

Pemberdayaan Kelompok Karang Taruna Desa Pitumpidange Melalui Pembuatan Pasta Gigi Ramah Lingkungan

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Using Peer Interview Technique for ELT (Pre-Experimental Research at the Third Year Students of SMP Negeri 1 Watampone South Sulawesi)

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Abstract

This research was conducted to find out whether or nor peer interview technique increased the students` speaking ability and to find out whether or not the students had positive attitude in speaking English through peer interview technique. This research was a pre-experimental with pre-test and post-test design. The population was the third year students of SMP Negeri 1 Watampone South Sulawesi Indonesia in 2018/2019 academic year. The population consisted of 192 students, the sample was taken by using random sampling. The data on the students` achievement were collected by pre-test and post-test and analyzed by using SPSS 15 version to see the significant difference between the pre-test and post-test. The data on the students` attitude in peer interview technique were collected by using questionnaire. The result of the data analysis showed that the mean score of the pre-test was smaller than the mean score of the post-test (30.1227 < 72.1327) and the students had positive attitude in speaking English through peer interview technique (80 percent) positive. So, it was concluded that peer interview technique increased the students` speaking ability significantly and the students had positive attitude in studying speaking through peer interview technique.

Keywords: *peer interview*

1. Background

The fact that most of the students find that it is very hard to express their English orally. On 2006 Curriculum of Junior high school or SMP emphasizes the ability of the students after studying, they have to be able to speak English. Communication can be in oral and written forms. It must be acknowledged that the most often used in communication is the oral form. There are four language skills, listening, reading, speaking, and writing. Many students have learnt English for many years in secondary school but they still can not use it in oral production or they still can not speak in that language well, even though they know the grammar. This is because they lack practice of the language either in the classroom or outside the classroom. Sikapang (1993) states that one of the factors that hinders the students in speaking English is the lack of practice because the students rarely speak English either in the classroom or outside the classroom. Therefore, the students should be given much opportunity to practice in speaking. In this case they should be more active in the classroom. The more they are active, the better they will be.

It is clear that by involving the students actively in the classroom activities, it can arouse their motivation to speak. In learning, the students who have strong motivation will easily understand and learn something. On the contrary, the students who have low motivation

usually will get low achievement. Moreover, Rasyid in Amin, (2006) states that the factors that cause the English teaching failure are : (1) the big number of students in each class, more than 20, (2) the minimum of meeting frequency, (3) the unavailability of learning source center, such as, the library which prepares authentic materials for students, (4) the unavailability of multimedia, (5) the low motivation of students, and (6) the unprofessional English teacher.

Basically, what the students need to improve their speaking performance is practicing using the language in various contexts. This is certainly the purpose of using language functions in language learning. Burns and Joyce (1997) listed down several needs of students in learning speaking; (1) learn how to participate in different spoken interactions; (2) learn how different spoken texts are constructed; (3) develop speaking skills which will enable them to predict what will occur in a conversation; and (4) improve their accuracy , fluency, and comprehensibility.

Based on the background above, the researcher formulates the following research questions: (1) Is peer interview technique effective to increase students` ability in speaking? (2) Do the students have positive attitude toward the use of peer interview technique in speaking?

2. Method

This research employed a pre-experimental design that involves one group pre-test, treatment, and post-test design. The population of this research was the third year students of SMP Negeri 1 Watampone South Sulawesi in 2018/2019 academic year, consisted of six classes CIB, A, B, C, D, and E. Each class consisted of 30 students. The number of population was 192 students. Since the number of population was too large, the researcher took one class as a sample by using random sampling. It consisted of 30 students.

The researcher used two instruments; (1) The tests of speaking were pre-test and post-test. The pre-test was intended to find the students` prior speaking ability before giving treatment. The post-test was intended to find out the students` achievement in speaking ability after giving the treatment by using peer interview technique. (2) Questionnaire was used to get data on the students` attitude on the use of peer interview technique in pair and group activities in learning speaking.

Before giving materials, the researcher interviewed the students to know their prior ability in speaking English. After giving pre-test, the researcher gave treatment to the students in six meetings in which each meeting lasts for 90 minutes. In this case, the researcher used peer interview technique in teaching speaking. After giving treatment, the students were interviewed to know their ability in speaking English. The material in the post-test was given to the students which was the same with the pre-test. The purpose of applying the questionnaire was to find out students` attitude as well as perception on the use of peer interview technique.

The data collected from the test of speaking that was analyzed by using SPSS 15 version (Santoso,2007). Tabulating the scores of the students` speaking test result using analyzed rating scale. The rating scale used for measuring the increment of students` speaking skill was taken from the students of SMP Negeri 1 Watampone. And the data was taken from questionnaire tabulated and then analyzed in Likert scale to see the students` attitude in peer interview technique in learning speaking.

