

# IMPROVING STUDENTS SPEAKING SKILL THROUGH CONVERSATION WITH PEETR GROUP METHOD GRADE ELEVENTH IN SENIOR HIGH SCHOOL TAMANSISWA PEMATANGSIANTAR

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## ABSTRACT

*The aim of this research is to analyze the improvement of speaking skills by using the Peer Group. The researcher carried out in class XI IPA 1 of the SMA SWASTA TAMANSISWA PEMATANG SIANTAR. This research used the quantitative approach with an True experimental design by using Post test only control design by cluster sampling technique. For data collection, there were Pre test and Post test. The technique of collecting the data is by using the statistic application called SPSS 26.00 version. The population of this research 258 students' in research academic year 2023/2024 with of 34 students' was the sample. The data analysis was at eleventh grade students started from scoring pre-test and post- test and finding the different mean of the score. Based on the data analysis, the writer finding pre-test students' mean score 44,12 and after the treatment, the writer used to post-test to know students' improve speaking ability score. The result of the test found the average of the pos-test mean score test was 79,71 . The different of the score was significant. It means that using Peer Group in teaching can improve the students' Speaking skill. So the students' felt comfortable and enjoyed to learn so that gives a good impact on speaking English skills.*

*Keywords: Speaking Skill, English, Peer Group, Conversation*

## I. INTRODUCTION

### 1.1 Background of Research

Humans utilize language as a tool to communicate with one another. Humans are social organisms who engage in constant social interaction. Talking is the primary means of interaction and communication. According to Kuiper & Allan, (2017) Language is foremost a means of communication, and communication almost always takes place within some sort of social context. Additionally, according to Sutrisno (2020) Language is a skill that people need communicate with.

Speaking with others helps us establish social bonds with our loved ones, friends, and coworkers. English speaking ability can improve with practice and more exposure to this language.

In learning English, there are 4 important components that must be learned, namely reading, speaking, writing, listening. Speaking is one of the abilities to communicate with other people through language. Speaking skills are considered as the main criteria for the success of a Conversation are good or bad, methods and techniques are very important and needed in the classroom. They should choose the best model depending on the difficulties they face in the field of teaching speaking, because there are many problems that occur in teaching speaking. This makes them unable to pronounce words when speaking, because they are afraid to speak because it is considered wrong pronunciation results in students never trying to speak English.

There are many ways that can be applied and one of them is by conversation with a peer group. Conversation generally consists of a sender (message giver) and a recipient (message listener). Both parties interact with each other by talking and listening. Peer group is a teaching method that is assisted by its own theme in a study group. Peer teaching is a learning activity that is fun and motivates students to learn better. Besides that conversations with peer groups can help increase self-confidence in using the language being studied, because students practice with someone who has a similar level of expertise. Students often feel more comfortable when talking to their friends. Conversation with peer groups is one effective way that educators can apply to improve students' speaking skills. In a peer group, it will allow individuals to interact with each other, socialize and



provide encouragement and motivation to their peers emotionally. This is because students are more confident when asked to make conversations using the pair technique.

Based on these problems, the writer chose the title “Improving students speaking skill through conversation with peer group method in SMA Tamansiswa Pematangsiantar”.

### 1.2 The Problem of Research

Based on the background above, the writer formulated as follow “How Conversation With Peer Group improve students Speaking Skill in eleventh grade in SMA Taman Pematangsiantar?”

### 1.3 The objective of research

The objective of the research is to find out the use of conversation with peers to improve the English speaking of students in class XI SMA Tamansiwa Pematangsiantar.

## II. REVIEW OF LITERATURE

### 2.1 Defenition of Speaking

Speaking is a dynamic, interpersonal process and one that strongly influences how we are perceived by others in a range of formal and everyday contexts Hughes (2017). Its mean that Speaking is a dynamic, interpersonal process that influences our perception in various contexts. Teachers focus on promoting students' speaking skills to develop networking, personality, and character, making it a useful activity in everyday life. Speaking is one of the skills in teaching English. Students of English as a foreign language must improve their speaking skills because English has become the first international language used to communicate with people from all over the world.

