AN UNDERGRADUATE THESIS

THE USE OF PEER ASSESSMENT TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS OF GULA PUTIH MATARAM IN ACADEMIC YEAR 2019/2020

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1441H/2020M

THE USE OF PEER ASSESSMENT TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS OF GULA PUTIH MATARAM IN ACADEMIC YEAR 2019/2020

Presented as a Partial Fulfillment of the Requirements
for the Degree of SarjanaPendidikan (S.Pd.)
in English Education Department

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ABSTRACT

BY :

ANNISA CAHYANI PRASTIKA

The main aims of this research were the use peer assessment technique at Junior High School Gula Putih Mataram to improve speaking performance of the students. The researcher tried to investigated wheter Peer Assessment can be a technique used to improve the students speaking performance.

In this research, the researcher conducted a classroom action research (CAR) which done in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The subjects of this research was 20 students in Eight Graders of Junior High School Gula Putih Mataram. In collecting data, the research used that include Test (Pre-test, post test 1 and post test 2), observation and documentation, and the field note. The researcher was conducted collaboratively with English teacher of Junior High School of Gula Putih Mataram.

The result of this research. Show that Peer Assessment Technique have positive result in improving the students speaking performance of Junior High School of Gula Putih Mataram. It can be proven by the students average score from pre test and post test. The average score in pre-test was 57.00, post-test 1 was 68.75 and become 76.75 in post-test II. It means that the using Peer Assessment Technique can improve the students speaking performance.

Keyword :*Peer Assessment Technique, Speaking Performance*.

PENGGUNAAN TEKNIK PENILAIAN SEBAYA UNTUK MENINGKATKAN PENAMPILAN BERBICARA SISWA DI SMP GULA PUTIH MATARAM TAHUN AJARAN 2019/2020

ABSTRAK

BY :

ANNISA CAHYANI PRASTIKA

Tujuan utama dari penelitian ini tentang penggunaan teknik *Penilaian Sebaya* untuk meningkatkan penampilan berbicara siswa di SMP Gula Putih Mataram. Peneliti mencoba membuktikan bahwa *Penilaian Sebaya* dapat menjadi teknik pembelajaran untuk meningkatkan penampilan berbicara siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaanm tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 20 siswa di kelas VIII SMP Gula Putih Mataram. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post-test 1 dan post test 2), observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa inggris SMP Gula Putih Mataram.

Hasil dari penelitian ini menunjukkan bahwa *Penilaian Sebaya*sebagai teknik memiliki hasil positif dalam meningktkan penampilan berbicara siswa SMP GULA PUTIH MATARAM. Hal ini dapat dibuktikan berdasarkan nilai pre-test 57,00, post test 1 adalah 68,75 dan pada post test 2 menjadi 76,75. Ini berarti bahwa penggunaan *Penilaian Sebaya* sebagai strategi dapat meningktan penampilan berbicara siswa.

Kata Kunci : *Teknik Penilaian Sebaya, Penampilan berbicara*

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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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To:
The Honorable of the Dean of Faculty of
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Assalamu'alaikumWr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE
No. B-0358/In.28.1/D/PP.00.9/01/2020

An Undergraduate thesis entitled: THE USE OF PEER ASSESSMENT TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS OF GULA PUTIH MATARAM IN ACADEMIC YEAR 2019/2020, written by Annisa Cahyani Prastika, student number 1501070225, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on a Wednesday, 22nd January 2020 at 09.00 – 11.00 am.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, January 2020

Penulis,

Annisa Cahyani Prastika
1501070225

MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ ۚ إِنَّ اللَّهَ مَعَ الصَّابِرِين

"*O you who believe, make patience and prayer as your help, verily Allah is with those who are patient".*

(QS.Al-Baqarah:(2):153)

DEDICATION PAGE

This piece of work is dedicate to :

My Beloved Parents

(Mr. Miskam and Mrs. Tri Wiratmi)

ACKNOWLEDGEMENT

Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled " The Use of Peer Assessment Technique To Improve Speaking Performance of Junior High School Students of Gula Putih Mataram Central Lampung ". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities, the writer would like to express her deepest gratitude especially to :

1. Dr. Dedi Irwansyah, M.Hum as the first advisor and Trisna Dini llah Harya, M.Pd as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishi ng this undergraduate thesis.
2. Headmaster, teacher, staff of Junior high school of gula putih m ataram who gives permission to the writer conduct the research i n this school.
3. All of her friends in IAIN metro, thanks for everything in helpi ng to finish this undergraduate thesis.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be meaningful benefit for the writer especially and our campus and all readers generally.

Metro, January 2020

Annisa Cahyani Prastika
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CHAPTER I

INTRODUCTION

A. Background of The Study

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation etc.

Speaking is one of the skills to be mastered by students in learning English. Speaking is to express the needs or request, information, service, etc. The speakers say words to the listener not only to express what in their mind but also to express the information. Speaking is used in communication with others. The communication consists of uttering ideas, opinions, or feeling.

Considering to the important of peer assessment for the students to master, it is very important for the teacher to apply the best way to make the students using peer assessment in their daily activity. Activity is one way that is used by the teacher in teaching learning process. There are many activity that could be used to teach or to usestudents speaking performance. One of them is by using peer assessment. Peer Assessent is requires students to provide either feedback to their peers on performance.

The writer assumes that by using peer assessent, it would be easier for the students to understand the material. It is an alternative activity in teaching English. So that the students would not get bored in learning process and hopefully they could speak better. Therefore the writer want to conduct a research

entitled: “The Use of Peer Assessment In Speaking Performance At Junior High School Gula Putih Mataram“.

A pra survey has been done on March 23, 2019 at SMP Gula Putih Mataram there are many in students’s speaking problems. First, it relates to the condition of the students who are difficult to expressing their ideas for speaking english. Second, the students are afraid of beong wrong to speak English. Third, the students have a feeling of lack of confidence in speaking English.

Another students speaking problem there is the students score is low, it can be seen in the following table.

Table 1
The Pra Survey Data of Student’s Speaking Score
At SMP Gula Putih Mataram

No	Score	Categories	Frequency	Percentage
1	>70	High	4	20%
2	<70	Low	16	80%
			20 persons	100%

Based on the data and table above, we can seen that there are 16 students have low categories (<70%) with percentage 20% and 4 students have high categories (>70%) with percentage 80%. So, based on data of pra survey at eight grader of SMP Gula Putih Mataram, the writer found that the students still face many problems in speaking like difficult to express their ideas for speaking English, afraid of being wrong to speak english, and have a feeling of lack of confidence in speaking English.

B. Problem Identification

Based on the background above, some problems are identified as follows :

1. The students afraid of being wrong to speak English.
2. The students have low skill in English, especially in speaking performance.
3. The students have difficult to express thie ideas for speaking English.
4. The students have a feeling of lack of confidence in speaking English.

C. Problem Limitation

After identifying the problem, the writer limited the problem the students have difficult to express their ideas for speaking English. The effort in limiting this problem is complemented by the application of a teaching method called the use of peer assessment technique to improve speaking performance of junior high school students of Gula Putih Mataram.

D. Problem Formulation

Based on the problem above, the researcher formulates the problem as follow :“using peer assessment technique to improve speaking performance of junior high school students of Gula Putih Mataram.

E. Objectivites of The Study

Generally, the objective of this reseach is to use the peer assessment in speaking performance at eight grade of Junior High School Gula Putih Mataram. Especially, it is to find out wether peer assessment techniques could using to student’s in speaking performance.

F. Benefits of The Study

a. For the students

1. To motivate the students and help them to be more active in studying English especially in speaking subject.
2. To help the students to be more confident and fluently in speaking English.

b. For the teacher

1. To help the English teachers to find some ideas of various ways of teaching speaking English to students in the classoom.
2. To enable the teachers to know the advantages of using peer assessment to teaching speak English more effectively and interestingly.

c. For the Other Researchers

For the net, hopefully this research could give inspiration in the same research but different context.

G. Prior Research

This research will be conducted by considering some prior researches. The first prior researcher was conducted by Yusna[1]. The first prior research focuses on the use of peer assessment in speaking performance. The research was categorized as descriptive study in which the researcher served as an active observer while, this research is classroom action research (CAR). The equation with the research being studied is applied a subsequent process method by observing the classroom using observation sheet, and taking field notes to see the process of peer assessment.

While the difference lies in the application public. In a previous study examining in high school while this research was conducted in junior high school. The conclusion of this study is there is a relationship between the use of peer assessment in speaking performance in high school and junior high school.

The second prior researcher was conducted by Prihatini[2].The second prior research focuses on the use of peer assessment in speakingperformance. The research was categorized asqualitative researchin which the researcher served as an active observer while, this research is classroom action research (CAR). The equation with the research being studied is about the use peer assessment in speaking

[1]Yusna Musrifah, "The Use of Peer Assessment In Speaking Performance"in English Education Journal.

[2] Arista Nur Prihantini, *The Implementation Of Peer Assesment On Speaking ForThe Tenth Grade Students In Sma N 1 WuryantoroIn 2014/2015 Academic Year*, Muhammadiyah University Of Surakarta, 2015.

performance by the technique for analyzing data is reducing data, displaying data, and drawing conclusion.. While the difference lies in to take the data collecting techniques that the previous study use the interview while in this research without it. The conclusion this study is can get the result from analyzing data.

The third prior research was conducted by Vitra. [3]The third prior research focuses on students objectivity in peer assessment in speaking performance. The research method used research is qualitative. The equation with the research being studied is about the teacher only provides guidance tothe students in hisclassroom and the students become the evaluators of their friendsworkbased on agreement. Therefore, the students learn how to assess the work of their classmatesbased on agreed upon criteria and learning by themselves how to do assessments while stillunder the control of the teacher.There was nosignificant difference between previous and this research. The conclusion is the teacher as a guide and the students being practicer.

