them to choose the best answer for one topic. After that, the students make a small group and they discuss about their answer.

Besides, Crouch (2001) in her research explained that Peer Instruction method involves students to be more active. It is because Peer Instruction method involves every student to be active in learning process by response the question given and it was proved in this research that the students more enthusiasm when Peer Instruction applied.

The researcher can take a conclusion that teaching English speaking skill through Peer Instruction method was able to improve the speaking ability of the eleventh grade students at SMA Negeri 1 Watang Pulu. It is because peer instruction is a learning method focusing on cooperative learning. Student works in groups divided by their choice of the topic given. Using this method, students can have an opportunity to work together by sharing their idea through discussion each other and sometimes involved debate if they have different arguments. The atmosphere in working in groups can lessen their fear in making mistakes when speaking English. This can lead them to be more confidence and encourage them more participate in learning process. Thus, Peer Instruction method was able to create the interactive and cooperative learning.

CONCLUSION AND SUGGESTION

Based on the findings and discussion of the study, it can be concluded that the use of Peer Instruction method was able to improve the students' speaking ability of the Eleventh Grade Students at SMA Negeri 1 Watang Pulu. It is proved by the difference between score of pre-test and post-test in classification of speaking scoring. Moreover, it can be proved by the significant difference of independent test result between experimental and control class and also supported by the significant of gain score result for both groups. Besides, in additional if the mean score of pre-test and post-test are imported to the score classification of Dinas Pendidikan Dasar dan Menengah (2014) that most of the students is in fair classification. Although the score in pre-test and post-test of the students still in fair classification but the students still undergo the improvement and it shows that the speaking ability of the eleventh grade students of SMA Negeri 1 Watang Pulu is improved.

Based on the conclusion, the researcher give some suggestions as follow: For the English teacher, Peer Instruction is appropriate method to be used in teaching learning

process to improve students' speaking ability, it is suggested to apply, especially in hortatory exposition text. Additionally, before the teacher use Peer Instruction method make sure to understand the whole procedure before implement this method in order to make the students really understand about the method. Moreover this method is rarely use by the English teacher. Besides, the teacher needs to choose the appropriate topic, not choose a very difficult topic or very easy topic

For the students, the students should be interested in English so they will feel enjoy along learning through Peer Instruction method. The students also recommended practicing speaking not only after getting task from the teacher at school but also from their own initiative to practice at home. Therefore, the more the students practice, the better the students get benefits in the future.

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