When learning English, there are 5 components that must be paid attention to. According to Rizqiningsih and Hadi (2019) The components of speaking are what aspect influencing how well people speak English. Here are the components of speaking skills:

1. Grammar  
Grammar functions to provide a clear meaning of the words conveyed and understanding grammar can also help someone express themselves more effectively in writing and conversation.
2. Vocabulary  
One of the things that can be difficult when learning English is becoming proficient in vocabulary. Acquiring knowledge of vocabulary is a crucial aspect of acquiring language skills.
3. Pronunciation  
Gaining proficiency in English pronunciation is crucial for language learning, comprehension, and effective communication. When you initiate a discussion in English, the other person will notice your pronunciation of one or more words right away.
4. Fluency  
Fluent in speaking can be defined as the natural ability to speak spontaneously as quickly, smoothly, accurately, lucid, efficient and comprehensibly with few number of errors that may distract the listener from the speaker's message under the temporal constraints of online processing.
5. Comprehension  
Comprehension is essential in speaking a language that cannot be fully mastered. The ability to understand what another person is expressing allows us to respond appropriately and relevantly.

### 2.2 Teaching Speaking

According to Khairun Nisa, Radiah Hamid (2022) Teaching speaking is a process of teaching students how to speak English as their foreign language and then asking them to be able to speak the new language accurately and encourage students to practice the foreign language. Speaking is one of the skills that students must recognize in learning English. Speaking is one of the skills that have to be mastered by students in learning English Bhatti (2021).

Teaching speaking is a process where a teacher helps students to provide and facilitate them to obtain learning objectives which are necessary to improve their performance in speaking skills. Teachers encourage students' desire to learn speaking skills during the teaching and learning process to help them achieve their goals. Teaching speaking involves developing communication skills, emphasizing pronunciation, and creating interesting activities to encourage active participation.



Providing a supportive environment and constructive feedback is essential for students gaining confidence in expressing themselves verbally.

### 2.3 Definon of Conversation

Conversation is arguably the most fundamental means we have of interacting with others Horton (2017). A conversation occurs when two or more individuals share words, concepts, or information. Conversations involve communication between individuals or groups and can take place verbally or in writing. Conversation are longer exchanges that may follow on form small talk and are the more meaningful type of interaction that result from small talk. They are a more serious types of exchange in which what is said and how how it is expressed are both important. One of the most important aspects of conversation is managing discourse around topics. Whereas topics and the introduction of new topics that are linked through each speakers contributions.

learning conversational English is not easy, especially for those living in countries where English is not the first language for the speakers The learning process in the field of English speaking skills requires the right strategy to develop students' interest in improving their English speaking skills as best as possible Kusumaningrat (2021). In a conversation, participants interact with the aim of conveying messages, variety information, understanding opinions, or simply communicating socially.

In a conversation, so that information can be received, the speaker usually conveys the information directly using appropriate language. Apart from conveying information, conversations are sometimes carried out to insinuate, praise, critic. Development of conversational skills is an important part of socialization. The development of conversational skills in a new language is often the focus of language teaching and learning

### 2.4 Teaching Conversation

Teaching conversation involves guiding individuals in acquiring effective communication skills, including verbal and nonverbal elements, active listening and the ability to express ideas coherently. It often focus on fostering a comfortable environment for dialogue, promoting language proficiency, and enhancing interpersonal communication.

In conversation class, students are naturally talk active and some other naturally quite. Conversation class is a place for students to practice speaking in pair or in a group with situation or topic given by the teacher. Conversation class given by the school for students is to improve students ability to communicate using English and the teacher can be more effective to build the speaking skills of the students. Teaching conversation is one of the learning strategies that may assist novice English language learners in constructing fundamental language knowledge. It comprises anything for six to twelve phrases and is conducted between two persons. Students will have more opportunities to express themselves verbally due to this exercise.

### 2.5 Definition of Peer Group

Peer groups are a place for interaction and development, has a very important role for social life and education Teaching with peer group can be collaborative and effective Nur Cahaya (2021). Encourage group discussion, group projects, and peer-to-peer-teaching. Foster an environment where everyones perspective is valued, promoting active participation and knowledge sharing within the group.