[3]Desha Vitra Yunella, *Student Objectivity In Peer Assessment In Spealing Performance*, Syiah Kuala University, Banda Aceh, 2017.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Speaking

a. Concept of Speaking

Speaking is a productive skill. Theoretically, according to O'Grady it is a mental process[4]. It can be inferred that it is a psychological process by which a speaker puts a mental concept into some linguistics form such as words, phrases, and sentences used to convey a message to listener.

In the point of view of Jones, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across[5]. Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

According to Chaney, Speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts"[6].

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[4]Sanggam Siahaan, 2008, *Issues in Linguistics*, Yogyakarta, Graha Ilmu.

[5]Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd, 1989), p.14.

[6]Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. XII, No. 11, November 2006. http: //iteslj.org/Articles/Kayi-Teaching Speaking.html.

From the statements above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

b. Elements of Speaking

Speaking covers three elements that cannot be separated one another. They are pronounciation, vocabulary, and grammar.[7] It means that in speaking, there are three elements that should be mastered by the students.

The first is pronounciation (including the segmental features- vowels and consonants and the stress and intonation patterns). As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropiate stress and intonation patterns and speak in connected speech[8].

The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronounciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in language they already know.

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[7] Hana sept, "*Developing Speaking Performance through Cooperative Learning*", in *http://anasept.blogspot,com*. 27th November 2011.

[8] Jeremy Harmer, *The Practice of English Language Teaching:Fourth Edition*, (Harlow: Pearson Education Limited, 2007), p.343.

The second is vocabulary. Vocabulary is very important in speaking, because without mastering vocabulary, we will get diffilculties to explore our mind and our idea. Therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary thet they known because they lack in practicing and the use them. Thus need to keep them in mind.

And the last is grammar. Allen, Brown, and Yatvin define grammar as the system of sentence analysis, rules, labeling. It is rather the way of speaker to construct sentences in speech[9]. So when the speakers speak, they will construct the sentences that will be said based on the rule that is grammar.

c. Function of Speaking

There are some functions of speaking in human interaction. According to Brown and Yule there are three function of speaking, those are interactional, transactional and ludic[10].

From the explanation above, the first function of speaking is as interactional function. In this case, the speakers use speaking to maintain social relationship.

The second function of speaking is transactional function. In this case, the speakers use speaking to convey information. It refers to situation where the focus is on what is said and done[11].

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[9]Hana sept, *Op. Cit,*

[10]Pawlak, Miroslow, *et. Al. Speaking and Instructed Foreign Language Acquisition*, Multilingual Matters, Brostol, Buffalo, Toronto,2011, p.5

The last or the third function of speaking is ludic or entertainment. It menas that the speaker using language for entertains. On the other hand in Jack C. Richard books' explain that based on Brown and Yuli's said that the third function of speaking is as performance. It refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.[12]

d. Concept of Speaking Performance

Speaking is a productive skill where the speakers turn their mental concept into verbal or nonverbal symbols in a variety of contexts to express their ideas or their feeling and to convey a message to the listener.

Based on Oxford Advanced learners Dictionary, the word performance means 1) the act of performing a play, concert or some other form of entertainment, 2) the way a person performs in play, concert[13], etc.

While on the other occasion Jack C. Richard said that speaking performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language[14].

Based on some explanation above, can be inferred that speaking performance means that how well or badly someone in a put their mental

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[11]Richard, Jack. C, *Teaching Listening and Speaking from Theory to Practice*, New York, Cambridge University Press, 2008, p,24.

[12]*Ibid*,p.27

[13]Hornby, A.S, *Op.cit.*

[14]Richard, Jack. C, *Op.cit*, p.27

concepts into verbal or nonverbal symbols especially in the for, of monolog.

2. Teaching Speaking

a. What is teaching speaking

Teaching is a complex activity which consists not only of giving instructions but also promotion of learning[15]. It means that teaching is not only transferring knowledge from the teacher to the students but also on teaching the teacher should promote the students to learn and make the students learn.

What is meant by " teaching speaking" is to teach ESL learns to :

1) Produce the English speech sounds and sound patterns.
2) Use word and sentence stress, intonation patterns and the rhtym of the second language.
3) Select appropriate words and sentences according to the proper s ocial setting, audience,situation, and subject matter.
4) Organize their thoughts in a meaningful and logical sequence.
5) Use language as a means of expressing values and judgements.
6) Use the language quickly and confidently with few unnatural pa uses, which is called as fluency.[16]

In teaching speaking, as a teacher there are many things that should be considered. Beside that, there are some indicators that should be

[15]Morintan, A.M, "*Learning Through Teaching and Sharing in the Jigsaw Classroom*" , Malay. 2008; 15(2) : 71-76

[16]Kayi, Hayriye,*Op.Cit*

mastered by the students in speaking performance, where gives the analytic speaking criteria as follows :

Table 2. Analytic speaking criteria[17]

Aspect	Category	Indicators
Fluency	4 (Excellent)	Generally natural delivery, only occasional halting when searching for appropiate words or expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although she or he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesistant. Maintains speech in a passive manner and needs regular prompts.
	1(fair)	The studenr speaks so little that no “fluent” speech can be said to occur.
Pronounciation	4 (Excellent)	Occasional errors of pronounciation a few inconsistencies of rhtym, intonation and pronounciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronounciation require more careful listening : some errors of pronounciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronounciation.
	1(fair)	Words are unintelligible.
	4 (Excellent)	Effective use of vocabulary for the task with few inappropriaties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of

[17] Weir, Cyrill J. *Language Testing and Validation*, (New York: Palgrave McMillan, 2005),p.195-196

Vocabulary		inappropriacy.
	2 (adequate)	Limited use of vocabulary with frequent inappropriates.
	1(fair)	Inappropriate and inadeaquate vocabulary.
Grammatical Accuracy	4 (Excellent)	Very few grammatical errord evident.
	3 (good)	Some errors in use of sentences structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1(fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (Excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in mainting interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1(fair)	Understanding and interaction minimal.

b. Types of Classroom Speaking Performance

There are some types of classroom speaking performance, those are :

1. Imitative

   Imitation of this kind is carried out not for the purpose of meaningful interaction, bur for focusing of some particular element of language form.

2. 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.

3. Responsive

   A good deal of students speech in the classroom is responsive. It means that the students give short replies to the teacher or the teacher initiated questions or comments.

4. Transactional (dialogue)

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

5. Interpersonal (dialogue)

   Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

   Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. These monologues can be planned or impromptu.[18]

[18]Brown, H. Douglas, *Teaching by Principles, an Interactive Approach to Language Pedadogy, Second Edition,* San Fransisco State University, Longman, 2001

3. Peer Assessment

a) Definition Peer Assessment

Topping (2010, p. 62) defines peer assessment as “an arrangement for learners to consider and specify the level, value, or quality of a product orperformance of other equal-status learrners”.

Peer-assessment is “an educational arrangement where students judge a peers’ performance quantitatively and/or qualitatively and which stimulates students to reflect, discuss and collaborate” (Strijbos & Sluijsmans 2010, p. 265).

In another definiton Robert (2006, p. 80) declares peer-assessment as “the process of having the readers critically reflect upon, and perhaps suggest grades for the learning of their peers”.

Falchikov (2005, p. 27) refers to another aspectof peer-assessment and reports that in peer-assessment “students use criteria and apply standards to the work of their peers in orderto judge that work”.[19]

Based on explain above, peer assessment is a mutual process between students. The participation of students receiving feedback from their peers helps them acquires a wide range of ideas about their work to promote and achieve development and improvement in their learning.

[19]AmirezzaKarami& Amir Rezaei, *An Overview of Peer- Assessment : The Benefits and Impotance. Departement of Language Teaching,* Zanjan Branch, Islamic Azad University, Zanjan, Iran. Journal for the Study of English Linguistics (2015),95-96.

b) ***What is peer assessment?***

There are many variants of peer assessment, but essentially it involves students providing feedback to other students on the quality of their work. In some instances, the practice of peer feedback will include the assigning of a grade, but this is widely recognized to be a process that is fraught with difficulties.

"Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining" (Falchikov, 2007, p. 132).

c) ***Why use peer assessment?***

Falchikov (2007) reminds us that peer learning builds on a process that is part of our development from the earliest years of life (it is the practice of formal education and the centrality of the teacher that makes us lose sight of this).

Peer feedback can encourage collaborative learning through interchange about what constitutes good work.

d) ***How to implement peer assessment***

1. The teacher and the researcher entered the clasroom, greeted the students and checked students attadance list.
2. The teacher explained the procedures of using peer assessment te chnique.
3. Sit based on the group that already divided last meeting (the gr

oup members has one student which competence in English.

4. The teacher spread the form of peer assessment for each student s.
5. The teacher asked the students to starting the lesson.
6. One student in each group was stand up and presenting material (ex. Descriptive text).
7. Other students each group observed, listened, scored, judgement, commented their friends performance.
8. After one student finished his or her presentation, the next stud ent stood up and presented his or her descriptive text.
9. Other students each group observed, listened, scored, judgement, commented their friends performance.
10. The last student in each group stand up and presented a desc riptive text.
11. Other students each group observed, listened, scored, judgeme nt, commented their last friend performance.
12. The teacher tested some students to see progression and gave evaluation about the teaching learning process using peer ass essment.

