IMPROVING STUDENTS' SPEAKING ACHIEVEMENT THROUGH PEER- INTERACTION STRATEGY

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

By :

<u>**LELYNA HARAHAP**</u>
NPM : 1402050289

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بسم الله الرحمن الرحيم

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 29 Maret 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama   : Lelyna Harahap
NPM   : 1402050289
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Speaking Achievement through Peer Instruction Strategy

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan   : (A) Lulus Yudisium
                  ( ) Lulus Bersyarat
                  ( ) Memperbaiki Skripsi
                  ( ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd   Dra. Hj. Syamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum   1.

2. Dra. Hj. Yustini Amnah, M.Hum   2.

3. Khairil, S.Pd, M.Hum   3.

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Lelyna Harahap
N.P.M   : 1402050289
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Improving Students' Speaking Achievement Through Peer-Interaction
Strategy

sudah layak disidangkan.

Medan, 20 Maret 2018
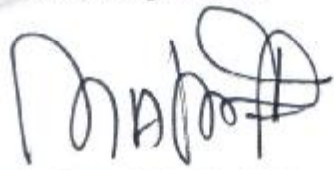Disetujui oleh:
Pembimbing

Khairil, S.Pd, M.Hum

Diketahui oleh:

Dekan   Ketua Program Studi

Dr. Elfrianto Nasution, S.Pd., M.Pd.   **Mandra Saragih, S.Pd., M.Hum.**

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Lelyna Harahap
N.P.M : 1402050289
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Speaking Achievement through Peer-Interaction Strategy

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	Abstract : One Space	
15/3/2018	Chapter IV	
	References - Alphabetio	
16/3/2018	Chapter III	
	References → alphabetio	
20/3/2018	Chapter IV	
	Chapter V	
	Finish. Acc	

Medan, 20 Maret 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Khairil, S.Pd, M.Hum)

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Lelyna Harahap
N.P.M	:	1402050289
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving Students' Speaking Achievement through Peer-Interaction Strategy

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Januari 2018
Hormat saya
Yang membuat pernyataan,

Lelyna Harahap

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Lelyna Harahap (1402050289). Improving Students' Speaking Achievement Through Peer-Interaction Strategy, Skripsi, Faculty of TeacherTraining and Education, University of Muhammadiyah Sumatera Utara.

This research is aimed to *improve the students' speaking achievement through peer-interaction strategy* at eight grade students of SMP Asuhan Jaya. This study was conducted by using classroom action reserach (CAR), which carried out through four steps, they are palnning, action, observation and reflection. The suvject of this study was students class VIII of SMP Asuhan Jaya Jalan Kayu Putih, Medan in academic year 2017/2018. Consist of 33 students. The technique of analyzing the data of this research was applied quantitative and qualitative data. The quantitative data were taken from, oral test. The qualitative data were taken from observation sheet and diary note. This result of data analysis showed from mean of pre-test was 55.8, the mean of post-test I was 67.6, and the mean of post-test II was 75.3. from the data, the research can conclude that the students' was improvement of the students' speaking skills has been improve by using Peer_Interaction strategy. Based on the qulitative data that taken from observation sheet and diary note. The result of observation in class and diary note by observer, students was more courageous and confident in speaking English, this can be seen from students participations in classroom, students' involvement in conversation and students performance. It was found that the teaching speaking by using peer-interaction strategy could increase the students' achievement. It is suggested that English teacher apply this strategy as one of alternative in teaching of speaking.

Key word: Speaking, Peer-interaction strategy.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيمِ

In name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strenght and guidance to the writer, so that this *skripsi* can be finished accordingly. Peace and blessing be upon the prophet *Muhammad Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers.

The writing of this *skripsi* entitled **"Improving Students' Speaking Achievement Through Peer-Interaction Strategy"**. This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan Degree* at the Departement of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

The writing this *skripsi* is actually a miracle fo the since it was firstly regarded as a task would be very hard to do. However, it has now been denied since the *skripsi* has finally been written. Then, i would like thanks to Allah *Subhaanaahu Wa Ta'ala* for His Blessing given to me so that the writing of this *skripsi* has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. Dr. Agussani MAP, as the Rector of University Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the Dean of FKIP of University Muhammadiyah Sumatera Utara.

3. Mandra Saragih, S.Pd, M.Hum, as the Head of English Education Department FKIP of University of Muhammadiyah Sumatera Utara and

Pirman Ginting, S.Pd, M.Hum, as the Secretary of English Education Department FKIP of University of Muhammadiyah Sumatera Utara.

4. Khairil S.Pd, M.Hum, as the Supervisor who had given a lot of suggestion, ideas, critics, and guidance in writing this research.

5. All of the lecturers of FKIP of University of Muhammadiyah Sumatera Utara.

6. The employees of Biro Administration FKIP UMSU who had given help in administrative system services of completing necessary requirements, so all of business could be resolved easily.

7. MHD. Pratama Wirya as the Headmaster of SMP Asuhan Jaya who has given her permission to get observations for writing this research.

8. Mrs. Nana Armayanti S.Pd as English Teacher who has given her ideas and times and also guided, adviced, and support for writing this research

9. Her beloved perents (Alm. Mara Tinggi Harahap and Ros Hayati Hasibuan S.Pd), her sisters (Adelia Fitri S.Km and Khorysatul Adawiyah) and her brother (dr. Anwar Fadly) who always give their support, advice, motivation, materials, prays and all things to finish her study.

10. Her beloved friends especially Nurul Aprilia Yusri, Frisca Julista, Febry Ulfianda (members of Chilay) Iqbal, Bahrum, Irfan, Siska, Hotnida (members of ASW) and especially All of her family in English Education Program Class B- afternoon who have given help, support, motivation and given much Knowledge and great experience.

11. Her beloved family and friends in gg. Nai Pos-Pos, expecially Wina Khaliza, Susiana Fitri, Nurhabibah, Siti Hajar, Halima Tussa'diah, Aman Parhan, Zulfandi Pohan, Akhir Mauludin thanks for their help, sharing the information, experience, motivation, patience and care to support the writer.

12. All member of EXO, expecially D.O Kyungsoo and Chanyeol who always accompany her with their beautiful voice toward your gorgeous songs during the process of writing this *skripsi*.

13. All people who helped the writer to finish her study that she can not mention one by one.

At last, this *skripsi* is far from being the perfect, but it is expected taht this *skripsi* will be useful not only for the writer but also for readers. For these reasons, constructive thoughts, full suggestion, and critics are welcome to make this *skripsi* better.

Finally, may Allah Subahaanahu Wa Ta'ala receives all their work and kiddneses, Amin.

Medan,   March 2018

The Writer

<u>**LELYNA HARAHAP**</u>
NPM. 1402050289

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II THEORETICAL REVIEW

CHAPTER III THE METHOD OF RESEARCH

CHAPTER IV DATA ANALYSIS AND RESEARCH FINDING

LIST OF TABLES

APPENDIX LIST

Appendix I	Lesson Plan I
Appendix II	Lesson Plan II
Appendix III	Pre Test
Appendix IV	Post Test I
Appendix V	Post Test II
Appendix VI	Observation Before implementing PIR
Appendix VII	Observation sheet Cycle I
Appendix VIII	Observation sheet cycle II
Appendix IX	Diary Note
Appendix X	Form K1
Appendix XI	Form K2
Appendix XII	Form K3
Appendix XIII	Lembar Pengesahan Proposal
Appendix XIV	Surat Pernyataan Bukan Plagiat
Appendix XV	Lembar Pengesahan Hasil Seminar
Appendix XVI	Surat Izin Riset
Appendix XVII	Surat Keterangan Selesai Riset
Appendix XVIII	Berita Acara Bimbingan Proposal
Appendix XIX	Berita Acara Bimbingan Skripsi
Appendix XX	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Backgound of Study

Communication is an essential need for human being. Language is means of communication has an important role to reveal an intention among people. Since language is important to communicate, it is not enough for studentsto learn words, phrases, and grammatical features if they want to producelanguage in their daily communication or to interact with others in English. Therefore, the most important thing that should be noticed in teaching speaking ishow to activate all of language elements, such as vocabulary, grammar, andpronunciation, which students have to possess to communicate, since the mainfunction of language is a means of communications. It means that the goal forstudents learning English speaking is that they are able to use language tocommunicate effectively and appropriately for life's requirements, both social andacademic. As the necessity of the International language, English has become animportant language in the world. Looking at this importance in this global era,speaking skill becomes one of the most important skills to be developed andenhanced as means of effective communication worldwide. In our country,English plays an important role in international communication and in thedevelopment of Education, Economic, Science, and Technology.

As one of the parts of the global community, we cannot deny that the speaking skill is important to the educational development. In Indonesia,

Englishis taught from the elementary level to the university level. In fact, in the classroomactivity, some of the students are able to speak fluently and mostly are at low level.The implementation of English teaching at present is based on the ContentStandard. It's target is to have the students reach an informational level of literacy.It means that the students are expected to be able to access knowledge by usingEnglish (Depdiknas, 2006).

At schools students have to learn four skills of English: listening, speaking, reading, and writing, but out of the four skills, speaking seems intuitively the most important. According to *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006*, the aim ofspeaking in the curriculum is to make students able to express meanings in transactional and interpersonal languages in the daily life context. They are alsoexpected to be able to express meanings of short functional texts and monologuesin many kinds of texts like recounts and narratives, either formally or informally.Speaking is a process to convey and sharing ideas and feelings orally.Speaking involved some elements such as accuracy, appropriateness, fluency andvocabulary building. All of those elements need to be mastered by the students.Harmer (2001: 269) states that the ability to speak fluently emphasizes not onlyon the knowledge of language features but also on how the ability to processinformation on the spot. When the learners are engaged in discussions, thepurpose of speaking here may be to express opinions, to persuade someone aboutsomething or clarify information. In some situations, speaking is used to giveinstructions or to get things done, for example, to

describe things or someone, tocomplain about people's behavior, asking and giving services and others. In theteaching and learning process, the teachers give less attention to speaking.Therefore, if students do not learn how to speak or do not get any opportunities tospeak in the language classroom, they may soon lose their interest in learning.Students, who do not develop strong oral skills during this time, will find itdifficult to keep pace with their peers in later years.In fact, the English instruction in some Junior High Schools does notdemonstrate a satisfactory result. Many students fail to reach the goal of theEnglish teaching. They are not able to communicate with the language eitherorally or in a written form although they have learned English for many years.Many of the learners in a speaking class are reluctant speakers. This reluctance ispartly due to their prior learning experience. Many of them were educated in alarge class in schools situated in noisy neighborhoods where opportunities tospeak are severely limited. Others were taught in schools where speaking wassimply not encouraged.