A peer group is a small group of students who collaborate to improve their language abilities in a classroom or other educational context. Students are encouraged to communicate in English, participate in conversations, and assist one another's language growth because of this group dynamic. Peer groups in English instruction frequently offer chances for language practice, constructive criticism, and support from one another, promoting a conversational and engaging learning atmosphere.

Peer group can be a pair of students or a small or large group. Learning to use peer groups, students are usually asked to form small groups of 5 people. Then the teacher gives one topic and asks students to dialogue with that topic. Students are asked to freely express themselves in dialogue. The peer group learning model is very good appropriate to obtain student participation as a whole and individually. Because using the peer group method fosters goodwill, friendships, and the sharing of knowledge, it also helps other students become more motivated to learn Permana, Araniri, and Nurhidayat (2020)

Students who study English in groups with their peers in the classroom gain greater grammar knowledge, increased self-assurance when speaking the language, a stronger bond with their friends, a



happier and more comfortable learning environment, the ability to share ideas and knowledge with others, and increased self-assurance when using the language. They learn to understand and judge the feelings and thoughts of others and to respect them. The peer group also provides a secure grand for moving further away from the protection and control of the family towards greater independence. The members in the group serve as a source of emotional support and encouragement for one another.

According to Sawali in Megawati (2019) , The steps for the peer tutoring method are as follows:

1. Select material that allows students to learn the material independently;
2. Divide the students into small groups heterogeneous. Smart students are Distributed in each group and act as peer tutors, or so-called "mentors";
3. Each group is given the task of studying one basic competency sub-material. Each group is assisted by clever students as peer tutors.
4. Give them enough time to determine who will be the tutor, separate Considerations are needed. A tutor is not necessarily the smartest student, what is Important is to pay attention to who the tutor is.

### III. RESEARCH METHOD

Abutabenjeh and Jaradat (2018) states Research design is a critical topic that is central to research studies in science, social science, and many other disciplines. The methodical strategy or guide that describes how to gather, examine, and analyze data for a research study is called a research design. It covers the general plan as well as the techniques and steps used to answer the research questions or hypotheses. the researcher chooses quantitative method approach. Quantitative research is formal, objective, rigorous, deductive approach, and systematic strategies for generating and refining knowledge to problem solving Burns & Grove in Mohajan (2020).

This research uses an experimental research design to find out whether there is an improvement in students' speaking skills through conversations with peer groups. Experimental research is a scientific method used to investigate cause-and-effect a treatment to determine whether it influences an outcome or a dependent variable. This research use True Experimental design research with Posttest-Only Control Design. Posttest-Only Control Design is conducted without an experimental group.

According to Abdullah et al. (2022), in this design there is a pretest size given to the respondent. The observation of the single pretest was carried out on a group of respondents who were then given treatment. After that, the researcher made observations of respondents with a single posttest at the same size as before.

The population is the students of the eleventh grade of SMA Swasta Taman Siswa Pematangsiantar in 2023/2024 Academic Year and the total numbers of all the students are 258 students that divided into 8 classes. In this research, the researcher applied cluster sampling technique to select participants to be sample. Sugiyono (2019) states on his book that cluster sampling technique where the population is divided into clusters, and a random sample of these clusters is selected. Based on the researcher's experience the students from class XI MIPA 1 was having some difficulties in Speaking. The class that was taken as the experimental class is XI MIPA 1 with total 34 students.

The research instrument that will be used is post-test only.

#### a. Pre-test

The Pre-test process is given by the writer to students in both control and experimental group. The result of students' pre-test for both of the group are analyzed by the writer for understanding of the differences. The researcher gives tests to all of students experimental and control group.

#### b. Treatment

Treatment was carried for the experimental class. Treatment using Peer Group method. In the treatment process, the researcher carried out several steps:

1. Treatment 1: at this meeting the writers explain about the material 'Offers and Suggestion'
2. Treatment 2: at this meeting the writers explain about the peer group
3. Treatment 3: at this meeting the writers explain how is the students role of peer group.
4. Post-test: at this meeting the writer ask the students create a conversation about Offers and Suggestion with apply the peer group.

#### c. Post-Test

Sudijono cites Effendy (2016) A post-test is an assessment designed to determine whether students have mastered all of the material deemed significant.



This study tried to describe the effect of treatment of two distinctions using Peer Group in Teaching Speaking. After data collection is carried out a Pre-test, Treatment, and Post-Test involving several instrument, the researcher will done carried out data analysis. Researcher calculated the data using SPSS.

#### IV. FINDING AND DISCUSSION

##### 4.1 The Data

The data of students' score of Pre-test and Post-test was analyzed by using SPSS version 26.0. The researcher will show and explain about data frequency, statistical table, test normality, test of homogeneity and test of hypothesis. From the result of the data processing, to prove whether there was any significance different between students' ability on Speaking or not by using Peer Group method at elevent grade in SMA Swasta Taman Siswa Pematangsiantar.

Normality test is a test that determines if the distribution of data on a group of data or variables normally distributed or not. In this research, the researcher used Kolmogorov-Smirnov formula and the calculations were done by using SPSS 26.00 as follows:

| One-Sample Kolmogorov-Smirnov Test     |                |                   |
|--|----------------|-------------------|
|  |                | Pretest           |
| N                                      |                | 34                |
| Normal Parameters <sup>a,b</sup>       | Mean           | 44.2647           |
|  | Std. Deviation | 5.79084           |
| Most Extreme Differences               | Absolute       | .358              |
|  | Positive       | .358              |
|  | Negative       | -.251             |
| Test Statistic                         |                | .358              |
| Asymp. Sig. (2-tailed)                 |                | .040 <sup>c</sup> |
| a. Test distribution is Normal.        |                |                   |
| b. Calculated from data.               |                |                   |
| c. Lilliefors Significance Correction. |                |                   |

The results show that the significance value of 0,040 is greater than 0,05, which means that the test data is normally distributed and can proceed to a post-test.

| One-Sample Kolmogorov-Smirnov Test     |                |                   |
|--|----------------|-------------------|
|  |                | Posttest          |
| N                                      |                | 34                |
| Normal Parameters <sup>a,b</sup>       | Mean           | 79.7059           |
|  | Std. Deviation | 4.42807           |
| Most Extreme Differences               | Absolute       | .268              |
|  | Positive       | .268              |
|  | Negative       | -.232             |
| Test Statistic                         |                | .268              |
| Asymp. Sig. (2-tailed)                 |                | .050 <sup>c</sup> |
| a. Test distribution is Normal.        |                |                   |
| b. Calculated from data.               |                |                   |
| c. Lilliefors Significance Correction. |                |                   |

This value is compared to the significance level of 0,05 and it is determined that the significance value = 0,050 > 0,05. Therefore, it is concluded that the average is normally distributed or homogeneous. Essentially, the test found no evidence to suggest that the data deviates significantly from a normal distribution.

| Test of Homogeneity of Variance |                 |                  |     |     |      |
|---------------------------------|-----------------|------------------|-----|-----|------|
|                                 |                 | Levene Statistic | df1 | df2 | Sig. |
| Hasil Peer Group                | Based on Mean   | 11.932           | 1   | 66  | .001 |
|                                 | Based on Median | 2.136            | 1   | 66  | .149 |



|  |                                      |        |   |        |      |
|--|--------------------------------------|--------|---|--------|------|
|  | Based on Median and with adjusted df | 2.136  | 1 | 53.554 | .150 |
|  | Based on trimmed mean                | 10.730 | 1 | 66     | .045 |

Based on the table above, the researcher found the significance score of pre test and post test is 0,045. It means the variances of data are homogenous because the significance is greater than a (0,045 > 0,05).

| ANOVA            |                |    |             |         |      |
|------------------|----------------|----|-------------|---------|------|
| Hasil Peer Group |                |    |             |         |      |
|                  | Sum of Squares | df | Mean Square | F       | Sig. |
| Between Groups   | 21353.309      | 1  | 21353.309   | 803.636 | .000 |
| Within Groups    | 1753.676       | 66 | 26.571      |         |      |
| Total            | 23106.985      | 67 |             |         |      |

Based on the table,  $f_{count} 803,636 > f_{table} 3,991 =$  at significance level  $\alpha = 0,05$  with degrees of freedom (df) = 66. Based on the table above, it means that  $H_a$  is accepted, there is significant influence of using Peer Group toward students speaking at tenth grade of SMA Taman Siswa Pematangsiantar.

| Paired Samples Test |                    |                    |                |                 |   |          |        |    |                 |
|---------------------|--------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
|                     |                    | Paired Differences |                |                 |   |          | t      | df | Sig. (2-tailed) |
|                     |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |        |    |                 |
|                     |                    |                    |                |                 | Lower                                     | Upper    |        |    |                 |
| Pair 1              | Pretest - Posttest | 35.4418            | 7.72321        | 1.32452         | 38.13593                                  | 32.74642 | 26.758 | 33 | .000            |

Based on the results obtained, the T-test = 26,758 > t-table = 1,668. it means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Therefore, it can be concluded that there is a significant difference in students' Speaking skills through conversation with Peer Group.

#### 4.2 Discussion

In the normality test, the researcher found that  $\alpha = 0,05$  for pre-test and post-test data were normally distributed, as the effect obtained for post-test data was 0,050 which is greater than 0,05. The calculation results showed that all significant values for students' Speaking using Peer Group were the same, which was  $\alpha = 0,05$ , with a value of 0,050 (> 0,05).

Based on the analysis results show that,  $F_{count} = 803,636 > F_{table} = 3,991$ . So that it can be stated using Peer Group to improve students' Speaking skill is homogeneous because of the data is homogeneous, the research hypothesis testing is carried out using parametric statistics, namely the two-mean difference test (t-test). The technique of Peer Group method that is given can improve students' reading comprehension.

Based on the results of the analysis of hypothesis testing shows that the researcher got the data  $T_{test} = 26,758 > T_{table} = 1,668$ , and df (degree of freedom) = 33. The significance value = 0,000 ( $p < 0,05$ ). So that hypothesis ( $H_0$ ) is rejected, and Hypothesis ( $H_a$ ) is automatically accepted. The results of the pre test and post test experienced significant changes. Based on the evidence from the research results, the post-test has a higher score than the pre-test.

From these results it was concluded that there was a significant difference in improving students' Speaking skills before and after being given treatment using Peer Group method as a learning technique. Therefore, the researcher sure that using Peer Group utilized to be used on the students' Speaking skill in eleventh grade of SMA Swasta Taman Siswa Pematangsiantar. Because the using of Peer Group method as a technique for learning English to Speaking skill, the students' believe that it was a good technique. The students can discuss each other about some things that they not understand. Also, they can share their knowledge so that they can mastery the material easily.

## V. CONCLUSION AND SUGGESTION

### 5.1 Conclusion



Based on the Hypothesis testing above that  $T_{\text{test}} = 26,758 > T_{\text{table}} = 1,668$  which indicates that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This statement means there is a significant differences on students' speaking skill by using Peer Group especially in their accuracy and fluency. The conclusion of this research is that the using of Peer Group can significantly improve students' speaking skills. The research also highlights the significance of conducting pre-test and post-test assessments to evaluate the effectiveness of educational interventions and emphasizes the need for educators to consider this aspect while designing their language learning programs.

## 5.2 Suggestion

After analyzing the data gained from speaking skill, the researcher would like to present some suggestions. They are as follows:

1. For students, this research highlights the potential of using Peer Group in improving their language learning skills. With peer group the students feel more happy in teaching and learning process, and they can discuss with each other about the things they will learn. they can also share ideas in terms of knowledge so that it is easier for them to learn the material.
2. For teachers, this study underscores the importance of pre-test and post-test assessments in evaluating the effectiveness of educational interventions. Additionally, this research suggests This method is the right way to build students' self-confidence in the teaching and learning process.
3. For other researchers, this research provides a foundation for further research on the effectiveness of using Peer group for language learning especially in speaking skill.

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