THE EFFECT OF THE APPLYING SELF AND PEER ASSESSMENT METHOD ON THE STUDENTS' SPEAKING ABILITY

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ABSTRACT

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The experimental quantitative research design was applied in this research. The objective of the research was to find out the effect of the applying self and peer assessment method on the students' speaking ability. This research was conducted at SMP Muhammadiyah 3 Tanjung Sari Medan academic year 2019/2020 which consisted of 3 clasess as the population. The sample was consisted of 80 students which were taken by using purposive sampling technique and divided into two different groups namely experimental group which consisted of 40 students and control group which consisted of 40 students. Self and peer assessment sheet was used as instrument which consisted of five indicators and administrated in pre-test and post-test. Based on the data analysis, the result showed that there was any significant effect of the applying self and peer assessment method on the students' speaking ability with t-critical (t_c) value was higher than t_{table} on the level **(**6,4603> 2,024). Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected. It also found that the students who were taught by applying self and peer assessment (experimental group) got higher scores than the students who were taught by applying traditional method (control group). So, it meant that applying self and peer assessment on the students' speaking ability was succeeded.

Keywords: *experimental quantitative research, self and peer assessment method, students' speaking ability*.

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TABLE OF CONTENTS

ABSTRACT ..... **i**

ACKNOWLEDGMENT ..... **ii**

TABLE OF CONTENTS ..... **v**

LIST OF TABLES ..... **vii**

LIST OF FIGURE .....

LIST OF APPENDICES ..... **ix**

CHAPTER I INTRODUCTION **1**

A. Background of Study 1

B. Identification of Problem 4

C. The Scope and Limitation 4

D. The Formulation of The Study 5

E. The Objective of The Study 5

F. The Significance of The Study 5

CHAPTER II REVIEW OF LITERATURE **6**

A. Theoretical Freamwork 6

1. Description of Speaking 6
2. Component of Speaking 8
3. Types of Speaking 9
4. Function of Speaking 11
5. Concept of Speaking Ability 12
6. Assessment of Speaking 13

7. Teaching Speaking 14
8. Description of Self and Peer Assesment Method 15
9. Preparing Students for Self and Peer Assesment 20
10. Advantages of Self and Peer Assessment 21
B. Previous Relevant Studies..... 22
C. Conceptual Freamwork..... 25
D. Hypothesis..... 27
CHAPTER III METHOD OF RESEARCH..... 28
A. Location 28
B. Population and Sample 28
C. Research Design 30
D. Instrument of The Reasearch 31
E. Technique of Collecting Data 32
F. Technique of Data Analysis 32
G. Statistical Hypothesis 34
CHAPTER IV FINDING AND DISCUSSION 35
A. Finding 35
B. Discussion 35
CHAPTER V CONCLUSION AND SUGGESTION 42
A. Conclusion 42
B. Suggestion 42
REFERENCES 45
APPENDICES

LIST OF TABLES

Table 3.1. The Population 29

Table 3.2. The Sample 29

Table 3. 3. Research Design..... 30

LIST OF FIGURE

Figure 2.1 The Conceptual Framework of Action Research 26

LIST OF APPENDICES

Appendix 1	Lesson Plan of Experimental Class
Appendix2	Lesson Plan of Control Class
Appendix 3	Attendance List of Experimental Class
Appendix 4	Attendance List of Control Class
Appendix 5	The Result of Pre and Post-Test in Experimental Class
Appendix 6	The Result of Pre and Post-Test in Control Class
Appendix 7	The Students' Answer Sheet
Appendix 8	Documentation of Research
Appendix 9	Difference of Score Pre and Post-Test Experimental Class
Appendix 10	Difference of Score Pre and Post-Test Control Class
Appendix 11	Calculation Table of Statistical Hypothesis
Appendix 12	Form K-1
Appendix 13	Form K-2
Appendix 14	Form K-3
Appendix 15	Berita Acara Bimbingan Proposal
Appendix 16	Lembar Pengesahan Proposal
Appendix 17	Berita Acara Hasil Seminar Proposal
Appendix 18	Lembar Pengesahan Hasil Seminar Proposal
Appendix 19	Surat Permohonan Ganti Judul
Appendix 20	Surat Izin Riset
Appendix 21	Surat Keterangan Riset
Appendix 22	Curiculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is a verbal communication of language use to communicate with others. The students can tell or convey of their information or problem from their mind ideas through speaking. Speaking helps students to make them talk-active so that they can share what they know or what they do not know are about the case they are faced. But, Some students' speaking ability cannot reach the target of learning speaking. That's because students have difficulty in speaking and they have not self-confidence. Because, they are afraid of being wrong in pronunciation using every word and may be caused by they afraid to speak in front of their friends or their teacher.

Especially in speaking, speaking is very important to the students can express their idea, opinion and information the skill orally. In speaking the students do not only practice alone but also build interaction with other. Therefore speaking skill should be mastered by the students in helping the students to get learning purpose and good communication so that it can be understood by the other people.

According to Fauzan (2014), "speaking skill is very important in the context of English learning. It is because through verbal language, speaking, one enables to expres his/her ideas and thoughts and being able to speak is one of the indicators of mastering the language".

According to Mackey (2007: 13), “speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning”.

Therefore, the students should have a good speaking ability based on the rules so that the students have a good skill in communication in foreign language and for a teacher should have a good method in teaching speaking to the students in the school, so that the students can improve their skill based on Pronunciation, Grammar, Vocabulary, Fluency and Comprehension well and correctly. In this case, Method is meant as a way that can be used to implement the arrangement of the plan in real activity and to get the learning purpose.

By using this self and peer assessment method to improve the students’ ability in speaking, because self and peer assessment is an assessment method for the learning result which focus to the students. Self and peer assessment is an assessment that can make the students more independent and feedback as a term that is needed in learning process. According to Petty 2009, “peer assessment and self assessment encourages students to attribute success to factors in their control”.

Boud (1991) concludes, “Self assessment is the involvement of students in identifying criteria or standards to be applied in learning and making decisions regarding the achievement of these criteria and standars”. Falchikov (Spiller, 2012,p.10) conludes, “Peer assessment is asking students to give one feedback or assessment (or both) to a friend on a product or

performance, which is based on criteria that are good for a product or event that allows students involvement in the assessment".

Furthermore, "both of these concepts are not just sharing rubrics assessment of students so that the assessment method is open and transparent, but also train students to be realistic to decide what value is appropriate they get according to the results of their efforts" (Thomas, Martin, & Pleasant, 2011). Besides that, "by applying self and peer assessment, students can get feedback so that they can find out the extent of mastery of the material and its capabilities in applying the material" (Siswaningsih, Dwiyanti, & Gumilar, 2013).

Therefore, the reason for the researcher making this thesis was to find out the effect of applying by using this learning method especially in students' speaking ability. A student knows where his weaknesses lie when pronouncing his words in English and that students are able to evaluate for themselves, as well as assess their colleagues and to make this assessment it is not just enough to give an opinion, but this opinion must be justified. This process is an important source of knowledge, as well as improvement of oneself and with respect to the group through this Self and Peer Assessment method. And for a teacher, it must be able to strengthen the situation of students learning with methods or strategies that are appropiate to use in each particular learning in speaking.

However, there are several factors that also become obstacles in speaking learning, which include technical factors in teacher learning, a

teacher's lack of method used in learning, environmental factors and others. Therefore the researcher tried to find out the purpose and give the solution by using this method to find out the quality of student's work in speaking based on the assessment of Pronunciation, Vocabulary, Grammar, Fluency and Comprehension of students nine grade of SMP Muhammadiyah 3 Tanjung Sari Medan academic year 2019/2020, to increase students' speaking ability. Based on the explanation above, the researcher is interested in making a judgment about the research ***"The Effect of the Applying Self and Peer Assessment Method on the Students' Speaking Ability"***.

B. Identification of Problem

The problems of the research could be identified as follows :

1. The students' speaking ability was low;
2. The teaching method was not significantly effective for the student.

C. The Scope and Limitation

The scope of this research was about an experimental research, that focuses on teaching speaking and the limitation of this research was mainly concerned on the effect of the Applying Self and Peer Assessment Method on the Students' Speaking Ability of nine grade of SMP Muhammadiyah 3 Tanjung Sari Medan academic year 2019/2020.

D. The Formulation of The Study

The formulation of study was there any significant with the effect of the Applying Self and Peer Assessment Method on the Students' Speaking Ability?

E. The Objective of The Study

The objective of this research was to investigate the significant effect of the Applying Self and Peer Assessment Method on the Students' Speaking Ability.

F. The Significance of The Study

The significance of this research could identified as follows :

1. Theoretically

As theoretical, this research provided an intersting way to improve students' speaking ability by using the self and peer assessment method which will improve the quality of students' speaking ability in learning process.

2. Practically

For researcher, as a reference to the next researchers in teaching learning process. For teacher, as a nice method for teacher in learning process. For students, to help the students in improving the students' speaking ability by using self and peer assessment method

CHAPTER II

REVIEW LITERATURE

A. Theoretical Framework

This study was planned to find out the effect of the applying of self and peer assessment method on the students' speaking ability in conducting research theories are needed to explain some concepts or terms applied in the research. Theoretical framework of this research was presented and discussed as following :

1. Description of Speaking

Speaking is an action of having a communication with the others in using oral language. Speaking is also one of the skill in components language that is very important in English learning because the students can express their ides, opinion, and information through speaking. "Speaking is kind of communication, according to Richard and Renandya" (2002: 210). In teaching English, it is an aspect that needs special attention and instruction.

Furthermore, speaking is activity to produce opinion and construct the meaning, Nunan (2003:48) describes, "that speaking is the productive aural or oral skill, it consists of producting systematic verbal utterances to convey meaning". In the other hand, speaking is oral activity in producing sound that expression opinion and construct the emaning. Therefore, the students can get many informations and they can understand the meaning of informations that they get and the students also can share the informations to the other students.

Moreover, according to Powers (2010: 2), “speaking is the basic communications, so it is the most important skill among the other language skills. This arguments is clearly states that speaking is the most skill than the other basic like listening, reading, and writing”.

William O’Grady,et.al (1996:4) defines, “speaking ability is the students’ ability in expressing their ideas orally which is represented by the scores of speaking”. This theory explains that speaking ability is students ability to make a scores in speaking with do a presentation, where the students will make a good presentation with a good speech. The speaking ability can converse or to express the students ideas fluently with precise vocabularies and good or acceptable pronunciation.

Furthermore, Wallace (1998:98) describes, “that speaking ability is oral practice have meaningful to students when they have to pay attention what they are saying”. This, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking is a difficult ability more than other skill in communication. Freeman in Risnadedi (2001: 56-57) concludes, “that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers”. This, speaking ability ia a complex skill, because the student have to choose a good word to make a good phrase and the students must have a good grammar.

From the explanation above, it was considered as the basic skill than others. The combination aspect of language like verbal and nonverbal and functional describe that speaking skill is the most difficult skill than others for the students.

2. Components of Speaking

Bown (2001:406-407) said, "speaking as development ofbthe relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". Brown said, there are some aspects in speaking, Grammar, Vocabulary, Comprehension, Fluency, Pronunciation.

