AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING PEER TUTORING METHOD TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH GRADE OF MTs. HIDAYATUL ISLAM SUKADANA IN ACADEMIC YEAR 2016/2017

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STATE ISLAMIC COLLAGE (STAIN)

JURAI SIWO METRO

1438 H/2016 M

THE INFLUENCE OF USING PEER TUTORING METHOD TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH GARDER OF MTs HIDAYATUL ISLAM SUKADANA IN ACADEMIC YEAR 2016/2017

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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

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dah kami setujui dan dapat diajukan untuk diseminarkan.
emikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

assalamu'alaikum Wr.Wb

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THE INFLUENCE OF USING PEER TUTORING METHOD TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH GRADE OF MTs HIDAYATUL ISLAM SUKADANA IN THE ACADEMIC YEAR 2016/2017

ABSTRACT

By:

TRIA ERMALIA

The purpose of this research is to know the influence of using peer tutoring method (X) and students speaking performance (Y) at the seventh grades of MTs Hidayatul Islam Sukadana in the academic year 2016/2017. Based on problem identification of this research is found some of students problem such as : 1) The students have limit vocabulary. 2) The students have difficulties to make the conversation without help. 3) The students have difficulties to speak and pronounce English word. 4) The students have less confident when speak English. The problem formulation of this research is "Is there any positive and significant influence of using peer tutoring method toward students speaking performance at the seventh grade of MTs. Hidayatul Islam Sukadana in the academic year 2016/2017?".

This research is quantitative research. The sample of this research are 20 students and the population is seventh grade of MTs Hidayatul Islam Sukadana. The data colleting method of this research such as : test, observation and documentation. To know there is influence of peer tutoring method toward the students speaking performance the researcher use Chi-Square. Based on the data analysis result, the data show that " f_o= 13,748 is higher than "f_t=5,991 in 5% and 9,210 in 1%. It means that alternatif hyphothesis (Ha) is accepted , and (Ho) is rejected.

Based on the analysis result of chi-square it can be concluded that using peer tutoring method has positive and significant influence on students speaking performance at seventh grade of MTs Hidayatul Islam Sukadana in the academic year 2016/2017.

PENGARUH MENGGUNAKAN METODE TUTOR SEBAYA TERHADAP KEMAMPUAN BERBICARA SISWA KELAS TUJUH DI MTs HIDAYATUL ISLAM SUKADANA TAHUN AJARAN 2016-2017

ABSTRAK

Oleh :

TRIA ERMALIA

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dari penggunaan metode tutor sebaya (X) dan kemampuan berbicara siswa (Y) pada siswa kelas tujuh MTs hidayatul islam sukadana tahun ajaran 2016/2017. Berdasarkan identifikasi masalah pada penelitian ini seperti : 1) Siswa memiliki sedikit kosa kata. 2) Siswa memiliki kesulitan untuk membuat percakapan tanpa bantuan. 3) Siswa memiliki kesulitan dalam berbicara dan mengucapkan kata bahasa inggris. 4) Siswa memiliki kepercayaan diri yang rendah ketika berbicara bahasa Inggris. Rumusan masalah dari penelitian ini adalah " apakah ada pengaruh yang positif dan signifikan dari peggunaan metode tutor sebaya terhadap kemampuan berbicara siswa pada kelas tujuh MTs Hidayatul Islam Sukadana tahun ajaran 2016/2017.

Penelitian ini adalah penelitian kuantitatif. Sempel penelitian ini adalah 20 siswa dan populasi dari kelas tujuh MTs Hidayatul Islam Sukadana. Pengumpulan data dari penelitian ini yaitu tes, observasi dan dokumentasi. Untuk mengetahui adanya pengaruh yang signifikan dari metode tutor sebaya terhadap kemampuan berbicara siswa peneliti menggunakan chi kuadrat. Berdasarkan hasil analisis menunjukkan bahwa " f_o= 13,748 lebih tinggi dari "f_t=5,991 dalam 5% dan 9,210 dalam 1%. Artinya, alternatif hipotesis (Ha) diterima dan Nol hipotesis (Ho) ditolak.

Berdasarkan hasil dari analisis chi kuasdrat dapat disimpulkan metode teman sebaya memiliki pengaruh yang positif dan signifikan pada kemampuan berbicara siswa kelas tujuh di MTs Hidayatul Islam Sukadana tahun ajaran 2016/2017.

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An Undergraduate Thesis entitled: THE INFLUENCE OF USING PEER TUTORING METHOD TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH GRADE OF MTs HIDAYATUL ISLAM SUKADANA IN THE ACADEMIC YEAR 2016/2017.

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MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا قِيلَ لَكُمْ تَفَسَّحُوا۟ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُوا۟ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُوا۟ فَٱنشُزُوا۟ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Allah will exalt in degree those of you who believe and those who have been granted knowledge

(Al – Mujadilah : 11)

DEDICATION PAGE

This Piece of work is dedicated to:

1. My beloved Mother Mrs. Mas Herning and Mr. Jamaluddin who always support and love me. I heart you from the deepest of my heart.
2. My beloved sister and brother Rina Rachma Linda, M.Heri Jaya .P, Yeni Dwi Ernani and Ayu Karlina. Thank you for your suggestion who never stop.
3. My Almamater STAIN Jurai Siwo Metro.

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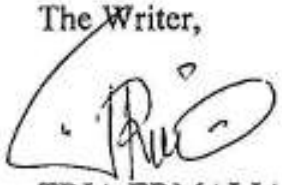
In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can finish The undergraduate thesis entitles "THE INFLUENCE OF USING PEER TUTORING METHOD TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH GARDER OF MTs HIDAYATUL ISLAM SUKADANA IN THE ACADEMIC YEAR 2016/2017"

Regarding to the undergraduate thesis, the writer offers her big thank to the Drs. Kuryani Utih, M.Pd as the sponsor and to Syahreni Siregar, M. Hum as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during the undergraduate thesis writing process.

As human being, the writer completely realize that this undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, May 1st, 2016

The Writer,



TRIA ERMALIA

ST.N 1293757

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a system for communication. All human use language to interact one another. Language and human beings can not be separated, because without language we can not utterence what we want to say. Thus, it can be said that language is tool of communication. Everywhere we stay we use language to interact with other people and to express the idea. So, language has important role for human.

This world consist of many language and every country has different language as identity of the country. One of many language that have to be mastered by all people in the world is English, because English is international language. All of country in the world learn English. If we can comprehend English and understand how to speak it we can get easy to communicate with all of people in the world.

In Indonesia, English is taught as a foreign language. It is mean English in Indonesia do not taught as the first language Therefore, it is taught as a compulsory subject. As a foreign language, this language is not easy to master because it has different structure, pronouncation, and others. Moreover, the purpose of teaching and learning of foreign language is the students can communicate in oral and written form. English consist of many skill that have to be mastered. There are four skills that must be mastered in English, that are reading, writing, listening, and speaking. All of them are

related one another. If we can comprehend the four skill we can get easy to communicate with other people in this world. One of the skill that have to be mastered by the student is speaking. Speaking is one of the important skills in English beside listening, reading, and writing.

Every student has to study speaking when they study English, because in speaking they are not only speak but also listen, write and read. In fact Some of students in junior high school think and say that speaking is difficult subject, because in speaking they have to pronounce the word well. Thus, it makes them lazy to study and practice. When the teacher explain about the material of speaking most of students make noise . They do not pay attention when learning process go on.

There are two factors that made them not interest in learning. that are internal and external factor. Internal factor is from the students themselves. External factor is from the material, teacher, technique, and environment. Those two aspects are very influential the students' speaking performance because if they do not have confidence from themselves to speak something in English, it is so difficult for them to be able to speak. Not only that, but also material, teacher, and environment are also very influential them. If the material is difficult for them and they do not understand it make them confuse and lazy to study it.

There are many way that can be used by the teacher to motivate students in learning process. One of them is method that is used. Method is the way to find problem of students. The teacher have to use interest method

which can make students interest in learn English and make them feel that they can learn English well. The best method which is used will make the student understand and enjoy when learning english especially Speaking.

To know the students speaking performance score, the researcher has conducted the pre survey at July 29th 2016 in MTs. Hidayatul Islam Sukadana at seventh grader which show in the table below:

Table 1

The students speaking score result at the seventh grade of

MTs Hidayatul Islam Sukadana in the academic year of 2016/2017

No	Score	Explanation	Frequency	Percentage
1	75-99	Good	3	15%
2	60-74	Fair	2	10%
3	0-59	Bad	15	75%
Total			20	100%

Source: The data of pre survey at the seventh grades of MTs Hidayatul Islam Sukadana in the academic year 2016/2017

Based on data pre survey above, the Minimum Mastery Criteria (MMC) of Speaking is 75. It can be seen that the students got score less than the standard are 17 students with the percentage is 85%. It is more than the students who get the score up to the standard are 3 students with percentage is 15%. It can be assumes that the students score is still low. The reseracher want to apply the method that can give effect to the students speaking performance.

E. Objective of The Study

"To know weather any positive and significant influence of using peer tutoring method toward student's speaking performance at the seventh grader of MTs. Hidayatul Islam Sukadana in the academic year 2016/2017".

F. Benefits of The Study

The benefits of this study as follow:

1. For The Teacher

   The researcher hopes that this research as an information to the teacher about the method that can be used to teach speaking especially peer tutoring method that can make students more understand when learning process.