4. Classroom Action Research

a. Definition of Classroom Action Research

Action research is a term which refers to a practical way of looking at your own work to shack that it is you would like to be. Because action

research is done by you, the practioner, it is often referred to as practioner based research; and because it involves you thinking about and reflecting on your work, it can also be called a form of self-relfective practice.[20]

While Kemmis and Mc Taggart said that action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those as self-reflective to improve rationality and justice of the social or educational practice are carried out.[21]

Based on the some definition above, can be inferred that action classroom research is the action that doing by our self that have purpose as self-reflective to improve rationality and justice of the social or educational practice.

While classroom action research, there are two concept, those are :

1) Classroom: Number of students in the same time get same mat erial from a teacher.
2) Action : An activity that is done with certain purpose in the f ocus of cycles and the purpose is to improve and repair the q uality of teaching and learning process.
3) Research : Careful consideration of study regarding a particular

[20]McNiff, Jean with Jack Whitehead, *Action Research; Principles and practice,* New York; RoutledgeFalmerTylor and Francis Group, 2002.

[21]*Ibid*,P. 24

concern or a problem using scientific methods.

To solve the problem that faced in teaching and learning process and also to improve the professionalism of the teacher. It is mean that the main purpose of classroom action research is to increase the quality of teaching and learning process.

Based of the objectives, there are two benefits of the classroom action research are :

1) Academic aspect; to help the teacher to produce the right and relevant knowledge for the class to increase the quality of teac hing and learning process.
2) Practice aspect;
   a) As the implementation of learning innovation
   b) School Curriculum Development.

From the explanation above, there are two kinds of benefits of classroom action research. The first is from academic aspect that is to help the teacher to produce new relevant knowledge to increase the quality of teaching and learning process. The first is from the practice aspects, there are two kinds, the first as implementation of learning innovation means that as a teacher should always change, increase and develop an approach, method and also technique in teaching in order to get learning method that suitable with the situation of the class. The second school curriculum development means doing in the classroom action research its mean the teacher has implemented and developed

curriculum so can be effective through effective, creative, innovative and active teaching learning process.

B. Action Hypotesis

Based on the theoretical review above the researcher formulated the hypothesis that by using peer assessment can increase the students speaking performance at eight grader of SMP GulaPutihMataram in the academic year 2019/2020.

CHAPTER III

RESEARCH METHODELOGY

A. The Variabel & Operational Definition of Variabel

The object in this research include 2 variabels, they are independent variabel and dependent variable. Independent is the variabel which selected, manipulated, and measure by the researcher. Independent variabel of this research is using clustering as a technique which can be defined as cluster, design or plan used for explaining or illustrating something in a general way. Two variabels can be explained as follow:

1. Independent Variabel (X)

Independent variable is the variable which selected, manipulated, and measured by the writer. Independent variabel of this research is the use of Peer Assessment as a method which can be defined as tool to help student's speaking performance and their learning activity.This variable will be measured by observation. To observe this variable the writer will use observation sheet. The indicators of this variable are:

a. The students show good respon to learn speaking english using peer assessment.
b. The students have more concentration in teaching and learning process.

2. Dependent Variabel (Y)

The dependent variable of this research is the variable which is observe to determine the effect of the independent variabel. The

dependent variable of this research in this research is students' speaking performance. To measure speaking performance of students, the writer will conduct the speaking test in the form of oral test. The students are show their ideas for speak english to answer the test. The indicators of speaking skill in this variable are:

1. The students are able to do in pair by use the peer assessment method.
2. The students are be able have a good fluency and pronounciation to speak english.

B. Setting and Subject of Study

1. Setting of the Study

The writer will be conducted at the eight grade of Junior High School Gula Putih Mataram which located at Mataram Udik, Bandar Mataram Kabupaten Lampung Tengah, Lampung 34169.

2. Subject of the Study

The subject of this research is the eight grade students of Junior High School Gula Putih Mataram in academic years 2019/2020. There are six class and classroom action research is choosing class VIII D which consists of 25 students. The writer chooses this class, because it has the lowest English ability, especially speaking performance. They also have low interest in English learning.

C. Object of the Study

The object of the study is the use of peer assessment in speaking performance at Junior High School Gula Putih Mataram.

D. Action Plan

The research method used in this study is classroom action research (CAR). According to Singh, action research is a research method which is aimed for improving and modifying the working system of a classroom in the school or institution[22].

According Kemmis and Mc Taggart said that action research is a form of *collective* self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social pr educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.

In action research, the researches as agent of change, subject or object that be researcher have active rules in teaching learning process.

There are four important steps in action research, those are planning, acting, observing and reflecting[23].

[22]Yogesh Kumar Singh, *Fundamental of research metodhology and statistic*, (New delhi: New age International Publisher, 2006), p. 261

[23]Suharsimi arikunto,et. Al, Penelitian Tindakan Kelas, Jakarta, Bumi Aksara, 2011.

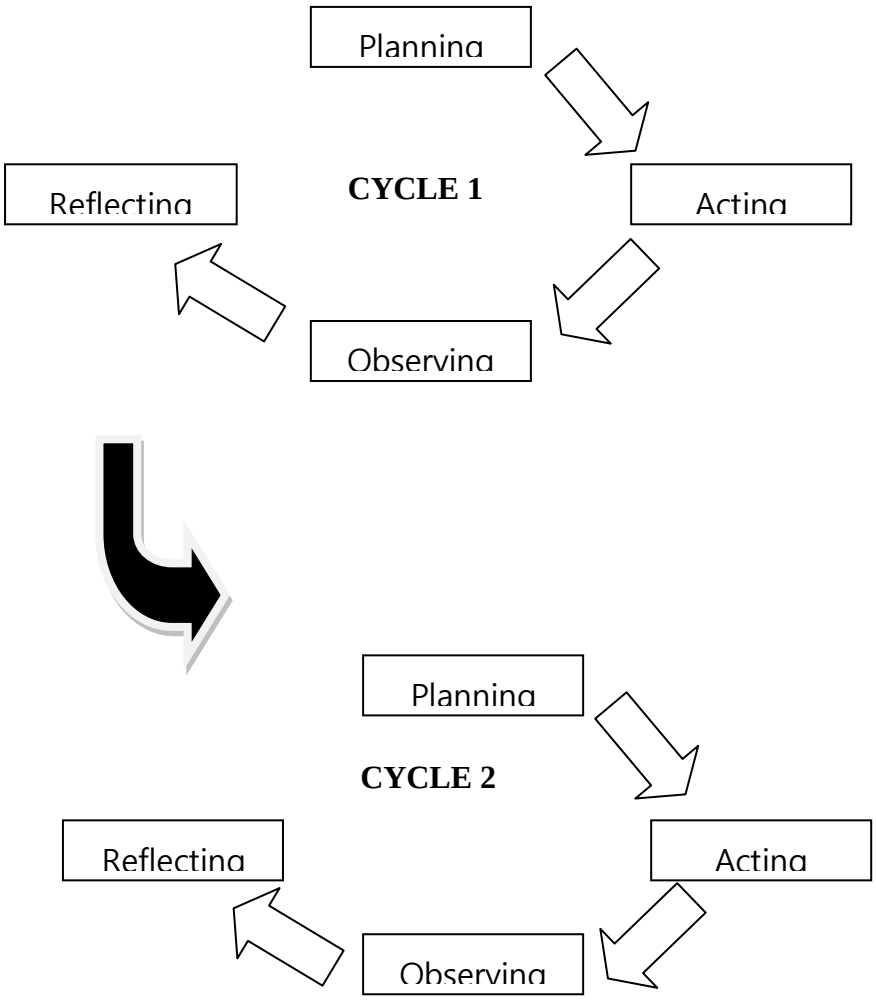

Figure 1. Kemmis and Mac Taggart Model

(Modified by the writer)

The figure describes the sequence of the research that is planning, acting, observing, and reflecting that implemented in each cycle. The assumption is the determined target in the first cycle cannot be achieved, so it will probably be continue.

There are two cycle in figure. In the first figure describes te steps of the research that is preparation of the study ans followed by planning, acting, observing, and reflecting that is implemented in each cycle. If the first cycle cannot be achieved, so it will be continued in the next cycle thathas same phase with the first cycle.

The writer use collaborative action research so that it needs to collaborator another participant which is English teacher to help the write the research. There are some models in action classroom research, but the writer will use Kemmis and MCTaggart (1988) as research design. Meanwhile, according to Kemis and MCTaggart as cited by Anne Burns state the action research occurs through a dynamic and complementary process which consists of four essential moments: planning, action, observation, and reflection. [24]

In this classroom action research will be conducted in two cycle, they are following:

1. **Cycle 1**

   In this research, the writer will teach a Narrative Text in teaching and learning process by using Peer Assessment Method. In this cycle, the writer will be conducted four steps such as, planning, acting, observing, and reflecting. Here the explanation of them.

   a) **Planning**

[24] Anne Burns, *Collaborative Action Research for English language teacher.* (Cambridge:Cambridge University Press, 1999),p.32

Planning is the first step of this classroom action research it is prepared before the researches do the action. In this step, the researcher explains about what, why, who, where and how the action is conducted.

1) The researcher identifies the problem causes and finds the problem solving.
2) The researcher makes lesson plan.
3) The researcher prepares the material and the method of teaching
4) The researcher prepares source of learning.
5) The researcher prepares format to observe.
6) The researcher prepares format of evaluate the students activity after teaching learning process.

b) **Acting**

After finishing the planning, the learning process will be done in the class VIII D of Junior High School Gula Putih Mataram it describes about teaching procedures of the research. In this step the researcher acts as follows :

1) The researcher and students will pray together.\
2) The researcher explains teaching speaking using peer assessment method.
3) The researcher explains the advantages of using peer assessment method in teaching speaking.
4) The researcher teaches using peer assessment method.