3. Results & Discussion

Before conducting the treatment, the researcher gave a pre-test to know the prior knowledge of students in speaking. After giving the treatment, the students get a post-test. The pre-test and post-test are compared to know the students` ability in speaking, the frequency and percentage of the students are firstly tabulated. Then, the researcher

determined the quality of the students' score of the ability of the third year students of SMP Negeri 1 Watampone South Sulawesi.

Before giving treatment through peer interview technique, most of the students' scores were in poor classification. It proves that 8 students (26.67 percent) were at score 1 in very poor classification, 13 students (43.3 percent) were at score 2 in poor classification, 4 students (13.3 percent) were at score 3 in average classification, 5 students (16.67 percent) were at score 4 in good classification, and none of them was in very good and excellent classification. After giving treatment through peer interview technique, the students' score were in good, 9 students (30 percent) at score 4, 17 students (56.67 percent) were at score 5 in very good classification, 4 students (13.3 percent) were at score 6 in excellent, and none of students (0 percent) was in average, poor, and very poor classification. It is concluded that after treatment through peer interview technique the students were in very good classification. It means that the achievement of the students' speaking improved through peer interview technique because the students have many times to speak and they were able to learn with their own classmates.

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation are calculated. The mean score of students' pre-test was 30.1227 which is categories as poor, while the mean score of students' post-test was 72.1327, which is categories as very good. It means that the mean score of students increased.

Based on the test in asymptotic significant (2-tailed) column, in relation to the data of pre-test, If probability (Asymp. Sig.) > .05 the data is normal distribution and if probability (Asymp. Sig.) < .05 the data is not normal distribution, the 0.000 is smaller than (0.05). This means that H₁ accepted on significant level of \sum 0.05. It means that the students' achievement through peer interview technique was able to give significantly greater than pre-test. It could be stated that the application of peer interview technique in learning speaking could improve the students' ability because students' achievement better after treatment through peer interview technique.

The students' attitude

The questionnaires were distributed to the students to know their attitude in peer interview technique in increasing the students' speaking ability of the third year students of SMP Negeri 1 Watampone South Sulawesi.

The data of the students' interval score based on the questionnaire showed that 2 students (6.67 percent) of the students were indicated strongly positive in increasing speaking ability though peer interview technique. Out of 30 students, 24 students (80 percent) students were positive in speaking through peer interview technique, 4 students (13,33 percent) were neutral in speaking through peer interview technique, and no one of the students felt negative and strongly negative in speaking English through peer interview technique.

Discussion

The description of the data collected through the test as explained in the previous section shows that the students' speaking ability increases significantly. It is supported by the mean score rate of result of the students' pretest and posttest as well as the result of T-test. The data in previous section shows that the use of peer interview technique is success in learning speaking. It is supported that the mean score of post-test of students is different significantly (table 8). The mean score of posttest 72.1327 which is higher than the pretest 30.1227.

Based on the data, it was concluded that after gives treatment by using peer interview technique, the students were in very good category. It means that the use of peer interview

technique is effective to increase speaking ability of third year students of SMP Negeri 1 Watampone 2018/2019 academic year.

The majority of students have positive attitude in speaking English through peer interview technique. It is indicated by the percentage of the students` attitude in speaking English through peer interview technique that is 24 students (80 percent) students have positive attitude in speaking through peer interview technique.

4. Conclusion

2 The use of peer interview technique in learning speaking significantly increases speaking ability of the third year students of SMP Negeri 1 Watampone South Sulawesi. This is proved by the mean score of the students` pre-test and post-test have showed the increment their achievement from "poor" classification to "very good" classification.

The use of Peer interview technique was interesting to the students so they are motivated to learn English speaking. This led to the conclusion that peer interview technique is effective and applicable in teaching speaking. Peer interview technique significantly increased the students` speaking. This technique is a need in English language teaching and learning, which aims at increasing the students` achievement. Peer interview technique could motivate the students to learn speaking and it has brought new nuance in English language teaching because the students could learn peer interview technique.

Based on the conclusion, especially for the improvement of the students` achievement on speaking, the researcher suggests the teacher; especially the English teacher of SMP Negeri 1 Watampone South Sulawesi is expected the students` English speaking through peer interview technique to increase the students` speaking ability.

Since the students` achievement is at very good classification, for further researcher, it is recommended to conduct research about difficulties faced by the third year students of SMP in speaking skill and difficulties faced by the teachers in teaching English speaking skill using peer interview technique.

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