2. For The Students

   This research give the benefits for students to solve their problem in speaking. Method that is used can make students more enjoy and understand about the material. The researcher hope, this method can can give the influence for students achievment in speaking.

3. For The Headmaster

   This research as an information and reference about the method on teaching english that can increase the student achievment especially in speaking.

4. For The Other Researcher

   This research can be as a reference for other researcher about method that can be used for teaching speaking.


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CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Performance

1. The Definition of Speaking

According to Lucy, speaking is one of the most difficult aspect for students to master, because it is involve ideas, what to say, language, how to use grammar, vocabulary and pronouncation as well as listening to and reacting to the person you are communicating with.[1] Speaking be a difficult aspect for students because they have less vocabulary and they are doubt to speak English.

According to Brown, speaking is a productive skill that can be directly and empiricallyobserved.[2] Actually, speaking is a skill which deserves attention every bit as much as literary in both first and second language. Speaking is in many ways an undervalued skill. Speaking is often tought of as "popular" form of expression which uses the unprestigious 'colloqueal register : literary are on the whole more prized.[3]Speaking needs convidence to express the idea and to make a transaction. It can be said, speaking is a skill which involves expression when we are talking.

---

[1]Lucy Pollard's, *Teaching English a book to hep you through your first two years in teaching,*(London : All right reserved, 2008), P.7

[2]H. Douglas Brown, *Language Assesment Principle and Classroom Practices,*(California:Longman, 2003), P.140

[3]Martin Bygate, *Speaking,*(New York:Oxford university press, 1998),P. 7

The researcher conclude speaking is a productive skill where we can interact with other people and we can share idea and anything which we want to say. Speaking is difficult subject because it involve idea, pronouncation and vocabulary and most of students can not master it.

2. Characteristics of Speaking

Speaking is difficult aspect but it has some characteristics which make English easy to be learn. Speaking has eight characteristics which is explained below :

a. Clustering

Fluent speech is phrasal, not word by word. Learner can organize their output both cognitively and physically (in breath group) through such clustering. Here, learner can organize the speech into smaller word. Example phrase and clause. Learner can make the group of phrase or clause to make them easy comperhand the material.

b. Redudancy

The speaker has an opprtunity to make meaning clearer through the redudancy of language. Learner can capitalize on this feature of spoken language. It means, learner can understand about the meaning of conversation and information by redundancy and training.

c. Reduced Form

In spoken language has many reduce form. It can be phonological, morphological, syntactic or pragmatic.

d. Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses,and correction. The performance of variable can be seen when we use native speaker everyday. It will show the performance variable.

e. Colloquial Language

Make sure the students are reasonably well acquainted with the word, idioms and phrases of colloquial language. In colloquial language consist of idiom, slank, reduce form in conversation. The colloquial language appear in monologues and dialogues.

f. Rate of Delivery

Another salient of characteristic of fluently is rate of delivery. One of the task in teaching spoken English is to help learners achieve an acceptable speed along with other attribute of fluently.In speaking, the fluently or speed of speaking ismorecurcial to comperhand.

g. Stress, rhythm, and Intonation

This is the most important characteristic. The stress timed rhythm of spoken English and its intonation pattern convey important message.

h. Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its rich component the

creativity of conversational negotiation. Interaction has large role in spoken language. In interaction consist of negotiation, clarification, attending signal,etc. it means that in interaction learn to respon the conversation.[4]

Based on the characteristics of speaking above the researcher assumed that speaking has some characteristics that have to be attentionned. If all of caracteristics above is fulled, it will produce a good speaking.

3. The Fuctions Of Speaking

According to Brown and Yule in Jack C. Ricard book there are three function of speaking, talk as interactions, talk as transaction and talk as performance.

a. Talk as Interactions

Talks as interaction refers to what we mean by conversation and describe interaction that serves primaliry social function. when the people meet, they do greeting, engange in small talk, recount recent experiences and other that make them comfortable when interaction with other. It focus on the speaker and how they present themselves to each other.

b. Talk as Transaction

Talk as transaction refer to situation where the focus is on what is said or done. Talk as transaction focus on the information of the

[4] H.Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pendagogy Second edition*,(San Francisco :Addison Wesley Longman , 2001), P.270-271

message. The message and making oneself understood clearly and accurately is the central focus rather then participant.

c. Talk as Performance

This refers to public talk. Here, the speaker transfer the information to the audience, such as classroom presentations, public announcements, and speeches. It emphasis of monolog rather than dialog.[5]

Based on the functions of speaking above the researcher conclude that function of speaking have important role in speaking. Such as tools of interaction with all people, to make a transaction and as a performance when we are talking in public speaking.

4. Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process the information and language.

a. Language Feature

Among the elements necessary for spoken production,are follow :

1) Connected Speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent

[5]Jack C.Ricard, *Teaching Listening and Speaking From Theory to Practice,*(Cambridge : Cambride university press ,2008), P.21

connected speech.Here,the connected speed can be omitted and added.

2) Expressive Devised

The use of expressive contribute to the ability to convey the meaning. They use the extra expression of emotion and intensity.

3) Lexis and grammar

Speech is marked by the use of lexical phrases, especially in the performance of certain language function. Here, the teacher give some phrases for different function such as expressing surprise, agree, disagree, etc.

4) Negotiation Language

Effective speaking will give benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

b. Mental / Social Processing

The success of speaker depend on the processing skill like :

1) Language Processing

A good speaker is a speaker who able to process the language in their own head and can convey the meaning of language.

2) Interacting with other

Most of speaking involve interaction with one or more participant. this means that speaking involves a good deal of listening and knowledge.

3) (On-The-Spot) Information Processing

Here, we need to be able to process the information about something that they tell to us.[6]

The researcher conclude that element of speaking start from fluent connected speech, how to convey the meaning, the stucture when we are saying and social processing that we can see from when we make some interaction with other people, and when we can process the massage that is conveyed.

5) Types of Clasroom Speaking Performance

a. Imitative

Here, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kindis carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. In this class the teacher give some drill to the students.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed topracticesome phonological or grammatical aspect of language. Here, students work in to pair.

c. Responsif

A good deal of students speech in the classroom is responsive. Here, the teacher or students can make question or comment.

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[6]Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge:Longman, 2003), P. 269-271

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying the specifict information, this is form of responsive language.

e. Interpersonal (dialogue)

The purpose of Interpersonal dialogue is emphasis on social relationship rather than information. Here, students have to learn about the relationship in the conversation.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologue in the form of oral reports or summaries. Here, students make oral report and summaries in speeches.[7]

The researcher conclude that classroom speaking consist of some type and every type is good to be used when teaching speaking. The teacher can use one or more of this type to teach speaking.

6. Classrooms Speaking Activity

a. Acting From A Script

We can ask our students to act out the scenes from plays and/or their coursebooks. Students will often act out dialogues they have written themselves and practice in front of class.

b. Communication Games

Games wich are designed to provoke communication between students. Here, students devide into team.

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[7]H.Douglas Brown, *Teaching by Principle.*,P. 271-274

c. Discussion

Discussion is the activity in the class that can give the student chance to explore their idea. Some discussions just happen in the middle of lesson , they are unprepared for by a teacher but if encourage can provide some of the most enjoyable and productive speaking in language classes.

Students can make the discussion in small group before their speak in front of class.

d. Prepared Talks

Prepared talk is where the students makes a presentation on a topic of their own choice. The students said in formal conversation. If possible students should speak from notes rather than from a script.

e. Questionnaires

Students can design questionnaires on any topic that is appropriate. The teacher can act as the resource, helping them in the design process. The result of questionare can be written work, discussions, and prepare talk.

f. Simulation and Role-Play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. According to Ken Jones, Characteristics of simulation are :

1) Reality of Fuction : the students must not think of themselves as students, but as real participant in the situations.

2) a simulated environment : The teacher said that the classroom is an air-port check-in area.

3) Structure : Students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.[8]

Activity in speaking classroom has explained above, so the researcher conclude that the teacher can choose one or more of this activity to help students do speaking well and fluent. Start from acting from a script where the students can act the dialogues they have written.Then, make some games, discussion, prepare talk and questioner that happen when they make presentation.

B. The Concept of Peer Tutoring

1. The Definition Of Peer tutoring.

There are some opinion about the definition of peer tutoring. Peer tutoring is cooperation between two or more students, where one individual imparts kowledge to the other. This can occur between students in the same age or grade or different age or grade.[9]Based on Robert E Slavin, peer tutoring is an effective way to improve learning for both the tutee and the tutor, and no one doubtd the value of this strategy for meeting individual needs within a classroom.[10]According to Nancy peer

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[8]Jeremy Harmer, *The Practice of English.* , P. 271-274

[9]Susan and Joyce, *The Multigrade Classroom: A Resource Handbook For Small, Rural Schools*, (Portland :Northwest Regional Educational Laboratory, 1999), P.1

[10]Robert E Slavin, *Educational Psychology Theory and Practice*, (USA : Person Education, 2006), P.291

tutoring involved children acting as surrogate teachers whose aim was the transmission of knowledge.[11]

According to Okoye, peer tutoring is a method of intruction that involves students teaching others students, a system of instruction in which learners help each otherand learn by teaching.[12]

From the definition above the writer conclude that peer tutoring is a method in learning where one students help others to learn and transfer the knowledge.