5) The researcher guide the students to speak based on lesson plan.

c) **Observing**

In this step, the researcher abserves the process of teaching learning by using formal observation. The outline of observation in this step such, the student's speaking performance, student's good participant and the student's error to speak up the material in front of the class.

d) Reflecting

Reflection is the last step in this process. The researcher analyzes and discusses the observation result during teaching process, like the weakness and strengh from the action in this teps, the researcher uses the data from evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle.

2. Cycle II

a) Planning

1) The researcher identifies the proble, amd finds the problem solving from first cycle.
2) The researcher prepares the source of learning
3) The researcher prepares the format to observe
4) The researcher prepares the format to evaluate

b) Acting

The researcher applies the action plan II

c) Observing

In this step, the researcher abserves the process of teaching learning by using format observation to collect the data in action plan II.

d) Reflecting

In this step, The researcher compares the score of pre-test and post-test. The researcher reviews and reflects on student's activity and teacher performance whether it is positive or negative, the second cycle enough or need to be continued to the next cycle.

E. Data Collecting Technique

In collecting data the writer will use the following steps:

1. Observation

According to Seltiz in Edi, observation can be defined as election, modification, registration, and coding behaviour circumstance which is connected with organism based on the empiric purpose.[25]

In action research, data is gathered for diferrent purpose at different grade level steps in the process. Organize the data in a way that makes it useful to identify trends and themes. Data can be arranged by gender, classroom, school, and etc.

Observation is a systematic method of a data collection that relies on a researcher's ability to gather data through his or her senses. By the

[25]Edi Kusnadi , *metodology penelitian.* 2008,p.98

observation method the researcher can obtain more accurate data. The purpose the observation is explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

2. Test

Test is a set of question and exercises used to measure the achievement or capacity of the individual or group.[26] In this research, the researcher will use a test this is post-test. It is use to measure the students' speaking skill.

3. Documentation

Document are areadily accessible source of data in action research as many alread exist in the institutional system. There is a wide range of documents that could be pertinent to research focus, including student record and profiels, lesson plan, classroom material, and previous text or examination. Documentation as the method which is to information from the written source or document (for example: books, magazines, notes, and other) of information.[27]It means that overall the documents are important to collect data in which is needed by the writer.

The writer used the documentation to get the data about the school's story, sum of the teacher, employers, facilities and students of Junior High School Gula Putih Mataram.

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[26]Addision Wesley Longman, *Teaching by Principles* : *An Interactive Approach to Languae Pedagogy,* (New York : A Person Education Company, 2001), p. 384

[27]Ibid,p. 102

4. Field Note

Field note is observation used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, time and feelings. In this research, the writer will use field note to record the students's activity during the learning process. In this research, the writer will conduct the field note in order to get the complete data from the eight graders of Junior High School Gula Putih Mataram about the students activities, events in each learning steps, learning purposes, learning time, and feelings of the students in the learning process.

F. Data Analysis Technique

Data analysis will be conducted by taking the average score of post-test. To know students achievement after the actions, the researcher will conduct and give test at the early and the last cycles.

The formula of taking average[28].

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

X = Mean or average score
N = Number of student
∑X = Number of students' score

Find out the result or improvement of the writer will compare gained score between pre-test and post-test by compring with the minimum standard criteria in this school at least 70. If in cycle I the students do not pass the minimum standard

[28]Anas Sudijono, *Pengantar Statistik pendidikan*, (Jakarta: PT, Raja Grafindo Persada, 2010),p. 43

criteria, so the writer will conduct cycle II. The minimal cycle in classroom action research is two cycles, so it will not be continued if in cycle II the 70% students pass the Minimum standard criteria.

The formula to figure out the percentage of the students who pass the minimum standard criteria in each cycle as follow[29]:

$$P = \frac{F}{} x$$

P = Class Persentage

F = Frequency

N = Number of student

G. Indicator of Success

Classroom action research (CAR) is regarded to be sucessful if i can pass the criteria that have been established and failed if it can not pass the criteria. The indicators of students' sucessfulness in speaking of use peer asessment can be seen in criteria of students improvement in learning process by use peer assessment..

e) The students becomes more active and enthusiastic in english learning.

f) The average of students' scoe at least same as or above 70.

g) The students' speaking skill score can achieve the Minimum standard criteria score of 70.It is regarded to be successful if 70% from entire students can achieve the improvement scores same as or above 70 from post-test in cycle two.

[29]Ibid,p. 43

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. The Description of SMP Gula Putih Mataram

The location of SMP Gula Putih Mataram is on Bandar Mataram, Mataram Udik, Central Lampung. SMP Gula Putih Mataram has a rich and proud history, dating back to its humble origins in 2005. Since then the school has maintained its familiar and warm atmosphere as a tight-knit and caring community of learners. SMP Gula Putih Mataram has the facilities and the soul to make every day an exciting one.

2. **Vision and Mission :** " Recognized as a Leading Sekolah Indonesia Sejati".

3. **Pillars of School Character :** (1)A sense of belonging and responsibility to community, (2) Model citizenship, (3) Self-discipline, (4) Appreciation and respect for others, (5) To be solution-oriented, (6) To communicate well, (7) Envirtonmental and cultural awareness and sensitivity, (8) Self-leadership implementation.

4. Total of the students SMP Gula Putih Mataram in Academic Year of 2019/2020 :

Table 3. The students quantity of SMP Gula Putih Mataram in the academic year of 2019/2020

NO	CLASS	TOTAL
1	CLASS VII	100
2	CLASS VIII	95
3	CLASS IX	90
TOTAL		**285**

Based on the table 3 above, it can be seen that there are 285 students. It divided into some classess. In class VII there are 100 students, in class VIII there are 95 students, and in class IX there are 90 students.

B. The Recount of Research Data

In this research before the process of cycle one, the writer conducted the pre-test on December 2nd 2019. The result of the students' pre-test score can be seen on the table as follows:

Table 4. The Students' Pre-test Result of Speaking performance

No	Name	Score	Note
1	AI	60	Incomplete
2	AA	75	Complete
3	AY	55	Incomplete
4	DP	55	Incomplete
5	DW	55	Incomplete
6	EF	60	Incomplete
7	IY	75	Complete
8	NA	60	Incomplete

9	PT	50	Incomplete
10	RY	50	Incomplete
11	WW	65	Incomplete
12	AS	50	Incomplete
13	AK	55	Incomplete
14	AH	50	Incomplete
15	EV	60	Incomplete
16	PP	55	Incomplete
17	RA	55	Incomplete
18	SW	45	Incomplete
19	TE	60	Incomplete
20	YA	50	Incomplete
Total	1140		
Average	57		
High Score	75		
Low Score	45		

Based on table above, the result of pre-test that was conducted on *December 2nd 2019* there are 2 students complete or pass the standard of minimum score in English lesson by pre-test and the others 18 students still incomplete during pre-test result.

Table 5. Frequency of Students Score at Pre-Test

No	Score	Frequency	Percentages	Category
1	>70	2	10%	Complete
2	<70	18	90%	Incomplete
Total		20	100%	

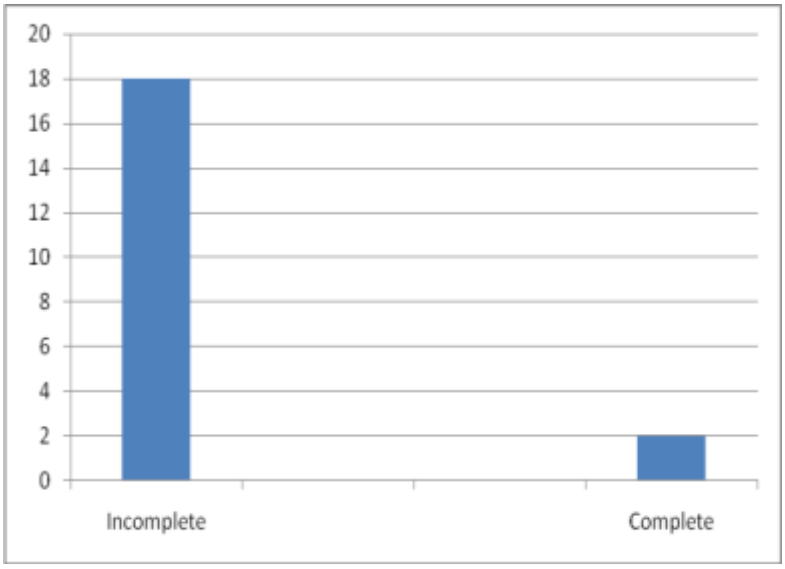

Figure 2. The Comparision of Students' Activity in Pre Test

Based on the table and figure 1 above, I can be seen that only 10% (2 students) got complete score, then 90% (18 students) got incomplete score. While the standard minimum for English lesson in SMP Gula Putih Mataram at least 70. That is the reason, why the writer choosed peer assessment technique to improve their speaking performance in SMP Gula Putih Mataram.

1) Cycle 1

a. Planning

In this step, the researcher prepared the lesson plan, material and method that would be used in teaching learning process. The material is introduce self. The material included description and the example of introduce self. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

1) The First Meeting

The first meeting was conducted on December 2nd 2019, for 2x45 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted students by saying "Assalamualaikum wr.wb and good afternoon" and all of students answered by saying "Waalaikumsalam warrahmatullahi wabarakatuh and good afternoon miss" .

Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process.

The researcher started the lesson by asking question about the students' daily activity. After that, the researcher explained material about descriptive text with Peer Assessment Technique.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them "do you understand about descriptve text ? Is there any question?" there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to discuss make teks about descriptive text and practice in front of the class.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to make a teksand the student just have a little vocabulary.