We cannot deny the fact that this failure is caused by many problemsduring the instructional process. The problems of English teaching seem to be ofparticular importance. They have become interesting topics to discuss and analyze,especially for those who are directly involved with the teaching of English.However, the most important thing is that we, as the future English teachers whoare directly involved with the instructional activities, must try to look for the bestsolution to overcome the problems in order to reach the target of the teaching ofEnglish.

Based on the writer's experience in PPL (Practical Teaching Practice), the problem some problems related to the instructional activities in thisschool. The problems can be identified as follows 1) the students have low speaking ability; 2) the students have low motivation in learning English; 3) the students have lack opportunity of speaking exercise; and 4) the students areunconfident to speak in public.

Considering these problems, the writer proposes the use of the Peer Interaction Strategy to solve the problem. Besides facilitating students with a chance for communicating and interacting among friends dealing with speaking and students get the opportunity to aid in their peers learning through tuntoring and feedback. They also have the opportunity to speak more freely and with less pressure when in group settings and student led discussions. These strategies encourage greater communication among students and lead to increased academic success (Mengping, 2014).

Peer Interactrion /Learning Strategies foster students relationship and help students develop greater multicultural understanding and acceptance. Almasi and Grambell did a study that concluded that students conversation were much more complex when the discussion was student led in comparison to the teacher led discussions where the student responses were "artifacts for assessment"(Hulan, 2010). Peer Learning Strategies provide ways for the teachers to take a steps back and let the students do to teaching and talking for a little while. These strategies can be extremely advantageous to the laerning environment and allow a creative and interactive way to get the students

involved. Hopefully, this is useful to be used by the English teachers at this school or other people as one of teaching strategies among many other strategies in improving students' speaking ability.

B. The Identification of Problem

Based on the backgaraund of study above, the problem which are identified as follows :

1. The students' pronunciation and fluency in speakingEnglish
2. Thestudents have lack opportunity of speaking exercise

C. The Scope and Limitation of Problem

The Scope of this research was focused in Speaking Achievement and Limitation in this research was focused to improving students speaking achievement by using Peer Interaction Strategy.

D. The Formulating of Problem

From the identification and limitation of the problem above, the problemis formulated as follows: What is the students' achievement increased after taught by using Peer Interaction Strategy in teaching speaking?

E. The Objective of Study

The objective of this study isimproving students' speaking achievement by Peer Interaction Strategy.

F. The Significant of Study

The findings of study was expected to have both theoretical and practical importance as a process and product especially the framework of speaking.

1. Theoretically, the finding of study is expecteed to enrich the theoris of speaking.

2. Practically, the finding of study is expected to be useful for :

   a. For the English teachers, it is one of alternative strategy in their ability to teaching speaking by using peer Interactrion Strategy

   b. For the researcher, who want to do futhers research that related the problem.

   c. For the students, to help them can improve their ability in speaking achievement by Peer Interaction Strategy.

CHAPTER II

REVIVEW OF LITERATURE

A. Theoretical Framework

   1. Speaking

        Johnson and Morrow (1981: 70) say that speaking which is popular withterm 'oral communication', is an activity involving two or more people in whichhearers and speakers have to react to what they hear and make their contributionsat a speed of a high level.Richards (2008: 19) states that the mastery of speaking skills in English is apriority for many second language or foreign language learners. Consequentlylearners often evaluate their success in language learning as well as theeffectiveness of their English course based on how much they feel they haveimproved in their spoken language proficiency.Cameron (2001: 40) says that speaking is the active use of language toexpress meanings so that other people can make sense of them. Moreover, it isrecognized as an interactive, social and contextualized communicative event.

        Speaking requires learners to be possession of knowledge about how to producenot only linguistically connect but also pragmatically appropriate utterance(Martinez Flor, 006: 139). In brief, learners need to know how to use the languagein context.Finnochiaro and Brumfit (1983: 400) propose that speaking means givingoral expression to thoughts, opinions and feelings in terms of talk or conversation.

To be able to do this, language learners should have sufficient knowledge ofthe sound, structure, vocabulary and cultural system of English language. Thelearners also have to think about the ideas they wish to express. They have to beable to articulate English sound well by changing the positions of lips, jaws, andtongue. Besides, the learners should be consciously aware of the appropriatefunctional expression as well as grammatical, lexical and cultural features neededto express the idea, be sensitivethe change of register or style necessitated bythe person to whom they speak and also the situation in which the conversationtakes place. Lastly, the learners must have the abilities to change their direction oftheir thoughts on the basis of the person responses.

1.1 Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the studentsneed to acquire some speaking aspects to have a good speaking skill. As proposedby Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, andaccuracy.

a. Pronunciation

Pronunciation is the way acertain sound or sounds are produced. It covers way for speakers to produceclear language when they speak. To make a successful communication happens,the speakers need to be able to deliver clear message for listeners. In speaking,teaching pronunciation including stress, rhythm, and intonation is very important.

b. Fluency

As proposed by Harris and Hodges (1995: 14) fluency is an ability to speakquickly and automatically. It means that fluent speaker should be able to speakquickly and automatically.

c. Vocabulary

Based on Longman Dictionary (2002: 580), vocabulary is a set of lexemes,consisting single words, compound words, and idioms that are typically usedwhen talking something. To be able to speak fluently and accurately, speaker offoreign language should master enough vocabulary and has capability to use itaccurately.

d. Accuracy

Accuracy is an ability to produce sentences or utteranc with correctgrammar as stated in Longman Dictionary (2000: 204). The speakers need tofollow the rules of the language such as grammar and structure to be able to speakaccurately.

1.2 Problems in Speaking

Brown (2001: 270-271) suggests some causes that make speaking difficultas follows:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize theiroutput both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through theredundancy of language. Learners can capitalize on this feature of spokenlanguage.

c. Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problemsteaching spoken English. Students who don't learn colloquial contractions cansometimes develop a stilted, bookish quality of speaking that in turn stigmatizesthem.

d. PerformanceVariable

One of the advantages of spoken language is that the process of thinking asyou speak allows you to manifest a certain number of performance hesitation,pauses, backtracking, and corrections. Learners can actually be taught how topause and hesitate. For example, in English our 'thinking time' is not silent; weinsert certain "fillers" such as *ub*, *um*, *well*, *you know*, *I mean*, *like*, etc. one of themost salient differences between native and nonnative speakers of a language is intheir hesitation phenomena.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words,idioms, and phrases of colloquial language and that they get practice in producingthese forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of yourtasks in teaching spoken English is to help learners achieve an acceptable speedalong with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. Thestress-timed rhythm of spoken English and its intonation patterns conveyimportant messages.

h. Interaction

Learning to produce waves of language in a vacuum – without interlocutors– would rob speaking skill of its richest component: the creativity ofconversational negotiation.

1.3 Achievement

The word achiement is derived from 'achieve'. In Oxford Advanced Learner's Dictionary, achieve means to succeed in reaching a particular goal, status or standard, especially by making an effort for a long time. Then, achiements means a thing that somebody has done successfully, especially using their own effort and skill or the act or process of achieving something.

1.4 Students' Achievement

According to Miffilin (1996:14), achievements is something accomplished successful, especially by means of exertion, skill, practice or

perseverance. In addition, Procter (1978) explain the word 'Achievement' drives from a verb 'Achieve' which means: (1) to finish successfully especially for something, anything, (2) to get as the result of an action, and (3) gain the something. Students' achiements means the successful of students in finishing organizing of something; something successfully finished or gained through skill and hard work.

According Taxonomy Bloom (1996:16), there are three aspects of learning achievement such as cognitive, affective knowledge, understanding and psycomotor. Cognition consits of knowledge, understanding, application analysis, synthetic and evaluation. Affective is the changing of behavior that effects someone lies to do something. Psycomotor, the skill to do something, ready to do it based on physic and emotion, self-control and become habit. Therefore, speaking concern with psycomotor aspects.

1.5 The Assessment of Speaking

According to Huba and Freed (2000), Assessment is the process of gathering and discussing information from multiple and diversesources in order to develope a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. The process culminates when assessment results are used to improve subsequent learning.

According to Thornbury (2005:125), there are five types commonly used for assessment of speaking, such as:

a. Interviews

These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set writing or reading task (or even the written component of the examination) while individuals are called out, one by one, for their interview.

b. Live monologues

The candidates and present a short talk on a pre-selected topic. This eleminates the interviewer effect and provides evidence of the candidates' ability to handle and extended turn, which is not always possible in interviews. If other students take the rule of the audience, a question-and-answer stage can be included; which will provide some evidences of the speakers' ability to speak interactively and spontaneusly.

c. Recorded monologues

There are perhaps less stressful than a more public performance and, for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport or pastime, for example, in a room adjacent to the classroom, with minimal disruption to the lesson.

d. Role-plays

Most students will be used to doing at least simple role- plays in class, so the same format can be used for testing. The other 'role' can be

played either by the tester or another student. But again, the influence of the interlocutor is hard to control. The role-play should not require sophisticated performance skills or a lot of imagination.

e. Collaborative tasks and discussions

These are similar to role-plays expect that the learners are not required to assume a role but simply to be themselves. The performance of one candidate is likely to affect that of the others, but at least the learners' interactive skills can be observed in circumstances that closely approximate real-life language use.

.