2. Structured Tutoring

Although the tutoring described by the multigrade conference participant as "spontaneous" and " not something placed in the teachers lesson plan book. It still has an element of structure. The structure of tutoring is based on the classroom experience, where the teacher just help students to do this method.In other word, structured of tutoring match the need of different students and apply the peer tutoring in the spontaneous manner.[13]

Structured tutoring usually happen as spontaneous but actually it has structure that base on classroom experiences where the teacher as facilitator to help student. Here tutor is not teacher. They have no professional qualification and they have no curriculum. So, the students just help another students to learn the material that has explained by the

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[11]Nancy Flachikov, *Learning Together Peer Tutoring in Higher Education,* (London : Routledge Falmer, 2001), P. 3

[12] Okoye Assumpta Amaka, *Effect of Peer Tutoring Method on Students Achievment in Home Economic,* (Nigeria:MCSER –CEMAS Sapienza University of Rome ,2013), P.1

[13]Susan and Joyce, *The Multigrade Classroom.*,P.3

teacher. This is the reason why the peer tutoring actually happen as spontanious.

3. The Features of Peer Tutoring

Several features of peer tutoring have the greates effect on student achievement and attitude.

a. Peer tutoring is effective method to be applied. Here students can share the knowledge and their skill to another students.

b. Tutoring can produce the best result for students. It can be happen because most of student feel enjoy and more understand if their friends who teach them because their do not shy to ask about the material which they do not understand.

c. Students who have lower skill are taught with students who has good skills. Here, teacher has to devide students into group and students who more understand about the material have to tech students who do not understand about the material.

d. Greater results occur in math, followed by reading, than in other subject area. Actually this method more effective when it applied in the match subject.

The researcher conclude, the feature of peer tutoring consist of four feature which has influence one and other. It show that peer tutoring has role to help student have good result in learning.

4. Organizations of Peer Tutoring

The organization of peer tutoring involves three keys variable :

a. The status of participant

Peer tutoring may involve the status of participant. It canincude age, experience and institution. Based on age it include old or young. Based on experience students who have many experience as tutor for students who have less experience. And based on the institution, peer tutoring can be done with same or different institutions.

b. The location of the activity

Tutoring may also take place in the school, or other place which make the students enjoy to learn

c. The roles undertaken.

When student tutor and tutees are in the same class group, levels of the students have to arrangement being same level. In the same level role of tutor and tutees will be fix or change.[14]

The researcher assumed, organization of peer tutoring can be done with same or different institutions. Then it take place between true peers. When it have done the role of tutor and tutees can fix or change.

5. Varieties of Peer Tutoring

There are some varieties of peer tutoring as follow :

a. Same- level peer tutoring where participant within a cohort have equal status. Same level peer tutoring or same age peer tutoring in

[14]Nancy Flachikov, *Learning Together*, P.8

which a students tutors a classmate. it can be easier to arrenge and has also been found to be very effective.

b. Cross – level peer tutoring involving one institution where unequal status derives from existing differences between tutors an tutees. cross level peer tutoring or cross age tutoring in which the tutor is several years older than the students being taught.

It is recommended because of the obvious fact that older students are more likely to know the material, and partly because students might accept an older student as a tutor but resent having a classmate appointed to tutor them.[15]

Based on the varieties of peer tutoring above, the researcher conclude that varieties of peer tutoring consist of two kind. There are in the same age and different age between tutor and tutees.

6. The Rules for Tutoring

The rules of tutoring can make the tutoring work effectively. bellow we can see the seven golden rules for tutoring

a. Define Aims

The teacher has to define the aims of tutoring, for who this tutoring and for what this tutoring. Define the aims has to be done in the first program, because when we want to do something we have to know what is our aims and for who this programs.

[15]Robert E. Slavin, *Educational Psychology.*, P.289

b. Define Roles

As with aims, with roles, it is important to write these down – particularly if inter-institutional contacts are involve. After the teacher define the aims next the teacher has to define role. In roles consist of :

1) Matching

Part of the assignment of roles involves the complex issue of pairing up tutors and tutees, and mentors and mentees. Studying matching of tutors and tutees by sex in paired reading, found that male – male combinations did particulary well all round.

2) Frienship

Friendship appeared to impose greater burdens on children's limited resources. This came from their need to renegotiate their new social relationship arising from the undamiliar and unequal roles into which the tutoring had thrust them.

3) Ethnicity

Fresco found that the relationships between student tutor and young people were easier when pairs were matched by ethnicity.

c. Train Tutors and Mentors

Untrianed tutors are less effective than trained ones. Training depend upon what the tutors or mentors are going to do.

d. Structure the content

For the organizer of a tutoring, a major decision cocerns the degree of control to excersice over the content of the tuition /teaching.

e. Support the tutors and mentors

Providing the necessary support to tutors and mentors is one of the most difficult aspects of running a scheme but also one of the most rewarding.

f. Keep logistics as simple as possible

Logistics can make tutoring and mentoring scheme.

1) Time : Identifies time as the bigest single problem with adult mentoring scheme.
2) Space : Space is problem. At present of imperial collage with a peer tutoring scheme in which they facilitating the students who want learn English with English students.

g. Evaluated the scheme

There arethree good reason for evaluating your tutoring or mentoring scheme :

1) One's preception of suitable objectives for a scheme will be sharpened if one tries to determine how those objectives will be achieved.
2) Everyone involved in the scheme will feel satisfaction if there is something to show for it all.

3) Self-contained evaluation report can be very useful instruments for telling other people about the idea.[16]

The researcher conclude, every tutor have rule to do they work. The rule that have explained above have to be walked to make the tutoring work effectively.

7. The Seven Steps Outline the Process of Peer Tutorial Method

a. Define students into group.

b. Provide students with instruction about the peer tutorial method.

c. As the students begin to work, pay attention to how they are working. If students try to "Swap" papers, redirect them and encourage them to look at one paper at a time.

d. Students will begin to talk about their writing. Listen in ! be sure that students are engaged in conversation.

e. Students who are struggling may want to refer to an assigment sheet, rubric, or the question to ask during peer review.

f. Students will no doubt have debates about the appropriate way to handle different rhetorical situation. The instructor's job is to be responsive the these students.

g. Enjoy the buzz of the classroom.[17]

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[16]Nancy Flachikov, *Learning Together.*, P. 135-141

[17]Kathleen M. Hunzer, *Collaborative Learning and Writing Essays on Using Small Group in Teaching English and Composition*, (USA : MCFarland & Company,Inc, 2012), P.31

The step of peer tutoring above have to be done one by one to make the process of peer tutoring walk effectively. If one of the lose or do not walk the process of peer tutoring uneffectively.

8. Developing a Peer Tutoring in Classroom

a. Setting Goals and Choosing Learning Objective

Begin planning your tutoring program by writing down a few goals you would like to achieve. Each goals consist of two common element, who will receive the tutoring and what the tutoring will focus on material.

b. Deciding Who Will Be Involved in Tutoring

The selection and matching of tutor and learner is an important task. The example like, the students who has good skill teach another students who has low skill.

c. Deciding Where Tutoring Will Take Place

In organizing the classroom for tutoring, need to consider what else will be going on during tutoring. Whatever plan that choose, should have expectations for behavior clearly understood and tutoring areas well defined.

d. Scheduling the Tutoring Sessions

1) Will tutoring occur during class time?

2) For what time periods will tutors work?

3) Will it be the same time each day or will the times vary with student need?

e. Deciding What Subject Will Be Tutored

Example reading, math, language or spelling.

f. Deciding on Tutoring Materials, Procedures, and Strategies

When deciding how tutoring will take place, several key areas need to be addressed : material tutoring, strategies, tutor training, monitoring and evaluation.

g. Evaluation

Evaluation is an essential part of tutoring. Evaluation should reflect on the program.[18]

Peer tutoring in classroom can develop if we have prepare it and plan it. To develop peer tutoring in classroom well we have to plan the goals, participant, place, schedule, and material. When all of that have fulled we have to check it effectively and evaluated it.

9. Benefits From Tutoring

a. Tutors benefit academically because they can spent their time to review and practice material with tutees.

b. Tutor can improve their communication skill and work habits.

c. The tutees can improve their knowledge

d. The tutor can get powerfull experienced.

The benefit that have explained above show that tutoring have some advantages from the tutor and tutees. The tutor can share they knowledge

[18]Susan and Joyce, *The Multigrade Classroom.*, P.9

and can share their experiences. In the otherhand the tutees can learn and add their knowledge.

10. The Problems of Peer tutoring

Every method always has problem. There are some problem arise in peer tutoring involves:

a. The potential problem is that student tutors may not completely understand the material to be taught.

b. Scheduling is a challenge with cross-age tutoring because it requires coordinating the schedule of two sets of students. It means the tutor and the tutees have to make a good schedule.[19]

From the explaination above the researcher concluded that the problem of peer tutoring os the tutees has more advantage than the tutor and when the tutoring in different age they can find difficulties to make a schedule.

C. Theoretical Framework, Paradigm and Hypothesis

1. Theoretical Framework

Theoretical framework is a model which allows the researcher to explore the relationship among variable in a logical and prescribed fashion.[20] so it can be concluded that theoretical framework is the basic to know is there any relation between two variable that is used.

There are two variable in this research. They are dependent variable (Y) and independent variable (X). The dependent variable (Y)

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[19]Ibid, P. 6-7

[20]Gary Anderson, *Fundamentals of Educational Research*, (Francis : Falmer press, 2005), P.62

of this research is speaking performance and the independent variable (X) is peer tutoring.