After 2 x 45 minutes the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

2) The Second Meeting

The second meeting was conducted, December 4th 2019, for 2x45 minutes. The steps of learning activity at the first meeting asPreparing the material of descriptive, preparing the lesson plan, making instrument of data collection that are the observation sheet of the teacher's actvities and the students activities.The researcher greeted the students and they answered it friendly.

Then, the researcher checked the attendance list. The activity continued by giving some explanation more about descriptive text with describing around the students. The researcher asked the students to learna teks about descriptive text in the pair.The students did it seriously and the student practice in front of the class. It seemed that the students' score will be improved.

3) Post Test 1

The third meeting was conducted on 6th December 2019. This meeting used to post-test 1 after the students given action. The meeting started by greeting, praying, and checking the attendance list, and asking the students condition. Then, the writer gave post-test to the students to speak monolog about descriptive text.

In the post test 1 the result of the students test was better than the students test before giving treatment. In this session, the writer got the result of the students post-test 1. The result can be seen as follow :

Table 6. The Students' Post-test 1 Result in Cycle 1

No	Name	Score	Note
1	AI	65	Incomplete
2	AA	80	Complete
3	AY	75	Complete
4	DP	60	Incomplete
5	DW	65	Incomplete
6	EF	65	Incomplete
7	IY	80	Complete
8	NA	75	Complete
9	PT	75	Complete
10	RY	60	Incomplete
11	WW	65	Incomplete
12	AS	65	Incomplete
13	AK	75	Complete
14	AH	60	Incomplete
15	EV	75	Complete
16	PP	75	Complete
17	RA	65	Incomplete
18	SW	65	Incomplete

19	TE	75	Complete
20	YA	60	Incomplete
Total		1375	
Average		68.75	
High score		80	
Low score		60	

Based on table 6 above about the students post-test 1 result of speaking performance in cycle 1 can conclude that from 20 students, there are 11 students got the incomplete score and then the 9 students get the complete score based on the standard minimun score.

Table 7. Frequency of Students' Score of Post test I

No	Score	Frequency	Percentages	Category
1	>70	9	45%	Complete
2	<70	11	55%	Incomplete
Total		20	100%	

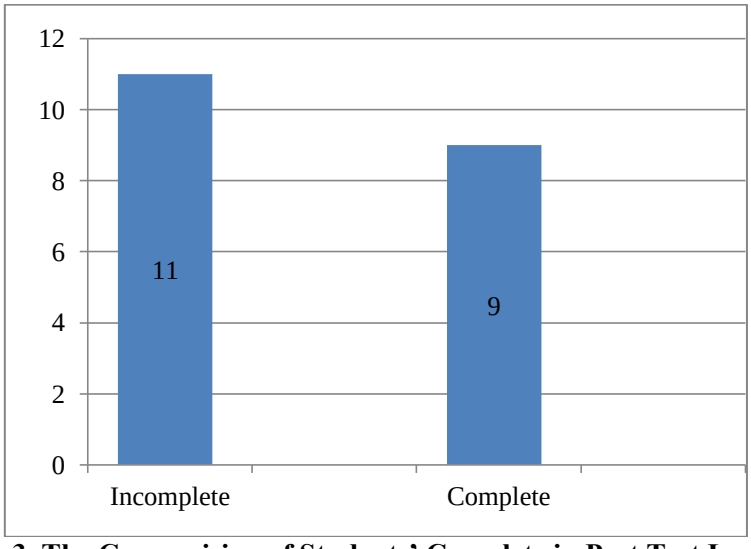

Figure 3. The Comparision of Students' Complete in Post Test I

Based on the data above, it can be seen that9 students' got complete and 11 students' got incomplete. It was higher than the result of pre-test. The criterion of students' who got minimum score 70. Learning process is said success, when 70% got score above 70 and 70% students active in learning process. The fact showed that the result was unsatisfactory.

c. Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 8. The students's speaking learning activities in cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	AI	✓	✓	✓	✓	✓	4
2.	AA	✓		✓	✓		3
3.	AY	✓		✓	✓		3
4.	DP	✓		✓	✓		3
5.	DW	✓		✓	✓		3
6.	EF			✓	✓		2
7.	IY	✓	✓	✓	✓	✓	5
8.	NA	✓		✓	✓		3
9.	PT	✓		✓	✓		3
10.	RY		✓	✓	✓	✓	4

11.	WW	✓		✓	✓		3
12.	AS	✓		✓	✓		3
13.	AK	✓	✓	✓	✓	✓	5
14.	AH			✓	✓		2
15.	EV	✓		✓	✓		3
16.	PP	✓		✓	✓		3
17.	RA	✓		✓	✓		3
18.	SW			✓	✓		2
19.	TE	✓		✓	✓		3
20.	YA	✓		✓	✓		3
TOTAL							**63**

Note: Tick ( ) for each positive activity

1. The students pay attention of teacher's explanation
2. The students ask/answer the question
3. The students able do the task
4. The students perform in front of the class
5. Active in teaching learning

Table 9. The Result of Students Activity in Cycle 1

No	Aspect of the research	Frequency	Percentage
1	Pay attention of the teacher's explanation	16	80%
2	Ask/answer the question from the teacher	4	20%
3	The students able do the task	20	100%
4	The students perform in front of the class	20	100%
5	Active in teaching learning	4	20%
Total students		20	
Total			320%
Average			64%

From table above, it was revealed that there were 16 students (80%) who paid attention to the teacher explanation, 4 students (20%) ask/answer question from the teacher, 20 students (100%)doing the task , 20students(100%) perform in front of the class,and 4 studens (20%) active in teaching learning.The average from the cycle 1 was 64%.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some student made noisy and still confuse with the material was given and the students just have a little vocabulary.

d. Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

After the researchers held a pre-test and post-test 1 researchers get students who have not yet the indicator, therefore researchers will continue to cycle 2.

Table 10. Frequency of Students' Score of Pre-test

No	Score	Frequency	Percentages	Category
1	>70	2	10%	Complete
2	<70	18	90%	Incomplete
Total		20	100%	

Table 11 .Frequency of Students'Score of Post test I

No	Score	Frequency	Percentages	Category
1	>70	9	45%	Complete
2	<70	11	55%	Incomplete
Total		20	100%	

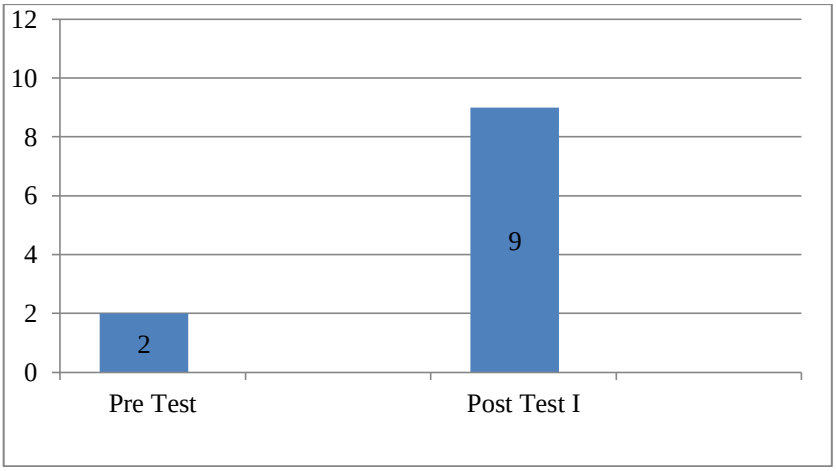

Figure 4. The Comparison of Students' Complete in speaking performance on Pre test and Post Test 1

In this research the writer gave pre test and post test it aimed to know the students speaking performance. From comparison above, it can be seen that there was an improving of students speaking performance.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The writer tried to get solution as follow:

a) The writer should manage class well

b) The writer asked the students to focus on study and not make a noises.

c) Writer should motivate students to be more active in the class.

2) Cycle II

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and method that would be used in teaching learning process. The material was describe about things. The teacher will be explain about the material with peer assessment to make student understand about material and have lot of vocabulary to make students easy while the teacher ask students to understand the text who prepared by the researcher in their pair.

b. Acting

1) The first meeting

The first meeting was done on December 16th 2019. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also. The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were is low vocabulary and not confident to speak up in front of the class .

The researcher asked about the previous material before she explained more about it. Then, the researcher gave an example of descriptive text.The students looked very enthusiastic in the class. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 45 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again aboutdescriptive text with peer assessment technique.

2) The second meeting

The second meeting was done on December18th 2019. Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material about descriptive texts with peer assessment.