1.6 The Components of Speaking

Every skill has a component to fulfill its needs. Speaking also needmany components. According to Vanderkevent (1990:8), thereare threecomponents in speaking.

a. The speakers

Speakers are a people who produce the sound. They are useful as thetool to express opinion or feelings to the hearer. So if there are nospeakers, the opinion or the feelings or the feeling won't be stated.

b. Listeners

Listeners are people who receive or get the speaker's opinion orfeeling. If there are no listeners, speakers will express their opinionby writing.

c. The Utterances

The utterances are words or sentences, which are produced by thespeakers to state the opinion. If there is no utterance, both of the and the listeners will use sign.

1.7 Teaching Speaking

Brown (2001:7) states that teaching means showing or helping someonehow to do something, giving instruction, guiding in the study of thesomething, providing with the knowledge, causing to know or to understand.Teaching as an activity for guiding and facilitating the learners to learn andsetting the condition of learning.According to Nunan (2003) what is meant by teaching speaking is toteach English language learners to:

a. Produce the English speech sounds and sounds patterns.

b. words and sentence stress, intonation patterns and the rhythm of thesecond language

c. Select appropriate words and sentences according to the proper socialsetting, audience, situation and subject matter.

d. Organize their thoughts in a meaningful and logical sequence

e. Use language as a means of expressing values and judgments.

f. Use the language quickly and confidently with few unnatural pauses,which is called fluency

2. Peer Interaction Strategy

Peer interaction or learning is a form of collaborative learning that capitalizes on active learning. Children's interactions with peers in early childhood have been consistently linked to their academic and social outcomes (Rudasill et al., 2013). When involved in peer interaction, students help each other learn new content or skills. While peer interaction has always existed, the concept of students learning from one another has become more prominent in the classroom in the twenty-first century. During the peer interaction process, the tutor manages the content or skills and modifies the material so that the tutee learns new content or skills. The tutor benefits through monitoring the learning process, as the tutor learns to detect, diagnose and correct misconceptions or understanding. Peer learning has been found effective for all ages, kindergarten through college, all learning styles and disabilities, and across all content areas (Topping, 1996).

The action of giving and taking information that results in knowledge construction and cognitive development can be accomplished through peer-to-peer interaction (Lim, 2012). Peer interaction (or peer learning) is a term that represents a form of collaborative learning that capitalizes on active learning within a classroom. During peer interaction, there is a definite shift away from the traditional lecture format of instruction to a more personal experience and efficacy in learning (Saville, Zinn & Elliott, 2005). While the lecture disseminates information to the student, in peer interaction, the student is

actively involved in the learning process. Through peer learning, students acquire knowledge and skill through active helping and supporting among status equals or matched companions (Topping, 2005). Students help each other to learn and learn themselves during the process. Tutors gain increased control over subject matter, develop self-esteem and social skills, and improved attitudes about school. Tutees receive extra attention and emotional support during the learning process (Anderson, 2007).

peer interaction has always existed, the concept of students learning from one another has gained greater prominence as a classroom methodology in the past 25 years. In prior models of peer interaction, peers were used to assist the teacher in teaching to students who were less knowledgeable. This linear model of transmission of knowledge was transferred from the teacher to the student and then re-taught by that student to another student. Teachers chose only the most knowledgeable students to act as "pseudo-teachers." The model has shifted, as teachers scaffold peers to teach one another important concepts or skills (Topping, 2005). Peer learning originally targeted core skill areas such as reading and mathematics (Topping, 1987; Topping & Branford, 1998). However, as teachers began to see the benefits in peer interaction, peer learning began to appear in lessons across the content areas. Peer interaction or learning has now become a theory with strong implications in classroom practice.

Research by Lev Vygotsky (1978) supports peer learning theory. Palincsar and Brown (1984) promote the using of scaffolding to reach

Vygtosky's concept of the "zone of proximal development." Vygotsky's concept of the zone of proximal development is involved in the peer learning process. By scaffolding students, students can activate schemata, organize and retrieve knowledge, and monitor, evaluate and reflect on their learning (Palincsar, 1986). Learning becomes socially constructed during interaction and activity among peers (Vygotksy, 1978).

Peer interaction is examined as a source of behavior change in children and adolescents. The dynamics of peer influence are discussed in terms of six issues: characteristics of the influence source; characteristics of the child or adolescent being influenced; the relationship existing between influence source and the individual being influenced; developmental change; processes underlying peer influence; and constraints deriving from the behavior domain being examined. it's shows that contact with peers has complex effects on individual behavior, and numerous moderators and mediators must be considered in order to account for them.In conclutions, Peer Interaction strategy is an effective strategy to guide or improve students speaking achievement for active learning.

2.1 Types of Peer Interaction

There are types of peer interaction:

a. Peer Tutoring

Peer interaction shifts the nature of instruction in such models as peer tutoring. Peer tutoring exists when two students take on specific roles as tutor and tutee. The focus is on learning content and is driven by a

defined process of application. The tutor is trained by the teacher and is given structured materials or is taught to follow a certain process for tutoring a peer. This model can be used in any content area. Topping (2001) states that teachers must consider certain elements for there to be successful peer tutoring sessions. While the tutee learns specific content or skills, the tutor benefits from the experience, as well. The tutor's social and communication skills are enhanced during the process.The most simplistic form of peer tutoring is drill and practice, peer assisted rehearsal, or recall and repetition of material. Often this form is used when students are learning factual material. Students learn to work together, as they master skills or content (King, 2002). Through drill and practice, students are scaffolded with one another. Tutors and tutees communicate with one another by practicing a certain skill and provide feedback for one another during practice of the skill. They reinforce understanding or skill level (Topping, 2005).

b. Peer Instruction

Peer instruction is defined as "an instructional method aimed at exploiting student interaction during lectures by focusing students' attention on underlying concepts" (VanDijk, VanderBerf, & VanKuelen, 2001, p. 4). The teacher presents key points in lecture form and the students are given questions to answer individually. The students then pair off or work in small groups, discussing their answers with one another.

This form of peer interaction breaks up the traditional lecture, as students think through the concepts presented (Mazur, 1997).

c. Peer Grouping

Peer grouping (also called interpretive communities) is an effective group strategy often seen in writing classes. Weaver, Robertson and Smith (1999) state that peer grouping provides students the opportunity to investigate how their writing might impact readers. Teachers who are committed to peer grouping during writing workshops must develop community skills within their students, allowing time for students to develop trust in one another and provide supportive and useful feedback (Weaver, Robertson & Smith, 1999).

2.2 The Purpose and Mode of Peer Interaction Strategy

Peer interaction strategy operates in different modes, most common perhaps in oeral interaction, but learners may also be involved in written interaction with one another, in either face-to-face environments of through computer-mediated communication. Another distinction in type of interaction concerns formality and the role of the teacher. Peer interaction can be formally created, for example pair or group work of students set by the teacher for purposes of assessment of practice.

Some teachers resistance of schoolwork perhaps due to an impicit theory of learning, according to which the dyadic adult-child interaction interaction is

the ideal context for new knowledge acquistion (Kyratzis, this volume): is taken for granted that ony expert and competent teacher is able to offer to students all the new and complete information they need (Pontecorvo, 1999). Peer interaction represent a relevant tool for learning and development processes, even beyond the school setting, becaouse students often discuss among themselves various " fact and opinion" (Genishi and Di paolo,1982) while they are playing (Garvey,1990).

Small group work can present two relevant dimensions of knowledge construction and organization, there is a syimmetrical feature of the interactional exchange, open and nature dynamic on the task and motivated the students. When situation misunderstanding and oposition occur, students show they are dissatisfied whit not understanding: they do not easily accept statements they do not agree, and what is more relevant, they feel to express incomplete or provisional ideas and opinion. In Peer Interaction strategy, the relationship that students establish with the object of study also take on new meaning : as students discover they can be handled, modified and used to oppose and persuade someone else, finally those contents become tools- and not only objects- of knowledge.

2.3 The prosedure of Peer Interacting Strategy

According to Zaini et al (2008: 62-63) steps of active learning strategy type peer lessons are as follows:Divide the learner into small groups as much as the material segment that you will convey.

a. Each small group is assigned to study one material topic, then teach it to another group. The topics provided must be interconnected.

b. Have each group prepare a strategy for delivering materials to classmates. Advise them not to use lecture methods or like reading a report

c. Make some suggestions like;

   a) Using visual aids,

   b) Preparing the necessary teaching media,

   c) Using relevant examples Involving fellow learners in the learning process through discussion, quiz games, case studies and other

   d) Give others the opportunity to ask questions.

   e) Give them enough time to prepare, both inside and outside the classroom.

d. Each group submits material according to the assigned task.

e. After all groups perform the task, finally the teachers conclude and clarify if there is something to be straightened out of the learners' understanding.

2.4 Advantages and Disadvantages of Peer Interacting Stateg

The Advanntages of Peer Interacion Strategy:

a. Improve student's learning motivation

b. Improve the quality and learning process

c. Improve students' social interactivity in learning

d. Encourage students toward higher-order thinking

e. Develop skills that work in groups

f. Increased sense of responsibility for self-study

g. Build a spirit of cooperation

h. Train communication skills

The Disadvanntages of Peer Interacion Strategy:

a. It took a relatively long time

b. If the student does not have a relevant knowledge base then this method becomes ineffective

c. Probably dominated by students who like to talk, be smart, or who want to stand out

d. Not all teachers really understand the way each student works in a group

B. Conceptual Framework

Communication is an essential need for human being. One of the ways tocommunicate with other people is by speaking. As stated in the previouschapter, speaking is important for language learners because speaking is thefirst form of communication. They are expected to be able to speak Englishaccurately, fluently, and acceptably in the daily life.However, as mentioned in the previous chapter, Grade VIII students ofSMP Asuhan Jaya Kayu putih faced several problems related to their speaking ability. The problems were the students' pronunciation and fluency in speakingEnglish,

the opportunity to speak English, and teaching activity in the class.The students lacked speaking activities. Consequently, they were shy andafraid of making mistakes. They also had low vocabulary mastery so they haddifficulties in expressing meanings in English. In addition, they were notfamiliar with English pronunciation so they often mispronounced the words.The class activity was not interesting. So, they were bored during the teachingand learning process and most of them just chatted with their friend in BahasaIndonesia.Therefore, the researcher wanted to overcome the problems by using the Peer Interaction Strategy in the speaking class. The Peer Interaction Stategy waschosen because it was fun and interesting. It could be applied in the practiceand production phase. The students would get more opportunity to exploretheir speaking ability. This activity provides natural drilling for them andhelps them to improve their fluency. They also got opportunity to practicespeaking in a meaningful way so it would help them to improve theircommunicative competence. Besides, this technique also could motivate themto be more engaged during the teaching and learning process so all of them gotthe same opportunity to practice speaking. This technique is expected to beable to overcome the problems and give positive changes in the teaching andlearning process after applying this Strategy.