Hornby (1996) defines, "that speaking component are pronunciation, grammar, vocabulary, fluently, self confidence".

a. Pronunciation

"Hornby defines pronunciation as the way in which a language is spoken, way in which a word is pronounced" (Hornby, 1996:669). It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

b. Grammar

Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must be given insight into word order, inflection, and derivation into the other meaningful features of the English language. It will help students to speak fluently.

c. Vocabulary

Hornby (1996:979) “defines vocabulary is range of words known or used by a person in treade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea”.

d. Fluently

Hornby (1996:330) “defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar”.

e. Self-Confidence

Self-confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion, or answer the question. He feels like that, so he thinks he knows what will he say and how to express.

3. Type of Speaking

According to Brown there are six types of speaking :

a. Imitative

Imitative is very limited portion of classroom speaking time may legitimately be spent generating human speech recorde tape, for example, learners practice an intonation contour or try to point-point of meaningful interection, but for focusding on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

c. Responsive

A good deal of studentm speech in the classroom is responsive, short replies are usually sufficient and do not extend into dialogues.

d. Transactional

This is carried out for the purpose of conveying or exchanging spesific information, is an extended form of responsive language.

e. Interpersoanl

The other form of conversation mentined in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral report, summaries or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned.

4. Function of Speaking

Speaking is very important, especially in daily communication. A person is recognized that he/ she is educated from the way and what he/ she is speaking. When speaking, someone has to know what to speak and understand the ideas of what he/ she is talking about. Harmer (2003: 87) states "that through speaking, the students will understand ideas, opinions and information from other people". Moreover, Brown and Yule (1983) (in Richard, 2008) "made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information". Richards (2008: 21) said, In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): "talks as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in term of function and requires different teaching approaches".

a. Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other. Burns (1998) "distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions that focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant".

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience.

5. Concept of Speaking Ability

Speaking is the most common communicative activity in daily life. Speaking is a part of dialy life to communicate information to a listener with building and sharing meaning. Speaking is very important that we have to learn. Speaking ability is the main goal of many adult learness.

Furthermore, speaking ability is not only based on th etime where the students have studied about speaking for long time but also it is based on their

habitatual to speak English. They must practice in their daily activities because speaking ability is verbal intelegence. This term is supported by Broughton.

6. Assessment of Speaking

"Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation" (Luoma, 2004). Additionally, Nunan (1999) "viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components". To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to the context. This theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary; depend on the types of speaking assessed. Then, what should to be tested? (Nunan, 1999).

a. Pronunciation

that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

b. Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

c. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

d. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

e. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

7. Teaching Speaking

Teaching Speaking Teaching (Brown, 2007:7) "is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning". It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking. "The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students' works" (Harmer, 2007:275). Harmer suggests a basic methodological model for teaching productive skills which is embedded in the

teaching and learning process done in this research study. The steps are lead-in, set the task, monitor the process, and task feedback.

8. Description of Self and Peer Assessment Method

Method is meant as a way that can be used to implement the arrangement of the plan in real activity and to get the learning purpose. Jati Kesuma (2007;1) defines, "The method relates to regular and systematic work methods to facilitated the implementation of various activities in achieving the desired goals in English".

Self and Peer Assessment are method employed to encourage students to take more responsibility for the learning process. The process has the potential to empower learning and to assist the development of assessment skill, which are so important for future teachers.

Fautley and Savage (2008, p51) describes, "Peer Assessment involves students assessing the work of other students, their peers; while Self Assessment involves each individual in a consideration of their own work". Furthermore, "Peer and Self Assessment are student-led assessment practices with the potential to positively affect achievement" (Harris & Brown, 2013).

Boud & Falchikov 2007) defines, "the regular use of Self and Peer Assessment provides opportunities for students to practise, test, receive feedback on and develop their judgement, an essential attribute for lifelong learning". Harrison et al. (2015, p76) argues, "Self and Peer Assessment is a sustainable lifelong learning methodology".

Budiastuti, Karomah, Martanti, & Fatmawati (2014,P.30) concludes, “Self Assessment is based on a natural tendency to examine the progress of one’s own learning”. Karsidi dkk. (2013,P.22) concludes, “Peer Asseement has the advantage of other assessment that involves students in directly involving students in the assessment process which was originally only carried out by the teacher”.

Moreover, Self Assessment is conceptualized as “procedures by which the learners themselves evaluate their skills and knowledge” (Bailey, 1998, p. 227). “The main merit attributed to self-assessment is that it encourages students to get more actively engaged in the educational process by requiring them to reflect on their own performances and by encouraging them to take greater responsibility for goal-setting and decision making about their own learning” (Hughes, & Mylonas, 2002). Boud (1995) defines, “Self Assessment is the technique by which students judge and give feedback on their own performance, which is aimed at improving students' active participation in classroom activities”.

Furthermore, Chaney & Ingraham (2009) concludes, “Peer Assessment is an effective methode for improving the quality of the process student learning”. Students will be more motivated if they feel ”monitored” and “assessed” by his own colleagues. Hirsch and Gabriel (1995) concludes “Even the results of previous studies also prove that students are more likely to listen to comments from peers than they do comment from the teacher”. Logan

(2009) concludes, “who indicated that Peer Assessment gives students a better understanding of assessment criteria and leads to deeper learning”.

Moreover, Phill Race (2001) describes, “Self Assessment involves students making judgements about their own work. As with conventional assessment, the judgements can range from ‘pass-fail’ (or pass – not-yet-pass) decisions, to percentage marks or grades A to E, and so on. The assessment decisions can be made by students on their own essays, reports, presentations, performances, projects, dissertations, and even exam scripts. However, student Self Assessment can be even more valuable when the evidence to be assessed is intrinsically personal in nature, such as reflective logs, diaries, action plans, and so on, where it can be argued that only the student really knows how well the evidence meets the purposes or criteria designed to specify it”.

Phill Race (2001) describes, “Peer Assessment is quite different from Self Assessment, however, in that students are making assessment decisions on other students’ work. Once more, student Peer Assessment can be used for almost any aspect of student performance, including essays, reports and so on, or exam scripts. It is more usual, however, to use student Peer Assessment for evidence relating to presentations, performances, practical work and so on. Student peer Assessment can be anonymous, with assessors randomly chosen so that friendship factors are less likely to distort the results. Student Peer Assessment can be single or multiple, and is usually regarded as working most effectively when more than one assessor assesses each element of work, so that consistency can be demonstrated (or lack of consistency can alert tutors to

problems with the assessment criteria, or the commitment of students to Peer Assessment fairly)".

Paul Orsmond (2004) concludes, "Self and Peer Assessment is studens are often unfamiliar with marking criteria. Hence, they need to be clearly introduced to them at the begining of their course of study". Boud (1986) defines, "considered primarily Self Assessment, but made suggestion which are also applicable to Peer Assessment". Orsmond et al., (1996,1997,2001) defines, "In order to try to resolve the issue of criteria, students and staff should attempt to clarfy the concepts of asseessment criteria. Where possible, tutors should not impose, but lisa to the student's perception of the criteria. Joint discussion may help avoid any mismatch in interpretation of the criteria or an individual criterion".

Tim S. Roberts (2006) describes, "Self Assessment means the process of having the learners critically reflect upon, record the progree of, and perhaps suggest grades for, their own learning. Critical reflection has been shown to positively enhance the learning process; recording of progress can act as a stimulus to focus learning in appropriate directions; and suggested grades, while in no way diminishing the responsibility of the instructor for the final marks and grades awarded, can act as guides to assist the instructor in making appropriate judgements as to the real level of learning that has occurred". Moreover, Buchanan (2004) concludes, "Self Assessment a greater autonomy and sense of control exerted by the student, an ability to see where

one needs to improve, and a facilitation of dialogue between the student and the instructor".

Furthermore, Tim S. Roberts (2006) describes, "The term Peer Assessment refers to the process of having the learners critically reflect upon, and perhaps suggest grades for, the learning of their peers. Peer Assessment is distinguished from group assessment in that students assess each other's learning, even though the learning may have occurred individually, or at least outside of any formal collaborative groups". A similar point is made by Kearsley (2000) that "feedback from fellow students is often quite helpful because it comes from their perspective rather than an expert's" (p. 81).

Dragemark (2004: 35) concludes, "pointed out that the aim of using self assessment was to increase the students' reflective capacity about their own learning, and in this way, increase motivation. If students have the opportunity to use self assessment practices, they will also have the opportunity to reflect continuously on their own learning". Gibbs (1995) describes, "points out that the main problem with group work is that it is individuals who gain qualifications not groups, and for this reason assessment of groups is normally considered thoroughly unsatisfactory if no special differentiation is made within the group".

Self and Peer Assessment Method receive feedback was one of the main mechanisms that helped them benefit from Self and Peer Assessment method. As some respondents indicated, "Feedback was very valuable and helpful." More comments about the value of feedback and how it helped

students to learn include. Self and Peer Assessment contributed to the development of a more supportive learning environment. Some of the ways students reported that Peer Assessment helped promote collaboration is that it allows a better understanding with other classmates. This shows that having other people in the class as support for learning the content can be very beneficial in Self and Peer Assessment method.

9. Preparing Students for Self and Peer Assessment

Students may have little exposure to different forms of assessment and so may lack the necessary skills and judgements to effectively manage Self and Peer Assessments. There may also be a perception amongst students that the academic is 'shirking' their responsibilities by having students undertaking peer assessments. In this situation students may be reminded of the Graduate Student Attributes. This also highlights the need to fully prepare and equip students for their own assessment and for the assessment of others.

It is helpful to introduce students to the concepts and elements of assessment against specified criteria in the first weeks of class when you explain the unit of study outline. This requires taking time at the outset of the group activity or unit of study to discuss what is required, and to provide guidance on how to judge their own and others' contributions. Students will need to be assisted to develop criteria that match the learning outcomes with regards to the output and process of the group work. If assessment criteria for each element are set up and clearly communicated, your role will also change to one of facilitator.

10. Advantages of Self Assessment and Per Assessment

1. Can foster confidence in students, because they are given the trust to judge themselves;
2. Students are aware of their strengths and weaknesses, because when they make an assessment, they must introspect their strengths and weaknesses;
3. Can encourage, familiarize, and train students to speak in front of their friends, because they are required to be able to speak English in making judgments.
4. Can improve learning outcomes and collaboration through feedback from peers;
5. Students can help their themes in udenrstanding and learning and feel; more comfortable in the learning process, students can comment on the performance of his friends;
6. Students become more engaged in their learning and to add variety to students' learning experience;
7. It provided valuable practice in presenting and leading to increase confidence by assessing.

"The most important advantage of self-assessment and peer assessment is that it makes students realise that success or failure depends not on talent, luck or ability, but on practice, effort and using the right strategies. This is motivating and empowering". (Petty 2009).

B. Previous Relevant Studies

The author summarizes the various meanings of self and peer assessment method from previous experts that are relevant to prove the authenticity of the researcher. Self and peer assessment is a method form of independent learning that is very useful for students on their learning achievement, foster a sense of confidence and get feedback from their peers. Moreover, Fautley and Savage (2008, p51) describes, "Peer assessment involves students assessing the work of other students, their peers; while self assessment involves each individual in a consideration of their own work".