3) Post Test 2

To know how success the learning in improving the sudents speaking performance by using peer assessment at the cycle 2, the post doing on 19th December 2019. The post test 2 has finished, the result of it can be seen in table below :

Table 12. Table of the Result Score Cycle II

No	Name	Score	Note
1	AI	75	Complete
2	AA	85	Complete
3	AY	80	Complete
4	DP	75	Complete
5	DW	65	Incomplete
6	EF	76	Complete
7	IY	80	Complete

8	NA	80	Complete
9	PT	80	Complete
10	RY	75	Complete
11	QQ	75	Complete
12	AS	75	Complete
13	AK	80	Complete
14	AH	75	Complete
15	EV	75	Complete
16	PP	75	Complete
17	RA	80	Complete
18	SW	70	Complete
19	TE	80	Complete
20	YA	80	Complete
Total		1535	
Average		76.75	
High Score		85	
Low Score		65	

Table 13. Percentage Students' Score of Post-test in Cycle II

No	Score	Frequency	Percentages	Category
1	>70	19	95%	Complete
2	<70	1	5%	Incomplete
Total		20	100%	

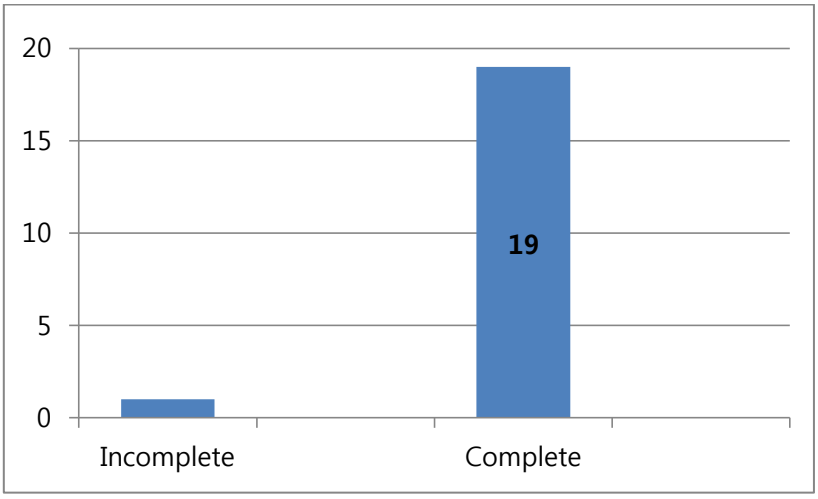

Figure 5. The Comparision of Students' Complete in Post Test II

The table and figure 4 above is the result of students' score at post test 2. It can be seen that there was an improving from the score of post test 1 and post test 2. There were 5% got incomplete score and 95% got complete score. The lowest score was 65 and the highest score was 85 and the average score was 76.75 . The average on post-test 1 was 68.75. It means that there was an improving from post-test 1 and post-test 2.

c. Observing

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 14. The observation of students' Learning Activity in cycle II

No	Students code	Indicators					Total
		1	2	3	4	5	
1.	AI	✓	✓	✓	✓	✓	5
2.	AA	✓	✓	✓	✓	✓	5

3.	AY	✓	✓	✓	✓	✓	5
4.	DP	✓	✓	✓	✓	✓	5
5.	DW	✓	✓	✓	✓	✓	5
6.	EF	✓	✓	✓	✓	✓	5
7.	IY	✓	✓	✓	✓	✓	5
8.	NA	✓		✓	✓	✓	4
9.	PT	✓	✓	✓	✓	✓	5
10.	RY	✓	✓	✓	✓	✓	5
11.	WW	✓		✓	✓	✓	4
12.	AS	✓	✓	✓	✓	✓	5
13.	AK	✓	✓	✓	✓	✓	5
14.	AH		✓	✓	✓	✓	4
15.	EV	✓			✓		3
16.	PP	✓	✓	✓	✓	✓	5
17.	RA	✓	✓	✓	✓	✓	5
18.	SW	✓	✓	✓	✓	✓	5
19.	TE	✓	✓	✓	✓	✓	5
20.	YA			✓	✓	✓	4
TOTAL		18					**94**
Percentage		90%	**75%**	**100%**	**100%**	**95%**	

Note: Tick ( ) for each positive activity

1. The students pay attention of teacher's explanation
2. The students ask/answer the question
3. The students able do the task
4. The students perform in front of the class
5. Active in teaching learning

Table 15. The Result of Students Activity in Cycle II

No	**Aspect of the research**	**Frequency**	**Percentage**
1	Pay attention of the teacher's explanation	18	90%
2	Ask/answer the question from the teacher	15	75%
3	The students able do the task	20	100%
4	The students perform in front of the class	20	100%
5	Active in teaching learning	19	95%

Total	460%
Average	92%

From Table 15 above, it was revealed that there were 18 students (9%) who paid attention to the teacher explanation, 15 students (75%) ask/answer question from the teacher, 20 students (100%) doing the task ,20 students(100%) students perform in front of the class, and 19 students (95%) active in teaching learning.The average from the cycle 2 was 88%.

Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 64% to be 88%, it could be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d. Reflecting

The result of cycle II is better than cycle I, it happened because the student was easy to think aloud in their mind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I in the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Peer Assessment. The teacher more explain about the material it

makes the student understand about it. And their speaking performance were improving.

Table 16.Frequency of Students'Score of Post test cycle I of Speaking performance

No	Score	Frequency	Percentages	Category
1	>70	9	45%	Complete
2	<70	11	55%	Incomplete
Total		20	100%	

Table 17 .Frequency of Students' Score of Post-test in Cycle II

No	Score	Frequency	Percentages	Category
4	>75	19	95%	Complete
5	<70	1	5%	Incomplete
Total		20	100%	

Table 18. The Result Score Of Students' Post Test 1 Dan Post Test 2

No	Student's Code	Students Result			Category
		Post test 1	Post test 2	Improve	
1	AI	65	75	10	Improve
2	AA	80	85	5	Improve
3	AY	75	80	5	Improve
4	DP	60	75	15	Improve
5	DW	60	65	5	Improve
6	EF	65	75	10	Improve
7	IY	80	80	0	Constant
8	NA	75	80	5	Improve
9	PT	75	80	5	Improve
10	RY	60	75	15	Improve
11	WW	70	75	5	Improve
12	AS	65	75	10	Improve
13	AK	75	80	5	Improve

14	AH	60	75	15	Improve
15	EV	75	75	0	Constant
16	PP	75	75	0	Constant
17	RA	65	80	15	Improve
18	SW	65	75	10	Improve
19	TE	75	80	5	Improve
20	YA	60	80	20	Improve
Total		1380	1540		
Average		69	77		

Based on table 18 above, it could be concluded that there was an improving on post test 1 and post test 2. The average score in post test 1 was 69. Then, the average score in post test 2 was 77.

C. Interpretation

1. Action and Learning Result at Cycle 1

English learning process at cycle 1 was successful enough, although the students average score was low. Nevertheless, there was an improvement score of the students post test 1.

In this research, the writer gave pre test and post test 1 it aimed to know the students speaking performance before and after treatment. From the average score of pre test and post test, it can be seen that score in pre-test 57 and score in post-test 1 was 69.

2. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students score was improve significantly and the condition in the class conducive.

Table 19 The Result Score of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	AI	60	65	75	Improve
2	AA	75	80	85	Improve
3	AY	55	75	80	Improve
4	DP	55	60	75	Improve
5	DW	55	60	65	Improve
6	EF	60	65	75	Improve
7	IY	75	80	80	Improve
8	NA	60	75	80	Improve
9	PT	50	75	80	Improve
10	RY	50	60	75	Improve
11	WW	65	70	75	Improve
12	AS	50	65	75	Improve
13	AK	55	75	80	Improve
14	AH	50	60	75	Improve
15	EV	60	75	75	Improve
16	PP	55	75	75	Improve
17	RA	55	65	80	Improve
18	SW	45	65	75	Improve
19	TE	60	75	80	Improve
20	YA	50	60	80	Improve
Total		1140	1380	1540	
Aveage		57	69	77	

Table 20. Comparison of Pre-test and Post-test 1 and Post test 2

Score	Pre-Test	Post Test 1	Post Test 2	Implementation
>70	2	9	23	Complete
<70	18	11	1	Incomplete

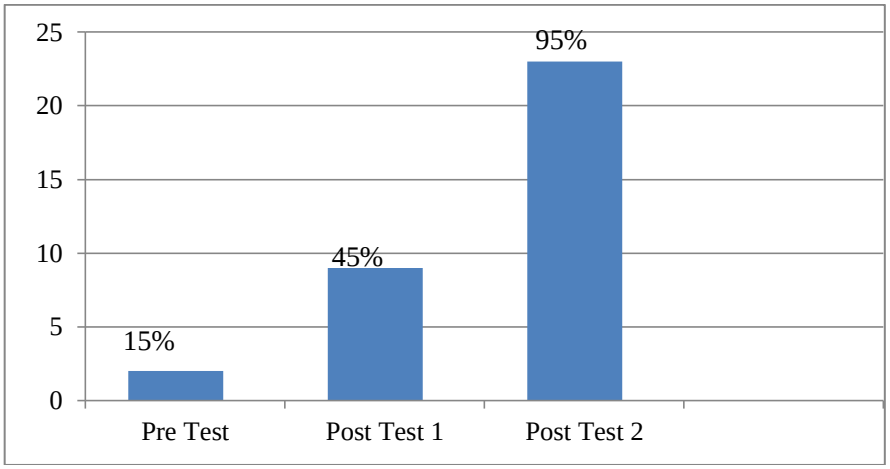

Figure 6.The Quantity of the Complete of The Students' Score at Pre testPost test Cycle I and Post test Cycle II

3. The Result of Students Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 21.The Result of The Students' Activity in Cycle I&II

No	Name	Cycle 1	Cycle II	Category
1	AI	4	5	Improve
2	AA	3	5	Improve
3	AY	3	5	Improve
4	DP	3	5	Improve
5	DW	3	5	Improve
6	EF	2	5	Improve
7	IY	5	5	Constant
8	NA	3	4	Improve
9	PT	3	5	Improve
10	RY	4	5	Improve
11	WW	3	4	Improve
12	AS	3	5	Improve
13	AK	5	5	Constant
14	AH	2	4	Improve
15	EV	3	3	Constant
16	PP	3	5	Improve
17	RA	3	5	Improve
18	SW	2	5	Improve
19	TE	3	5	Improve
20	YA	3	4	Improve
Total		63	94	
Average		3,15	4,7	

Table 22.Percentage Students' Activity in Cycle I & II

Score	Cycle 1	Cycle 2	Implementation
<70	2	15	Active
>70	18	5	Inactive

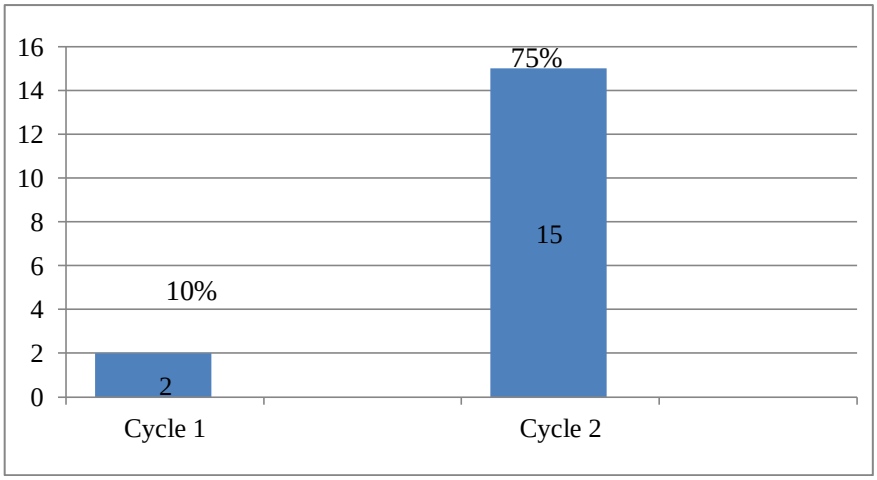

Figure 7.The Comparison of Percentage Students' Activity in Cycle I and Cycle II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using the technique. It means that peer assessment technique had positive effect to improve the teaching learning process.Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum score 70.