CHAPTER III

THE METHOD OF RESEARCH

A. Location of Research

This research was conducted at SMP Asuhan Jaya Kayu Putih, Tanjung Mulia, Medan. This research was focused in VIII B grade students at academic year 2017/2018.

B. Subject of Research

The subject of this research was taken one class at eight grade students of SMP Asuhan Jaya Kayu Putih, in the second semester by the academic year of 2017/2018. There were 34 students in the classroom. They are choosen based on the observation that they have problem in speaking.so that the students needed improvment in speaking.

C. The Design of Research

This research was conducted by using action research. Clasroom action research is aim towards improvement. According to Eillen Ferrance states that action research is a process in which participant examines their own educational practice systematically and carefully, using the techniques research.

According to Kemmis in Chandra and Syahrum (2010, 7-9): action research as a found of self-reflective inquiry undertaken by participant in a

social (including educational) situation in order to improve the rationality and justice of (1) There on social or educational practices, (2) Their understanding of these practice, and (3) The situation in which practices are carry out (chandra Wijaya, Syahrum).

Classroom action research was applied in this study in order to see the improvment of students achievement in speaking throught Peer Interaction Strategy. This action researchwill be applied in two cycle by implementing the four phases for each of action research cycles, namely planning, action, observation, and reflection.

D. **Procedure of Research**

The prosedure of research was conducted by administrating two cycle. Each cycle included four steps, they are planning , action,, observation, and reflection.

a. Cycle I

Steps Of Action Research	Teachers' Activity	Students' Activity
a. Planning In this Phase, the research prepared everything that was needed related to teaching-learning process	1. Prepared thelesson plan 2. Preapared the teaching material of asking and giving opinion	

	for speaking 3. Prepared the instrument for collecting data : diari notes, observation sheet questioners	
b. Action In this phase, the research as the teacher did everything that had been planned in planning phase. The reserach made a teaching program and explained about speaking Asking giving opinion and peer interactin strategy. The research collaboratively with observer/collaborator in order to make the observation be more objective than subjective.	1. Greet the students 2. Asked the students about their days 3. Explained expression of asking and giving opinion for speaking and peer interaction stategy 4. For the first meeting, the teacher administered the orientation test to the students 5. The students were divided into several group and asked the students to search they expression asking and giving opinion Based on	1. Listened an answered the teacher 2. Told about they days 3. Listened to the teacher 4. Worked in group and made their own peer interaction in group 5. Made their own words expresssion of asking and giving opinion based on their discuss

	their discuss, ask the students create they present 6. Asked the students for difficulties that are faced in their making dialog of expression asking and giving opinion Asked the students to explain their discuss 7. Give feedback to the students	6. Told the teacher about the difficulties that were faced 7. Mad their preseant by own words or creative present/ media 8. Explain their discuss based on their creative present 9. Listened the teacher
c. Observation	1. Focusedon their situation in teaching- learning process 2. Students activities 3. Students' speaking achievement in Expression of asking and giving opinion 4. The interaction between teacher and students	

d. Reflection Reflections was the last phase of the cycle	In reflection phase, the researchernsaw the feedback from the teaching laerning process that had been done. The researcher reflected on everything that the reserach did and made evaluation or even coclution. Tthen, the conclution was arranged. The researcher revised the plan for cycle II.	

b. Cycle II

Based on the result of Cycle I, the researcher needed to do cycle II, it can be seen from the students score that was still low the cycle I. The second cycle continued the aim of reserach. The phases of cycle were constructed based on reflection of the previous cycle. Revised plan was needed in order to achieve the aim of reserach.

E. The Instrument of Research

According to Prof. Dr. Suharsimi Arikunto (2014: 92) "Instrument is something that has avery important position, because instrument was determine the quality of the data collected. Thehigher the quality of the instrument, the higher the evaluation results."Instrument of researchwhich use in this research are :

a. Test

To get data, the researcher done some test. In speaking testing the researcher makes test which is suitable to measure students speaking achievement. The researcher test the studentby asking them to give a report orally either in individual test or group test based on thetopic given. The time given is five minutes.

b. Observation Sheet

Observation Sheet used to identify all the condition that happened during the teaching learning.

c. Diary notes

Diary note was essentially private documents and there was essentially no rules how keep a diary. Diary notes containt the writers' personal evaluation about the class and progress of the project.

F. Technique of Collecting Data

In this reserach, was collected by quantitative and qualitative data. The quantitative data was collected through students' scores from speaking skill which will administrated by the writer.

The writer used classroom action research model proposed by Muliyasa, which consists of four steps, namely : planning , action, observation, and reflecting. Improvment of the problem in this research was brought about by a series of cycle.

In qualitative data, the research used observation sheet and diary notes that was used to collect the data as qualitative data.

a. Observation sheet

Observation sheet was used measure the level of students' activies during learning teaching process and measure students participants level in lerning teaching process. Therefore, this observation was focus on the situation of learning teaching process students' activities, behaviour and students progress in speaking by using Classroom Action Research. The researcher was used observation table according to Mattews as follow :

Skills	Progress
Participation in class	
Participation in conversation	
Participation in discussion	
Giving oral Presentation (perform)	
Pronounciation	
Fluency	
Feeling Confidents about speaking	

Then, the researcher was used the following key to complete the table above : (+) : satisfactory progress, but need a little more practices

(√) : some progress, but need much more practice

(-) : little or no progress, need to pay special attention to improve this skill.

b. Diary note

Diary notes was essentially private documents and there was essentially no rule how to keep a diary. Since diary is private, diary-write can confide it whatever thought or feeling occur. Diary notes can be written immediately after a teaching event, when the details were fresh in the mind or at the end of the day, when there may be more free time the main attraction of the diary notes, as opposed to other ways of articulating reflection was that the written can be totally honest and forthright in the writers comments. In this study, diary notes which were written by the writer as the result of the observation during the action held. Diary notes containt the writers' personal evaluation about the class and progress of the project.

G. Technique of Analyzing Data

This research applied qualitative and quantitative data. The qualitative data will be found by describing the situation during the teaching and learning processes. The qualitative data was analyzsis from the observation sheet and diary note and than the quantitative data was found by analyzing the score tests of the srtudents in each cycle.

To know the development of students' score for each cycle, the mean of students was computed and categorized the master students, the percentage of students who got up to will conculated by using the following formula :

$$MX = \frac{\sum x}{N}$$

Where :

 MX : The means of students score

$\sum$X   : The number of score

 N   : The number of students

The English passing grade of students at the school was 65. So, to categorized the number master of students the researcher used this following formula is applied :

$$P = \frac{R}{T} \times 100\%$$

Where :

P   : The percentage of students who got point 65

R   : The percentage of students who got point more than 65

N   : The number of students

CHAPTER IV
DATA ANALYSIS AND RESEARCH FINDING

A. The Data

All of the data of this research were analyzed by using two kinds of data, they were quantitativ data and qualitative data. The quantitative data were taken from the test and the qualitative data were taken from the observation sheet and diary notes. The data were taken from one class only namely VIII-B that consisted of 33 students. This research was done in two cycle that consisted of two meetings. In every cycle consisted of four steps, they were: planning, action, observation and reflection.

Before doing the cycle, the researcher did the pre test early to see and know the students' speaking skill in English. There were totally five meetings in conducting this research. The first cycle consisted of two meetings including pre-test, giving material and post test I. The second cycle consisted of two meeting, they were giving material and post-test II. The tests were given to the students were pre-test, post-test I in the first cycle and post-test II in the second cycle.

1. The Quantitative Data

1.1 The Students' Score Before Treatment (Pre- Test)

The research was give a test. The test was give for the students before treatment of using Peer- Interaction strategy. The researcher note the score which passed of 75 was pass depending on KKM in the school. It was found that the

mean of students' score was kept improving from pre- test until post- test of the second cycle. Here the students' score pre test as fellow :

Table 4.1

List of the Students' Score Before Treatment (Pre- Test)

No	Name	Pre- Test of The First Cycle	
		Pre- Test	**Criteria of pass ≥ 75**
1.	EL	42	Unable
2.	ED	70	Unable
3.	FDC	65	Unable
4.	FN	46	Unable
5.	FR	50	Unable
6.	FS	42	Unable
7.	FA	60	Unable
8.	GP	45	Unable
9.	HA	50	Unable
10.	HS	35	Unable
11.	IAK	50	Unable
12.	IS	58	Unable
13.	IRF	46	Unable
14.	IA	70	Unable
15.	IPS	60	Unable
16.	JR	70	Unable
17.	JE	75	**Able**
18.	KL	32	Unable
19.	KDG	45	Unable
20.	LAM	65	Unable
21.	MSS	55	Unable
22.	MS	63	Unable

23.	MAH	50	Unable
24.	MA	48	Unable
25.	MHD	68	Unable
26.	MFA	65	Unable
27.	MFP	55	Unable
28.	MI	58	Unable
29.	MRP	35	Unable
30.	MSY	60	Unable
31.	MYG	68	Unable
32.	NUH	75	**Able**
33.	SNS	70	Unable
Total		$\sum X = 1843$	
Mean		$\overline{X} = 55.8$	

From the table of pre- test, the students that got able the test was 2, and the students did not able was 31. In addition, the total score of the students was 1843 and the number of students who took the test was 33, so the mean of the students was :

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

$$\overline{X} = \frac{1843}{33}$$

$$\overline{X} = 55.8$$

From the analysis above, the students' ability in speaking achievement was low. The mean of the students' score was 55.8 . The percentage of students who able in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{2}{33} \text{ x } 100\%$$

$$= 6 \%$$

And,

$$P2 = \frac{31}{33} \text{x } 100\%$$

$$= 94\%$$

Table 4.2

The Percentage of Students Score in (Pre- Test)

	Criteria	Total Students	Percentage
P1	Able	2	6%
P2	Unable	31	94%
Total		33	100%

From the data analysis above, the students of speaking achievement was low. It could be seen from the mean of the students' score was 55.8. the percentage of the students' score was 2 students able score or it was 6%. In the other hand, 31 students Unable score or it was 94%. It can be concluded that the students' speaking ability in pre- test was low. Therefore, the researcher would do post-test in the first cycle.