This research has been carried out by many researchers and from the number of researchers conducting this research on self and peer assessment that had been conducted by Ying Li & Liping Chen (2016) the title is "Peer and self assessment: A Case Study on the Students' Speaking Ability". They found that there are 60 students in the class. These show that 88% of students thought that the innovation of self assessment and peer assessment had been beneficial to them. 80% of students considered it made them think more, gain confidence and helpful, which had changed the way of their learning. About 70% of the students felt that they had learned more and had become more critical. A similar number of students 70% found the activity full of challenge.

I compare the learning outcome of our class with the other two teachers, the atmosphere in our class is much better than theirs. The approaches of the students learning in some parts change a lot. When they read the text they want to prepare them before the lesson, searching the

information relating to the text, discussing the materials in group, it is obvious that the students have active exchange of idea, try to use deep learning, forming the idea of more productive and inspired research. They were building on the material that was their own, not material given to them.

Others researchers by Evelyn Setiawan (2016) the title is “Peer and self assessment in Accounting Education (Case Study of Accounting Education in UPH Surabaya)”. He found that in his research, self and peer assessment is a valuation method that involves active participation from students. With this method, students can practice analytical skills, interpretations and communicate the results of his thoughts. Self and peer assessment can run with good if a complete explanation is given before the assessment is carried out so that students don’t feel burdened with what they have to do. This has been proven in self and peer assessment conducted at UPH Surabaya’s accounting study program.

Furthermer, by Rachmi Nurhardini (2017) the title is “The effect of self and peer assessment on ecosystem material on the applicative and critical thingking of state senior high school student”. She found that, based on interview questionnaires with the students given after completion learning. 88% of students stated that the application of the self and peer assessment spur to think, be active and spur honesty. Students feel that the teacher the concept of self and peer assessment can respect the opinion of friends, practice responsibility answer and acknowledge the intelligence of friends stated by 29 people from 32 students. Evidence this strongly supports the conclusion that

effect of applying self and peer assessment towards critical thingking. Besides the application of self assessment also have a good impact to the students. Students who are usually shy lesan express about the shortcomings in the material become helpful, students also learn to know themselves about ,what they know and what they are do not know about the material provided.

Evidence this support Petty's theory (2009) regarding the advantages of self and peer assessment "The most important advantage of self-assessment and peer assessment is that it makes students realise that success or failure depends not on talent, luck or ability, but on practice, effort and using the right strategies. This is motivating and empowering".

Based on the research above, the author is interested to implementing the self and peer assessment to research different cases but using the same method, but here the author applying of self and peer assessment method on the students' speaking ability. Specifically, this method employed to encourage students to take more responsibility for the learning process. Self and peer assessment is an assessment that can make the students more independent and to get feedback as a term that is needed in learning process. The process has the potential to empower learning and to assist the development of assessment skill, which are so important for future teachers.

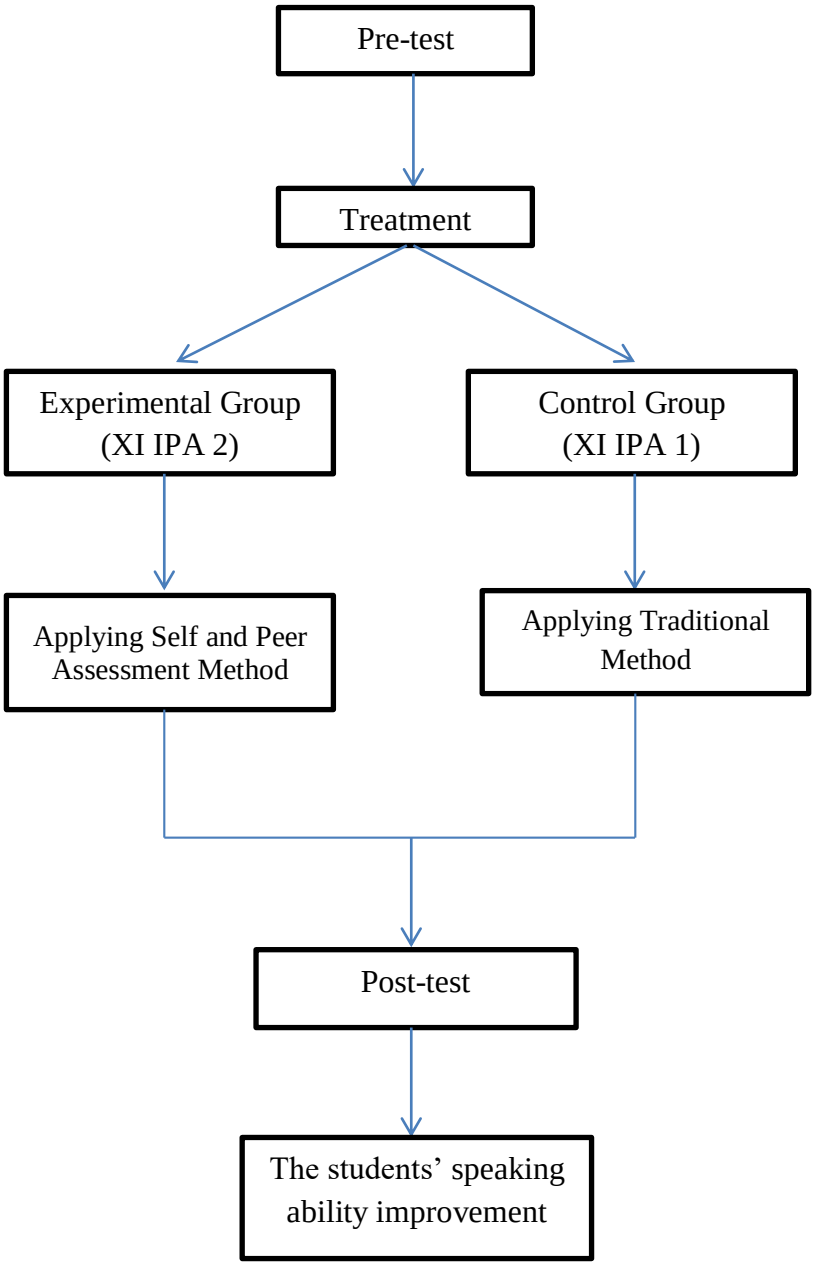
C. Conceptual Freamwork

By applying the self and peer assessment method on the students' speaking ability, the students will be aplly their assessment when their to speak front of the class. In which learners assess each other and themselves, has the potentiality to encourage the learners to take greater responsibility for their own learning by getting engaged with assessment criteria and reflection of their own performance and that of their peers.

Especially, by this a good method the students can improve their skills based on Pronunciation, Grammar, Vocabulary, Fluency and Comprehension well and correctly. Self and peer assessment method is an affective and enjoyable method to teach students in speaking ability because it allows the students to practice, express their arguments, will get feedback or ideas and can provide motivation for students to knows where his weaknesses lie when pronouncing his words in English through this self and peer assessment method in process learning.

This is very related to students, where students can improve the students' speaking ability to helping the students to get learning purpose, good communication so that it can be understood by the other people and to increase students' confidence by receiving responses from their peers in speak English.

Figure 2.1
The Conceptual Framework of Action Research



D. Hypothesis

In this research, stastical hypothesis was used to decide whether the hypothesis was accepted or rejected.

Ha: There was a significance effect of the applying self and peer assessment method on the students' speaking ability.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Muhammadiyah 3 Jl. Abdul Hakim No. 2 Tanjung Sari, Kecamatan Medan Selayang, Kota Medan, Sumatera Utara. This location was chosen based on the observation which had been done for one week and it shows that the students in the school still have difficulties of problems expressing their ideas verbally, because they are do not have confidence in themselves. So they are confused and difficult to speak in English with the right rules.

B. Population and Sample

1. Population

The population of this research was taken from nine grade of SMP Muhammadiyah 3 Tanjung Sari Medan academic year 2019/2020, which consists of three classes. There are IX 1 , IX 2, XI 3. Class IX 1 consists of 40 students, class IX 2 consists of 40 students, and class IX 3 consists of 35 students. The distribution of the students and classes was presented in the table 3.1 below :

Table 3.1

The Population

No	Class	Population
1	IX 1	40
2	IX 2	40
3	IX 3	35
TOTAL		115

2. Sample

After deciding the population, the next step was taking the sample. Purposive sampling technique was applied in, and Class IX 1 and IX 2 was taken as the sample of this research. The total of the sample is 80 students that consists of 40 students in class IX 1, and 40 students in class IX 2. The purpose the researcher choose this class because they have very less in speaking ability with the right rules. The table of sample can be seen below in table 3.2 :

Table 3.2

The Sample

No	Class	Sample
1	IX 1	40
2	IX 2	40
TOTAL		80

C. Research Design

The experimental quantitative research design was applied in this research. The experimental quantitative was studied with two different groups, experimental that consists of 40 students and control group consists of 40 students. The experimental group was taught by the applying self and peer assessment method. It requires students to express their arguments, will get feedback or ideas and can provide motivation for students to knows where his weaknesses lie when pronouncing his words English through this method on students' speaking ability. While control group will be taught by traditional method, namely starting the material. The explanation of research design can be seen in table 3.3 below :

Table 3.3

Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Group	✓	Self and Peer Assessment	✓
Control Group	✓	Traditional Method	✓

IX 2 was experimental group who was taught by the applying self and peer assessment method, and IX 1 who was taught by using traditional method in speaking.

1. Pre-test

Pre-test was conducted to find out the students' speaking ability before having a treatment. Both group, the experimental and control group was given

pre-test. A pre-test was administrated to the experimental group and control group was given a same test. The pre-test is useful to know the mean score of experimental and control group.

2. Treatment

Treatment was given to the students after the pre-test administrated. The experimental group was taught by the applying self and peer assessment method, while the control group was taught by using traditional method.

3. Post-test

Post-test was given to the students after having a treatment. The post-test is same as the pre-test. The post-test was the final test in this research. Especially in measuring the treatment, whether it was significant or not. It means to know whether the treatment was given effect to the students' speaking ability in process learning. The post-test was meant to find out the difference of scores of both experimental and control group before and after giving the treatment. The researcher uses post-test to know the effect of the applying self and peer assessment towards the students' speaking ability.

D. Instrument of the Research

This research used test as the instrument in collecting the data. The data of this research was collected by giving the test, a pre-test and post-test. Pre-test and post-test were given to the experimental and control group. This research was collected by giving oral test where record by researcher to know

their Pronunciation, Grammar, Vocabulary, Fluency and Comprehension of the students to speak up in front of the class. Each group was given three component namely pre-test, treatment, and post-test. The source of this test was from English book in Focus Grade IX Junior High School at SMP Muhammadiyah 3 Tanjung Sari Medan academic year 2018/2019.

E. Technique of Collecting Data

The data were collected by giving the test to the students. Several steps were used to collect the data :

1. Giving the pre-test;
2. Applying the treatment, which self and peer assessment method was applied to the experimental group, while the control group was taught by using traditional method;
3. Giving post-test to both of the classes;
4. Giving them 15 minutes to do their assignment based on their best;
5. Collecting the students' answer sheets and score the students' answer.