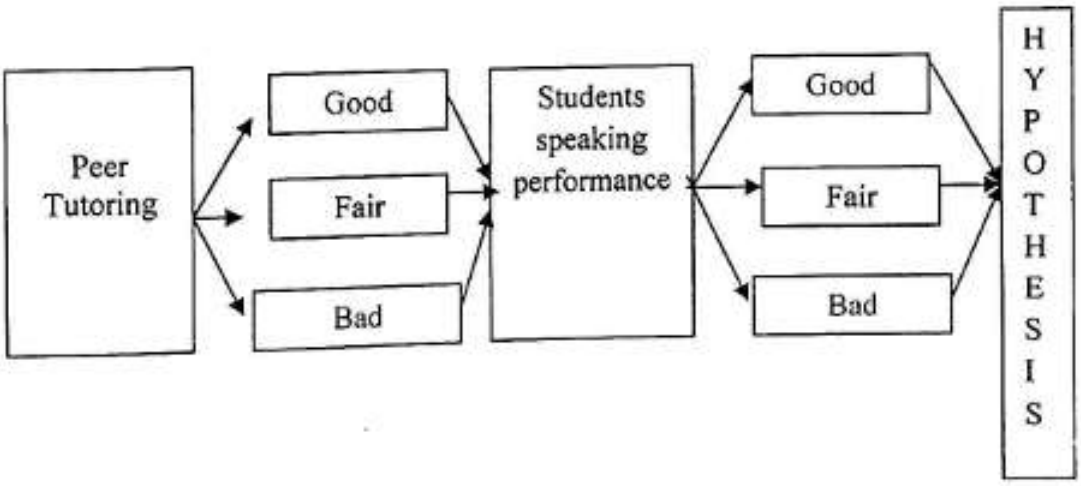
The theoretical framework in this research is "If the peer tutoring is applied perfectlyin the English teaching and learning process, the students' speaking performance will be high, whereas if the peer tutoring is applied unperfectly in the teaching and learning process, the students' speaking performance will be low."

2. Paradigm

Paradigm is concept that used the researcher to explain their theories these are collaborate diagrams with flow paths and arrow.[21] So, the researcher concluded that paridgm is simple pattern that show there is correlation among the variable.

Figure 1

The influence of using peer tutoring method toward students speaking performance



[21]Ibid. P. 61

Based on the paradigm above, the researcher assumes, If peer tutoring is applied perfectly so the students speaking performance is high,If peer tutoring is applied fair so the students speaking performance is fair and If peer tutoring is applied unperfectly so the students speaking performance is low.

3. Hypothesis

Ary say that Hypothesis should be presented in the form of a concise declarative statement.[22] It can be concluded that hypothesis is an answering or predictions about the relationship of the variable.

Based on theoretical framework and paradigm above the researcher formulates the hypothesis as follow :

a. Formulation Hypothesis

Based on theoretical framework and paradigm above the researcher formulates the hypothesis as follow :

1) Alternative Hypothesis (Ha)

There is a positive and significant influence of using peer tutoring toward students speaking performance at the seventh grade of MTs.Hidayatul Islam Sukadana.

2) Null Hypothesis (Ho)

There is no a positive and significant influence of using peer tutoring toward students speaking performance at the seventh grade of MTs.Hidayatul Islam Sukadana.

[22]Donald Ary, *Introduction Research in Education Eight Edition*, (USA :Wadsworth cengange learning, 2010), P. 90

b. Statistical Hypothesis

Based on explenation above, the reseracher make a conclude that hypothesis are :

1) If "F observed (Fo)" > F table (Ft) alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.
2) If "F observed (Fo)" < F table (Ft) alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.


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CHAPTER III

RESEARCH METHOD

A. Research Design

According John W. Creswell, Research designs are the spesific procedure involved in the research process : data collection, data analysis, and report writing.[1]According Claire Selltiz and others on C.R KhotariA research design is the arrangement of conditions for collection and analysis ofdata in a manner that aims to combine relevance to the research purpose with economy in procedure.

The research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data.[2] So, research design include all part what the resercher will do in the research. The research had been conducted in MTs Hidayatul Islam Sukadana that has located on Jl. Laskar Achmat Bastian Pasar Sukadana at july 28th 2016 until august 8 th 2016.

The researcher used quantitatif research. According to John W. Creswell a quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge (I.e. cause and effect thinking,

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[1]John W. Creswell, *Educational Research*, (New York:Pearson, 2012), P.20

[2]C.R Khotari, *Research methodology methods and techniques*, (New Delhi:New Age International (P) Ltd,2004), P. 31

reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.[3]

The researcher used eksperimental quantitative research which would be done in MTs. Hidayatul Islam Sukadana. This research consist of two variable. Dependent variable and independent variable. Dependent variable of this research is speaking performance and independen variable is peer tutoring.

This researcher want to investigate wheather there is influence of using peer tutoring toward students speaking performance at the seventh grade of MTs. Hidayatul Islam Sukadana in the academic year 2016/2017.

B. Population, Sample And Sampling Technique

1. Population

Population is a group or class of subject, variables, concepts, or phenomena. In some cases this is achieved through the investigation of an entire class or group.[4] The population of this research was the students' at seventh grade of MTs Hidayatul Islam Sukadana in the academic year 20016/2017 which consists of one class.

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[3]John W.Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (London:Sage Publications, 2002), P.18

[4]Prof.Dr.Samy Tayie, *Research Methods and Writing Research Proposal*, (Cairo:Center for Advancement of Postgraduate Studies and Research in Engineering Science.2005),P.31

2. Sample

Sample is a subset of the population that is taken to be representative of the entire population.[5] The samples of the research is seventh grader of MTs. Hidayatul Islam Sukadana in the second semester in the academic year of 2016/2017. The researcher took all of member of seventh grades because it is only consist of one class. So the sample of this research consist of 20 students.

3. Sampling Technique

The researcher used purposive sampling. Purposive sampling is the process of selecting a sample that is believed to be representative of a given population. [6] The researcher used this sampling because based on the English teacher of MTs hidayatul Islam, all of member of seventh grades has low score in English.

C. The Operational Definitions of Variables

Oprational definition is specification of how you will define and measure the variable in your study.[7]Creswell stated that "A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied".[8]

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[5]Prof.Dr.Samy Tayie, *Research Methods.*, P. 32

[6] Gay R. Lorraine, Educational Research Competencies For Analysis and Applications, Pearson : USA, 2012. P. 141

[7]John W. Creswell, *Educational Research.*, P. 151

[8]John W.Creswell, *Research Design.*, P.49

Based on the quotation above, the operational definitions of variables as following:

1. Independent Variable

Independent variable are those that (probably) cause, influence or affect outcome. They are also called treatment, manipulated, antecedent, or predictor variable.[9]

Independent variable is the major variable which is expected to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Independent variable of this research is peer tutoring which can help students to learn English. Peer tutoring is a technique where students who understand about the material teach their friends who has low skill.

To know how far the influence of peer tutoring the researcher used oral test. The indicator of the peer tutoring are :

a. The tutors understand about the material which will be learned.

b. The tutees can accept the material which is explained by the tutor.

2. Dependent Variable

Dependent variable are those that depend on dependent variable, they are the outcome or the result of the infuence of independent variable. Other names of dependent variable criterion, outcome and effect variables.[10]

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[9]Ibid.P. 50
[10]John W. Creswel. *Research Design.*, P.50

Dependent variable is variable that depend on the independent variable. It was the results of the influence of the independent variable. Dependent variable of this research is speaking performance which is one of four skill that have to mastered by all students.

To know the skill of students in speaking performance the researcher used oral test to know how far students comprehend about the material..The indicator of the speaking performance are:

a. The students can speak English well.
b. The students can make the conversation in pair by using good grammatical.
c. The students can perform their work in front of class.

D. Data Collecting Method

The task of data collection begins after a research problem has been defined and research design plan chalked out. [11]

The researcher used some method for collect the data as follow :

1. Test

According to Yogesh, in educational research achievment test are most commonly used.[12] The researcher used test as a data collection method to measure both of the variable. The resercher measures test of speaking performance by using pre-test and post-test.

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[11]C.R Khotari, *Research methodology.,P.95*

[12]Yogesh kumar singh, *New age Fundamental of Reaserch Methodology and Statistics*,(New Delhi:New Age International Publisher, 2006), P.209

a. Pre-Test

Pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable).[13] The resercher used pre – test to know the students ability when answer the question of speaking test in learning process.

b. Post-test

According to Geoffrey Marczyk post-test is conducted to assess the effectiveness of the independent variable.[14] The researcher used post-test after analyzing the weakness and strenght of the students in pre-test.

Before the students was given post-test, the teacher asks about their difficulties on answer the question of pre-test. After that, the teacher gave explanation and applied the peer tutoring method. Here, students could help their friends to comperhand the material. If the teacher thinks the students more understand about the material, the teacher gave the post – test to know wheater there is influnce of method which is used.

2. Documentation

Documentation will help the user of the research to understand the boundaries of the evidence in term of any wider conclusion that can be

[13]Geoffrey Marczyk, *Essential of research design and methodology*, (New Jersy:Hoboken,2005),P. 187

[14]Ibid., P. 187

drawn.[15] So, it can be concluded that documentation was note of information in the form of documentation.

The researcher used documentation as a data collecting method. The researcher used teacher's archieves and profile of the school to get data about the students, condition of the teacher and also about the organization structure of MTs. Hidayatul Islam Sukadana.

3. Observation

According to C.R Khotari, The observation method is the most commonly used method specially in studies relating to behavioural sciences. In a way we all observe things around us, but this sort of observation is not scientific observation.[16] So, the researcher concluded, observation is activity where something around us is observed. It can be, place, condition of students, etc.

The researcher used the observation as a data collecting method to know the conditions of the students in learning process.

E. Research Instrument

Creswell define instrument is a tool for measuring, obseving, or documenting, quantitative data.[17]Furthermore, The instrument of this research involves :

1. Instrument Blueprint

This instrument involves Criteria of instrument that consist of :

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[15]Jane Ritchie and Jane Lewis, *Qualitative Research Practice*,(Wiltshire: Great Britian the Cromwell Press Ltd, 2003), P.278.

[16] C.R Khotari, *Research methodology*.,P.96

[17]John W. Creswell, *Educational Research., P. 151*

a. The instrument which would be used in observation guidance as follows:

1) Observation about the location sketch of the MTs Hidayatul Islam Sukadana in the academic year 2016/2017.

2) Observation about the building of the MTs Hidayatul IslamSukadana in the academic year 2016/2017.

b. Instrument which would be used in documentation method is documentation guidance as follows:

1) Document about condition teachers and official employes the MTs Hidayatul IslamSukadana in the academic year 2016/2017.

2) Document about the quantity of the MTs. Hidayatul Islam Sukadana in the academic year 2016/2017.

3) Document about the Organization Structure of the MTs. Hidayatul Islam Sukadana in the academic year 2016/2017.

c. The instruments which would be used oral test which have analytic speaking criteria :

Table 2

Analytic Speaking Criteria

Aspect	Score	Indicator
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

	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.
Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythim, intonation and pronouncation require more careful listening, some errors of pronouncationwhich may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
	3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.
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

		these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.
Interactional strategies	4	Interacts effectively and readily 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[18]

Based on explanation above, to measure of speaking performance, the researcher used oral test which have category above. The highest score is 100 and the lowest score is 25.

2. Instrument Calibration

Instrument calibration used to know the validity and reliability instrument degree.

[18] J. Weir, Cyril, *Language Testing and Validation: an Evidence based-Approach,* (New York: Palgrave Macmillan, 2005).P.195

a. Validity

Validity refers to the degree to which a test measures what it is supposed to measure and consequently permits appropriate interpretation of scores.[19] So, it can be concluded, Validity used to get accurate data which has good quality.

The researcher used content validity based on the syllabus and material of seventh grade of MTs Hidayatul Islam Sukadana.

b. Reliability

Reliability is the degree to which a test consistently measures whatever it is measuring.[20] in other word, it can be said that it is a test that can be trusted. If the instrument reliable the result data will be trusted or reliable.

F. Data Analysis Technique

To investigate wheather there is influence of using Peer Tutoring toward students speaking performance at seventh grade of MTS Hidayatul Islam Sukadana. The researcher analyzed the data by using Chi-Square.:

$$\chi^2 = \sum\left[\frac{(Fo-Fe)^2}{Fe}\right]$$ [21]

Note: χ^2 = Value of chi square

$f0$ = Observed frequency

fe = Expected frequency

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[19] Ibid, P. 160

[20] Ibid, P.164

[21] Donal Ary, *Introduction Research in Education Eight Edition*, (USA :Wadsworth cengange learning, 2010) P. 188


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CHAPTER IV

RESULT OF THE RESEARCH

A. The Description of Data

1. The Profil of MTs. Hidayatul Islam Sukadana

a. The Short history of MTs. Hidayatul Islam Sukadana

Mts. Hidayatul Islam Sukadana established in 1984. It has location in Laskar Achmad Bastian street Pasar Sukadana with postcode 34194and e-mail mtshidayatulislamsukadana@yahoo.co.id. It established on are 1.800 M^2 with large building 588 M^2.

This school was founded in Wakaf Land and the status of the building was owned alone (Swasta). Now, the headmaster of this school was Fajar Trihandoyo Putro, S.Ag. This school consist of three level. Those are the seventh, the eight and the nineth grades.

b. The Conditions of Teacher and Official Employers in MTs. Hidayatul Islam Sukadana

The total of the teacher and official employers of Mts. Hidayatul Islam Sukadana in the academic year of 2016/2017 was 21 that could be identified in table bellow :

Table 3

The Condition of The Teacher and Official Employer at MTs. Hidayatul islam Sukadana in the Academic Year of 2016/2017

NO	NAME	SEX	OCCUPATION
1	Fajar Trihandoyo. P, S.Ag	Male	Headmaster Fiqih
2	Badrun Prio Sadono, S.Ag	Male	Principle of Commite
3	M. limi, S.Pd.I	Male	Arabic
4	Amiruddin Syarif, S. Kom	Male	Computer
5	Isnaini D, S.Ag	Female	Chemistry
6	Masamah, S.Pd	Female	Indonesia
7	Sartika, S.Pd	Female	English
8	Murdiasih, S.Pd.I	Female	Akidah Akhlak
9	GunawanYusuf,S.Pd.I, S.Hi	Male	Hadist and SKI
10	Hindarayuan, S.Pd	Male	IPS
11	Emalia, S.Pd	Female	IPA
12	Isah, S.Pd.I	Female	BPI
13	Anita, S.Pd.I	Female	Arabic
14	Yusmaniar, S.Pd.I	Female	B.Lampung
15	Erniyati	Female	English
16	Suparno, S.Pd.I	Male	Sport
17	Sri Wahyuni, S.Pd	Female	Mathematic
18	Masrifah, S.Ag	Female	BPI

19	Murdiawan	Male	Satpam
20	M. Afili	Male	Staff
21	Hasanah, S.Pd	Female	BP

Sources : Observation Result In MTs Hidayatul Islam Sukadana On July, 30 2016. .

c. Quantities of MTs Hidayatul Islam Sukadana

The quantities of the students In Mts Hidayatul Islam Sukadana always change every years. The quantities of the students could be identified on the table bellow :

Table 4

The quantities of the students of MTs. Hidayatul Islam Sukadana Since 2011-2016

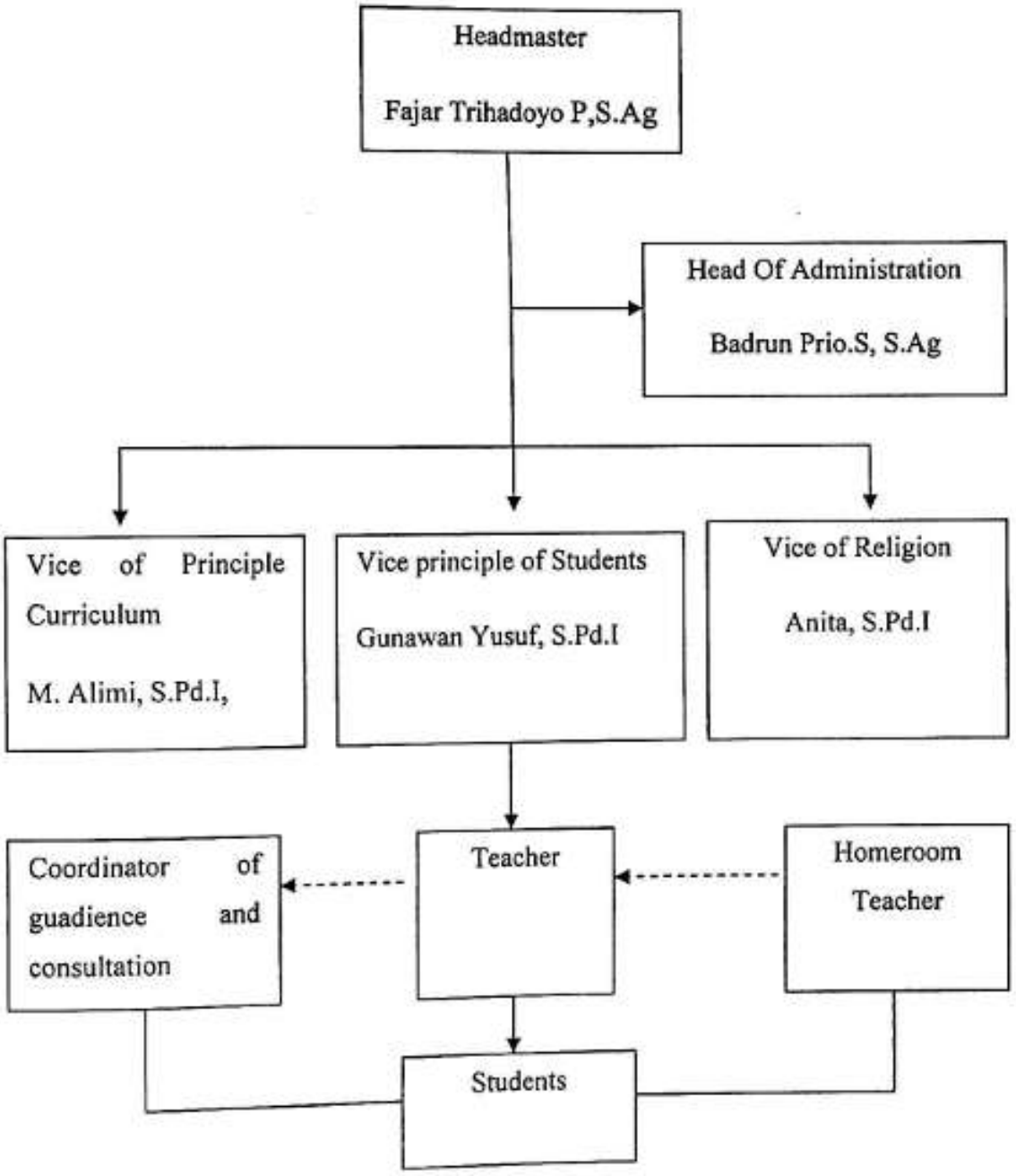
Year	Class	Male	Female	Count
2011/2012	VII	14	20	34
	VIII	10	8	18
	IX	22	40	62
2012/2013	VII	23	29	52
	VIII	14	20	34
	IX	10	8	18
2013/2014	VII	24	23	47
	VIII	23	29	52
	IX	14	20	34
2014/2015	VII	13	15	28
	VIII	24	23	47
	IX	23	29	52
2015/2016	VII	8	10	18
	VIII	13	15	28
	IX	24	23	47
2016/2017	VII	8	12	20
	VIII	8	10	18
	IX	13	15	28

Sources : Observation Result In MTs Hidayatul Islam Sukadana On July, 30 2016.

d. Organizations structured of MTs Hidayatul Islam Sukadana

Figure 2

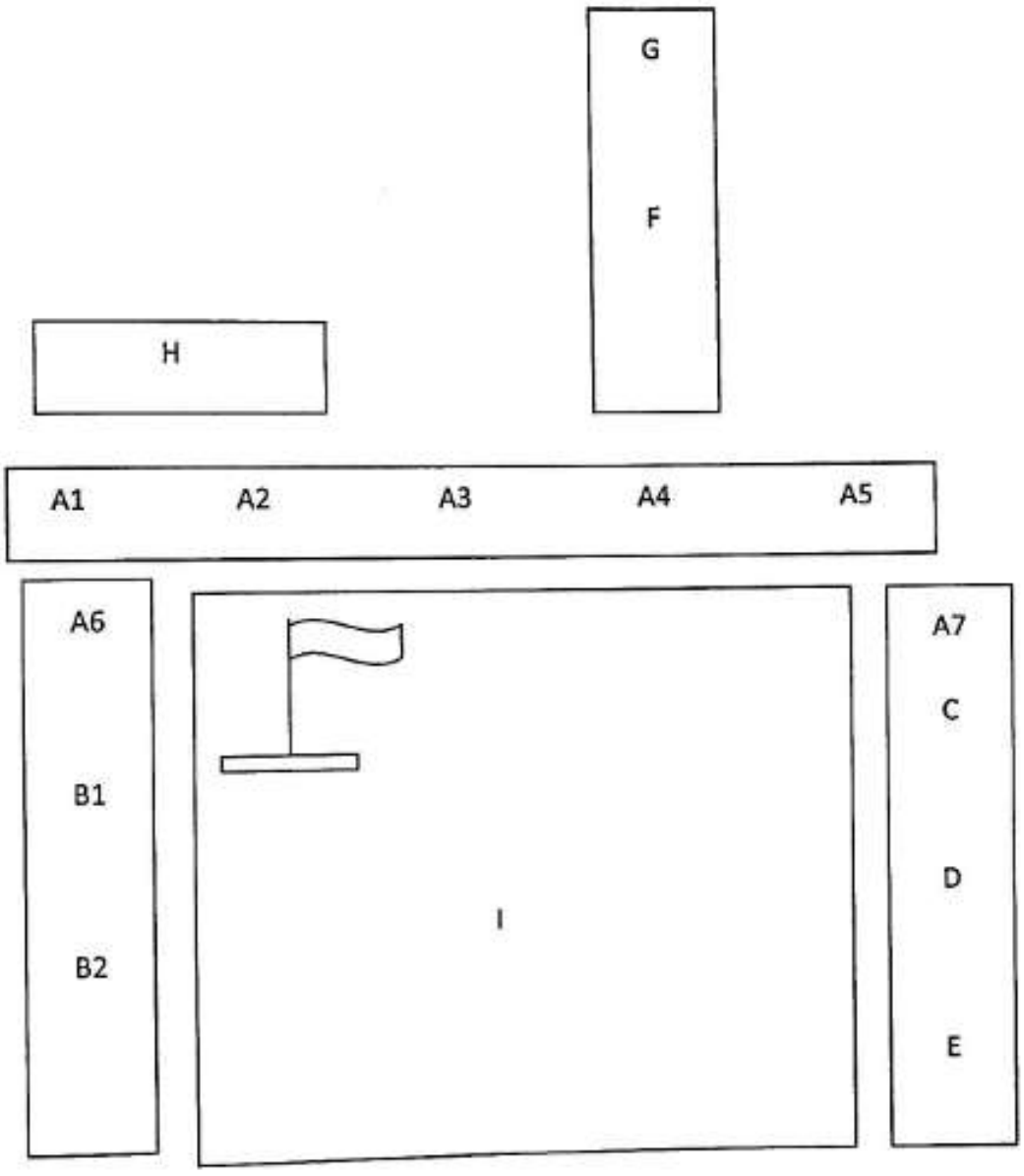
The Structure Organization Of MTs Hidayatul Islam Sukadana



e. **The Sketch of the location of MTs Hidayatul Islam Sukadana**

Figure 3

The Location Sketch Of MTs Hidayatul Islam Sukadana



Note : A1 – A7 : Classroom

B1 – B2 : Teacher's Room

C : IPA Laboratory

D : Library

E : Computer Laboratory

F : Mosque

G : Storehouse

H : Bathroom

I : Ceremony Yard

f. The buildings of MTs Hidayatul Islam Sukadana

The building of Mts. Hidayatul Islam Sukadana consist of 17 building as follow :

Table 5

The total Building of MTs Hidayatul Islam Sukadana

No	Rooms	Count
1	Teacher's Room	2
2	Classroom	7
3	IPA Labaoratory	1
4	Library	1
5	Computer Laboratory	1
6	Mosque	1
7	Storehouse	1
8	Bathroom	2

Sources : Observation Result In MTs Hidayatul Islam Sukadana On July, 30 2016.

2. The Research of Data

a. The Result Of The Students Pre-Test Speaking Performance

The researcher was conducted the pre test on July 30th 2016. The researcher have done the pre test to know how far the students speaking performance. The pre test which was used in this research was oral test which used analitycal speaking score. The result of pre test could be identified as follow :

Table 6

The Result Of The Students Pre Test Speaking Performance At Seventh Grades of MTs Hidayatul Islam Sukadana in the Academic Year 2016/2017

No	Name	F	P	V	G	I	Total *5	Score
1	RAY	2	2	2	4	1	11	55
2	DA	2	2	2	4	1	11	55
3	LY	2	2	2	4	1	11	55
4	MA	3	3	3	4	3	16	80
5	MS	4	3	2	4	3	16	80
6	RR	4	4	2	4	3	17	85
7	AS	3	3	2	4	1	13	65
8	IZA	2	2	2	4	1	11	55
9	PR	2	2	2	4	1	11	55
10	GR	1	1	2	4	1	9	45

11	TS	2	2	2	4	1	11	55
12	CH	2	2	2	4	1	11	55
13	AS	2	2	2	4	1	11	55
14	PR	2	2	2	4	1	11	55
15	IM	2	2	2	4	1	11	55
16	RY	3	3	2	4	4	16	80
17	ST	3	2	2	4	1	12	60
18	PH	1	1	2	4	1	9	45
19	AS	1	1	2	4	1	9	45
20	MNS	2	2	2	4	1	11	55
TOTAL								1190
AVERAGE								59,5
The Highest Score								85
The Lowest Score								45

Source:The students' pre – test speaking performance result at seventh grades of MTs Hidayatul Islam Sukadana on July 30th 2016

From the table above could be inferred that the highest score was 85 and the lowest score was 45. Based on the data the researcher measured the class interval by using the formula :

The Highest Score was 85

The lowest Score was 45

Range (R) $= X_{max} - X_{min}$

$= 85 - 45$

$=40$

Number of Classes (b) $= 1 + 3{,}3 \text{ Log } n$

$= 1 + (3.3) \log 20$

$= 1 + 4{,}3$

$= 5{,}3\ (5)$

The Class Interval (P) $= \frac{X_{max} - X_{min}}{b} = \frac{R}{b}$

$= \frac{40}{5}$

$= 8$

After knowing the class interval, the data was put on the table of frequency distribution as follow :

Table 7

Frequency Distribution of Students Pre Test Speaking Performance Score

No	Class Interval	Frequency	Percentage %
1	77-85	4	20%
2	69-76	0	0%
3	61-68	1	5%
4	53-60	12	60%
5	45-52	3	15%
	TOTAL	20	100%

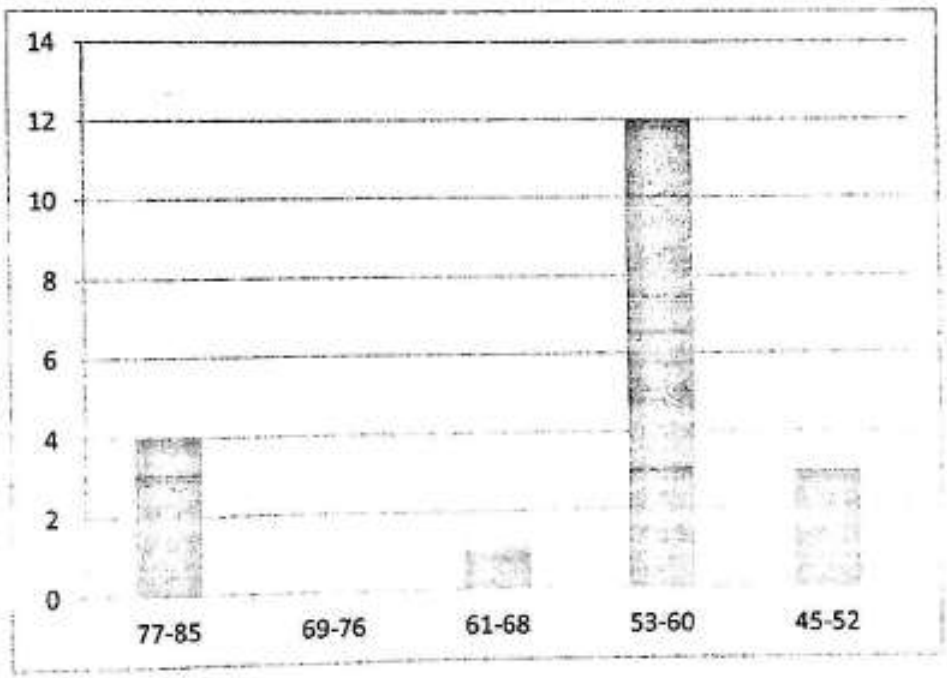
Based on the table of frequency distribution above, it could be inferred that from 20 students as the research samples there were16 students who got the score below the Minimum Mastery Criteria

(KKM), Which is 75. There were 4 students who got the score of 77-85 or 20%. Furthermore, there was 1 students who got the score of 61-68 or 5%. Than, there were 12 students who got the score of 53-60 or 60%, and the students who got score 45-52 or 15% were 3 students.

It could be concluded, most of students got low score in speaking, it means the score was unsatisfied.

Chart 1

The Students' Pre – Test Speaking Performance Result OfMTs Hidayatul Islam Sukadana



From the result of pre-test, the researcher found the students' problems was in speaking performance. These problem could be seen by the test that have been given. Many students got low or bad score in this test.

b. The Result Of The Students Post-Test Speaking Performance

The researcher was conducted the post test on August 6th 2016. The researcher have done the post test to know is there any influence of using peer tutoring toward the students speaking performance. The post test which was used in this research was oral test which used analitycal speaking score. The result of pre test could be identified as follow :

Table 8

The Result Of The Students Post Test Speaking Performance At Seventh Grades of MTs Hidayatul Islam Sukadana in the Academic Year 2016/2017

No	Name	F	P	V	G	I	Total *5	Score
1	RA	2	2	2	4	2	12	60
2	DA	2	2	2	4	2	12	60
3	LY	3	3	2	4	2	14	70
4	MA	3	3	3	4	3	16	80
5	MS	4	3	2	4	3	16	80
6	RR	4	4	2	4	4	18	90
7	AS	3	3	2	4	2	14	70
8	IZA	2	2	2	4	2	12	60
9	PR	3	2	2	4	2	13	65
10	GR	2	1	2	4	2	11	55
11	TS	2	1	2	4	2	11	55

12	CH	3	3	2	4	3	15	75
13	AS	3	3	2	4	3	15	75
14	PR	3	3	2	4	2	14	70
15	IM	3	3	2	4	2	14	70
16	RY	4	3	2	4	4	17	85
17	ST	3	3	2	4	2	14	70
18	PH	2	2	2	4	2	12	60
19	AS	1	2	2	4	2	11	55
20	MNS	3	3	2	4	2	14	70
TOTAL								1375
AVERAGE								68,75
The Highest Score								90
The Lowest Score								55

Source:The students' post – test speaking performance result at seventh grades of MTs Hidayatul Islam Sukadana on August 6th 2016.

From the table above can be inferred that the highest score was 90 and the lowest score was 55. Based on the data the researcher measure the class interval.

The Highest Score was 90

The lowest Score was 55

Range (R) $= X_{max} - X_{min}$

$= 90 - 55$

$= 35$

Number of Classes (b) $= 1 + 3{,}3 \text{ Log } n$

$= 1 + (3.3) \log 20$

$= 1 + 4{,}3$

$= 5{,}3\ (5)$

The Class Interval (P) $= \frac{X_{max} - X_{min}}{b} = \frac{R}{b}$

$= \frac{35}{5}$

$= 7$

After knowing the class interval, the data was put on the table of frequency distribution as follow :

Table 9

Frequency Distribution of Students Post Test Speaking Performance Score

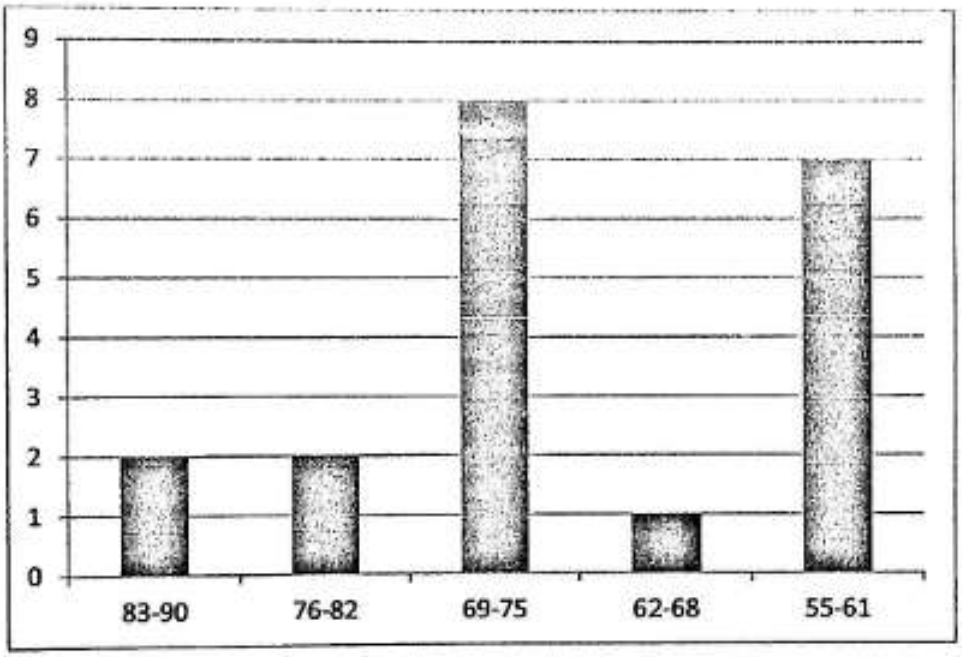
No	Class Interval	Frequency	Percentage %
1	83-90	2	10%
2	76-82	2	10%
3	69-75	8	40%
4	62-68	1	5%
5	55-61	7	35%
	TOTAL	20	100%

Based on the table of frequency distribution above, it could be inferred that from 20 students as the research samples there were 6

students who passed the Minimum Mastery Criteria (KKM), Which is 75. There were 2 students who got the score of 83-90 or 10%. Furthermore, there were 2 students who got the score of 76-82 or 10%, , for the students who got the score of 69-75 or 40% were 8 students. than, there was 1 student who got the score of 62-68 or 5% and there were 7 students who got score 55-61 or 35%.

Chart 2

The Students' Post – Test Speaking Performance ResultOf MTs Hidayatul Islam Sukadana



So the result of post-test was categorized into good category eventhough some of students were still lack in speaking performance, but it was good because they had good effort in speaking.

3. Hypothesis Testing

After applying the documentation, observation and test the technique, the researcher analyzed the data by using analysis of chi-square in order to prove whether there is a significant influence of peer tutoring method toward Students' speaking performance at the seventh grader of MTs Hidayatul Islam Sukadana, as follows (Ha) is accepted, if there is a positive and significant influence of using peer tutoring method on students speaking performance. And (Ho) is rejected , if there is no a positive and significant influence using peer tutoring method on students speaking performance.

1. Putting the data into the formula Chi-Square (χ^2)

After administering the oral test method, the researcher analyzed the data using of Chi-Square (χ^2) with the two variables in order to prove whether there is a positive and significant of using peer tutoring method on students speaking performanceat the seventh graders of MTs Hidayatul Islam Sukadana in academic year 2016/2017 as follows:

The formula of Chi-Square is:

$$\chi^2 = \sum\left[\frac{(Fo-Fe)^2}{Fe}\right]^1$$

[1]DonalAry, *Introduction Research in Education Eight Edition*, (USA :Wadsworth cengange learning, 2010) P. 188

Table 10
The Contingency Table of the Expected Frequency at the Result Of Students' Speaking Performance in Pre-test and Post-test

Variables	Category			Total
	Good	Fair	Bad	
Pre-test	4	2	14	r_n= 2o
Post-test	6	11	3	r_n=20
Total	C_n= 10	C_n=13	C_n= 17	N=40

Hypothesis testing by used chi-square analyzed as follows:

Table 11

The Testing of Data

No	f_o	$f_e = \frac{C_n X R_n}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	4	$\frac{10 \times 20}{40} = 5$	-1	1	0,2
2	2	$\frac{13 \times 20}{40} = 6,5$	-4,5	20,25	3,115
3	14	$\frac{17 \times 20}{40} = 8,5$	5,5	30,25	3,559
4	6	$\frac{10 \times 20}{40} = 5$	1	1	0,2
5	11	$\frac{13 \times 20}{40} = 6,5$	4,5	20,25	3,115
6	3	$\frac{17 \times 20}{40} = 8,5$	5,5	30,25	3,559
Total	N=40	f_t= 20	= 0	= 103	X^2= 13,748

Furthermore, put the data into the formula of chi-square. It can be calculated by using the formula as below:

$$\chi^2 = \sum\left[\frac{(Fo-Fe)^2}{Fe}\right]$$

$$\chi^2 = \frac{1}{5} + \frac{20,25}{6,5} + \frac{30,25}{8,5} + \frac{1}{5} + \frac{20,25}{6,5} + \frac{30,25}{8,5}$$

$$\chi^2 = 0,2 + 3,115 + 3,559 + 0,2 + 3,115 + 3,559$$

$$\chi^2 = 13,748$$

Based on the result of data analysis above, the value of chi-square was13,748 . Then know the critical value value of chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:

Df = (c-1)(r-1)

Note:

Df = Degree of freedom

c = column

r = row

df = (3-1)(2-1) = 2

The degrees of freedom is 2. So, the values of f_t on degrees of freedom are 5% = 5,991 and 1% = 9,210.

From data above shown the comparison of f_o with $f_t$was:

9,210<13,748> 5,991 in 5% and 1% was have significance influence. It means that alternatif hyphothesis (Ha) which explains "there is positive and significant influence of using peer tutoring method on students speaking performance" is accepted , and (Ho) is rejected. It is mean that using peer

tutoring method has positive and significant influence on students speaking performance.

C. Interpretations

The writer formulated $f_o$to f_t as follows:

1. If "$f_o > f_t$, Ha is accepted and Ho is rejected.
2. If "$f_o < f_t$ Ha is rejected and Ho is accepted.

Based on the data above, the value of chi-square was 13,748 . Then, the data confirmed that " f_o= 13,748 is higher than "f_t=5,991 in 5% and 9,210 in 1%. Therefore, it could be concluded that Ha was accepted and Ho was rejected. It means that " there is a positive and significant influence of using peer tutoring method toward students speaking performance at the sventh grades of MTs Hidayatul Islam Sukadana in the academic year 2016/2017.

D. Discussions

The researcher observed the students speaking performance at seventh gardes of MTs. Hidayatul Islam Sukadana in the academic year 2016/2017. The researcher used this class because they have difficulties in speaking performance. So based on the problem the researcher applied the peer tutoring method to help students in learning English especially speaking performance.

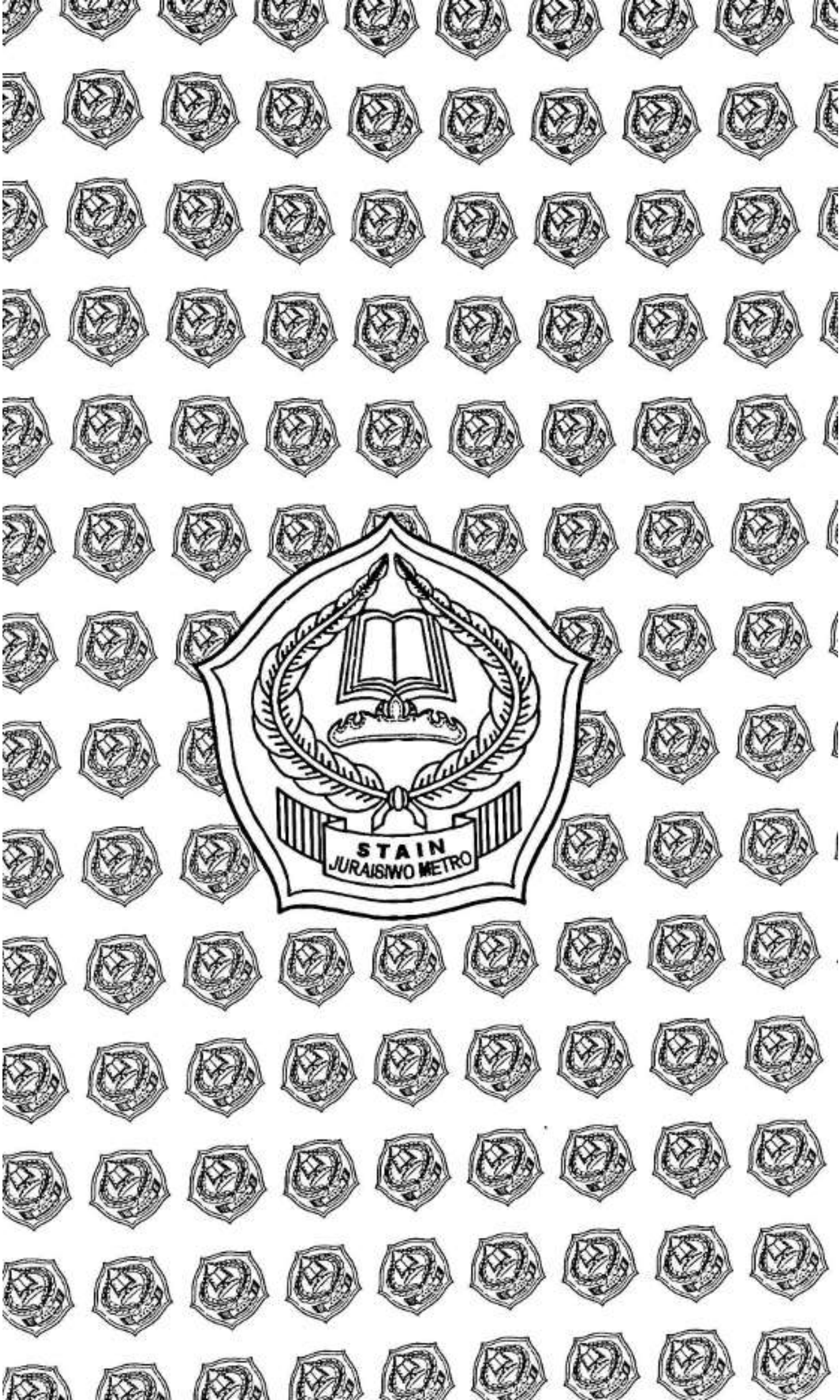
The researcher assumed that teaching and learning by using peer tutoring method could help students in learning process, especially speaking. By using peer tutoring method their could learn with their friends who understand about the material. Here, their could share what they did not

understand and this method could make the students comfortable. So it has proved that peer tutoring method could influence the students' speaking performance result especially for the students at the seventh grades of MTs Hidayatul Islam Sukadana.

After the reasercher gave the method in the class, there is a significant influence of the students' speaking performance result especially for the students at the seventh grades of MTs Hidayatul Islam Sukadana. In fact, it showed that the students score changes. Before the treatment most of students got 55 score it was about 10 students and after the treatment, the students who got 55 score only 3 students. Therefore, it could be inferred that the method which was applied gave influence to the student's speaking performance score.

E. Limitation

The result of the research was result of the research which have done in seventh grades of MTs Hidayatul Islam Sukadana in the academic year of 2016/2017 about the influence of peer tutoring method toward the students speaking performance. So, the result of this research could not be generalitation as the general result of the research.


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BAB V

CONCLUSION AND SUGGESTIONS

A. Conclusions

1. The researcher have conducted the research in MTs Hidayatul Islam Sukadana which have location in Laskar Achmad Bastian street.
2. The researcher have conducted the test to the 20 students in MTs hidayatul islam sukadana. Based on the data of pre test the students score in speaking are low. Then, the researcher used the peer tutoring method to help the students learn English especially in speaking. After that, the researcher gave the post test and the data of post test result show that the students speaking score good than before. It show that the peer tutoring could help students in learning process esecially in speaking.
3. The result of the data analysis could be concluded that Degree of freedom (DF) of this reserach was 2. The value of chi-square was 13,748 . Then, the data confirmed that " f_o = 13,748 was higher than "f_t =5,991 in 5% and 9,210 in 1%.
4. Based on the result, Peer tutoring method gave a positive and significant influence toward students speaking performance at the sventh grades of MTs Hidayatul Islam Sukadana in the academic year 2016/2017.
5. The result of this research could not be generalitation as the general result of the research.

6. Suggestions

Based on the research, the researcher gave the suggestion as follow :

1. The researcher hope, the students can follow the rule of peer tutoring and can understand how to use this method to make them more easy in learning process.
2. The Teacher suggested used this method to help the students more active in the class.
3. For Other Researcher, the researcher suggest to be able to use this method as their research, because it can give good effect to the students learning process.
4. The Headmaster suggested to preparing the facilitation of the school

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CURRICULUM VITAE



The complete name of the researcher is Tria Ermalia. She was born in Sukadana, July 30th, 1994. She is the third child of happy couple namely Jamaluddin and Mas Herning. She lives in Soekarno-Hatta street no.350, Pasar sukadana east lampung.

The researcher had studied at The Elementary School for 6 years in SDN 2 Sukadana. Then she continued his studying in Junior High School for 3 years in SMP N 1 Sukadana. After that she took the Vocational High School at SMK N 1 Sukadana for 3 years and finished her studying in 2012. And the last she kept on his school at State Islamic College of Jurai Siwo Metro in English Education Study Program began in 2012 until now.