1.2 The Treatment Done in Cycle I

The researcher also have done some steps in the first cycle, they were planning, action, observing and reflection. Here the activities that have done in every steps:

a. **Planning**

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used for implementing of Peer-Interaction strategy, preparing observation sheet. Therefore, the researcher also prepared the lesson plan to teach. The time allocation would be done for ninety minutes for one meeting. In this step, there were some activities had been done by the researcher, they are: making lesson plan concisted of the action, preparing the teaching material which related to implementation of Peer- Interaction strategy that was needed in action, preparing the test to measure the result of the study, observation sheet, and diary notes.

b. **Action**

In this step, there was some activities that had been done by the researcher. Firtsly , the researcher explained about Expression of asking and giving Opinion, and give some example to make the students more understood. After they were know to different the expression formal and informal of asking and giving opinion, the teacher was applied Peer- interaction strategy that divided students into pairs and give the students a

dialogue containts some situation of asking and giving opinion. The teacher ask the students to practices has finished.

c. Observing

The observation was done to onserve the students' behaviour and the students' problem during done the learning process. Most of the students had particpated effectively in the discussion. They were enthusiastic and enjoyable to discuss about the topic or stuation by using Peer-Interaction strategy. However some of them were still had problem to speak. Observation was done carefully because the data which was taken from this activity were used as a basic reflection.

d. Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning speaking by implementing of Peer-Interaction strategy, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting. The reflection, the reseacher knew the problems and the result of the students when did test. Look at the result of students' test. From the students' response and the students' scores above, the researcher stated to continue in cycle two in hoping it could be better than before. Second cycle was held to achieve the improvement score of the students speaking achievement.

The research gave test more in post- test I, the test gave after using Peer Interaction Strategy. The researcher found improvement of the students' score in post-test of the first cycle. Here the students' score of post- test in fisrt cycle.

Table 4.3

The Students' Score in Post- Test of The First Cycle

No	Name	Post- Test of The First Cycle	
		Post- Test	Criteria of pass ≥ 75
1.	EL	60	Unable
2.	ED	78	**Able**
3.	FD	75	**Able**
4.	FN	65	Unable
5.	FR	55	Unable
6.	FS	60	Unable
7.	FA	75	**Able**
8.	GP	65	Unable
9.	HA	75	**Able**
10.	HS	48	Unable
11.	IAK	78	**Able**
12.	IS	75	**Able**
13.	IRF	50	Unable
14.	IA	75	**Able**
15.	IPS	75	**Able**
16.	JR	76	**Able**
17.	JE	78	**Able**
18.	KL	52	Unable
19.	KDG	58	Unable
20.	LAM	75	**Able**

21.	MSS	75	**Able**
22.	MS	70	Unable
23.	MAH	50	Unable
24.	MA	60	Unable
25.	MHD	75	**Able**
26.	MFA	75	**Able**
27.	MFP	60	Unable
28.	MI	75	**Able**
29.	MRP	55	Unable
30.	MSY	60	Unable
31.	MYG	75	**Able**
32.	NUH	80	**Able**
33.	SNS	75	**Able**
Total		**∑X = 2233**	
Mean		$\overline{X}$ **= 67.6**	

From the table of post-test in the first cycle, the students that able the test was 18, and the students did not able was 15. Total score of the students was 2233 and the number of students who took the test was 33, so the mean of the students was:

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

$$\overline{X} = \frac{2233}{33}$$

$$\overline{X} = 67.6$$

From the data analysis above, the students' ability of speaking in post test I was still low. It could be seen of the mean score of the students was 67.6. It's

mean that the score did not able categorize. The percentage of students who able

in speaking was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P1 = \frac{18}{33} \text{ x } 100\%$$

$$= 55\%$$

And,

$$P2 = \frac{15}{33} \text{x } 100\%$$

$$= 45\%$$

Table 4.4

The Percentage of Students Score in Post-Test of the First Cycle

	Criteria	Total Students	Percentage
P1	Able	18	55%
P2	Unable	15	45%
Total		33	100%

From the table analysis in post-test I, the researcher concluded that the

students speaking ability was still low. It could be seen from the mean of the

students' score was 67.6 . The percentage of the students' score was 18 students

got able or it was 55%. In the other hand, 15 students got unable score or it was

45%. It can be concluded that the students' speaking achievement in post-test I in

the first cycle was categorized unable. The researcher would continue in the second cycle.

1.3 The Treatment Done in Cycle II

The researcher continue the research in two cycle. The aim was to improve the students' score in speaking after doing post-test in the first cycle. The researcher also have done some steps in the first cycle, they were planning, action, observing and reflection. Here the activities that have done in every steps:

a. **Planning**

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used for implementing of Peer-Interaction strategy, preparing observation sheet. Therefore, the researcher also prepared the lesson plan to teach. The time allocation would be done for ninety minutes for one meeting. In this step, there were some activities had been done by the researcher, they are: making lesson plan concisted of the action, preparing the teaching material which related to implementation of Peer- Interaction strategy that was needed in action, preparing the test to measure the result of the study, observation sheet, and diary notes.

b. **Action**

In this step, there was some activities that had been done by the researcher. Firtsly , the researcher explained about Expression of asking

and giving Opinion, and give some example to make the students more understood. After they were know to different the expression formal and informal of asking and giving opinion, the teacher was applied Peer-interaction strategy that divided students into groups and give the students some situation of asking and giving opinion but different topic (one group one topic). The teacher gave the time to the students discuss about the topic. and then every group presented their discuss about the topic gives by the teacher.

c. **Observing**

The students' activity was observed and it showed the most of the students did not have problem to speak by using Peer-Interaction strategy. They were active in the discussion and spoke about the topic enthusiastically.

d. **Reflection**

Having evaluated the students' oral test, the research found that the students ' score showed to improvement. Based on the observation and the result of their oral test, the researche concluded that the students had mastered speaking skill through peer-interaction strategy. The students' score in the second cycle had incresed from the first cycle. The percentage of the students who had mastered speaking achievement through peer-interaction strategy was only 67.6% whilw in the second cycle in percentage 75.3%. This improvement made the research felt that the cycle

can be stopped because the students' achievement in speaking was increased.

Here the students' score of post-test in the second cycle.

Table 4.5

The Students' Score in Post- Test of The Second Cycle

No	Name	Post- Test of The Second Cycle	
		Post- Test	**Criteria of pass ≥ 75**
1.	EL	75	**Able**
2.	ED	82	**Able**
3.	FDC	76	**Able**
4.	FN	75	**Able**
5.	FR	75	**Able**
6.	FS	75	**Able**
7.	FA	80	**Able**
8.	GP	75	**Able**
9.	HA	76	**Able**
10.	HS	70	Unable
11.	IAK	78	**Able**
12.	IS	78	**Able**
13.	IRF	60	Unable
14.	IA	78	**Able**
15.	IPS	75	**Able**
16.	JR	81	**Able**
17.	JE	82	**Able**
18.	KL	65	Unable
19.	KDG	70	Unable
20.	LAM	75	**Able**

21.	MSS	80	**Able**
22.	MS	75	**Able**
23.	MAH	71	Unable
24.	MA	73	Unable
25.	MHD	78	**Able**
26.	MFA	76	**Able**
27.	MFP	72	Unable
28.	MI	75	**Able**
29.	MRP	70	Unable
30.	MSY	75	**Able**
31.	MYG	76	**Able**
32.	NUH	83	**Able**
33.	SNS	80	**Able**
Total		$\sum X = 2486$	

From the table of post-test in the second cycle, the students that got able the test ware 25 , and the students did not get able ware 8. Total score of the students was 2486 and the number of students who took the test was 33, so the mean of the students was:

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

$$\overline{X} = \frac{2485}{33}$$

$$\overline{X} = 75.3$$

From the data analysis above, the students' ability of speaking in post test II was improve. It could be seen of the mean score of the students was 75.3. It

means that the score was categorized Able. The percentage of students who got

able in speaking was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P1 = \frac{25}{33} \text{ x } 100\%$$

$$= 76\%$$

And,

$$P2 = \frac{8}{33} \text{x } 100\%$$

$$= 24\%$$

Table 4.6

The Percentage of Students Score in (Pre- Test)

	Criteria	Total Students	Percentage
P1	Able	25	76%
P2	Unable	8	24%
Total		33	100%

From the table analysis in post-test II, the researcher concluded that the

students speaking achievement was improved. It could be seen from the mean of

the students' score was 75.3. The percentage of the students' score was 25

students got able or it was 76 %. In the other hand, 8 students got unable score or

it was 24%. It can be concluded that the students' speaking ability in post-test in

the second cycle was categorized able and improved. So the researcher stopped in this cycle. Here the students' score could be seen in the following table:

Table 4.7

List of the Students' Score during Two Cycles

No.	Names of the Students	Pre Test	Post Test I	Post Test II
1.	Edward Lubis	42	60	75
2.	Elisa'diyah	70	78	82
3.	Fadhilah Dwi Cantika	65	75	76
4.	Fadly Nugroho	46	65	75
5.	Fadly Ramadhan	50	55	75
6.	Fikri Syaputra	42	60	75
7.	Firia Andini	60	75	80
8.	Gustiawan Panjaitan	45	65	75
9.	Haikal Afrizi	50	75	76
10.	Hendra Syaputra	35	48	70
11.	Ilham Abdi Kesuma	50	78	78
12.	Ilham Syaputra	58	75	78
13.	Ilham Reza Fadilah	46	50	60
14.	Indah Agustiana	70	75	78
15.	Indah Permata Sari	60	75	75
16.	Jannah R.	70	76	81
17.	Juwi Erlangga	75	78	82
18.	Kelvin	32	52	65
19.	Khairul David G.P.	45	58	70
20.	Labib Muhammad A.	65	75	75
21.	Maysaroh Siregar	55	75	80
22.	Mira Safira	63	70	75
23.	M. Arya Harto Wibowo	50	50	71

24.	Muhammad Armadan	48	60	73
25.	M. Haikal Dzakwan	68	75	78
26.	M. Fahriz Azhar	65	75	76
27.	M. Fauzi Panjaitan	55	60	72
28.	Muhammad Ilham	58	75	75
29.	Muhammad Rafif Purba	35	55	70
30.	Muhammad Syaputra	60	60	75
31.	M. Yogi Gunawan	68	75	76
32.	Nadilla Uswatun Hasanah	75	80	83
33.	Salsa Novita S.	70	75	80
	Total	$\sum X = 1843$	$\sum X = 2233$	$\sum X = 2486$
	Mean	$\overline{X} = 55.8$	$\overline{X} = 67.6$	$\overline{X} = 75.3$

From the table above, it was found that the students' score in pre-test was 1843, and the students' mean was 55.8, the students' score in post-test I was 2233 with the students' mean was 67.6, and the students' score in post-test II was 2486 with the students' mean was 75,3.

Table 4.8

The Percentage of Students who got point up to 75

Competence test	Percentage
Pre –test	6.00%
Post –test I	55.00%
Post test II	76.00%

Based on the table above, the result of analysis data showed that there was an improvment on the students' ability at speaking. It was showed from the mean of pre- test was 55.8 , the mean of post- test I in the first cycle was 67.6, and the mean of post- test II in second cycle was 75.3. The percentage of the students' score in pre- test who get point up to 75 was no students. The percentage of the students' score in post- test of the first cycle who got point up to 75 here were only 18 of 33 students (55%). It means that there was improvement about 55%. Then , the percentage of the students' score in post- test of the second cycle who got point up to 75 here were 25 of 33 students (75.3%). It means that improvment was about 76%.

From the table analysis in post test II, the researcher concluded that the students speaking achievement was improved. It could be seen from the mean of the students' score was 75.3. The percentage of the students' score was 25 students got able or it was 76%. In the other hand 8 students got Unable score or it was 24%. It can be concluded that the students' speaking ability in post- test in second cycle was categorized able and improved. So the researcher stopped in this cycle.

The result of percentage of students ability during the research showed the percentage of students' ability improved in each test. In the pre-test there was only 6.00% (2 Students) who got point 75. It was caused the research did not give the treatment to the students. In the post- test there was the improvment of percentage of students who got point up 75 namely 55% (18 students). In post – test one (cycle I), the students dit not get meaningfull change score from pre- test to post-

test I, although the teacher had applied Peer-Interaction strategy in teaching speaking. It was caused by some of students still did not know how to well pronouncitoin in speaking, when the teacher explained the Peer interaction strategy they did not give attention well.

Their score got improving from pre- test until post- test II. It was caused in this cycle the teacher still aplied Peer Interaction strategy and explained more detail, and also the teacher additional activities that were based on the reflection done by the teacher collaboration to prevent the same mistakes in cycle I and to get better improvment of students' score. Teacher motivated students to generate their interest in, learning English, give punishment to the students werte noisy to stand up in fron of class gave more chance and attention to students wete not confidence to present their work or to ask what they had not understand.

From the data, it indicated that using Peer-Interaction strategy in learning speaking was effective, and the data above can be concluded that the students' ability have been increased by using Peer-Interaction strategy.

2. The Qualitative Data

The research was conducted observation sheet and diary note :

2.1 Observation Sheet

Based on the result of the students' participation in speaking class through observation sheet, it was indicates' pasrticipation gradually increase from the pre observation into the second cycle. The students' participation improvment in speaking class can seen in the following table :

Table 4.9

The Students Participation in Speaking During Peer Interaction Strategy

Skill	Pre Observation	Cycle 1	Cycle 2	Improvment
Parcipation in class	18.18%	48.48%	87.87%	69.69%
Participation in conversations	21.21%	39.39%	90.90%	69.69%
Participation in discussions	24.24%	51.51%	96.96%	72.72%
Giving oral presentation (perform)	18.18%	33.33%	93.93%	75.75%
Pronounciation	18.18%	30.30%	81.81%	63.63%
Fluency	21.21%	48.48%	84.84%	63.63%
Feeling confident about speaking	9.09%	48.48%	90.90%	81.81%

The explanation of the table above are as follow: first, the improvement of the students' participation during Peer Interaction strategy is 69.69%. Second, the improvement of the students' participations in conversation during Peer Interaction strategy is 69.69%. Third, the improvement of the students' participations in class discussion during Peer Interaction strategy is 72.72%. Fourth, the improvement of the students' participations in Performance during Peer Interaction strategy is 75.75%. Fifth, the improvement of the students' participations in pronounciation during Peer Interaction strategy is 63.63%. Next, the improvement of the students' participations in fluency during Peer Interaction strategy is 63.63%. At last, the improvement of the students' confidance to speak in front of class during Peer Interaction strategy is 81.81%.

The improvement of the students' skilss above means that the implementation of Peer Interaction strategy in speaking class has successfully improve the students participation in speaking class.

2.2 Diary Notes

Diary notes was essentially private documents and there was essentially no rule how to keep a diary. Since diary is private, diary-write can confide it whatever thought or feeling occur. Diary notes can be written immediately after a teaching event, when the details were fresh in the mind or at the end of the day, when there may be more free time the main attraction of the diary notes, as opposed to other ways of articulating reflection was that the written can be totally honest and forthright in the writers comments. In this study, diary notes which were written by the writer as the result of the observation during the action held.

Based on the result of the students' participation in speaking class through Peer Interaction strategy, it was indicates' pasrticipation gradually increase from the pre observation into the second cycle. The students' participation improvment in speaking class can seen in the result percentage of the students' score in post-test of the first cycle who got point up to 75 here were only 18 of 33 students (55%). It means that there was improvement about 55%. Then , the percentage of the students' score in post- test of the second cycle who got point up to 75 here were 25 of 33 students (75.3%) and than, based on the observation from students participations in classroom, students' involvement in conversation and students performance. It was found that the teaching speaking by using peer-interaction strategy could increase the students' achievement to gave their attitude, active and good response (feedback) during teaching learning process. It is suggested that English teacher apply this strategy as one of alternative in teaching of speaking.

B.   Research Findings

The result was indicated that there was improvement of the students speaking achievement through peer-interaction strategy. It was supported by the mean of the students' score in every meeting that increased. Here the data analysis of the students' score every meeting:

Based on the table above , the percentage of the students score in post-test of first cycle who got point up 75 there were still was 18 0f 33 students, it was 55%. Then, the percentage of post test in the second cycle who got point up 75 there were 25 of 33 students, it was 76% . it means that there was improvement from post-test in first cycle and post-test in the second cycle was about 21%.

From the data, it was indicated that using peer-interaction strategy in teaching speaking was effective, and the researcher concluded that the students ' speaking achievement have been improved by using peer-interaction strategy. The researcher also analyzed the qualitative data to support the research finding. The qualitative data were diary notes and observation sheet. All of these data was indicated that the students was more courageous and confident in speaking English, this can be seen from students participations in classroom, students' involvement in conversation and students performance. It was found that the teaching speaking by using peer-interaction strategy could increase the students' achievement to gave their attitude, active and good response (feedback) during teaching learning process.

1. **Discussion**

    After conducting this research, the student' achievement in speaking was improve. The cycle showed that mean of student's score were higher that mean of student's score in the first cycle.

    The percentage of student's score in post-test in the first cycle who got point up 75 there were still was 18 of 33 students, it was 55%. then, the percentage of post-test in the second cycle who got point up 75 there were 25 of 33 students, it was 76%. its means that was improvement from post-test in the first cycle and post-test in the second cycle was about 21% .

    The use of peer-interaction strategy helped the students to be easier in learning speaking especiallyexpression of asking and giving opinion. In this study, we could find that not all students got improvement for their score because they did not actively participate in learning process. There were also some students who did not get any improvement in cycle I and in cycle II. It means that the students got the same score with the previous cycle.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

A. Conclusions

From the result and discussion about improving the students' speaking achievement through Peer- Interaction Strategy be concluded that:

The students' speaking achievement was good after using Peer-Interaction strategy in teaching English. It was showed from the mean of pre-test was 55,8, post-test in the first cycle was 67,6 and post-test in the second cycle was 75,3. There was improvement in every cycle. The students' response was very good after using of Peer-Interaction strategy. It could be seen of the students' respons was more courageous and confident in speaking English, from students participations in classroom, students' involvement in conversation and students performance and students were not difficult and felt confident to speak based on the key word, they also felt enjoy during practice in front of class. It was found that the teaching speaking by using peer-interaction strategy could increase the students' achievement while learning process.

B. Suggestions

This study showed that the implementation of Peer-Interaction strategy could improve students' achievement in speaking. In relation above, some points are suggested as follows:

1. To the principle of SMP Asuhan Jaya to motivate the teachers, especially English teacher to teach the students by using Peer-interaction strategy,

because the strategy is effectively can increase the students' achievement in speaking ability.

2. To the English teacher to use peer-interaction strategy or one of the alternative strategy to increase the student'sspeaking achievement in english teaching.

3. To other researchers, it can be the alternative technique to conduct the reseach related to the improvement of student's speaking achievement.

REFERENCES

Arikunto, Suharsimi, *Penelitian Tindakan Kelas*. Jakarta: Bumi aksara, 2009

Arikunto, Suharsimi. Prof.Dr.2002. *Prosedure penelitian suatu pendekatan praktek. (Rev V).* Jakarta: Rineka Cipta

Best, J.W. 1981. *Research in Education (4th edition).* New Jersey: Prentice Hall

Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching.* London: Longman.

Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* San Francisco: Longman.

Brown, H. Douglas. 2003. *Language Assessment: Principles and Classroom Practice.* San Francisco: Longman.

Burns, A. (1999). *Collaborative Action Research for English Language Teachers.* Cambridge: Cambridge University Press.

Harris, David.P. 1969. Testing English as a Second Language. London: McGraw Hill Book Company

Hermer, Jeremy, 2001.*The Practice of language Teaching*. Cambridge: Longman

Huba, & Freed. 2000. *Learner –Centered Assessment : Shifting the Focus from Teaching to learning* . New York; College Campuses

Johnson, K. and Morrow, K.E. 1981. *Communication in The Classroom:Handbooks for Teachers' series.* London: Longman.

Journal Liu, C.-C., Chung, C.W., Chen, N.-S., & Liu, B.-J. (2009). *Analysis of Peer Interaction in Learning Activities with PersonalHandhelds and Shared Displays. Educational Technology & Society*, *12* (3), 127–142

Journal Barbro Bruce and Kristina Hansson: *Promoting Peer interaction Strategy* the Swedish Council for Working Life and Social Research, grants No. 2001-2048 and 2007-0235.

Kemmis. S, McTaggart, R. 1988. *The ActionResearch Planner*. Third Edition. Victoria: Deakin University Press

Mifflin, Houghton.1996. *The American Heritage Dictionary of the English Language.* New York : Miffilin Company Boston

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom.* Cambridge: Cambridge University Press.

Philp, Jenefer. Adams, Rebecca. and Iwashita Noriko. (2013): *Peer Interaction and second Language learning*, New York : Ebook

Sato, Masatoshi. And Ballinger, Susan. *Peer Interaction and Second Language Learning: Pedagogical potential and research agenda* : Amsterdam; Jhon Benjamins Publishing Company

Silberman. L. Melvin. *Active* Learning (101 Cara Belajar Active Siswa): Edisi Revisi

http://scholarworks.wmich.edu/reading horizons: Accessed on Tuesday, January 2th, 7:08 AM

*http://rikarosalia.blogspot.co.id/2013/04/improving-students-speaking-skill*htmll Accessed on saturday, January 23th, 8: 11AM

CURRICULUM VITAE

Name   : Lelyna Harahap

Registered   : 1402050289

Place/ date of birth   : Paranginan, 23 December 1996

Sex   : Female

Religion   : Moslem

Marital Status   : Single

Nationally   : Indonesia

Father's Name   : (Alm) Mara Tinggi Harahap

Mothers's Name   : Ros Hayati Hasibuan S.Pd

Addres   : Jln. Tombak no. 39 B, Tuasan, Medan

Mobile Phone   : 082164933407

Gmail   : Lelyna96Harahap@gmail.com

Education

1. Elementary School at SD NEGERI 105050 Gunung Tua Julu (2002-2008)

2. Junior High School at Pondok Pesantren Nurul Falah Tamosu (2008-2011)

3. Senior High School at SMK Kesehatan Sidempuan Husada (2011-2014)

Medan,   March 2018

Lelyna Harahap
1402050289

DIARY NOTE

First meeting, (08 february 2018)

The researcher entered the class for the first time and prepared many tools for recording documents such as camera in hand phone for taking picture. And the teacher started to open the class. Firstly teacher introduced herself to the students and many goals being front of them. There were some dialogue between the researcher, teacher and students.

I' am so nervous but I am tired so hard made it as usual. I introduce myself, and begin the teaching. And then given pre-test, many of them looked confused with the test. The result of the test so make me surprise, just 1 person who get score 75. I discuss this case to answer and of course my students. They just smile. The class so noisy, I have plan to next meeting to repair and do the better one.

Second meeting, (10 february 2018)

I begin with greeting, call their name, and gave material about Expressionn of Asking and Giving Opinion. They listened my explanation about material. But some students just silent and did not active in this meeting. I try to ask of several students and they can answer my question especially about Asking and Giving Opinion.

Third meeting, (12 february 2018)

The third meeting was better than second meeting. For the third meeting, I begin with greeting, call their name, and gave explanation to the students about Peer-Interaction Strategy, why it is very important and how to apply it. They listened to my explanation. The activities of the students in class:

- Pay attention on my explanation about Peer-Interaction Strategy

- Students afraid to my question

- The students discuss with classmate

- Some students still confuse what should they do, they were crowded and disturb their friends.

- Some of the students were busy in discussing, but some of them just silent without doing anything.

Fourth meeting (14 february 2018)

I begin with greeting, call their name, and gave material about Expression of Asking and Giving Opinion. They listened my explanation about material. But some students just silent and did not active in this meeting. I try to ask of several students and they can answer my question especially about Asking and Giving Opinion .

Fifth meeting, (17 february 2018)

In this meeting the students were more enthusiastic in study Asking and Giving opinion by using Peer-intewraction strategy some of the students have braveness to reveal their opinion. But some of them still shy to giving their

opinion, in this meeting the researcher gave the test post test I. the result of the students' score better than pre test. The activities of the students in the class:

1. Pay attention on my explanation about procedure of Peerr-Interaction strategy

2. Students follow my instruction to make a dialogue about asking and giving opinion

3. A students enthusiastic in doing their written

4. Some of students were busy in discussing

5. Some of students make noisy

6. Students practice in front of class

Appendix I

LESSON PLAN
(CYCLE I)

School Name   : SMP Asuhan Jaya

Subject   : English

Class / semester   : VIII / II

Time Allocations   : 2 x 40 Minute

Skill   : Speaking

Topic   : Asking and giving Opinion

Standards of Competency

Expressing meaning in simple short oral transactional and interpersonal conversations to interact with the school environment.

Basic competency

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of asking for opinion and giving opinion accurately, fluently and acceptably

Indicators

1. Be able to use and practice speech acts aking and giving opinion
2. Be able to respond and practice speech acts asking and giving opinion
3. To Identify various expressions of asking and giving Opinion

A. Learning Objectives :

By the end of the lesson, the students are able to express the meaning of asking/giving opinion accurately, fluently and acceptably

The expected student character :

Confidence, Honest, Responsible, Courage and Respect and concern

B. Learning Materials

Asking and Giving opinion is an expression used to give or ask for an opinion of a person or group

Expression of asking and Giving Opinion :

Asking for an opinion	Giving an opinion
• Would you give me your opinion on.....? • Have you got any comments on….. • Do you have any opinion on ……? • What is your opinion about……….? • What are you feeling about………….? • What are your views on……….? • What do you think of…….? • What do you think about………? • What is your opinion? • What is your comment on….?	• In my opinion, I wouldrather………. • From my point of view …. • What I have in my mind is……… • I believe ……. . • I don't think I care for it. • I think it isgood/nice/terrific…….. • I think that is awful/ not nice/ terrible …… . • I think that…….. • I think I like it.

C. Method of the Lesson

a. Three Phase Technique

b. Persentation, Practice, Production

D. Prosedure of Learning Process

I. Opening activities

Apperception

1. The teacher greets and asks about their conditions
2. Teachers and students pray together
3. Teacher checks students attendance
4. The teacher introduces the topic of learning by linking the material to the student's experience

5. Teachers explain the purpose of learning

II. Core activities

Exploration

1. Teacher explain the students about Expression of asking and giving opinions
2. Teacher write the example how to make expression of asking and giving opinions and how to pronounce it
3. Teacher give the students time to ask if they do not understand

Elaboration

1. Teacher divides students into pairs and give the script of the dialogue that containts some expression of asking and giving opinions
2. Teacher chooses the pairs to perform
3. Students perform in front of the class

Confirmation

1. Teacher give feedback to the students after finishing their performance
2. Teacher give the students time to answer question if they do not understand

III. Closing
   1. Teacher reviews today's lesson and make a conclution
   2. Teacher closes the lesson

E. Source/ Media
   - Somes book relevant to the material
   - Internet / Dictionary
   - Script dialogue

F. Assesment

1. Tecnique of assesment : Individual Assesment
2. Instruments of Assesment : Oral test

No	Aspects of scoring	SCORE
1	Pronunciations	
2	Intonation	
3	Fluency	
4	Grammar	
5	Vocabulary	
Total Score		

Grading System

No	Score	Category
1	50-59	Poor
2	60-74	Satisfactory
3	75-79	Good
4	80-100	Excellent

1. Maximum Score : 100
2. Students Score : <u>Score gained</u>   x 100
               Maximum Score

Medan,   February 2018

Under the Charge of

Principal of

SMP Asuhan Jaya	**English Teacher**	**The Researcher**
M. Wirya Pratama S.E	**Nana Armayanti S.Pd.**	**Lelyna Harahap**
		NPM: 1402050289

LESSON PLAN
(CYCLE II)

School Name   : SMP Asuhan Jaya

Subject   : English

Class / semester : VIII / II

Time Allocations : 2 x 40 Minute

Skill   : Speaking

Topic   : Asking and giving Opinion

Standards of Competency

Expressing meaning in simple short oral transactional and interpersonal conversations to interact with the school environment.

Basic competency

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of asking for opinion and giving opinion accurately, fluently and acceptably

Indicators

1. Be able to use and practice speech acts aking and giving opinion
2. Be able to respond and practice speech acts asking and giving opinion
3. To Identify various expressions of asking and giving Opinion

A. Learning Objectives :

By the end of the lesson, the students are able to express the meaning of asking/giving opinion accurately, fluently and acceptably

The expected student character :

Confidence, Honest, Responsible, Courage and Respect and concern

B. Learning Materials

Asking and Giving opinion is an expression used to give or ask for an opinion of a person or group

Expression of asking and Giving Opinion :

Asking for an opinion	Giving an opinion
• Would you give me your opinion on.....? • Have you got any comments on….. • Do you have any opinion on ……? • What is your opinion about……….? • What are you feeling about………….? • What are your views on……….? • What do you think of…….? • What do you think about………? • What is your opinion? • What is your comment on….?	• In my opinion, I wouldrather………. • From my point of view …. • What I have in my mind is……… • I believe ……. . • I don't think I care for it. • I think it isgood/nice/terrific…….. • I think that is awful/ not nice/ terrible …… . • I think that…….. • I think I like it.

C. Method of the Lesson
   a. Three Phase Technique
   b. Persentation, Practice, Production

D. Prosedure of Learning Process
   I. Opening activities

   Apperception

   1. The teacher greets and asks about their conditions
   2. Teachers and students pray together
   3. Teacher checks students attendance
   4. The teacher as research applying peer interaction strategy
   5. Teachers explain the purpose of learning

II. Core activities

Exploration

1. Teacher review the material to the students about Expression of asking and giving opinions (students close the book)
2. Teacher explains the students about what they are going to lern or to do

Elaboration

1. Teacher divides students into five Groups based on the ways of peer interaction strategy and give one different situation to each group
2. Students make a dialogue about asking and giving opinion based on the situation given by the teacher
3. Every group discussed together about the materials and make an active interaction
4. Teacher checks students's work
5. Teacher chooses the group to perform
6. Students perform in front of the class
7. And one of members of group perform explain the expression of asking and giving opinions based on their discuss in dialogue

Confirmation

1. Teacher give feedback to the students after finishing their performance
2. Teacher give the students time to answer question if they do not understand

III. Closing
1. Teacher reviews today's lesson and make a conclution
2. Teacher give the motivation to the students who still low and got bed mark in asking and giving opinions
3. Teacher closes the lesson

E. Source/ Media

- Somes book relevant to the material
- Internet / Dictionary
- Script dialogue

F. Assesment

1. Tecnique of assesment : Individual Assesment
2. Instruments of Assesment : Oral test

No	Aspects of scoring	SCORE
1	Pronunciations	
2	Intonation	
3	Fluency	
4	Grammar	
5	Vocabulary	
Total Score		

Grading System

No	Score	Category
1	50-59	Poor
2	60-74	Satisfactory
3	75-79	Good
4	80-100	Excellent

1. Maximum Score : 100
2. Students Score : $\underline{\text{Score gained}}$ x 100
   Maximum Score

Medan,   February 2018

Under the Charge of

Principal of

SMP Asuhan Jaya   **English Teacher**   **The Researcher**

M. Wirya Pratama S.E   **Nana Armayanti S.Pd.**   **Lelyna Harahap**
                                                          NPM: 1402050289

Appendix VI

OBSERVATION SHEET

(Before Implemeting Peer Interaction Strategy)

Name	Skills						
	Participation in Class	Participation in Conversations	Participation in Group Disscussion	Giving Oral Presentation	Pronounciation	Fluency	Feeling Confident about Speaking
Progress							
EL	√	-	-	-	-	-	-
ED	√	√	√	√	√	√	-
FDC	-	-	-	-	-	-	-
FN	-	-	-	-	-	-	-
FR	-	-	-	-	-	-	-
FS	-	-	-	-	-	-	-
FA	√	√	√	-	-	√	-
GP	-	-	-	-	-	-	-
HA	-	-	-	-	-	-	-
HS	-	-	√	-	-	-	-
IAK	-	-	-	-	-	-	-
IS	-	-	-	-	-	-	-
IRF	-	-	-	-	-	-	-
IA	-	√	√	√	√	√	√
IPS	-	-	-	-	-	-	-
JR	√	-	-	-	√	√	-
JE	√	√	√	√	√	√	√
KL	-	-	-	-	-	-	-
KDG	-	-	-	-	-	-	-

Name	Skills						
	Participation in Class	Participation in Conversations	Participation in Group Disscussion	Giving Oral Presentation	Pronounciation	Fluency	Feeling Confident about Speaking
Progress							
LAM	-	-	-	-	-	√	-
MSS	-	-	-	-	-	-	-
MS	-	-	√	-	-	-	-
MAH	-	-	-	-	-	-	-
MA	-	√	-	-	-	-	-
MHD	-	-	-	-	-	-	-
MFA	-	-	-	-	-	-	-
MFP	-	-	√	√	-	-	-
MI	-	-	-	-	-	-	-
MRP	-	-	-	-	-	-	-
MSY	-	√	-	√	-	-	-
MYG	-	-	-	-	-	-	-
NUH	√	√	√	√	√	√	√
SNS	-	-	-	-	√	√	-
Total Percentages	18.18 %	21.21 %	24,24 %	18.18 %	18.18 %	21.21 %	9.09 %

Observer

Lelyna Harahap
NPM. 1402050289

Appendix VII

OBSERVATION SHEET

(Cycle I of Peer Interaction Strategy)

Name	Participation in Class	Participation in Conversations	Participation in Group Disscussion	Giving Oral Presentation	Pronounciation	Fluency	Feeling Confident about Speaking
	Skills						
	Progress						
EL	-	-	√	-	√	√	√
ED	√	-	√	√	√	√	-
FDC	√	√	-	-	√	√	√
FN	-	-	-	-	-	-	-
FR	-	-	-	-	-	-	-
FS	√	√	√	√	-	√	-
FA	√	-	√	√	√	√	√
GP	-	-	-	-	-	-	-
HA	-	-	-	-	-	-	-
HS	√	√	-	-	-	√	√
IAK	√	-	√	√	-	√	√
IS	√	√	-	-	√	√	√
IRF	-	-	-	-	-	-	-
IA	-	√	-	√	√	√	√
IPS	√	-	√	-	-	-	√
JR	-	-	√	-	√	√	√
JE	√	√	√	√	√	√	√
KL	-	-	-	-	-	-	-
KDG	√	-	-	-	-	-	√

Name	Skills						
	Participation in Class	Participation in Conversations	Participation in Group Disscussion	Giving Oral Presentation	Pronounciation	Fluency	Feeling Confident about Speaking
Progress							
LAM	√	-	-√	-	-	√	√
MSS	-	√	√	-	-	√	-
MS	-	√	√	-	-	-	-
MAH	√	-	-	-	√	-	-
MA	-	√	-	-	-	-	-
MHD	√	√	√	√	-	-	√
MFA	-	-	√	-	-	√	-
MFP	-	-	√	√	-	-	√
MI	-	-	-	-	-	-	-
MRP	√	-	-	√	-	-	-
MSY	-	√	-	√	-	-	√
MYG	-	-	√	-	-	-	-
NUH	√	√	√	√	√	√	√
SNS	√	√	√	-	-	√	-
Total Percentages	48.48 %	39.39 %	51.51 %	33.33 %	30.30 %	48.48 %	48.48 %

Observer

Lelyna Harahap
NPM. 1402050289

Appendix VIII

OBSERVATION SHEET

(Cycle II of Peer Interaction Strategy)

Name	Skills						
	Participation in Class	Participation in Conversations	Participation in Group Disscussion	Giving Oral Presentation	Pronounciation	Fluency	Feeling Confident about Speaking
Progress							
EL	+	√	√	√	√	√	+
ED	+	+	+	+	+	+	+
FDC	+	+	+	√	√	√	+
FN	√	√	√	√	√	√	√
FR	+	√	+	√	√	-	√
FS	+	√	+	√	√	√	√
FA	+	+	+	+	√	√	+
GP	√	√	√	√	√	√	√
HA	√	√	√	√	-	√	+
HS	√	√	√	√	√	√	+
IAK	+	√	√	√	√	√	+
IS	+	√	√	√	√	√	√
IRF	+	√	+	√	-	√	√
IA	√	√	+	√	√	√	-
IPS	√	√	√	√	√	√	-
JR	√	√	√	√	√	√	√
JE	√	√	√	√	√	√	√
KL	√	√	√	√	-	√	√
KDG	+	√	√	√	√	√	√

Name	Skills						
	Participation in Class	Participation in Conversations	Participation in Group Disscussion	Giving Oral Presentation	Pronounciation	Fluency	Feeling Confident about Speaking
Progress							
LAM	+	√	√	√	√	√	+
MSS	+	√	√	√	-	√	√
MS	+	√	+	√	√	√	√
MAH	√	√	√	√	√	-	√
MA	-	+	-	√	√	√	√
MHD	+	√	+	√	√	√	√
MFA	-	√	√	+	√	√	-
MFP	√	-	√	√	-	-	√
MI	-	√	√	-	√	√	+
MRP	√	-	√	+	√	√	√
MSY	-	√	√	√	-	-	+
MYG	√	-	√	√	√	-	√
NUH	+	+	+	+	+	+	+
SNS	+	√	+	√	√	√	√
Total Percentages	**87.87 %**	**90.90 %**	**96.96 %**	**93.93 %**	**81.81 %**	**84.84 %**	**90.90 %**

Observer

Lelyna Harahap
NPM. 1402050289

Appendix IV

POST-TEST

Do in group.

1. Choose one of the topics below. (one topic for one group only)

   a. .Examination

   b. Tourism

   c. Social Media

   d. .Globalization

   e. Junk Food

   f. K-Pop

   g. Infotainment

2. You have to make a conversation based on the topic you have chosen.

3. The conversation must include asking and giving opinion

4. You may use property and accessories to make your conversation more alive and attractive.

5. The time duration of your conversation must be ± 5 minutes (including opening, main topic, and closing).

Appendix IV

POST-TEST

Do in Pairs.

1. Choose one of the topics below

    a. Bestfriend

    b. Holiday

    c. Traditional food

2. You have to make a conversation based on the topic you have chosen.

3. The conversation must include asking and giving opinion

4. You may use property and accessories to make your conversation more alive and attractive.

5. The time duration of your conversation must be ± 5 minutes (including opening, main topic, and closing).

Appendix III

The Test I

Good morning/ Hello/ Hi

1. What is your name?

2. Could you spell it?

3. How are you?

4. Can you speak English?

5. Dou you like speaking English?

6. What do you do?

7. What will you say if you want to ask an opinion?

8. What will you say if you want to give an opinion?

9. What will you say if you agree with someone's opinion?

10. What will you say if you want to decline someone's opinion?