Based on the result of this research was known that more than 70% from the students got minimum score 70. So, it can be said that this research finished and did not need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroomaction research, the researcher would like to conclude the research as follows:

Peer Assessment onas the technique especially in English subject was very effective to improvethe student speaking performance of eightgraders in SMP Gula Putih Mataram. Even though in cycle 1 the students' got enough score but the cycle 2 most of student could achieve the target of succes in this research.

Based on the explanation of cycle 1 and cycle 2, it could be concluded that the use of peer assessment could improve students'speaking performance. There was a progress based on their average score in the pre test until post test in cycle II. It could be seen that there was an effective progress from pre tset, post test 1, and post test 2. The amount of score improvement from post test 1to post test 2 was 8 point.

In improving the students' speaking performance, the researcher used peer assessmentas technique to train the students' speaking performance and made the students more understand with the material in speaking also interested in learning english. Because peer assessmentmade students more attracted to study and understand about the material.

Furthermore, it can be inferred from the discussion above that by usingpeer assessment, the students had an improvement in speaking performance. The

students felt easier better than before. It is proven in their learning result, which was showed a significnt improvement from pre test until cycle 2.

B. Suggestion

Based on the results of research conducted and conclusions obtained, the researcher would like to suggest as follow:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result.
2. The English Teacher are suggested to use Peer Assessment in order to improve the students speaking performance in learning process.
3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English learning.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Gula Putih Mataram
Mata Pelajaran : Bahasa Inggris / Descriptive Text
Kelas/Semester : VIII/ 1
Aspek/Skill : Speaking (Berbicara)
Alokasi Waktu : 2x 40 minutes

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.1 Menerapkan struktur teks dan unsur kebahasaam untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.

C. Tujuan Pembelajaran

1. Peserta didik dapat berbicaara menggunakan peer assessment.
2. Peserta didik dapat melakukan berbagai tindakan tutur wacana lisan interpersonal/ transaksional.
3. Peserta didik dapat mengucapkan kalimat berbahasa inggris dengan percaya diri tanpa takut salah.

D. Materi pembelajaran

Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda

Fungsi sosial :

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks :

(gagasan utama dan informasi rinci)

a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

b. Menyebutkan sifat orang, binatang, benda dan bagiannya.

c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, nenda yang semuanya sesuai dengan fungsi sosial yang gendak dicapai.

Unsur kebahasaan :

1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).
2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.
3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.
4) Frasa nominal seperti *dark brown*, *cute little cat, beautiful red flower.*
5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll
6) Penggunaan nominal singular dan plural secara tepat,
7) Ucapan, tekanan kata, intonasi

8) Ejaan dan tanda baca

9) Tulisan tangan

Topik

- Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

E. Metode pembelajaran

1. Peer Assessment

F. Media, Alat dan Sumber pembelajaran

1. Media
   - buku teks wajib.
   - Contoh teks dari sumber otentik.
2. Alat

   Realita benda, spidol, papan tulis.

G. Langkah-langkah kegiatan pembelajaran

PERTEMUAN

Pendahuluan (10 Menit) :

1. Guru memasuki kelas dan memberikan salam (greeting)
2. Berdoa untuk mengawali pembelajaran.(Nilai yang ditanamkan: santun dan peduli)
3. Guru Mengecek kehadiran siswa. (Nilai yang ditanamkan disiplin dan rajin)
4. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
5. Guru memberikan motivasi kepada siswa tentang penting nya belajar bahasa inggris.

Kegiatan inti (40 menit)

1. Guru memberikan penjelasan tentang peer assessment dan bagaimana cara mengimplentasikannya.
2. Guru memberikan contoh tentang peer assessment.

3. Guru meminta siswa untuk membuat beberapa grup dan siswa melakukan diskusi tentang materi yang sudah diberikan..
4. Guru meminta setiap grup untuk melakukan peer assessment di dalam kelas dan grup nya tersebut.
5. Setelah semua selesai, guru akan memilih beberapa siswa untuk ditanya terkait materi yang telah dibahas dan di diskusikan didalam grup tersebut.
6. Guru dan siswa membuat kesimpulan dari materi yang di bahas.

Penutup (10 menit)

1. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran (ice Breaking)
2. Guru dan siswa melaksanakan evaluasi tentang pembelajaran di kelas.
3. Siswa memperhatikan informasi tentang penugasan dan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
4. Siswa dan guru bedoa dan mengucapkan salam perpisahan.

Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

2. Oral english rating scale

No	Criteria	Rating Score	Indicator
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech,

			although he may need an occasional prompt.
		2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
		1	The student speaks so little that no "fluent" speech can be said to occur.
2	**Pronounciation**	**4**	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm,intonation and pronunciation require more careful listening;some errors of pronunciation which may occasionallylead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm,intonation and pronunciation.
		1	Words are unintelligible.
3	**Vocabulary**	**4**	Effective use of vocabulary for the task with few in appropriacies.
		3	For the most part effective use of vocabulary for the task with some examples of in appropriacy.
		2	Limited use of vocabulary with frequent in appropriacies.
		1	In appropriate and inadequate vocabulary.
4	**Grammatical**	**4**	Very few grammatical errors

	Accuracy		evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprebension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.
5	**Interactional Strategies**	**4**	Interact effectively and readiy participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective. Can seldom develop an interaction.
		1	Understanding and interaction minimal.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMP Gula Putih Mataram
Mata Pelajaran	: Bahasa Inggris / Descriptive Text
Kelas/Semester	: VIII/ 1
Aspek/Skill	: Speaking (Berbicara)
Alokasi Waktu	: 2x 40 minutes

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

1. Peserta didik dapat berbicaara menggunakan peer assessment.
2. Peserta didik dapat melakukan berbagai tindakan tutur wacana lisan interpersonal/ transaksional.
3. Peserta didik dapat mengucapkan kalimat berbahasa inggris dengan percaya diri tanpa takut salah.

D. Materi pembelajaran

Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda

Fungsi sosial :

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks :

(gagasan utama dan informasi rinci)

a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

b. Menyebutkan sifat orang, binatang, benda dan bagiannya.

c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, nenda yang semuanya sesuai dengan fungsi sosial yang gendak dicapai.

Unsur kebahasaan :

1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).
2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.
3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
4) Frasa nominal seperti *dark brown*, *cute little cat, beautiful red flower.*
5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll
6) Penggunaan nominal singular dan plural secara tepat,
7) Ucapan, tekanan kata, intonasi

8) Ejaan dan tanda baca
9) Tulisan tangan

Topik

- Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

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		3	Rhythm,intonation and pronunciation require more careful listening;some errors of pronunciation which may occasionallylead to incomprehension.
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3	**Vocabulary**	**4**	Effective use of vocabulary for the task with few in appropriacies.
		3	For the most part effective use of vocabulary for the task with some examples of in appropriacy.
		2	Limited use of vocabulary with frequent in appropriacies.
		1	In appropriate and inadequate vocabulary.
4	**Grammatical Accuracy**	**4**	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprebension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.
5	**Interactional Strategies**	**4**	Interact effectively and readiy participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction

			consistently.
		2	Interaction ineffective. Can seldom develop an interaction.
		1	Understanding and interaction minimal.

PRE TEST 1

OF STUDENTS SPEAKING PERFORMANCE

Direction :

- ✓ Make a group consist of 5 persons each group.
- ✓ Describe orally about favorite actress on your group.
- ✓ Do in peer assessment.

POST TEST 1

OF STUDENTS SPEAKING PERFORMANCE

Direction :

- ✓ Make a group consist of 5 persons each group.
- ✓ Read the paper 10 minutes that the writer given.
- ✓ Do in peer assessment
- ✓ After finished do in peer asessment, teacher will ask some students to see progression.

My Cat

I have a pet cat. It's name is kitty. **(Identification)**

It's white and yellow in color. It has lovely green eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It loves me and shows it's love by licking me when I come back from school. It sleeps in a small basket near my bed. I love my pet very much and take care of it. **(Description)**

PRE TEST 2

OF STUDENTS SPEAKING PERFORMANCE

Direction :

- ✓ Make a group consist of 5 persons each group.
- ✓ Describe orally about Borobudur Temple on your group.
- ✓ Do in peer assessment.