F. Technique of Data Analysis

In this research, Descriptive Quantitative technique was applied to analyze the data, and the steps are :

1. Correcting the students' answer;
2. Identifying of the students' answer;
3. Scoring the students' answer;

4. Listing the students' score into tables, first for the experimental group's score and the second for the control group's score;
5. Calculating the total of the score.

a. Koefisien of correlation :

$$r_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i{}^2 - (\sum x_i)^2\}\{n\sum y_i{}^2 - (\sum y_i)^2\}}}$$

b. Test of Significant :

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

c. Test of Linear

Y = a + Bx

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$

d. Test of The Effect

D = $(rxy)^2$ x 100 %

e. Test of Sample Related

$$t = \frac{x1 - x2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Note :

t = test

X_1 = Average of variable 1 (Experimental Group)

X_2 = Average of Variable 2 (Control Group)

S_1^2 = Standard deviation squire (variants) of sample 1 (Experimental Group) and sample 2 (Control Group)

n = Total of Sample

n_1 = Number of cases for variable 1 (Experimental Group)

n_2 = Number of cases for variable 2 (Control Group)

1 = Number Consonant

r = Correlation of product moment between X_1 and X_2

G. Statistical Hypothesis

Based on the literature and framework above, in this study the researcher formulated to alternatives of hypothesis as tentative answer to the problem in the research as following :

Ha : P≠0 there was any significant effect of the applying self and peer assessment method on the students' speaking ability;

Ho : P=0 there was no any significant effect of the applying self and peer assessment method on the students' speaking ability;

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding of this research was the t-test showed that $t_{observe}$ was higher than t_{table} **(**6,4603> 2,024). It also found that the students who were taught by applying self and peer assessment method (experimental group) got higher scores than the students who were taught by applying traditional method (control group). So, the researcher concluded that the alternative hypothesis was accepted or there was any significant effect of the applying self and peer assessment method on the students' speaking ability.

B. Discussion

In this research the writer was applying self and peer assessment method. In the previous chapter, the researcher explained that speaking was not as easy as people thought. It was not easy to have the ability to communicated. Therefore, to solve this problem the teacher must use a new technique and media which could attract the students' attention on teaching speaking. Self and peer assessment method which could help the students to commununicate well. As the name of this technique, self and peer assessment meant the teacher must help and support the students to complete their speaking ability.

When the research was conducted, the researcher applied self and peer assessment method at experimental class, while the control class was taught by

traditional method. The research was started on July 12th 2019 and ended on August 23th 2019. The description of the result gotten was expounded below.

1. The Score of Pre-test and Post-test in Experimental Class.

a. Pre-Test

From the result of pre-test, the total score of students was 2412 and the number of students who took the test 40 students. The mean score of pre-test was 60.3. From 40 students, there were 40 students getting score under 70. This showed that most of the students' speaking skills were low, while the student with the highest score still had their speaking to be low (See appendix 6). The data could be detailed into diagram bellow:

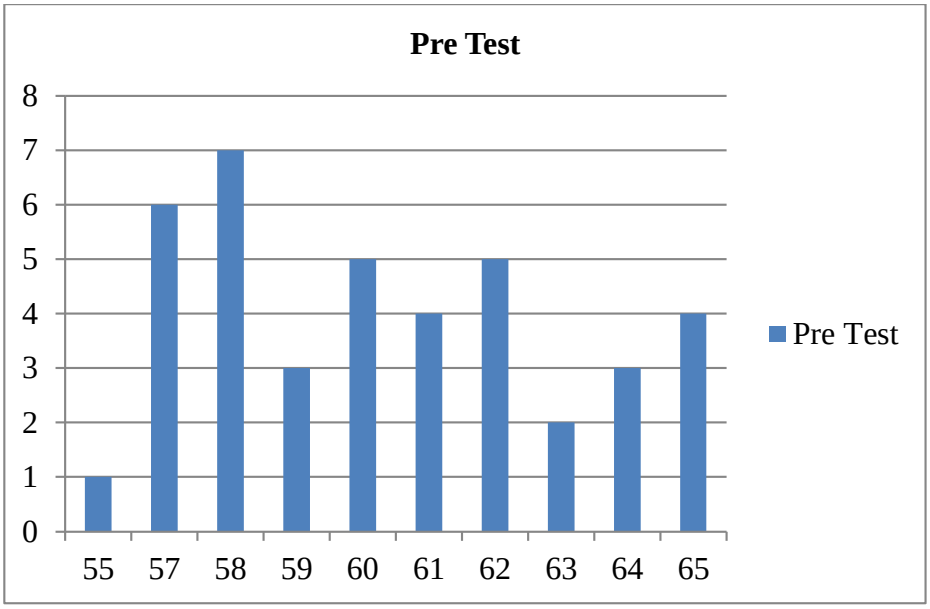


Figure 4.1 Diagrams of Pre-Test in Experimental Class

b. Post-Test

After the researcher gave treatment of applying self and peer assdessment method, a post-test was given to the students in experimental class. Based on the result of post-test, the total score of students was 3733. The mean score of post-test was 93.32. From 40 students, all of the students got score higher than 70 (See appendix 6). This showed that there was an improvement in students' speaking. The data could be detailed into diagram bellow:

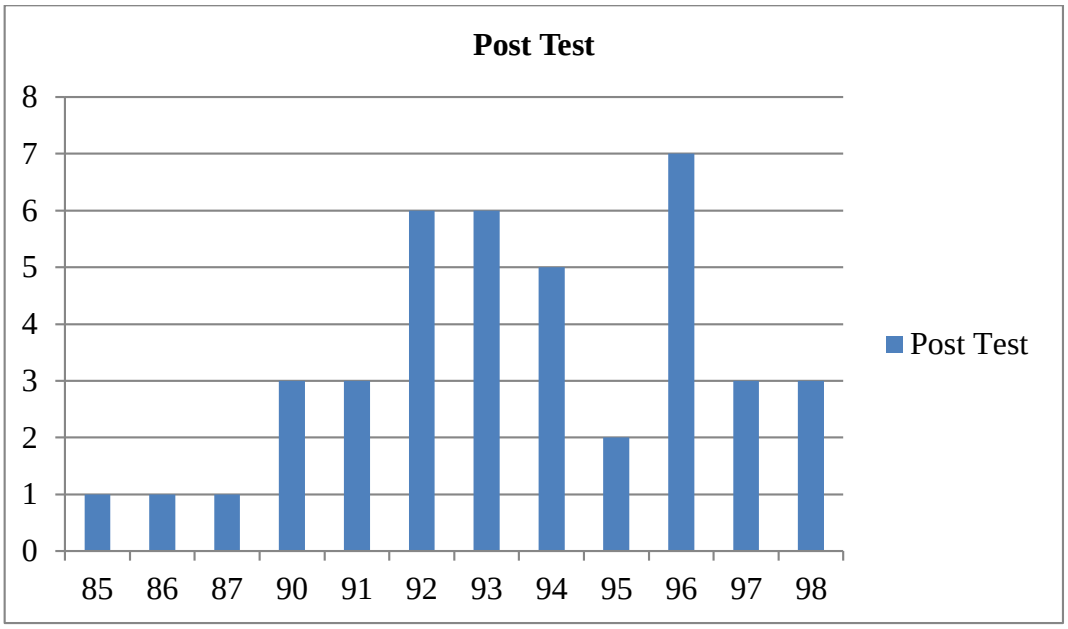


Figure 4.2 Diagrams of Post-Test in Experimental Class

From the pre-test and post-test result, it could be concluded that most of the students that were taught by applying self and peer assessment method got a better result than those who were not taught by applying self and peer assessment method. It could be said that there was a significant difference between students'

scores. From the data, there were 40 students had their scores increased and none of them had their scores decreased or constant. The increasing scores showed that self and peer assessment method on the students' speaking ability.

2. The Score of Pre-test and Post-test in Control Class.

a. Pre-Test

Based on the result of pre-test, the total score of students was 2388 and the number of the students who took the test 40 students. The mean score of pre-test was 59.7. The lowest score of pre-test was 40 and highest score was 70 (See appendix 7). The data could be detailed into diagram bellow:

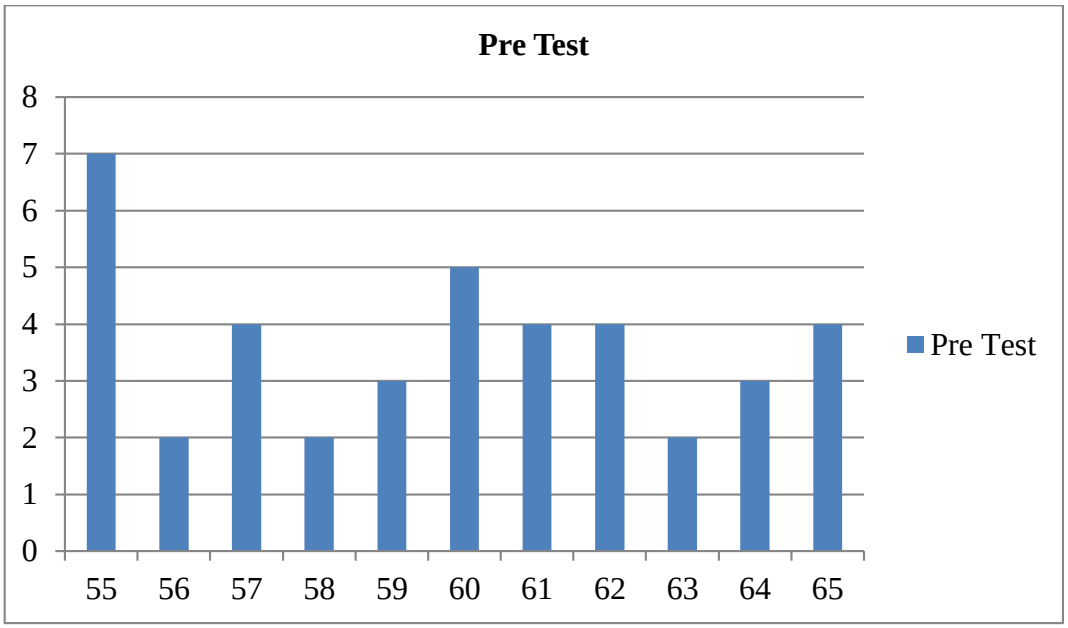


Figure 4.3 Diagrams of Pre-Test in Control Class

b. Post-Test

After researcher gave pre-test to the students, the students in control class were given the post-test. Based on the result of post-test, the total score of students was 3091 and number of students who took the test was 30 students. The mean score of post-test was 77.28. The students' ability in speaking was better than before, but they still had difficulties in speaking. From 40 students, all of the students got score higher than 70 (See appendix 7). This showed that there was an improvement in students' speaking. The data could be detailed into diagram bellow:

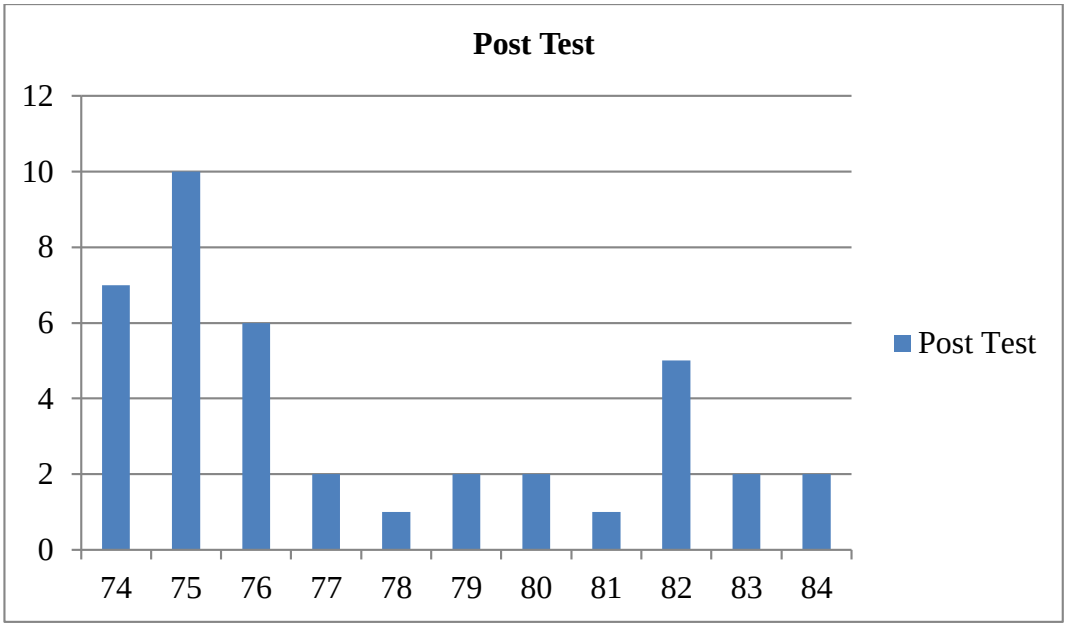


Figure 4.4 Diagrams of Post-Test in Control Class

Based on the test which was given to the students in control class, the students' mean scores in pre-test was 59.7. After the pre-test, the writer conducted the-post test without treatment of applying self and peer assessment method.

Eventually, the students' mean score of the post-test in this class was 77.28. It could be seen that difference between the mean score of the pre-test and post-test of this class was not significant, at 17.58.

3. The Difference Score of Experimental class and Control class

The data showed that in experimental class that highest score was 95 while in control class was 84. The lowest score in experimental class was 85 while in control class was 74 (See appendix 9). It could be said that there was a significant difference between students' score from both of classes. The students' who were taught by treatment got a better result than those who were taught without treatment. From the data, there were 40 students had increasing score, 0 students was constant, and 0 students was decreased. The increasing scored showed that the students had more ability in speaking.

4. Statistical Hypothesis

The last step in analyzing the data was using statistical hypothesis test. It was used to know whether there was any significant effect of applying self and peer assessment method on the students' speaking ability. With the criteria examination, Ha was accepted if $t_{hitung} > t_{table}$ where t_{hitung} was gotten by distribution with dk = n -2. dk = 40 – 2 = 38. α = 5 % = 0.05. To know the statistical hypothesis of this research, the researcher used *t-test* formula. The result of the statistical hypothesis showed that there was a difference of output between both of classes. Based on the calculation, t-observed (6.4603) was higher than t-

table (2.024) with degree of freedom (38) at the level of significance (0.05). It also found that the students who were taught by applying self and peer asswessment method on the students' speaking ability (experimental class) got higher scores than the students who were taught by applying traditional method (control class). So, the researcher concluded that the alternative hypothesis was accepted (See appendix 11). It meant that there was a significant effect of applying self and peer assessmdent method on the students' speaking ability.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The fact showed that t-observed > t-table or 6,4603 > 2,024. T_0 test the hypothesis, the formula of t_{test} and the distribution table of observed were applied. The facts showed that t-critical (t_c) value was higher than the t_{table} on the level 6,4603 > 2,024. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So the it concluded that the alternative hypothesis was accepted that there was any significant effect of the applying self and peer assessment method on the students' speaking ability.

B. Suggestion

In relation to the conclusion above, some suggestion were given, as follows :

1. To Teacher

a. The English teacher can use Self and Peer Assessment Method to increase attention, motivation, and independence of students in teaching and learning to learn the material which is presented which will provide more benefits for students' speaking ability.

b. The cooperation and interaction of teachers and students during the learning process must be considered so that the learning atmosphere becomes more conducive, and students can more easily understand the learning material.

2. To Students

a. During the learning process, there are some students are passive. Therefore, the students have to train their skills in communicatom where it will be beneficial for students especially in the increasing their self confidence which they have.

b. Students have to practice their honesty for the sake of learning and advances in their education. Students have to play a role active in the learning process as well as open their mind set, not hesitate or embarrassed to ask and express their opinions.

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LESSON PLAN OF EXPERIMENTAL GROUP
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah	: SMP Muhammadiyah 03 Tanjung Sari Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (Sembilan)
Kemampuan	: Berbicara (Speaking)
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	: 1.Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 1.1 Memahami penggunaan descriptive text dalam kalimat Memahami cara mendeskripsikan orang, benda atau hal lainnya dalam narrative, decriptive text

- **Indikator**
  a. Mengidentifikasi bagian-bagian dalam teks descriptive
  b. Menampilkan di depan kelas secara individu tentang teks descriptive
  c. Mengidentifikasi kualitas pekerjaan siswa berdasarkan aturannya

- **Tujuan Pembelajaran**
  a. Siswa mampu mendeskripsikan tentang orang , benda ataupun hal lainnya
  b. Siswa dapat menampilkan pekerjaannya secara individu
  c. Mengidentifikasi kualitas pekerjaan siswa berdasarkan aturannya

- **Materi Pembelajaran**

Descriptive text is a text that decribes the feature of someone, something or a certain place. (teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah mengambarkan atau mengungkapkan orang, tempat atau benda tertentu).

Generic Structure of Descriptive Text

- Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seorang yang akan dideskripsikan.
- Description : berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Example

There is a family which consist of four people, (Grand Mother, Father, Mother, and daughter). Grand mother using a glassess, father is reading a newspaper, Mother is eating strawberry fruit, and daugther is eating kiwi fruit. On the table, there is two cups of tea.

- **Metode Pembelajaran** : Self and Peer Assessment Method

- **Aktivitas Pembelajaran**

Activity	Description	Time Allocation
Opening Activity	1. Give greeting to the students. 2. Check the students' attendance. 3. Communicate to the students and give the students question about material will be taught by teacher.	5 minutes
Core Activity	1. Teacher give the material about Describing someone or something, and teacher explain it. 2. Teacher explain about Self and Peer Assessment Method to students.	10 minutes
	1. The teacher show the picture and then asks the students to describe the picture. 2. The teacher asks students individually to describe the picture in front of the	20 minutes

	class and give the assessment sheets. 3. Teacher explain what they have to do with assessemnt sheets. 4. Teacher record what they said	
	1. Teacher play the record, Students listen to the recorder, and the students start to do the assessment sheets. 2. The teacher corrects the students' answer. 3. The teacher asks students about the dificulties of the material discussed and about using method.	30 minutes
Closing Activities	1. The teacher repeats and draws conclusion with students about it. 2. Teacher asks the students to study more about descriptive text at home. 3. Students and teacher give each other feedback on the process and learning outcomes.	15 minutes

- **Alat dan Sumber Pembelajaran**
  - Laptop, Infocus, Lembar Penilaian
  - Buku cetak Bahsa Inggris Kelas IX
- **Evaluasi**
  a. Teknik Penilaian : Speaking test
  b. Bentuk : Describes a picture
  c. Bentuk Instrumen :
     1. Pre-test : Lihat gambar dan deskripsikan
     2. Post-test : Lihat gambar dan deskripsikan
- **Rubrik Penilaian**

1. Pronunciation (20)

Level	Explanation
16-20	Very Good: rarely has trouble
11-15	Good: sometimes user inappropriate term about language

6-10	Fair: frequent user wrong words speech limited to simply
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.
Skor	**20**

2. Grammar (20)

Level	Explanation
16-20	Very Good: errors in grammar are quite rare
11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have throught or confident control of the grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language
Skor	**20**

3. Vocabulary (20)

Level	Explanation
16-20	Very Good: rarely has trouble
11-15	Good: sometimes user inappropriate term about language
6-10	Fair: frequent user wrong words speech limited to simply vocabulary
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.
Skor	**20**

4. Fluency (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: speed of speech and length of utterances are for below normal, long, pause, utterances left
Skor	**20**

5. Comprehemsion (20)

Level	Explanation
16-20	Very Good: few noticeable errors
11-15	Good: occasionally grammatical errors which do not observe meaning.
6-10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors.
1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase constructions or district himself to basic structure.
Skor	**20**

- Untuk tiap nomor, tiap jawaban benar skor = 20
- Jumlah skor maksimal 20 x 5 = 100
- Nilai maksimal = 100
- Nilai Siswa = $\frac{nilai\ yang\ diperoleh}{nilai\ maksimal}$ x 100%

Medan, Agustus 2019
Peneliti

Siti Hartina Efrilia
1502050114

Mengetahui,
Kepala Sekolah
SMP Muhammadiyah 3 medan

Guru Bahasa Inggris

SALMAWATI, S.Pd
NUPTK : 093374764930004

Beby Seska Yolanda Budiman

LESSON PLAN OF CONTROL GROUP
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah	: SMP Muhammadiyah 03 Tanjung Sari Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (Sembilan)
Kemampuan	: Berbicara (Speaking)
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	: 1.Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 1.1 Memahami penggunaan descriptive text dalam kalimat Memahami cara mendeskripsikan orang, benda atau hal lainnya dalam narrative, decriptive text

- **Indikator**
  a. Mengidentifikasi bagian-bagian dalam teks descriptive
  b. Menampilkan di depan kelas secara individu tentang teks descriptive
  c. Mengidentifikasi kualitas pekerjaan siswa berdasarkan aturannya

- **Tujuan Pembelajaran**
  a. Siswa mampu mendeskripsikan tentang orang , benda ataupun hal lainnya
  b. Siswa dapat menampilkan pekerjaannya secara individu
  c. Mengidentifikasi kualitas pekerjaan siswa berdasarkan aturannya

- **Materi Pembelajaran**

Descriptive text is a text that decribes the feature of someone, something or a certain place. (teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah mengambarkan atau mengungkapkan orang, tempat atau benda tertentu).

Generic Structure of Descriptive Text

- Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seorang yang akan dideskripsikan.
- Description : berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Example

There is a family which consist of four people, (Grand Mother, Father, Mother, and daughter). Grand mother using a glassess, father is reading a newspaper, Mother is eating strawberry fruit, and daugther is eating kiwi fruit. On the table, there is two cups of tea.

- **Metode Pembelajaran** : Traditional Method

- **Aktivitas Pembelajaran**

Activity	Description	Time Allocation
Opening Activity	1. Give greeting to the students. 2. Check the students' attendance. 3. Communicate to the students and give the students question about material will be taught by teacher.	5 minutes
Core Activity	1. Teacher give the material about Describing someone or something, and teacher explain it. 2. The teacher show the picture and then asks the students to describe the picture.	20 minutes
	1. The teacher asks students individually to describe the picture in front of the class. 2. Teacher listen the student's answer	20 minutes
	1. Teacher give the assessment to students. 2. Teacher score the student's work. 3. The teacher asks more to students about the material discussed.	20 minutes
Closing Activities	1. The teacher make some conclusion about the material discussed. 2. Teacher asks the students to study about the next material.	15 minutes
Activity	**Description**	**Time Allocation**
Opening Activity	4. Give greeting to the	5 minutes

	students. 5. Check the students' attendance. 6. Communicate to the students and give the students question about material will be taught by teacher.	
Core Activity	3. Teacher give the material about Descriptive text, and teacher explain it. 4. Teacher explain about Self and Peer Assessment Method to students.	10 minutes
	3. The teacher show the picture and then asks the students to describe the picture. 4. The teacher asks students individually to describe the picture in front of the class and give the assessment sheets. 5. Teacher explain what they have to do with assessemnt sheets. 6. Teacher record what they said	20 minutes
	4. Teacher play the record, Students listen to the recorder, and the students start to do the assessment sheets. 5. The teacher corrects the students' answer. 6. The teacher asks students about the dificulties of the material discussed and about using method.	30 minutes
Closing Activities	3. The teacher repeats and draws conclusion with students about it. 4. Teacher asks the students to study more about descriptive text at home. 5. Students and teacher give each other feedback on the process and learning outcomes.	15 minutes

- **Alat dan Sumber Pembelajaran**
  - Laptop, Infocus, Lembar Penilaian
  - Buku cetak Bahsa Inggris Kelas IX
- **Evaluasi**
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Level	Explanation
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SMP Muhammadiyah 3 medan

Guru Bahasa Inggris

SALMAWATI, S.Pd
NUPTK : 093374764930004

Beby Seska Yolanda Budiman

LIST OF ATTENDANCES

EXPERIMENTAL GROUP (IX-2)

No	Students' Initial	Meeting 1	Meeting 2	Meeting 3
1	AD			
2	AFC			
3	AP			
4	AR			
5	ARK			
6	AS			
7	ASH			
8	ASJ			
9	ASP			
10	AZH			
11	BCT			
12	DAW			
13	DDT			
14	DPR			
15	EAB			
16	FH			
17	FK			
18	FKA			
19	GG			
20	ITR			
21	JF			
22	KRT			
23	MFAS			
24	MFRA			
25	MJA			

26	MRAL			
27	MS			
28	MUL			
29	NA			
30	NM			
31	NS			
32	NST			
33	OS			
34	RDN			
35	RI			
36	RR			
37	RWM			
38	SFT			
39	SHH			
40	WL			

Medan, August 2019

The Teacher

(Beby S. Yolanda B.,S.Pd)

The Researcher

(Siti Hartina Efrilia)

LIST OF ATTENDANCES

CONTROL GROUP (IX-1)

No	Students' Initial	Meeting 1	Meeting 2	Meeting 3
1	APR			
2	ASS			
3	ATL			
4	BY			
5	CDCN			
6	DAN			
7	EAPN			
8	HWR			
9	IKL			
10	ISP			
11	KA			
12	KR			
13	LR			
14	MAAM			
15	MGH			
16	NAA			
17	NAN			
18	NIH			
19	NPA			
20	NR			
21	RB			
22	REA			
23	RFBB			
24	RKY			
25	RS			

26	RTY			
27	RY			
28	SAZ			
29	SIL			
30	SKY			
31	SPP			
32	STF			
33	SZAH			
34	TYN			
35	WN			
36	YRD			
37	ZA			
38	ZAD			
39	ZASI			
40	ZF			

Medan, August 2019

The Teacher

(Beby S. Yolanda B.,S.Pd)

The Researcher

(Siti Hartina Efrilia)

The Score of Pre-Test in Experimental Group

No	Students' Initial	Indicator					
		Pro	Gra	Voc	Flu	Com	Pre-Test
1	AD	12	12	12	11	13	60
2	AFC	11	11	13	11	13	59
3	AP	12	12	12	10	12	58
4	AR	11	11	12	11	12	57
5	ARK	12	11	12	11	12	58
6	AS	12	12	13	11	12	60
7	ASH	11	12	13	10	12	58
8	ASJ	12	12	13	12	12	61
9	ASP	11	11	11	11	11	55
10	AZH	11	12	13	12	13	61
11	BCT	12	12	13	12	12	61
12	DAW	13	13	13	13	13	65
13	DDT	13	13	13	13	13	65
14	DPR	12	12	13	12	13	62
15	EAB	11	11	12	11	12	57
16	FH	12	12	12	11	12	59
17	FK	12	12	12	11	13	60
18	FKA	12	12	13	12	13	62
19	GG	12	13	13	12	13	63
20	ITR	13	13	13	12	13	64
21	JF	13	13	13	13	13	65
22	KRT	13	13	13	12	13	64
23	MFAS	11	11	12	11	12	57
24	MFRA	12	11	12	11	12	58
25	MJA	12	12	13	11	12	60
26	MRAL	11	11	12	11	13	58
27	MS	12	12	13	12	12	61
28	MUL	11	11	13	11	12	58
29	NA	13	13	13	13	13	65
30	NM	12	12	13	12	13	62
31	NS	11	11	12	11	12	57
32	NST	12	12	12	11	12	59
33	OS	12	12	12	11	13	60

34	RDN	12	12	13	12	13	62
35	RI	12	13	13	12	13	63
36	RR	13	13	13	12	13	64
37	RWM	11	11	12	11	12	57
38	SFT	12	11	12	11	12	58
39	SHH	12	12	13	12	13	62
40	WL	11	12	12	11	11	57
Total							**2412**

The Score of Post-Test in Experimental Group

No	**Students' Initial**	**Indicator**					
		Pro	**Gra**	**Voc**	**Flu**	**Com**	**Post-Test**
1	AD	18	17	19	17	19	90
2	AFC	18	20	20	18	20	96
3	AP	17	18	19	18	20	92
4	AR	18	17	18	18	20	91
5	ARK	17	19	20	18	19	93
6	AS	17	18	19	19	20	93
7	ASH	18	17	19	17	20	91
8	ASJ	16	18	17	18	18	87
9	ASP	17	20	18	19	20	94
10	AZH	18	18	20	18	20	94
11	BCT	17	18	19	18	19	91
12	DAW	19	19	20	19	20	97
13	DDT	18	18	19	18	20	93
14	DPR	17	18	18	19	20	92
15	EAB	18	18	19	19	20	94
16	FH	19	19	20	18	20	96
17	FK	19	19	20	19	20	97
18	FKA	17	18	18	19	20	92
19	GG	18	17	18	18	19	90
20	ITR	17	16	18	17	18	86
21	JF	19	20	20	19	20	98

22	KRT	18	19	19	18	20	94
23	MFAS	18	18	18	19	20	93
24	MFRA	19	20	20	19	20	98
25	MJA	17	18	19	18	20	92
26	MRAL	18	19	20	19	20	96
27	MS	18	19	20	19	20	96
28	MUL	18	20	19	20	20	97
29	NA	18	19	20	19	20	96
30	NM	18	19	20	18	20	95
31	NS	18	18	19	18	20	93
32	NST	17	18	18	19	20	92
33	OS	18	17	18	18	19	90
34	RDN	16	16	17	18	18	85
35	RI	19	20	20	19	20	98
36	RR	18	19	19	18	20	94
37	RWM	18	20	20	18	20	96
38	SFT	17	18	19	18	20	92
39	SHH	18	20	20	18	20	96
40	WL	17	19	20	18	19	93
Total							**3733**

The Score of Pre-Test in Control Group

No	Students' Initial	Indicator					
		Pro	Gra	Voc	Flu	Com	Pre-Test
1	APR	12	12	12	11	13	60
2	ASS	11	11	11	11	11	55
3	ATL	12	12	12	10	12	58
4	BY	11	11	12	11	12	57
5	CDCN	11	11	12	11	11	56
6	DAN	12	12	13	11	12	60
7	EAPN	11	11	12	10	11	55
8	HWR	12	12	13	12	12	61
9	IKL	11	11	11	11	11	55
10	ISP	11	12	13	12	13	61
11	KA	12	12	13	12	12	61
12	KR	13	13	13	13	13	65
13	LR	13	13	13	13	13	65
14	MAAM	12	12	13	12	13	62
15	MGH	11	11	12	11	12	57
16	NAA	12	12	12	11	12	59
17	NAN	12	12	12	11	13	60
18	NIH	12	12	13	12	13	62
19	NPA	12	13	13	12	13	63
20	NR	13	13	13	12	13	64
21	RB	13	13	13	13	13	65
22	REA	13	13	13	12	13	64
23	RFBB	11	11	12	11	12	57
24	RKY	11	11	11	11	11	55
25	RS	12	12	13	11	12	60
26	RTY	11	11	12	10	11	55
27	RY	12	12	13	12	12	61
28	SAZ	11	11	11	11	11	55
29	SIL	13	13	13	13	13	65
30	SKY	12	12	13	12	13	62
31	SPP	11	11	12	11	11	56
32	STF	12	12	12	11	12	59
33	SZAH	12	12	12	11	13	60

34	TYN	12	12	13	12	13	62
35	WN	12	13	13	12	13	63
36	YRD	13	13	13	12	13	64
37	ZA	11	11	12	11	12	57
38	ZAD	12	11	12	11	12	58
39	ZASI	11	12	13	11	12	59
40	ZF	11	11	12	10	11	55
Total							**2388**

The Score of Post-Test in Control Group

No	**Students' Initial**	**Indicator**					
		Pro	**Gra**	**Voc**	**Flu**	**Com**	**Post-Test**
1	APR	14	15	15	15	16	75
2	ASS	15	15	15	14	15	74
3	ATL	15	15	16	15	16	77
4	BY	16	16	18	16	17	83
5	CDCN	14	15	15	15	16	75
6	DAN	15	15	15	14	15	74
7	EAPN	16	16	17	16	17	82
8	HWR	16	16	16	16	16	80
9	IKL	15	15	16	14	16	76
10	ISP	15	15	15	14	15	74
11	KA	15	15	15	14	16	75
12	KR	15	15	15	15	16	76
13	LR	16	17	17	16	16	82
14	MAAM	15	15	15	14	16	75
15	MGH	16	16	16	15	16	79
16	NAA	16	16	17	16	17	82
17	NAN	15	15	15	14	15	74
18	NIH	15	15	15	14	16	75
19	NPA	16	16	17	16	16	81
20	NR	16	16	16	15	16	79
21	RB	17	16	18	16	17	84
22	REA	15	15	15	15	16	76

23	RFBB	15	15	15	14	16	75
24	RKY	16	16	18	16	17	83
25	RS	16	16	16	16	16	80
26	RTY	15	15	15	15	16	76
27	RY	15	15	15	14	16	75
28	SAZ	15	15	15	14	16	75
29	SIL	15	15	16	15	16	77
30	SKY	16	17	17	15	17	82
31	SPP	15	15	15	14	15	74
32	STF	15	15	15	15	16	76
33	SZAH	15	15	16	15	17	78
34	TYN	15	15	15	14	16	75
35	WN	15	15	15	14	16	75
36	YRD	15	15	15	15	16	76
37	ZA	15	15	15	14	15	74
38	ZAD	16	17	17	16	16	82
39	ZASI	15	15	15	15	16	76
40	ZF	15	15	15	14	15	74
Total							**3091**

Pre -Test

Adam tri L
IX 1

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

They are 4 person, father, mother, grand mother and daughter. there are happy family.. on the table there are coffe and fruit.

Pre-Test

Indri Syahrani P.
IX 1

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

In that picture, the father have straight hair. There are many fruits. The father reading a newspaper.

Pre - test.

Zefry ahmad 5.1
IX 1

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

any some family. There is mother, father, grandmother and 5 children in a room. on table some fruit and the tea. ther are talking together.

Pre-Test

Kesha Ansani
1X 1

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

Family happy, father, mother, grand mother - and daughter talking together. on table they are eating Fruit and drink Tea

Pre-Test

Ramadhani B.
IX 1

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

Happy family on the Room Together, Father Read News Paper, and grandmoter have curly hair some like hair mother.

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

Post-Test

Chiara dewi cahya N.

APPENDIX IX 1

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

There is a family which consist of four people. Grand Mother, Father, Mother, and daughter. Grand mother using a glasses. Father is reading a news paper, mother is eating Fruit, and daughter eating fruit too.

Post - Test

Khalid Ridho

APPENDIX 1X1

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

The picture has father with mother, grandmother with daughter. they are talking in living room, while eat some fruit and cup coffee. Father Read Paper.

Post - Test

Nazwa adlina

IX 1

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

There are Family meet with grandmother They are Great family., The picture have mother, Father, Children and grand mother, Because grand Father is dead and the family have fun with grand Mather.

Post-Test

Rayhan Firmansyah
IX 1

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

The family have father, grandmother, mother and daughter. They are sitting together in family room while talking together to comforte make family life situation.

Post-Test

Namira Putri
IX 1

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

Father, mother, grand mother, and daughter. They are happy family. they are talking together. They are sitting in living room. on the table there is coffe and fruit.

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

Pre-Test

M. Faiza R A
IX 2

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

there are Family meet with grandmother. there are family happy. The picture have Father, mother, grandmother, and son. on the table there are two books.

Pre - Test

Jahfal Fahmi
IX 2

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

That picture describe a family.
Their family contain of 4 person.
The mother have curly hair

Pre - Test

Sam Haidar
1x 2

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

This Picture describe about Family . In this Family have a ~~Father~~ ,mother, grand mother And son . There look happy.
There are laughing together.

Pre-Test

Mutiridha A.L
IX 2

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

Over there, a family looks very happy.
They are talking together and laughing.
There are fruits on the table

Pre-Test

Nabila maulidia
IX 2

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

There are happy family in the picture. There are Father, mother grand mother and daughter. In the table there are four.

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

post - test

APPENDIX

Abdul Razak
IX 2

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

in the Picture they are happy family include Grand mother, mother, father and daughter. Grand mother and mother have curly hair, father and daughter have straight hair. Grand mother, mother and daughter eat fruits and father read new papper.

Post-Test

Ahmad Salim 1X2

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

I will describe this picture. They are a big family, grand mother. Father, mother, daughter, They are sitting together in living room. mother has curly hair, Father has a blond hair. daughter has Pigtail hair. Grand mother has ~~Grand~~ white hair and use ~~A~~ glasses. on the table ~~is~~ there is some fruit and two cups tea. beside chair there is book on the table.

Post - test

M. Faizz

IX 2

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

This picture describe about family. There is grand mother, Father, mother and daughter. Father has a big cheeck and blouzl hair. grand mother has white hair mother has curly hair. grand mother using a glaesess. daughter has pigtail hair while daughter eating some fruit. on the table there is strowberry fruit and kiwi. and two cups Tea.

Post - test

Fayyaz

1x 2

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

Grand mother and mother have same hair there is curly hair. they are eating the fruit and drinking tea. And father reading news paper they are happy family. because they look happy together.

Post-Test

Aina zahra
1X 2

APPENDIX

1. Write your name on the top of your answer sheet.
2. Look at the picture and describe the picture below, Present in front of the class.

There is a family . In this family have a Grand mother, Father, Mother , and daughter . And Family look so happy. Father has a blood hair, mother has curly hair, Grand mother has curly hair and Using a glassess. daughter has a pigtail hair and they eat Fruit and drink tea.

THE DOCUMENTATIONS OF RESEARCH

APPENDIX 9

The Difference of Score of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	T_2-T_1 (X1)
1	AD	60	3600	90	8100	30
2	AFC	59	3481	96	9216	37
3	AP	58	3364	92	8464	34
4	AR	57	3249	91	8281	34
5	ARK	58	3364	93	8649	35
6	AS	60	3600	93	8649	33
7	ASH	58	3364	91	8281	33
8	ASJ	61	3721	87	7569	26
9	ASP	55	3025	94	8836	39
10	AZH	61	3721	94	8836	33
11	BCT	61	3721	91	8281	30
12	DAW	65	4225	97	9409	32
13	DDT	65	4225	93	8649	28
14	DPR	62	3844	92	8464	30
15	EAB	57	3249	94	8836	37
16	FH	59	3481	96	9216	37
17	FK	60	3600	97	9409	37
18	FKA	62	3844	92	8464	30
19	GG	63	3969	90	8100	27
20	ITR	64	4096	86	7396	22
21	JF	65	4225	98	9604	33
22	KRT	64	4096	94	8836	30
23	MFAS	57	3249	93	8649	36
24	MFRA	58	3364	98	9604	40
25	MJA	60	3600	92	8464	32
26	MRAL	58	3364	96	9216	38
27	MS	61	3721	96	9216	35
28	MUL	58	3364	97	9409	39

29	NA	65	4225	96	9216	31
30	NM	62	3844	95	9025	33
31	NS	57	3249	93	8649	36
32	NST	59	3481	92	8464	33
33	OS	60	3600	90	8100	30
34	RDN	62	3844	85	7225	23
35	RI	63	3969	98	9604	35
36	RR	64	4096	94	8836	30
37	RWM	57	3249	96	9216	39
38	SFT	58	3364	92	8464	34
39	SHH	62	3844	96	9216	34
40	WL	57	3249	93	8649	36
Total		**$\sum T_1$ = 2412**	**$\sum T_1^2$ = 145740**	**$\sum T_2$ = 3733**	**$\sum T_2^2$ = 348767**	**$\sum$(X1) = 1321**

The data in the table 4.3 showed the different scores between pre-test and post-test in the experimental group. From the result of the test previously, the data was calculated to find out wheter the applying self and peer assessment method had significant effect on the students' speaking ability. The collected data were analysis t-test formula. In experimental group, pre-test and post-test was 2412 and post-test was 3733. The differences of the pre-test and post-test were T2-T1 = 1321.

1. The Calculation in Experimental Group

1. The calculation for total in pre-test and post-test in experimental group

a. Mean

$$M1(X1) = \frac{\sum(\mathrm{T2} - \mathrm{T1})}{N1}$$

$$= \frac{1321}{40}$$

= 33,02

b. Standard Deviation (SD)

$SD_t = \sqrt{\frac{\sum(T2-T1)^2}{N}}$

$= \sqrt{\frac{(1321)^2}{40}}$

$= \sqrt{\frac{1745041}{40}}$

$= \sqrt{43626,025}$

= 208,87

2. The calculation for pre-test in experimental

a. Mean

$MT_1 = \frac{\sum T1}{N}$

$= \frac{2412}{40}$

= 60,3

b. Variances

$S^2 = \sum T_1^2 - \frac{(\sum T1)^2}{N}$

$= 145740 - \frac{(2412)^2}{40}$

$= 145740 - \frac{5817744}{40}$

= 145740 – 145443,6

= 296,4

c. Standard Deviation (SD)

$SD = \sqrt{\frac{\sum T1^2}{N}}$

$= \sqrt{\frac{145740}{40}}$

$= \sqrt{3643,5}$

= 60,36

3. The calculation for post-test in experimental group

a. Mean

$MT_1 = \frac{\sum T1}{N}$

$= \frac{3733}{40}$

= 93,32

b. Variances

$S^2 = \sum T_2^2 - \frac{(\sum T2)^2}{N}$

$= 348767 - \frac{(3733)^2}{40}$

$= 348767 - \frac{13935289}{40}$

= 348767 – 348382,2

= 384,8

c. Standard Devation (SD)

$SD = \sqrt{\frac{\sum T2^2}{N}}$

$= \sqrt{\frac{348767}{40}}$

$= \sqrt{8719,18}$

= 93,38

APPENDIX 10

The Difference of Score of The Pre-Test and Post-Test in Control Group

No	Students' Initial	Score				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	T_2-T_1 (X1)
1	APR	60	3600	75	5625	15
2	ASS	55	3025	74	5476	19
3	ATL	58	3364	77	5929	19
4	BY	57	3249	83	6889	26
5	CDCN	56	3136	75	5625	19
6	DAN	60	3600	74	5476	14
7	EAPN	55	3025	82	6724	27
8	HWR	61	3721	80	6400	19
9	IKL	55	3025	76	5776	21
10	ISP	61	3721	74	5476	13
11	KA	61	3721	75	5625	14
12	KR	65	4225	76	5776	11
13	LR	65	4225	82	6724	17
14	MAAM	62	3844	75	5625	13
15	MGH	57	3249	79	6241	22
16	NAA	59	3481	82	6724	23
17	NAN	60	3600	74	5476	14
18	NIH	62	3844	75	5625	13
19	NPA	63	3969	81	6561	18
20	NR	64	4096	79	6241	15
21	RB	65	4225	84	7056	19
22	REA	64	4096	76	5776	12
23	RFBB	57	3249	75	5625	18
24	RKY	55	3025	83	6889	28
25	RS	60	3600	80	6400	20
26	RTY	55	3025	76	5776	21
27	RY	61	3721	75	5625	14
28	SAZ	55	3025	75	5625	20
29	SIL	65	4225	77	5929	12

30	SKY	62	3844	82	6724	20
31	SPP	56	3136	74	5476	18
32	STF	59	3481	76	5776	17
33	SZAH	60	3600	78	6084	18
34	TYN	62	3844	75	5625	13
35	WN	63	3969	75	5625	12
36	YRD	64	4096	76	5776	12
37	ZA	57	3249	74	5476	17
38	ZAD	58	3364	82	6724	24
39	ZASI	59	3481	76	5776	17
40	ZF	55	3025	74	5476	19
Total		**$\sum T_1$ = 2388**	**$\sum T_1^2$ = 143000**	**$\sum T_2$ = 3091**	**$\sum T_2^2$ = 239253**	**$\sum$(X1) = 703**

3. The Calculation in Control Group

1. The calculation for total test in pre-test and post-test in control group

a. Mean

$$M1(X1) = \frac{\sum(T2 - T1)}{N1}$$

$$= \frac{703}{40}$$

$$= 17{,}58$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T2-T1)2}{N}}$$

$$= \sqrt{\frac{(703)2}{40}}$$

$$= \sqrt{\frac{494209}{40}}$$

$= \sqrt{12355,225}$

$= 111,15$

2. The calculation for pre-test in control group

a. Mean

$$MT_1 = \frac{\sum T1}{N}$$

$$= \frac{2388}{40}$$

$= 59,7$

b. Variances

$$S^2 = \sum T_1^2 - \frac{(\sum T_1)^2}{N}$$

$$= 143000 - \frac{(2388)^2}{40}$$

$$= 143000 - \frac{5702544}{40}$$

$= 143000 – 142563,6$

$= 436,4$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T1^2}{N}}$$

$$= \sqrt{\frac{143000}{40}}$$

$= \sqrt{3575}$

$= 59{,}80$

3. The calculation for post-test in control group

a. Mean

$$MT_2 = \frac{\sum T2}{N}$$

$$= \frac{3091}{40}$$

$= 77{,}28$

b. Variances

$$S^2 = \sum T_2^2 - \frac{(\sum T_2)^2}{N}$$

$$= 239253 - \frac{(3091)^2}{40}$$

$$= 239253 - \frac{9554281}{40}$$

$= 239253 – 238857{,}025$

$= 395{,}98$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{T2^2}{N}}$$

$$= \sqrt{\frac{239253}{40}}$$

$= \sqrt{5981,32}$

$= 77,34$

APPENDIX 11

Calculation Table of Statistical Hypothesis

No	X	Y	X^2	Y^2	XY
1	75	90	5625	8100	6750
2	74	96	5476	9216	7104
3	77	92	5929	8464	7084
4	83	91	6889	8281	7553
5	75	93	5625	8649	6975
6	74	93	5476	8649	6882
7	82	91	6724	8281	7462
8	80	87	6400	7569	6960
9	76	94	5776	8836	7144
10	74	94	5476	8836	6956
11	75	91	5625	8281	6825
12	76	97	5776	9409	7372
13	82	93	6724	8649	7626
14	75	92	5625	8464	6900
15	79	94	6241	8836	7426
16	82	96	6724	9216	7872
17	74	97	5476	9409	7178
18	75	92	5625	8464	6900
19	81	90	6561	8100	7290
20	79	86	6241	7396	6794
21	84	98	7056	9604	8232
22	76	94	5776	8836	7144
23	75	93	5625	8649	6975
24	83	98	6889	9604	8134
25	80	92	6400	8464	7360
26	76	96	5776	9216	7296
27	75	96	5625	9216	7200
28	75	97	5625	9409	7275
29	77	96	5929	9216	7392
30	82	95	6724	9025	7790

31	74	93	5476	8649	6882
32	76	92	5776	8464	6992
33	78	90	6084	8100	7020
34	75	85	5625	7225	6375
35	75	98	5625	9604	7350
36	76	94	5776	8836	7144
37	74	96	5476	9216	7104
38	82	92	6724	8464	7544
39	76	96	5776	9216	7296
40	74	93	5476	8649	6882
Total	**3091**	**3733**	**239253**	**348767**	**288750**

The table 4.5 above, calculating table that explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the research.

Testing hypothesis should be done in to know wheter the hypothesis is accepted or rejected.

a. The Equation of Linier Regression

Y = a + b was getting by

$$a = \frac{(\sum Y_i)\left(\sum X_i^2\right) - (\sum X_i\ )(\sum X_i Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$

$$a = \frac{(3733)(239253) - (3091)(288750)}{40(239253) - (3091\,.3091)}$$

$$a = \frac{893131449 - 892526250}{9570120 - 9554281}$$

$$a = \frac{605199}{15839}$$

a = 38,21

$$b = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{40(288750) - (3091)(3733)}{40(239253) - 9554281}$$

$$b = \frac{11550000 - 11538703}{9570120 - 9554281}$$

$$b = \frac{11297}{15839}$$

$$b = 0{,}71$$

Y = a + bx

= 38,21 + 0,71x

b. Coeficient r^2

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{40(288750) - (3091)(3733)}{\sqrt{\left\{40\sum 239253 - (3091)^2\right\}\left\{40(348767 - (3733)^2\right\}}}$$

$$r_{xy} = \frac{11550000 - 11538703}{\sqrt{\{9570120 - 9554281\}\{13950680 - 13935289\}}}$$

$$r_{xy} = \frac{11297}{\sqrt{\{15839\}\{15391\}}}$$

$$r_{xy} = \frac{11297}{15613{,}40}$$

$$r_{xy} = 0{,}7235$$

c. Examining The Statistical Hypothesis

Ha : P#0 there was any significant effect of the applying self and peer assessment method on the students' speaking ability.

H0 : P#0 there was not any significant effect of the applying self and peer assessment method on the students' speaking ability.

With the criteria examination , Ha was accepted if t {1 – 1a} < t < t $\frac{\{1-1a\}}{2}$ where t $\frac{\{1-1a\}}{2}$ was getting by t distribution with dk = n -2. dk = 40 – 2 = 38. α = 5 % = 0,05. In the other way, H0 was rejected.

$t_{hitung} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$

$t = \frac{0,7235\sqrt{40-2}}{\sqrt{1-(0,7235)^2}}$

$t = \frac{4,4596}{\sqrt{0,4766}}$

$t = \frac{4,4596}{0,6903}$

t = 6,4603

$t_{tabel} = \left(1 - \frac{1}{2}.a\right)(38)$

$= \left(1 - \frac{1}{2}.0,05\right)(38)$

$= t_{0,975}(38)$

= 2,024

The conclusion from the calculating above, it showed that $t_{hitung} > t_{table}$ or 6,4603 > 2,024. So, H0 was rejected. It meant that Hα was accepptable or there was any significant effect of the applying self and peer assessment method on the students' speaking ability.

d. Determining the percentage of the effect of X variable toward Y variable

D = $(rxy)^2$ x 100 %

$= 0{,}7235^2 \times 100\ \%$

$= 0{,}5234 \times 100\ \%$

$= 52{,}34\%$

It meant the effect of X variable toward Y variable or the effect of the applying self and peer assessment method on the students' speaking ability was 52,34% and 47,66% was influenced by another factors

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Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Siti Hartina Efrilia
NPM : 1502050114
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 156 SKS IPK= 3,56

Persetujuan Ket./Sekret. Prog. Studi	**Judul yang Diajukan**	**Disahkan oleh Dekan Fakultas**
13/03/2019	The Effect of The Application of Self and Peer Assessment Method to Improve the Students' Speaking Ability	14/3/19
	The Effect of Using Board Race Game to Increase Students' Understanding About Concrete Noun in Writing	
	Interpersonal Function Analysis in Erdogan's Post-Election Speech Text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 12 Maret 2019
Hormat Pemohon,

Siti Hartina Efrilia

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Siti Hartina Efrilia

NPM : 1502050114

Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of The Application of Self and Peer Assessment Method to Improve the Students' Speaking Ability	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Drs. Ali Amran, M.Hum

Medan, 12 Maret 2019
Hormat Pemohon,

Siti Hartina Efrilia

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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Siti Hartina Efrilia
NPM : 1502050114
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of the Application of Self and Peer Assessment Method to Improve the Students' Speaking Ability

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Drs. Ali Amran, M.Hum Acc 8/4-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 08 April 2019
Hormat Pemohon,

Siti Hartina Efrilia

Keterangan
Dibuat rangkap 3 :
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- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

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Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 873 /II.3/UMSU-02/F/2019
Lamp : ---
H a l : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama	: Siti Hartina Efrilia
N P M	: 1502050114
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Effect of the Application of Self and Peer Assesment Method to Improve the Students' Speaking Ability.
Pembimbing	: Drs. Ali Imran, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 8 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 03 Sya'ban 1440 H
08 April 2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

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بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap	: Siti Hartina Efrilia
NPM	: 1502050114
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of The Application of Self and Peer Assessment Method to Improve The Students' Speaking Ability

sudah layak diseminarkan.

Medan, 4 Mei 2019
Dosen Pembimbing,

Drs. Ali Amran, M.Hum

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بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap	:	Siti Hartina Efrilia
N.P.M	:	1502050114
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of the Applying Self and Peer Assessment Method on the Students' Speaking Ability

Pada hari Sabtu tanggal 18 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas	Dosen Pembimbing
Mandra Saragih, S.Pd, M.Hum	**Drs. Ali Amran, M.Hum**

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum

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Kepada : Yth. Bapak Ketua
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FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Siti Hartina Efrilia
N P M : 1502050114
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum dibawah ini :

The Effect of the Aplication of Self and Peer Assessment Method to Improve the Students' Speaking Ability

Menjadi

The Effect of the Applying Self and Peer Assessment Method on the Students' Speaking Ability

Demikianlah permohonan ini saya sampaikan untuk mendapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Medan, Mei 2019
Hormat saya

Siti Hartina Efrilia

Diketahui Oleh :

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Drs. Ali Amran, M.Hum

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 2309 /II.3/UMSU-02/F/2019
Lamp : ---
H a l : Mohon Izin Riset

Medan, 17 Ramadhan 1440 H
22 Mei 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP Muhammadiyah 03 Tanjung Sari
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Siti Hartina Efrilia
N P M : 1502050114
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitia : The Effect of The Applying Self and Peer Assessment Method on The Students' Speaking Ability.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

Tahun Berdiri 1965
Badan Hukum
No. 23628 / MPK / 74

MAJELIS PENDIDIKAN DASAR & MENENGAH MUHAMMADIYAH
SMP SWASTA MUHAMMADIYAH - 3
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Izin Operasional : 420/10273.PPD/2014 Tgl. : 14-07-2015
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Nomor : 167/IV.4.AU/F/2019
Lamp :-
H a l : ***Keterangan Telah Melaksanakan Riset***

Medan, 11 Muharam 1441H
11 September 2019 M

Kepada Yth ;
Bapak Dekan
Universitas Muhammadiyah Sumatra Utara

di-
Tempat

Assalamualaikum wr wb

Ba'da salam kami do'akan semoga Bapak/ibu tetap sehat dan sukses menjalankan aktivitas sehari-hari.

Sesuai dengan nomor surat: 2309/II.3-AU/UMSU-02/F/2019 hal *Izin Melaksanakan Riset*, kepada mahasiswa di bawah ini :

Nama	: **Siti Hartina Efrilia**
NIM	: **1502050114**
Judul Tugas Akhir	: **The Effect of The Applaying Self and Peer Assessment Method on The Student's Speaking Ability.**

Nama tersebut di atas telah ***melaksanakan Penelitian di SMP Muhammadiyah 3 Medan*** dari tanggal 12 s/d 23 Agustus dikelas IX (Sembilan).

Demikianlah surat hal ini kami sampaikan atas perhatian dan kerja samanya kami ucapkan terima kasih

Wassalamu'alaikum wr wb

Kepala Sekolah

SALMAWATI, S.Pd

Tembusan :
1. Pertinggal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238Telp. (061) 6622400 Ext. 22, 23, 30
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SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	:	Siti Hartina Efrilia
N.P.M	:	1502050114
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of the Applying Self and Peer Assessment Method on the Students' Speaking Ability

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas 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, Mei 2019
Hormat saya
Yang membuat pernyataan,

Siti Hartina Efrilia

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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بسم الله الرحمن الرحيم

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap	:	Siti Hartina Efrilia
N.P.M	:	1502050114
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of the Applying Self and Peer Assessment Method on the Students' Speaking Ability

Benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 18 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

CURRICULUM VITAE

I. PERSONAL INFORMATION :

Name	: Siti Hartina Efrilia
Regard Number	: 1502050114
Gender	: Female
Religion	: Islam
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Father's name	: Darak Toni
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II. EDUCATION :

- Elementary School at Sekolah Dasar Negeri 76 Kota Bengkulu From 2002 – 2008
- Junior High School at Sekolah Menengah Pertama Negeri 20 Kota Bengkulu From 2008 – 2011
- Senior High School at Madrasah Aliyah Negeri 2 Kota Bengkulu From 2011 – 2014
- Students of English Department of Faculty of Teachers' Training and Education UMSU From 2015 – 2019

Medan, September 2019

Siti Hartina Efrilia