POST TEST 2

OF STUDENTS SPEAKING PERFORMANCE

Direction :

- ✓ Make a group consist of 5 persons each group.
- ✓ Read the paper 10 minutes that the writer given.
- ✓ Do in peer assessment
- ✓ After finished do in peer asessment, teacher will ask some students to see progression.

Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo islands, East Nusa Tenggara. The beach is called Pink Beach because the sands is pink**.(Identification)**

The Pink color of its beach is a mixture with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.At Pink Beach, there are so many marine organism. This place is a proper spot for snorkeling and diving for sea sports lovers. **(Description)**

ATTENDANCE LIST

SMP GULA PUTIH MATARAM

NO	NAMA	TANDA TANGAN
1	Alif Khoirul Anam	1
2	Amanda Febriyanti	2
3	Beta Maryana	3
4	Dandy Andran	4
5	Defvi Wulandari	5
6	Eka Nurlita	6
7	Feri Tri Lesmana	7
8	Finka Ayuningtia	8
9	Masyifatun Nisa	9
10	Muhammad Ade Bagus P	10
11	Muhammad Taufik Aditya	11
12	Nur Sahroni	12
13	Putri Trias Aprilia	13
14	Ririn Munawaroh	14
15	Rita Setya Ningsih	15
16	Satrio Nugroho	16
17	Sulaiman Hidayat	17
18	Yayan Setiadi	18
19	Yogas Prabowo	19
20	Muhammad Iwan	20

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OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 1

CYCLE I

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching			✓	
5	Informing the objective of learning	✓			
6	Explaining the material uses Direct Feedback		✓		
7	Choose the appropriate with the material going to be taught	✓			
8	Explaining about the material with Peer Assessment		✓		
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation		✓		
12	Concluding the result of learning		✓		
13	Class closing ability	✓			

OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 2

CYCLE I

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching		✓		
5	Informing the objective of learning		✓		
6	Explaining the material uses Direct Feedback		✓		
7	Choose the appropriate with the material going to be taught	✓			
8	Explaining about the material with Peer Assessment	✓			
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation		✓		
12	Concluding the result of learning		✓		
13	Class closing ability	✓			

OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 1

CYCLE II

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching		✓		
5	Informing the objective of learning	✓			
6	Explaining the material uses Direct Feedback	✓			
7	Choose the appropriate with the material going to be taught.		✓		
8	Explaining about the material with Peer Assessment	✓			
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation		✓		
12	Concluding the result of learning	✓			
13	Class closing ability	✓			

OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 2

CYCLE II

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching	✓			
5	Informing the objective of learning	✓			
6	Explaining the material uses Direct Feedback	✓			
7	Choose the appropriate with the material going to be taught.		✓		
8	Explaining about the material with Peer Assessment	✓			
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation	✓			
12	Concluding the result of learning	✓			
13	Class closing ability	✓			

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	AI	✓	✓	✓	✓	✓	4
2.	AA	✓		✓	✓		3
3.	AY	✓		✓	✓		3
4.	DP	✓		✓	✓		3
5.	DW	✓		✓	✓		3
6.	EF			✓	✓		2
7.	IY	✓	✓	✓	✓	✓	5
8.	NA	✓		✓	✓		3
9.	PT	✓		✓	✓		3
10.	RY		✓	✓	✓	✓	4
11.	WW	✓		✓	✓		3
12.	AS	✓		✓	✓		3
13.	AK	✓	✓	✓	✓	✓	5
14.	AH			✓	✓		2
15.	EV	✓		✓	✓		3
16.	PP	✓		✓	✓		3
17.	RA	✓		✓	✓		3
18.	SW			✓	✓		2
19.	TE	✓		✓	✓		3
20.	YA	✓		✓	✓		3
TOTAL							**63**
Percentage (%)		80%	**20%**	**100%**	**100%**	**20%**	

Note: Tick ( ) for each positive activity

6. The students pay attention of teacher's explanation
7. The students ask/answer the question
8. The students able do the task
9. The students perform in front of the class
10. Active in teaching learning

OBSERVATION SHEETOF STUDENTS' ACTIVITIES

CYCLE II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	AI	✓	✓	✓	✓	✓	5
2.	AA	✓	✓	✓	✓	✓	5
3.	AY	✓	✓	✓	✓	✓	5
4.	DP	✓	✓	✓	✓	✓	5
5.	DW	✓	✓	✓	✓	✓	5
6.	EF	✓	✓	✓	✓	✓	5
7.	IY	✓	✓	✓	✓	✓	5
8.	NA	✓		✓	✓	✓	4
9.	PT	✓	✓	✓	✓	✓	5
10.	RY	✓	✓	✓	✓	✓	5
11.	WW	✓		✓	✓	✓	4
12.	AS	✓	✓	✓	✓	✓	5
13.	AK	✓	✓	✓	✓	✓	5
14.	AH		✓	✓	✓	✓	4
15.	EV	✓			✓		3
16.	PP	✓	✓	✓	✓	✓	5
17.	RA	✓	✓	✓	✓	✓	5
18.	SW	✓	✓	✓	✓	✓	5
19.	TE	✓	✓	✓	✓	✓	5
20.	YA			✓	✓	✓	4
TOTAL		18					**94**

Note:

1. The students pay attention of teacher's explanation
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DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Sylabus of English Subject	✓
2.	Lesson Plan and Learning Material	✓
3.	History of the school	✓
4.	Condition of Teachers and official employers in SMP Gula Putih Mataram	✓
5.	Quantity of the students	✓
6.	Organization Structure of SMP Gula Putih Mataram	✓

Note:

- Tick (√) for each positive avaibility

Central Lampung, December 2019

Collaborator

Zahro Laila, S.Pd

The researcher

Annisa Cahyani Prastika
NPM : 1501070225

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-4096/In.28.1/J/TL.00/12/2019
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMP GULA PUTIH MATARAM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**ANNISA CAHYANI PRASTIKA**
NPM	:	1501070225
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE OF PEER ASSESSMENT TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS OF GULA PUTIH MATARAM

untuk melakukan *pra-survey* di SMP GULA PUTIH MATARAM.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Desember 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-4603 /In.28.1/J/PP.00.9/12/2019 09 Desember 2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Annisa Cahyani Prastika
NPM	:	1501070225
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Use Of Peer Assessment Technique To Improve Speaking Performance Of Junior High School Students Of Gula Putih Mataram Academic Year 2019/2020

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011017

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT TUGAS

Nomor: B-4727/In.28/D.1/TL.01/12/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ANNISA CAHYANI PRASTIKA**
NPM	:	1501070225
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP GULA PUTIH MATARAM, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PEER ASSESSMENT TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS OF GULA PUTIH MATARAM".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 Desember 2019

Mengetahui,
Pejabat Setempat

BENNY PRAKASA PUTERA
KEPALA SEKOLAH

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4728/In.28/D.1/TL.00/12/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP GULA PUTIH MATARAM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4727/In.28/D.1/TL.01/12/2019, tanggal 16 Desember 2019 atas nama saudara:

Nama	:	**ANNISA CAHYANI PRASTIKA**
NPM	:	1501070225
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP GULA PUTIH MATARAM, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PEER ASSESSMENT TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS OF GULA PUTIH MATARAM".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Desember 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Annisa Cahyani Prastika

NPM : 1501070225

Fakultas : Tarbiyah / FTIK

Jurusan : Tadris Bahasa Inggris

Angkatan : 2015

Telah menyerahkan buku berjudul Principles of language learning and teaching Fourth Edition, H. Douglas Brown

Metro, 13 Januari 2020
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Annisa Cahyani Prastika

NPM : 1501070225

Fakultas : Tarbiyah / FTIK

Jurusan : Tadris Bahasa Inggris

Angkatan : 2015

Telah menyerahkan buku berjudul Principles of language learning and teaching Fourth Edition, H. Douglas Brown.

Metro, 13 Januari 2020
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

IAIN METRO
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-56/In.28/S/U.1/OT.01/01/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Annisa Cahyani Prastika
NPM	:1501070225
Fakultas / Jurusan	:Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070225.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 Januari 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Annisa Cahyani Prastika
Fakultas/Jurusan : TBI
NPM : 1501070225
Semester/TA :IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 23/12-19		✓	Revise ch. IV.	
	Senin 30/12-19		✓	Acc ch. IV & V	

Mengetahui :
Ketua Jurusasn TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Annisa Cahyani Prastika
NPM : 1501070225
Fakultas/Jurusan : TBI
Semester/TA :IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	06/01/2020			→ Make sure how to display Tables and figures → One-spaced - In the same page → Max 25 pages Chapter IV Chapter IV has been read.	

Mengetahui :
Ketua Jurusasn TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Annisa Cahyani Prastika — Fakultas/Jurusan : TBI

NPM : 1501070225 — Semester/TA :IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	13/01/2020			Chapter IV Please pay attention on how to display Tables and Figures Come back next week.	
	20/01/2020			Chapter IV & V Acc.	

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Annisa Cahyani Prastika
Fakultas/Jurusan : TBI
NPM : 1501070225
Semester/TA : X / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	20/01/2020				

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

DOCUMENTATION

The Teacher Explain The Material About The Peer Assessment

The Teacher Control When The Students Doing The Peer Assessment.

The Students Doing The Peer Assessment

CURRICULUM VITAE

Annisa Cahyani Prastika was born in Seputih Mataram, on August 31, 1997. She is the first children of Mr. Miskam and Mrs. Tri Wiratmi. She was enrolled he study in SDS 01 Gula Putih Mataram, Bandar Mataram on 2003-2009. Then, she continued her study at SMP Gula Putih Mataram, Central Lampung on 2009-2012. She continued her study at SMAN 1 Seputih Mataram, Central Lampung on 2012-2015. It was long journey for her to find out her dream. Finally, on 2020 she was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro.