**IMPROVING STUDENTS’ SELF- ESTEEM IN SPEAKING PRACTICE BY USING PEER TUTORING STRATEGY**

(Classroom Action Research at Fifth Grade Students of SD IT-

Alhasanah Kota Bengkulu in Academic Year 2018/2019)

**A THESIS**

Submitted as A Partial Requirements for the degree of *Sarjana* in IAIN Bengkulu

****

**By :**

**Dewi Destika**

**NIM : 1416232836**

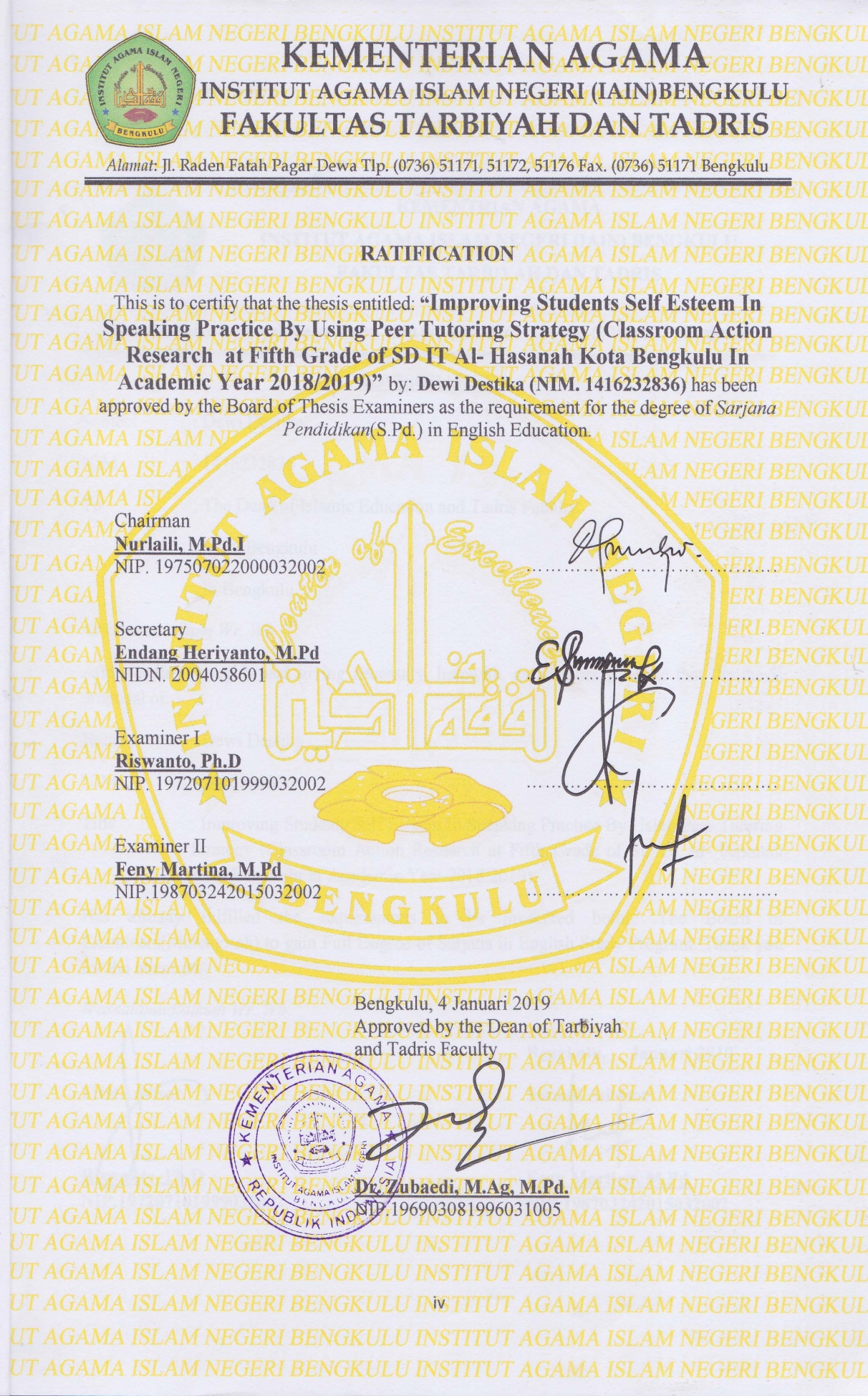
**ENGLISH STUDY PROGRAM**

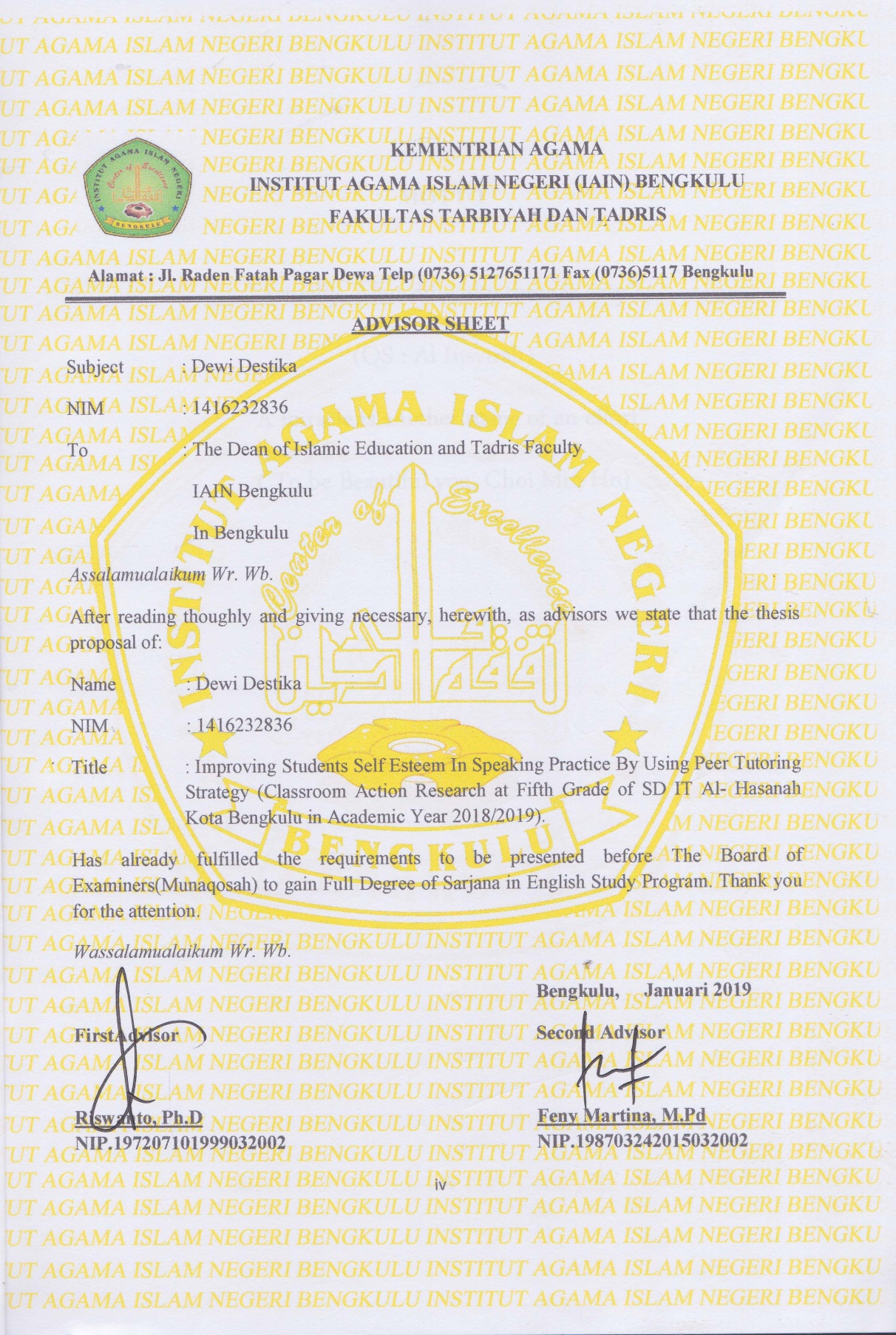
**ISLAMIC EDUCATION AND TADRIS FACULTY**

**THE STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)**

**BENGKULU**

**2019**

****

****

**Motto**

“Actually, after dificulty there is ease”

(QS : Al Insyirah)

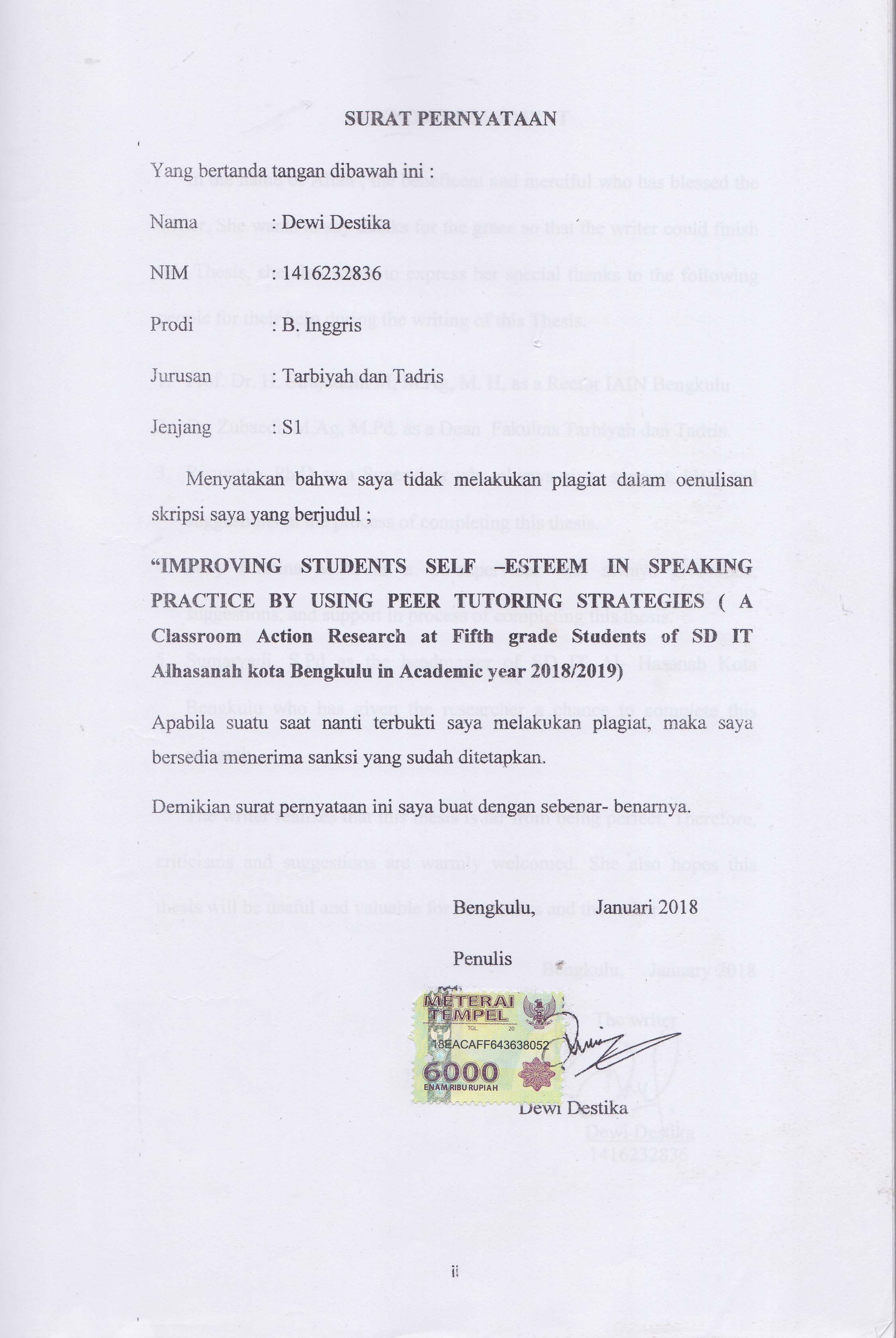
“ A Miracle is another Name of an Effort”

( To the Beautiful you, Choi Min Ho)

**DEDICATION**

**THIS THESIS IS DEDICATED TO**

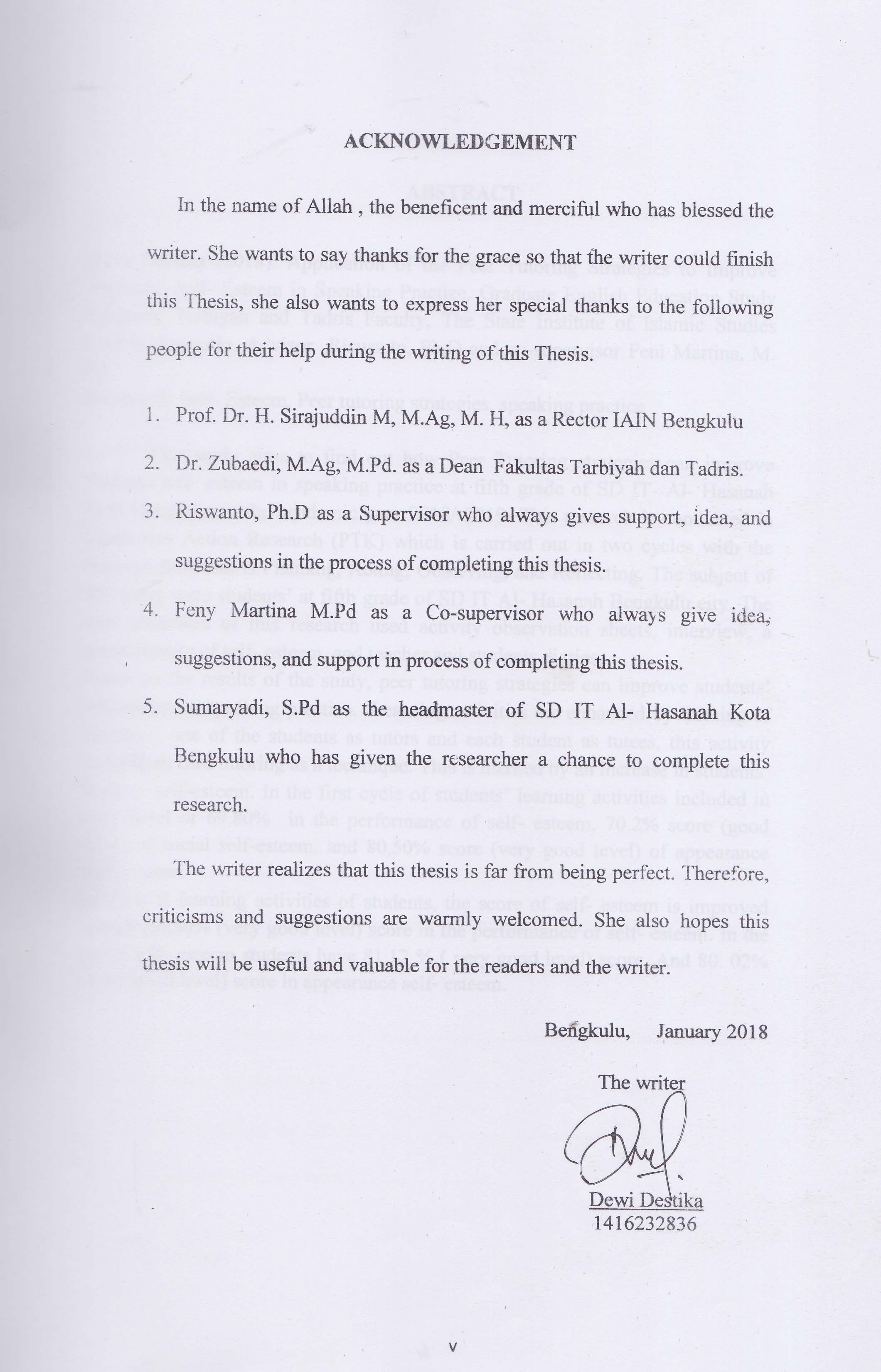
* My beloved my father (Mr. Kaharuddin) and mother (Mrs. Fatmawati) who always supporting and praying in the succes of my study and life.
* My brothers Yopi Febrianto, Sherly Effridy and M. Fahri
* My beloved friends, Rati, Juju, Dewi, Dara, Rena, Ira, Indah, Nurvianti, Vikha, Nur, and Fitri who always give support and idea.
* Halaqoh Investasi Akhirat which is always a place to sharing and share knowledge to become a better human being.
* Nafizatul Jannah Family
* My 2nd family : Kesatuan Aksi Mahasiswa Muslim Indonesia ( KAMMI) Bengkulu.
* The big family of TBI A Class
* All people who always pray and give support in finishing this thesis.

****

**ACKNOWLEDGEMENT**

In the name of Allah , the beneficent and merciful who has blessed the writer. She wants to say thanks for the grace so that the writer could finish this Thesis, she also wants to express her special thanks to the following people for their help during the writing of this Thesis.

1. Prof. Dr. H. Sirajuddin M, M.Ag, M. H, as a Rector IAIN Bengkulu
2. Dr. Zubaedi, M.Ag, M.Pd. as a Dean Fakultas Tarbiyah dan Tadris.
3. Riswanto, Ph.D as a Supervisor who always gives support, idea, and suggestions in the process of completing this thesis.
4. Feny Martina M.Pd as a Co-supervisor who always give idea, suggestions, and support in process of completing this thesis.
5. Sumaryadi, S.Pd as the headmaster of SD IT Al- Hasanah Kota Bengkulu who has given the researcher a chance to complete this research.

****The writer realizes that this thesis is far from being perfect. Therefore, criticisms and suggestions are warmly welcomed. She also hopes this thesis will be useful and valuable for the readers and the writer.

**ABSTRACT**

Dewi Destika (2018). Application of the Peer Tutoring Strategies to Improve Students’ Self- Esteem in Speaking Practice. Graduate English Education Study Program, Tarbiyah and Tadris Faculty, The State Institute of Islamic Studies (IAIN) Bengkulu. Advisor Riswanto, Ph.D and co-supervisor Feni Martina, M. Pd.

**Keyword:** Self- Esteem, Peer tutoring strategies, speaking practice

This study aims to find out how Peer Tutoring strategies can improve students self- esteem in speaking practice at fifth grade of SD IT- Al- Hasanah Kota Bengkulu in the academic year 2018/ 2019. This research is conducted in Classroom Action Research (PTK) which is carried out in two cycles with the research flow that is Planning, Acting, Observing, and Reflecting. The subject of this study were students’ at fifth grade of SD IT Al- Hasanah Bengkulu city. The data collection of this research used activity observation sheets, interview, a questionnaire of self- esteem, and teacher and students diaries.

Based on the results of the study, peer tutoring strategies can improve students’ self-esteem in speaking practice. Learning activities are enhanced by forming of students’, one of the students as tutors and each student as tutees, this activity using flash card tutoring as a technique. This is marked by an increase in students’ score in self-esteem. In the first cycle of students’ learning activities included in good level or 73.92% in the performance of self- esteem, 72.67% score (good level) of social self-esteem, and 73, 567% score (good level) of appearance self- esteem.

In cycle II learning activities of students, the score of self- esteem is improved include 81, 19 % (very good level) score in the performance of self- esteem. In the social self- esteem students have 80, 89 % ( very good level) score. And 81. 07% ( very good level) score in appearance self- esteem.

This is marked by an increase in the students self- esteem from cycle I to cycle III, there are 42, 5%; 78, 71%; 80. 89;.

**TABLE OF CONTENTS**

**Pages**

**TITLE................................................................................................. i**

**PENGESAHAN..................................................................................... ii**

**MOTTO AND DEDICATION iii**

**ACKNOWLEDGEMENT iv**

**ABSTRACT v**

**TABLE OF CONTENTS vi**

**LIST OF FIGURES vii**

**LIST OF TABLES viii**

**CHAPTER I INTRODUCTION**

* 1. Background of the Study 1
  2. Identification of the Problem 4
  3. Limitation of the Problem 5
  4. Research Question 5
  5. Objective of the Study 5
  6. The Benefits of the Study 5
  7. Definition of Key Terms 6

**CHAPTER II REVIEW ON RELATED LITERATURE**

**Self Esteem**

* 1. Definition of Self- esteem 8
  2. Sources of Self- steem 10
  3. Dimensionality of Self- esteem 11
  4. Self- esteem Measurment Scale 12

**Peer Tutoring**

* 1. Definition of peer 15
  2. Brief Overview of Tutoring 16
  3. Peer Tutoring 17
  4. Roles of Tutor and tutees in Flash Card Techniques 18
  5. Variaties of Peer Tutoring Technique 20

**Speaking**

* 1. Definition of Speaking 22
  2. Speaking Ability
  3. Aspect of Speaking Skills 27
  4. Problems in Speaking Skills 30
  5. Teaching and Learning Speaking 31
  6. Assesing Speaking 36
  7. Speaking Activities Using Peer Tutoring Strategy 38
  8. Previos of Related Study 41

**CHAPTER III RESEARCH METHOD**

* 1. Research Design 42
  2. The Subject of the Study 43
  3. Data Collection Technique and Instrumens 43
  4. Technique of Analyzing the Data 47
  5. Procedure of the Research 50
  6. Indicator of Succes 53

**CHAPTER IV RESEARCH FINDINGS**

1. **Result**
   * 1. Pre Assessment 54
     2. Description of Cycle 1 56
     3. Description of Cycle 2.............................................................. 63
     4. The Result of Students Teacher Diaries 71
     5. The Result of Interview 71
2. Reserch Finding and Discussios 72

**CHAPTER V CONCLUSIONS AND SUGGESTIONS**

1. Conclusions 74
2. Suggestions 75

**REFFERENCES**

**APPENDIX**

**LIST OF TABLES**

**Page**

1. Microskill of Oral Productions....................................................... 25
2. Self- Esteem Intervals Level........................................................... 50
3. Observation Sheet Cycle 1 ............................................................. 60
4. Observation Sheet Cycle 2...................... ....................................... 66
5. Cummulatif Score of Self Esteem................................................... 69

**LIST OF FIGURES**

**Page**

1. Action Research Model by Kemmis and Mctaggart......................... 50
2. The Result of Students Pretest in Self Esteem.................................. 55
3. The Result of Students Self Esteem Score in Cycle 1....................... 61
4. The Result of Self Esteem Measurement Score in Cycle 2............... 67
5. The Cummulatif of Self Esteem Measurement Score....................... 70

**CHAPTER I**

**INTRODUCTION**

A. Background of the Study

Self-esteem is the individual’s evaluation of the discrepancy between self- image and ideal self. From the discussion on the development of self- image and ideal self it can be appreciated that the discrepancy between the two is inevitable and so can be regarded as a normal phenomenon.

According to Cooper smith self- esteem is expressed an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of the worthiness that is expressed in the attitudes the individual holds towards himself.

A similar vein, Sedikides and Gress stated that self-esteem refers to individual’s perception or subjective appraisal of one’s own self-worth, one’s feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self.

Arnold and many other researchers refer to the importance of affect in the language classroom. Language learning is an anxiety-provoking experience for many students. As Horwitz et al note,

”The importance of the disparity between the "true" self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science. Probably no other field of study implicates self-concept and self-expression to the degree that language study does.”

Generally speaking, self-esteem is one of the central drives in human beings. When the level of self-esteem is low, the psychological homeostasis is unbalanced, creating insecurity, fear, social distance and other negative situations. Self-esteem can exercise a determining influence on a person’s life, for good or bad; when there is very low self-esteem, this may even bring about a need for clinical treatment.

However, though in the context of language learning low self-esteem is a non-clinical phenomenon, it can have serious consequences. Students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out of the class.

Based on explanation above, there are problems appear in the teaching-learning process especially in speaking practice as found by the researcher when doing an observation at SD IT Al-Hasanah Bengkulu. The first, the students felt shy and not sure of their English speaking capability when the teacher asked them to speak English in front of the class. Second, they were confused to make a question because they were afraid.

Based on the problems faced in SD IT Al-Hasanah Kota Bengkulu above, the researcher found many causes which relate to students. It is because the teacher has difficulties to manage and to make the students interested in the speaking material. The low of self- esteem of speaking makes them shy and not confident to speak English. In addition, giving motivation is limited because commonly the teacher just gives full attention to the material and neglects the student attraction. In that situation, teaching- learning process does not run well and make students bored.

To solve the problem, many strategies can be used. One of them is peer tutoring. Peer tutoring Strategy also can use for learning the second language. In teaching speaking, there are some principles. The first is helping students overcome their initial reluctance to speak, encourage, provide opportunity, and starting from something simple.

The second is asking students to talk about what they want to talk about. The third is asking students to talk about what they are able to talk about. The fourth is providing appropriate feedback. The fifth is combining speaking with listening and reading. The last is incorporating the teaching of speech acts in teaching speaking.

Based on the principle above, peer tutoring has criteria as a strategy to teach speaking. Based on the facts above, peer tutoring can be used to improve the students’ self- esteem in speaking practice. According Arikunto sometimes a student is more receptive to the information given by a friend because there is no reluctance or shame to ask, the teacher can ask for helpfrom the children who explain to his friend.

The activity is enjoyable which helps many shy students by providing them with a mask. Some reticent members of a group may have a deal to participate in the conversation class and other activities based on the situation. The teacher can give sufficient opportunities to the students to practice speaking in the classroom.

Based on the phenomena above, the writer and the English teacher of SD IT Al- Hasanah kota Bengkulu try to find the effective solution to improve students’ self- Esteem in speaking practice of fifth- grade student of SD IT Al-Hasanah kota Bengkulu by employing peer tutoring as a strategy of teaching speaking practice. Using that strategy, the teacher is able to motivate the learner and the writer is interested in doing a research about “IMPROVING STUDENTS’ SELF - ESTEEM IN SPEAKING PRACTICE BY USING PEER TUTORING STRATEGIES (Classroom Action Research at Fifth Grade Students of SD IT- Alhasanah Kota Bengkulu in Academic Year 2018/2019).

B. Identification of the Problems

Based on the observation of SD IT-Alhasanah Kota Bengkulu, the researcher obtained some problems in Self- Esteem in speaking practice, there are: the students felt shy and not sure of their English speaking capability when the teacher asked them to speak English in front of the class.

The students did not involve themselves actively in the class activities and they did not want to speak up when the teacher asked them to ask any difficulties, they were confused to make a question because they were afraid. It made students easily got bored. Therefore, some students often made noise in the class.

C. Limitation of the Problem

The research focused on implementing peer tutoring to improve students’ self- esteem in speaking practice for the 5th grade of SD IT Al-Hasanah kota Bengkulu

D. Research Question

Based on the problem mention above, the objective of this Study is to find out how peer tutoring strategy improves students’ self-esteem in speaking practice for the 5th grade of SD IT AL-Hasanah Kota Bengkulu?

E. The Objective of the Study

To find whether peer tutoring strategies can improve students’ self-esteem in speaking practice in 5th grade of SD IT Al-Hasanah kota Bengkulu in Academic Year 2018/ 2019.

* 1. The Benefits of the Study

There are some significances of this study as follows:

1. For the students

This study can be useful for improving their confidence in the English learning process by using peer tutoring strategies.

1. For the English teacher

This research can provide the specific procedures of how to improve the speaking learning process through peer tutoring strategies. It also can be used by an English teacher in other schools as an alternative solution to the problems that may exist in their school.

1. For the school

The research can give inputs of peer tutoring in the English teaching and learning process. Thus, the school principal may have the policy to apply peer tutoring strategies as one of the teaching and learning methods in the school.

1. For the English Education Department of IAIN Bengkulu.

This study can be as a research reference with the similar theme or purpose to conduct further research relevant to the problems.

* 1. Definition of Key Terms

In order to understand about the research correctly and avoid misunderstanding within the research, the researcher needed to define the terms within this research, namely:

1. Self-esteem is the individual’s evaluation of the discrepancy between self-image and ideal self. From the discussion on the development of self-image and ideal self it can be appreciated that the discrepancy between the two is inevitable and so can be regarded as a normal phenomenon.

2. Speaking According to Thornbury, speaking is an interactive skill that requires the ability to have cooperation with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening.

3. Peer tutoring is the process in which a pre-trained successful student teaches a concept or skill to another student or to a group of students under the leadership of the teacher. Peer tutoring is often referred to by educators as it increases the learning rate, contributes to social skill development, develops a range of other skills, and provide emotional benefits to the students.

**CHAPTER II**

**REVIEW ON RELATED LITERATURE**

In this chapter, the writer elaborates the theory related to this research. In this section, the discussion will center around review on the self-esteem, peer tutoring strategy, and nature of the speaking.

1. **Self- Esteem**

**a.1 Definition of Self Esteem**

Self-esteem is one’s view of the ideal self-image and self, from the discussions that had been conducted, it can be concluded that between self- image and ideal self cannot be distiguished, both are something that can be considered reasonable.[[1]](#footnote-1)

According to Coppersmith’s self- esteem is expresses an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of the worthiness that is expressed in the attitudes the individual holds towards himself.

Thus, self-esteem is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships, and future outcomes. It is important to distinguish self-esteem from the more general term self-concept, because the two terms often are used interchangeably.

According Rosenberg, one of the pioneers in this domain, stated that self- esteem refers to an individual overall positive evaluation of the self. He added, that high self-esteem consists of an individual respecting himself and considering himself worthy.

In a similar vein, Sedikides and Gress stated that self-esteem refers to an individual’s view of one’s self esteem, about self confidance, and about the extent to which individuals have possitive and negative views..[[2]](#footnote-2)

Self-esteem is divided into two, namely global or specific, both are still interrelated. Global self-esteem refers to a feeling of total self-esteem and confidence. Special self-esteem refers to feelings of self-esteem and self-confidence relating to certain activities, academic abilities or behavior.[[3]](#footnote-3) If a particular activity or behavior is valued, the chances are that eventually, it will affect a person’s global self-esteem.

Based on the definition above, the researcher concludes that self-esteem is the emotional response that people experience as they contemplate and evaluate different things about themselves.

**a.2 Sources of Self-Esteem**

William James argued that self-esteem developed from the accumulation of experiences in which people’s outcomes exceeded their goals on some important dimension, under the general rule that self-esteem = success/pretensions. From this perspective, the assessment has to examine possible discrepancies between current appraisals and personal goals and motives. Moreover, self-perceived skills that allow people to reach goals are also important to assess. Thus, measures ought to include some reference to personal beliefs about competence and ability.

According to the sociometer theory, self-esteem functions as a monitor of the likelihood of social exclusion. When people behave in ways that increase the likelihood they will be rejected, they experience a reduction in state self-esteem. Thus, self-esteem serves as a monitor, or sociometer, of social acceptance rejection. At the trait level, those with high self-esteem have sociometers that indicate a low probability

of rejection, and therefore such individuals do not worry about how they are being perceived by others.

By contrast, those with low self-esteem have sociometers that indicate the imminent possibility of rejection, and therefore they are highly motivated to manage their public impressions.

**a.3 Dimensionality of Self-Esteem**

Self-esteem can refer to the overall self or to specific aspects of the self, such as how people feel about their social standing, racial or ethnic group, physical features, athletic skills, job or school performance, and so on. An important issue in the self-esteem literature is whether self-esteem is best conceptualized as a unitary global trait or as a multidimensional trait with independent subcomponents.

Self-esteem also can be conceptualized as a hierarchical construct such that it can be broken down into its constituent parts. From this perspective, there are three major components of self-esteem : performance self-esteem, social self-esteem, and Apparence self-esteem. Each of these components, in turn, can be broken down into smaller and smaller subcomponents.

Performance self-esteem refers to one’s sense of general competence and includes intellectual abilities, school performance, self-regulatory capacities, self confidence, efficacy, and agency. People who are high in performance self- esteem believe that they are smart and capable.

English is one of the intellectual ability that emphasizes the understanding of foreign languages. In this case, the researcher focuses on the ability of the speaking aspect of a person to be seen from his or her self-esteem.

**a. 4 Self- Esteem Measurement Scale**

Given the importance attached to self-esteem by many people and the fact that it also has defied consensual definition, it is not surprising that there are many measures of self-esteem, unfortunately, the majority of these measures have not performed adequately, and it is likely that many of them measure very different constructs because the correlations between these scales range from zero to .8, with an average of .4.

There are measure scale of self- esteem: Rosenberg’s Self-Esteem scale the Janis–Field Feelings of Inadequacy scale, the Coopersmith Self-Esteem Inventory; and the Tennessee Self-Concept scale

1. Revised Janis–Field Feelings of Inadequacy

The original Janis–Field Feelings of Inadequacy scale (JFS) was a 23-item test developed in 1959 to be used in attitude change research This multidimensional scale measures self-regard, social confidence, and appearance (Fleming & Watts, 1980).

The split-half reliability estimate by Janis and Field was .83, and the reliability was .91. The items from the JFS have been modified a number of times (e.g., Fleming & Courtney, 1984; Fleming & Watts, 1980), such as changing the format of the responses (5- or 7-point scales, etc.) or adding questions for other dimensions of self-esteem, such as academic ability (Fleming & Courtney, 1984).

A thorough review by Robinson and Shaver identified the JFS as one of the best for use with adults, and Blascovich and Tomaka (1991) selected the Fleming and Courtney (1984) version as one of the best measures to use. We recommend it for studies in which researchers wish to examine multiple components of self-esteem.

1. Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem scale (RSE; Rosenberg, 1965) is the most widely used measure of global self-esteem. It was used in 25% of the published studies reviewed in the previously mentioned review by Blascovich and Tomaka (1991). The RSE is a 10-item Guttman scale with high internal reliability (alpha .92). Rosenberg (1979) reported that the scale is correlated modestly with mood measures. Carmines and Zeller (1974) identified one potential problem with the RSE; they identified separate “positive” and “negative” factors.

Unfortunately, those questions that were worded in a negative direction loaded on the “negative” factor and those that were worded in a positive manner loaded most heavily on the “positive” factor, thereby suggesting a response set. Because both factors correlated almost identically with a criterion variable (in strength, direction, and consistency), however, they seem to be tapping the same general construct.

1. State Self-Esteem Scale

The State Self-Esteem scale (SSES: Heatherton & Polivy, 1991) is a commonly used measure that is sensitive to laboratory manipulations of self-esteem and intellectual abilities. The SSES consists of 20 items that tap momentary fluctuations in self-esteem. The scale has acceptable internal consistency (alpha = .92) and it is responsive to temporary changes in self. The SSES is labeled “current thoughts” to minimize experimental demands. Of course, measures of trait and state self-esteem are highly correlated, and therefore in neutral settings scores on the SSES will be highly related to trait measures.

The decision to use a trait or state measure of self-esteem, therefore, depends on whether one is interested in predicting long-term outcomes or on the immediate effects associated with feelings about the self.

In this study, researches will use State Self- Esteem Scale (SSES) as the scale measurement. The measurement of self- esteem can be made globally such as individuals’ social self- esteem and specifically such as individuals’ academic ability.

Therefore, the specific measurement scale of self- esteem is assumed suitable for the current study. In that State Self Esteem ( SSES/ current thought) will be employed.

Heatherton and Polivy (1991) designed the models SSES questionnaire (adapted from Heatherton and Wyland articel). The 20 items involved in the questionnaire were divided into two categories, namely positive and negative statements of individuals’ belief towards their ability/ skills/ future outcome. The 20 items subdivided into 3 components of self- esteem : (1) performance self- esteem, (2) social self- esteem and appearance self – esteem. (the example of the questionnaire can be seen in appendix 1).

In the context of the present study, the SSES questionnaire was adapted with some modified items which were adjusted to individual beliefs in terms of their capability in speaking activities in EFL speaking class.(the questionnaire can be seen in appendix)

**B.** **Peer tutoring**

**b.1**. **Who may be Described as a ‘Peer’?**

Most people would share a common-sense understanding of the terms ‘peer’ and ‘peer group’. Someone with the same social position is called a peer, while a peer group consists of those with the same status as who someone interacts with.[[4]](#footnote-4) However, the term ‘peer’ is now used to describe a variety of relationships in the context of teaching and learning, and the degree to which students are true ‘peers’ varies across the range of possible peer tutoring applications.

Whitman (1988) classified relationships between tutors and tutees on the basis of the degrees of similarity and difference between partners and identified several types of peer tutoring used in higher education, some classified as involving ‘near-peers’, others making use of ‘co-peers’. Whitman saw ‘near-peer’ tutors, such as undergraduate teaching assistants, tutors and counselors, as being at a more advanced level than the learner, while ‘co-peers’, such as partners or workgroup members, are deemed to be at the same level. Theodore Newcomb (Newcomb and Wilson, 1966) identified the peer group as the single most powerful influence in undergraduate education.

**b. 2 A Brief Overview of Tutoring**

Tutoring is probably one of the oldest teaching methods. In ancient Greece, in the time of Plato and Socrates, the children of the wealthy were educated individually or in small groups by masters or tutors. During the Middle Ages, the children of nobles and the wealthy continued receiving their education from tutors. When more formalized educational institutions became available, teachers started teaching, but tutors continued to play an important role in the learning process. In the past only the wealthy students had tutors.

Tutoring is, by definition, a one-to-one or small group activity where a person who is knowledgeable and has expertise in a specific content area or discipline provides tutelage, help, or clarification to one or more who do not. The goal of tutoring is to assist students to become independent learners and increase their motivation to learn. As a tutor, you will have an opportunity to be instrumental in the success of the many students you serve

**b.3 Peer Tutoring**

expression of engange peer tutors who act as substitute teachers so that knowledge transmission will occur.[[5]](#footnote-5) In contrast, more modern conceptions of peer tutoring involve ‘people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching’ (Topping, 1996b: 6). Topping also stressed that peer tutoring is characterized by specific role taking. In other words, someone fulfills the role of a tutor while another or others take the role of the tutee.

Bruffee (1993) has argued that the educational benefits of peer tutoring depend on the degree to which tutors and tutees are real peers, that is to say, persons of equal standing. Similarly, Hawkins argued that it is the social dimension of peer tutoring, the ‘sharing in the work of the system between two friends who trust each other’, the reciprocal relationship between equals, that allows the work to get done.

Peer tutoring may be compromised by the nature of the tasks assigned to tutors by lecturers, which often imply or reinforce the authority structure of traditional education. Peer tutoring identified two kinds of peer tutoring: the monitor type, where undergraduates are used as ‘institutional manpower for prevailing institutional ends’, and the collaborative type which mobilizes interdependence and peer influence for educational ends.

Developed tutoring programs are a mixture of both, claimed Bruffee, and peer ship levels are largely governed by the way peer tutors are taught to tutors.[[6]](#footnote-6) Thus, student tutors and tutees may both reinforce traditional teaching.

The label 'peer tutors' can be applied to a variety of learning situations and this term includes many different ways to form learning pairs, therefore peer guidance is not a concept of unity.[[7]](#footnote-7) Undergraduate students tutor school students, advanced undergraduates tutor less advanced colleagues, or equal-status students work in reciprocal dyadic relationships taking turns to be tutor and tutee.

**b.4. Roles of tutor and tutees in flash card technique**

In the application of peer tutoring technique determine the roles of tutors is a very important thing, Rae & Baillie also found that reflective discussions on the tutor role are important factors for peer tutors in developing meaning in their experiences and confidence in their abilities. Rae & Baillie found that new tutors enjoyed having experienced tutors to rely on for questions and guidance as they navigated their new role.

In a tutoring program, new tutors are matched with experienced tutors during pre-semester training, until new tutors have designated people to go with questions and problems.[[8]](#footnote-8)

In the context of the present research, the researcher will make roles of tutors and tutees who will be employed in peer tutoring strategy using flash card techniques, they are as folow :

1. The roles of tutor

Here is an overview of the roles a tutor often plays simultaneously.

1. The Tutor as a Helper

The tutor's help students to learn and problem solve on their own. Tutors do not just give students answers; rather, they are ready to help the student begin to make progress toward a solution.

1. The Tutor as a "Model Student"

Tutors are successful students, not experts. Tutors demonstrate the thinking, study skills and problem solving skills necessary to learn new information. Since tutors are successful learners, tutors exemplify the behaviors of a model student.

1. Be pro active in building a personal, non judgmental relationship with tutees
2. Roles of Tutees

Here is an overview of the roles a tutor often plays simultaneously.

1. Participate actively in meetings, whether individual or group Respond to communication from their personal tutor
2. Meetings with their tutor
3. Respect personal tutor
4. **5 Varieties of peer tutoring techniques**

There are some examples of the four main categories of peer tutoring that can operate in education[[9]](#footnote-9):

* same-level peer tutoring where participants within a cohort have equal status; in this level, there several simple techniques that can be implemented such as co-operative note-taking pairs; peer coaching; peer monitoring; three-step interview; think-pair-share and think-pair-square; flashcard tutoring.
* same-level peer tutoring involving one institution where unequal status is introduced by the co-ordinator; in this level, there several simple techniques that can be implemented such as Teaching assistants and ‘teacher-of-the-day’
* cross-level peer tutoring involving one institution where unequal status derives from existing differences between tutors and tutees; in this level, there several simple techniques that can be implemented such as mentoring; proctoring or the Personalized System of Instruction (PSI); parrainage.
* cross-level peer tutoring involving two institution. ; in this level, there several simple techniques that can be implemented such as Tutoring for credit: the Napier student tutoring in schools scheme; etc.

In this study, researches used thesame-level peer tutoring where participants within a cohort have equal status; where researches choose a tutor from students who are in the same class, which can be a tutor based on observations an quisioners who have done before. The techniques to be used by researcher in this peer tutoring method is flash card tutoringwhich will be describe bellow :

Millis and Cottell (1998: 112) described the technique of flashcard tutoring, or ‘reinforcing practice’, which they deemed particularly suitable for developing relatively low-level cognitive skills such as learning definitions, memorizing concepts or vocabulary building.

Students prepare a set of cards, each with one piece of information that they wish to master. On one side of the card is the question, and on the other, the answer. Working in pairs, students take turns in the role of tutor.[[10]](#footnote-10)

The tutor takes the partner’s cards and shows her/him the question side.[[11]](#footnote-11) If the correct answer is forthcoming, the card is handed over to the tutee. If not, the answer is revealed and studied.

The card then goes to the bottom of the pack. When the tutee has earned all her/his cards, the roles are reversed and the process repeated. There are the steps in flash card tutoring[[12]](#footnote-12) :

* 1. Students prepare a set of cards with questions on one side and answers on the other. Material is chosen to help individuals master areas which they are finding problematic.
  2. Students are allocated a partner.
  3. One student assumes or is allocated the role of tutor. The other student becomes the tutee.
  4. The tutor takes the tutee’s cards and holds up the question side of the first of them.
  5. If the tutee answers the question correctly, she/he is given the card. If not, the answer side is revealed and studied. The card then goes to the bottom of the pile.
  6. The tutoring continues until the tutee has received all her cards.
  7. Roles are reversed and the process repeated until all material is mastered.
     1. **Speaking**

**c.1 Definition of Speaking**

There are many definitions of speaking that have been proposed by some experts in language learning. Speaking is one of the four language skills taught in the teaching of English. People speak in order to express their idea, their feeling or respond to the other’s talk. When the others can understand what has been talked, it means that the speaker gets the meaning across.

Speaking is an interactive real time activity to express meaning to interact with others that unplanned and just continues based on situations. However, the teacher must notice that in EFL context the students seldom try to produce their foreign language because they aware about the gaps in their knowledge.

A speaker requires attention to precise details of the language. She/he needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand.

According to Thornbury, speaking is an interactive skill that requires the ability to have cooperation with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening.

In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interested in learning the other aspects of language.

**c.2 Speaking Ability**

Speaking is the ability to express one self in a real life situation or report something in precise words to express a particular idea fluently. It deals with some pronounced words to deliver the meaning to other speaker.

There are two main aspects of speaking skills; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. Then, fluency might be best achieved by letting speech flow just like that; so that later it can be channeled with a more focused phonology.[[13]](#footnote-13)

However, it does not mean that the speaker speaks so fast because sometimes pausing is important. He states that pause is an aspect of fluency which may be long but not frequent.

Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. Then, Brown also mentions some micro skills of oral production.

|  |
| --- |
| **Table 1**  **Micro skills of oral production**  1. Produce chunks of language of different lengths.  2. Orally produce differences among the English phonemes and allophonic variants.  3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.  4. Produce reduced forms of words and phrases.  5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.  6. Produce fluent speech at different rates of delivery.  7. Monitor your oral production and use various strategic devices ─ pauses, fillers, self-correction, back tracking ─ to enhance the clarity of the message.  8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, plural), word order, patterns, rules, and elliptical forms.  9. Produce speech in natural constituent ─ in appropriate phrases, pause groups, breath groups, and sentences.  10. Express a particular meaning in different grammatical forms.  11. Use cohesive devices in spoken discourse.  12. Accomplish appropriately communicative functions according to situations, participations, and goals.  13. Use appropriate registers, implicates, pragmatic conventions, and the other sociolinguistic features in face-to-face conversations.  14. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. |

According to Nunan (1989), speaking as a macro skill can be divided into some micro skills. The learners can be said successful in speaking if they can develop some skills. Those skills are the ability to articulate phonological features of the language comprehensible; mastery of stress, rhythm, intonation patterns; as acceptable degree of fluency: transactional skills; skill in taking long speaking turn; skill in the management of interaction; skill of negotiating meaning; conversational listening skill (successful conversations require good listeners as well as good speakers); skill in knowing about and negotiating purposes for conversations, using appropriate conversational formulae and fillers.

Based on the discussion above, it can be concluded that speaking ability can be stated as the ability to use language accurately to express the meaning to get information from other people in the whole life situation.

**c.3 Aspects of Speaking Skills**

In teaching speaking, there are some aspects which considered by teacher. Brown proposes four aspects of speaking skills. There are fluency, accuracy, pronunciation and vocabulary.

1. Fluency

On the other hand, fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community. Speaker needs to know where she/he has to pause and stop his/her speaking in appropriate place.

Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demanded to be able to produce word in speech into groups of words that form a meaningful unit (phrases or clauses).

2. Accuracy

Nunan states that accuracy happens when students speech matches what people actually say when they use the target language specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. therefore, in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech. Accuracy is achieved if students can focus on phonological, grammar, and discourse elements in their oral results.[[14]](#footnote-14)

3. Pronunciation

At the beginning level, the goal of teaching pronunciation. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc. However, Brown states that there are some factors within learner that effect pronunciation. They are mentioned as follows:

1. Native language

Mother tongue will be the most important factor affecting student pronunciation.[[15]](#footnote-15) Moreover, the native language in this case the learners’ mother tongue usually brings a strong accent in their pronunciation style.

1. Age

uccess in mastering pronunciation is strongly influenced by age range. Children under the age of puberty will have great language skills if they live in the same place.[[16]](#footnote-16) Beyond the puberty, while they almost surely know a “foreign accent”, attribute of age will have no longer advantage. Therefore, it just a myth about the belief that “the younger, the better” in learning language.

1. Exposure

Having exposure in authentic context will encourage the learners to have good pronunciation. It is because living in foreign country where the native language spoken quite often will help to build learners having good pronunciation practice.

1. Innate phonetic practice

There are some people that have a phonetic coding ability by using their ear. Therefore, they believe they are easier to learn pronunciation well. However, the teacher has to ensure their students who have naturally difficult in pronunciation that with some effort and concentration they can improve their competence.

1. Identity and language ego

If they want to be success to achieve goal of the study, learners need to have positive attitude toward the people who speak the language they want to acquire.

1. Motivation and concern for good pronunciation

Motivation will be the strongest factor that can bring the learners to the success of study. If the motivation and concern are high, it will be a good start for the learners to improve their pronunciation.

1. Vocabulary

Vocabulary becomes a very important part of language learning which can use to determine students can speak fluently or not. They can generate sentences in only by using words so it is impossible to speak fluently without having vocabulary mastery. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak. Therefore, the teacher needs to make more effort to enrich the students’ vocabulary. Nunan (2003) proposes four principles for teaching vocabulary:

1) Focusing on the most useful vocabulary first.

2) Focusing on the vocabulary in the most appropriate way.

3) Giving attention to the high frequency words across the four strands of a course.

4) Encouraging learners to reflect on take responsibility for learning.

**c.4. Problems in Speaking Skills**

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill :[[17]](#footnote-17)

1. Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

1. Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

1. Low or uneven participation

Only one participant can talk at a time if he/she is to be heard and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

1. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

**c.5 Teaching and Learning Speaking**

1. **Teaching Speaking in English as a Foreign Language**

For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, “speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (Bailey and Savage as quoted by Celce Murcia, 2000:103). According to Anne Lazaration in Celce-Murcia, perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker.

River states that a pedagogical fact is the important thing of speaking. Firstly, generally speaking, people have the notion that learning English has something to do with oral English. When one says some students are good at English, people will naturally think he or she can speak English well. Secondly, oral English can be very useful for the development of reading and writing skills.

As Rivers points out when we read and write, we call upon what we know of the language orally. He goes on to say that there must be a connection between reading and speaking. If the students are reading and then they are using their oral English too. If a student has poor English, his reading ability may also be poor.

There are three stages in teaching speaking. There are introducing the new language, practice, and communicative activity. In terms of oral communication, one needs to learn when it is appropriate to speak, in which circumstance, how to gain the right to speak, how and when to invite someone else to speak and so on.

Teaching foreign language for students who are already accustomed in using their first language or mother tongue is not an easy work. Speaking a foreign language will be well-developed if the students have to have much practice.

The students in foreign language class will not learn to speak fluently merely by hearing speech. The teacher needs to give the students more opportunities throughout their years of study and to develop greater in encoding their thoughts. The core of good thinking is the ability to solve the problems. It is in line with Celce-Murcia:

What academic English second language the thing that students need most is direct practice in class, such as taking part in discussions, interacting with peers and professors, and asking and answering questions.[[18]](#footnote-18) With academic adults, practice in activities such as leading and taking part in discussions and giving oral report is needed to be done.

A final feature which characterizes the current ESL classroom is that students are encouraged to take responsibility for their own learning. No longer is learning seen as a one-way transfer of knowledge from teacher to student but today we understand that students learn from teachers, from classmates, and from the world outside the classroom. In addition, the learner seeks opportunities, the more likely he or she will learn to use the language.

In the oral skill, students should be allowed and encouraged to initiate communication if it is possible, to determine the content of their responses or contributions and evaluate their own production and learning progress. If the teachers want the learners to able to converse in English, they need to make the classroom a conversational place. So, the learner is expected to talk naturally during the course.

If the teacher wants the learners to be able to converse in English, they need to make the classroom become a conversational place. If the learners do not talk naturally during the course of each lesson, it is hardly surprising when they can still hardly speak at all after several years of English classes. There are three speaking activities in junior high school:

1. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment in asking, giving, refusing services, asking, giving, refusing things, asking, giving information, asking, giving, and refusing opinion, and offering/ giving/ refusing something.

2. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment in asking, giving and offering an agreement, responding statement, giving attention to the speaker, starting, closing conversation.

3. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment. Based on explanation above the indicators of speaking performance can be summarized into four parts. They are performances activity, language act, criteria and object.

a). Performances Activity: Expressing meaning in short simple monologue texts.

b). Language Act: Asking, giving, refusing, interacting and responding.

c). Criteria: Accuracy, fluency and appropriateness.

d). Object: services, opinion, things, agreement, statement, etc.

In conclusion, speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teacher should provide learners with the opportunities to communicate about relevant topics. This requires teacher to give guidance for the learner’s needs. The learner will learn how to communicate verbally and nonverbally as their language skill.

Consequently, the exchange of messages will enable the learner to create discourse that conveys their intentions in real life communication. Furthermore, EFL teaching is an aspect that needs special attention and instruction. In order to provide effective teaching and learning process, it is necessary for the teacher of EFL to carefully examine the factors that underlie speaking effectiveness. It will gradually help learners speak fluently and appropriately.

**c.6 Assessing Speaking**

According to Porter and Roberts in O’Malley (1996), assessment of oral language should focus on a student’s ability to interpret and convey meaning for authentic purposes in interactive contexts. It should include both fluency and accuracy. Cooperative learning activities that present students with opportunities to use oral language to interact with others whether for social or academic purposes are optimal for assessing oral language.

Oral component of English language assessment may be based on a very general impression of how well students speak. This normally takes the form of an oral interview in which the examiner asks students questions, or prompts students to talk on certain, sometimes pre-arranged topics.

Furthermore, every opportunity for speaking in the classroom should be taken. It is by asking students to do communication that realizes their need of language and doing conversation with them to increase their fluency and confidence. For example, students may be reluctant to speak in front of many people. However, there are ways of providing a safer, less public environment in which they can begin to practice speaking. The ways are by repetition work and pair work activities.

Besides, teachers also pay attention to aspects such as accuracy and fluency in students' speech. The accuracy involves the correct use of the vocabulary, grammar and pronunciation. In controlling and guiding activities, teachers usually focus on the accuracy and it is important for teachers to give feedback to students.

Fluency can be defined as an ability to keep going when students speak spontaneously. When students speak fluently, they should be able to get the message across with whatever resources and the abilities they have got regardless grammatical structures and other mistakes.

Moreover, Thornbury (2005) states that there are two ways to assess students’ speaking ability. The first is known as a holistic scoring. In the holistic scoring, the teacher only gives a single score on the basis on an overall impression. This holistic way has advantages of being quick and is perhaps suitable for informal testing of progress.

Then, the second way is through an analytic scoring which gives separate scores for different aspects of the task. This scoring takes longer, but requires the teacher to take the variety of factors into account and it is probably fairer and more reliable. However, one disadvantage is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories are probably to be the maximum criteria.

**c.7. Speaking activities using peer tutoring strategy**

Peer tutoring is implemented in different ways. In mutual peer tutoring, one of the aforementioned ways, the teaching and learning roles of the students can be swapped as they are at the same level. (Rittschof and Griffin, 2001). In cross peer tutoring, on the other hand, peer matching is mostly between the successful students and the ones who have some learning difficulties. Students with academic competency always take the teaching role, the others are learners (Moor and Walters, 2014).

Peer tutoring practices are mostly applied in health and special training areas in our country. Peer tutoring was applied in science, mathematics and physics courses and its effects on success, attitudes and permanence were examined (Eryılmaz, 2004; Tokgöz, 2007; Demirci and Çirkinoğlu, 2009; Savaş, 2011).

It is stated that peer tutoring is an effective method especially for the students who have learning problems. As a result of the study carried out within the scope of mutual peer tutoring model, Topping et al., (2003) found that 64 students between the ages 9 to 11 who had learning problems in mathematics made progress to a degree. Gebeş (2011) concluded that peer tutoring supported anger management training program was effective in high school students' anger management.

Similarly, Yelpaze (2012) specified that peer-mediated social skills training program had effects in reducing the aggression level of the secondary school students. In another study it was pointed out that peer tutoring had a positive impact on children whose academic success has social and emotional disorders (Bowman-Perrott et al., 2013).

In the literature, there are also studies in which group work based peer tutoring is used in native language courses. Some of these studies have been carried out to determine the impacts of peer tutoring on reading comprehension and to detect and reduce the reading errors. A range of studies, on the other hand, have been practiced to reveal the contribution of peer tutoring method on first reading writing process and university students' writing competence.

It is noticeable that peer tutoring, recently, has begun to be used abroad especially in higher education institutions (Topping, 1996). The facts that there is a great impact of the peer group on young people's behaviours and the peer teacher receives an appreciation from his friends are two of the main reasons why this method is often preferred by educators. Peer tutoring also offers an affordance to the teachers.

Teachers do not need to spend much time on individual expressions as peer tutoring is applicable to large groups. For these reasons, many educators abroad have adopted peer tutoring approach thanks to which they can abandon traditional teaching techniques and ensure their students to be more active.

Telling the feelings, thoughts and wishes in a clear, accurate and complete way is an important skill to be given to our students at schools. In order to supply the students with this skill, it is necessary to use the appropriate methods and techniques, to associate speaking activities with life events and to prepare a speaking environment in which they can freely express their feelings, thoughts and opinions (Temizkan, 2009:94). As stated, students support and encourage each other as well as appreciating each other's knowledge.

This allows students to increase their self-confidence. It is very important to use peer tutoring method in native language courses for the development of basic language skills of the students because it makes the courses more intuitive and enjoyable by promoting the interaction and communication among the student.

* + 1. **Previous Related Study**

Uzuner Yurt and and Alaf Aktas . 2016. The effects of peer tutoring on university students' success, speaking skills and speech self-esteem in the effective and good speech course. The results of this study reveal that peer tutoring is an effective method that can be used in the development of speaking skills. In accordance with the results the following are recommended:

1. Peer tutoring should be referred especially in relieving esteem and stress based speech errors.

2. Peer tutoring, based on cooperation and applicable for the contemporary teaching approaches, should also be used in developing listening, reading and writing skills as well as speaking skills.

3. Studies that examine the effects of peer tutoring on students' lingual, social and mental skills development should also be carried out besides its impact on their academic development.

4. Peer tutoring especially should be used as an effective method together with micro-teaching in developing the teaching skills of the students studying in the faculty of education.

5. The peer groups should be created homogeneously and the student requests should be taken into consideration. There should be students from all levels of success –high, intermediate, low- in each group.

**CHAPTER III**

**RESEARCH METHOD**

**A. Research Design**

In this research, the researcher used classroom action research. The research used it because the researcher would like to solve the problem through direct action. Action research is carried out by teachers in their context, in their classrooms. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an intervention. They document the intervention and results of it. If the results are positive they could lead to the dissemination of the information. If not, the cycle may be started again.

Kemmis and McTaggart state that action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of their practices and the situations in which these practices are carried out.

The researcher used a classroom action research as an attempt to improve students’ self-esteem in speaking practice using peer tutoring strategies.

**B. The Subject of the Study**

The subject of this study is at fifth grade of SD IT Al- Hasanah Kota Bengkulu in academic year 2017/2018. The chosen subject is focused on VC consisting of 28 students, 11 female and 17 male. Based on the preliminary observation, those students have problems in self- esteem in speaking practice. They are always shy when the teacher asks about speak practice. Based on the problem, the researcher tried to apply peer tutoring in English learning.

**C. Data Collection Technique and Instruments**

In order to answer the research question, the research will employ some data collection technique there are qualitative and quantitative data.

**c. 1 Data Collection and Technique for Qualitative Data**

1**.** Teacher and Students Diaries

Diary studies have attracted attention from researchers who are interested in gathering qualitative data, especially since Bailey (1983), as reviewed in Howell Richardson and Parkinson (1988). Krishnan and Lee (2002) define diaries as first-person observations of experiences that are recorded over a period of time.

While they refer to such records as diaries which tend to be associated with ‘confessions’ or ‘baring the soul’ highlighting the unavoidable tension between writing a record of personal relevance and having it read by a tutor some other researchers prefer to call them or records which is related to ‘public’ consumption because they are designed to be read by others.

Regardless of what these recordings of his or her thought, feeling and reflection are called, the studies using these recordings are classified as one of the ethnographical studies in that they are intended to reveal existing phenomenon and generate the hypothesis (Bailey, 1983; Woodfield & Lazarus, 1998).

In this research, researcher gaved instruction to teacher and students to write a diary related to how they may fall after the treatment is implemented.

2. Observation

One of the data collection technique will be used in this research is observation. Observation is the activity to get and completed the data in the qualitative approach. It means that the researcher comes to the field to observe what is going on in the field. This in line with Donald Ary’s statement that ”observation is a basic method for obtaining data in qualitative.” [[19]](#footnote-19)

There are some types of the specific observation. The first one is participants observation. It means the activities of a group in which an observer himself/herself participate, follow and note the situation. The second one is non- participant observation. It means that the observer will not follow all of the activities in the observation place. The third one has controlled observation. In this type, the observer as the controller in the observation place.

In this research, the researcher was conducting non-participant observation, in which the researcher as the passive participant. It means that the researcher will not involve herself in the subject activities in the classroom. In doing the observation, there is one instrument will be used by the researcher. It is as follows :

*Field note*

Field notes are a kind of notes that usually the teacher used when they directly observe the sample. Field notes are a method used to record data collected during observation.[[20]](#footnote-20)

The function of field notes is to catch something happen that may not be adequately captured through the audio-recording when the researcher do observation and interview. Field notes should not need be formal, but they should be maintained and secured in a similar manner to audio-tapes and transcripts, as they contain sensitive information and are relevant to the research. The field notes of the researchers contain data to be analyzed to provide an understanding of the research settings and behavior of the people in the arrangement.[[21]](#footnote-21)

There are several important steps to consider when preparing field notes: First, a regular time and place should be set aside for writing field notes. Generally, field notes should be written as soon after observation as possible. Second, all field notes should contain the date, time, location and details of the main informants.

3. Interview

The Interview is the data collection method in which there is a dialogue between an interviewer and interviewee which talk about the content of observation. There are some types of the interview such as face to face and telephone interview. This is line with Creswell saying that “the researcher conduct face to face with participants, telephone interview or engage in a focus group interview.”

The interview is one method commonly used to obtain qualitative data. This interview is useful for gathering data from people such as opinions, beliefs, and feelings about the situation in their own words.[[22]](#footnote-22)

In this research was used closed question. Close question is structured questions. The first word of a question sets up the dynamic of the closed question and signals the easy answer ahead. Note how these are words like: do, would, are, will, if. There are some reasons why this research using a close question. First, a closed question can be answered with either a single word or a short phrase. The interviewee will easy and give the facts to answer the question. Second, the interview is a structure interview. It means that the interviewer could keep control of the conversation with the questioner.

**c. 2 Data Collection Technique for Quantitative Data**

Questionaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post.

Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed . This is useful for large populations when interviews would be impractical.

**D. The Technique of Analyzing the Data**

After collecting the data, the next step is analyzing the data. In this research, there are two techniques of how the data will be analyzed. First, the technique for analysis qualitative data. Second, the technique for analysis quantitative data.

**d**. **1 Technique Analysis For Qualitative data Data**

In terms of analysis technique for qualitative data. In this case, the primary data from observation will be analyzed using some steps as theorized by Miles & Huberman, they give three steps to analysis there are: Data reduction, Data display, Conclusion drawing/ Verification.[[23]](#footnote-23) First, data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the ‘raw’ data that appear in written-up field notes.

Second, data display is a ‘display’ is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been narrative text.

The third stream of analysis activity is conclusion drawing/verification from the beginning of data collection. While drawing conclusion logically follows reduction, and display data, in fact it takes place more or less concurrently with them.

**d.2 Analysis Technique For Quantitative Data**

1. Questionnaire

In completing the numerical data, the researcher uses *Likert Skala.* Skala Likert is the scale used to measure a person's or group's perceptions, attitudes or opinions about an event or a social phenomenon, based on the operational definition set by the researcher.

This scale is a psychometric scale commonly applied in questionnaires and most often used for research in the form of surveys, including in descriptive survey research. In Likert-scale usage, there are two forms of question: a positive question form to measure positive scale, and negative question form to measure negative scale. Positive questions were scored 5, 4, 3, 2, and 1; while the negation question form is given a score of 1, 2, 3, 4,.

In this research, the researcher used State self-esteem measurement scale. There are 20 items that are positive and negative statements. The answer criteria are: not at all, a little bit, somewhat, very much, extremely. each answer has its own score like score 1 for not at all, score 2 for a little bit, score 3 for somewhat, score 4 for very much, and score 5 for extremely. The total score of each individual is the sum of the scores of each individual item.

**Formula: T x Pn**

T  =  total number of respondents choosing  
Pn =  Likert score option  
In order to get the results of interpretation, must first know the highest score (X) and lowest score (Y) for the assessment items with the following formula:

**X = highest score Likert x number of respondents**

**Y = lowest score Likert x number of respondents**

next is to calculate the respondent's interpretation of the self-esteem scale by using the formula Index %.

**Index % formula = Total Score / Y x 100**

Pre-Completion

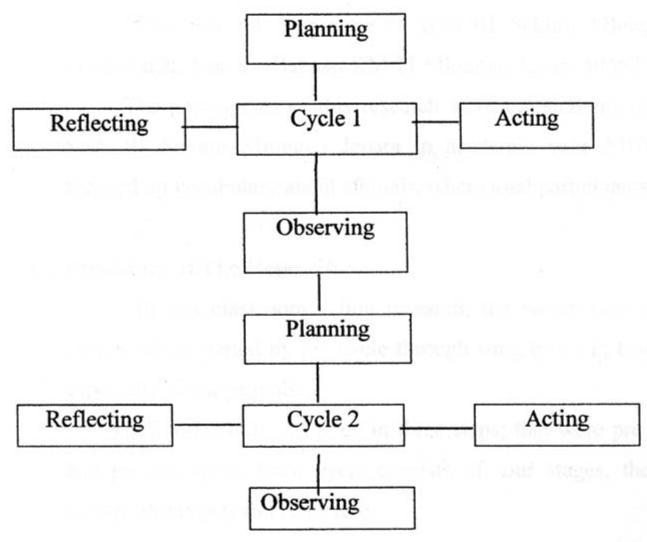
Before we finish it, we also need to know the interval (distance range) and the percent interpretation in order to know the assessment by the method of searching the score interval of a percent (I).

Interval Formulas :

**I = 100 / Total Score (Likert) 10**

|  |  |
| --- | --- |
| Score | Categories |
|  | Very Bad |
|  | Bad |
|  | Middle |
|  | Good |
|  | Very Good |

**E. The Procedure of The Research**

**Figure 3.1.Action Research Model by Kemmis and McTaggart**

**1. Planning**

1. Preparing materials, making a lesson plan and designing the steps in doing the action.
2. Preparing list students name and scoring
3. Preparing teaching material or media (e.g. picture)
4. Preparing sheets for classroom observation (to know the situation of the teaching-learning process when the method or technique or mode is applied)
5. Preparing a test(to know whether student’s self- esteem in speaking practice improves or not)

**2. Acting**

1. Pre-activity

In pre-activity the researcher act the action before teaching speaking class, they are:

1. Give a greeting to students
2. Checking the attendance of students
3. Give knowledge related to the topics of self-esteem in speaking which were to be discussed.
4. Teacher prepares a set of cards with questions on one side and answers on the other. The material is chosen to help individuals master areas which they are speaking.
5. Students are allocated a partner.
6. Whilst-activity
   1. One student assumes or is allocated the role of tutor. The other student becomes the tutee.
   2. Teachers give some vocabulary related to everyday activities, the teacher read the vocabulary and students repeat it.
   3. The tutor takes the tutee’s cards and holds up the question side of the first of them.
   4. If the tutee answers the question correctly, she/he is given the card. If not, the answer side is revealed and studied. The card then goes to the bottom of the pile.
   5. The tutoring continues until the tutee has received all her cards.

Roles are reversed and the process repeated until all material is mastered.

The tutor giving instructions for tutee to make short dialogue about the topic, and practice with their partner in front of the class.

1. Post-activity
2. The researcher gives a test to the students to know the student's improvement of their self-esteem in speaking practice and their speaking score after given the treatment.
3. After the students completing their test, the teacher asks them to collect their result.

**3. Observing**

Observing the effectiveness or not of peer tutoring strategies as a technique that used to improve students’ self-esteem in speaking practice . The observation was conducted both during and after the process, as follows:

1. Observing the students attitudes toward the teaching-learning process.
2. Observing the students’ problem.
3. Analyzing and interpreting the result of the score of the test.

**4. Reflecting**

Researcher evaluates the steps in teaching-learning process and the result of observation for the improvement of student's self- esteem in speaking practice. The reflection was done in order to gain the best solution for every problem that might occur in the action and it would be implemented in the next action. For the reflection, the researcher set some activities:

1. Finding some problems that occur during the first action.
2. Finding out the alternative solution to the problem found.

Based on the result that the researcher found out in the first cycle, the researcher conducted the second cycle in this study in order to solve the students’ problem in learning speaking. The way which conducted in this cycle is similar to the one which has conducted in the previous cycle.

**F. Indicator of Success**

The success indicators of self- esteem in speaking practice in research are as follow:

1. Quantitatively, the indicator of students’ success is when students self esteem measurement is at very good level (80-100%).
2. Qualitatively, the indicator of students’ success is when 60% of students realize that they have been able to do the speaking practice without shame and worries.

**CHAPTER IV**

**RESEARCH FINDINGS**

In this chapter, the result of the research was presented. The result described the students self- esteem in speaking practice in pre-assessment, cycle 1, cycle II, by using Peer Tutoring strategies at the fifth grade of SD IT Al- Hasanah Kota Bengkulu in academic year 2018/ 219 was slighty improved. It can be seen from the comparison between the result of Pre test and Post test. It was presented in the following section.

1. **Result**

The sample of the research was the students of class V C which consisted of 28 (twenty eight) students. The researcher attempted to improve the students self-esteem in speaking practice by using peer tutoring strategies throught each cycle (cycle 1, and cycle II).

The result of data analysis of pre-assessment and every cycle showed that there was improvement on the students self esteem score. It meant that peer tutoring could improve the students self- esteem.

1. **Pre- Assessment**

At the beginning of the research, the students were given a Pre test. It was done to get the score of self- esteem before giving the action. The test of self esteem which was conducted on 16 july, consisted of 20 questions they are 10 of possitive questions and 10 of negative questions. It concerned with three aspect of self- esteem : social self- esteem, performace self- esteem, and appereance self- esteem.

Referring back to self esteem measurement (as mention in chapter 3), the interval consist of five categories. They are Very bad which starts from , Bad which starts from , Middle which starts from , Good self esteem which starts from , and Very good of self esteem which starts from .

In the context of the present study, the results reveal that from three domains of self-esteem ( that consist of performance, social, and appereance self esteem), each of which relies between Bad to Middle categories of self esteem level. It can be seen from the following charts :

**Chart1. The result of students pre test in self esteem measuremet statement**

Based on the charts, it showed that students has 42.11 % score its mean that the students has a middles level of performance self esteem.

From the social self esteem test the students has 39.69 score in its mean that the students has a bad level of social self-esteem.

In the appearance self esteem point, the students has 47.85% score its mean that the students has a middle level of appearance self- esteem.

Therefore, the researcher analyzed that the students self-esteem in speaking practice nedeed improvement. The researcher observed while doing the pre assessment that the students were still shame to speak english. They felt that they didnt have a comprehension about speaking, and not sure about theyabilities.

1. **Description of Cycle 1**

Cycle 1 was done based on the result of the pre test. Here both the researcher and collaborator applied peer tutoring strategies to improve students self- esteem in speaking practice. In this strategy, the students were divided into tutors and tutees and they learned in a group that consisted of seven students in which each group should have one tutor. While students did tutoring session, the researcher and collaborator observed the activities of the students in the lesson.

1. **Planning**

After conducting the pre-assessment, the researcher conducted cycle 1. To support the process, the reseracher had prepared everything related to this cycle. The reseracher had arranged to :

1. determine suitable material or topic which would be presented in the classroom. The material or topic in this cycle was about “ My Daily activities” which ask the students to guest the flash card tutoring that would be showed by the tutor. The materials was based on the relevant syllabus and book (Students’ sheet) for grade V of Elementary School. In this case, the students used “Let’s Make Friends With English” as their resource book.
2. Prepare a lesson plan for teaching by using peer tutoring strategies in cycle 1 (See appendix)
3. Preparing list students name and scoring
4. Preparing teaching material or media, inthis case the pre test needs aids like flash card are prepared.
5. Preparing observation sheets for classroom observation (to know the situation of the teaching-learning process when the method or technique or mode is applied)
6. Preparing the instrument test for cycle 1
7. **Implementing**

The implentation of action 1 was done on 17, 19 and 21July. In this step, the researcher applied the lesson plan . the following is the procedures of action 1.

In this cycle, the reseracher applied Peer Tutoring strategies to improve the students’ self esteem in speaking practice. The reseracher use the lesson plan that had been prepared before as the guidance for the reseracher in the teaching and learning process.

In the first meeting of this cycle, the reseracher socialized peer tutoring strategies to the students so that the students were familiar with this strategies and knew what to do during the strategies application. After that in this cycle the researcher did other three meeting in which Peer Tutoring was aplied. During the cycle or at the end of this cycle, the researcher did questionnnaire in order to measure the students improvement in self esteem in speaking practice.

The following was the detail implementation of peer tutoring strategies based on the lesson plans of cycle 1 conducted by the researcher:

1. **Pre learning activities**
2. Open learning activities with greetings and prayers.
3. Teacher checked the attendance of the students.
4. Give knowledge related to the topics of self-esteem in speaking which were to be discussed.
5. Teacher prepares a set of cards with questions on one side and answers on the other. The material is chosen to help individuals master areas which they are speaking.
6. Students are allocated a partner.
7. **Whilst-activity**
8. One student assumes as tutor. The other student becomes the tutee.
9. Teacher give explanation the role of tutor and tutees.
10. Teachers give some vocabulary related to everyday activities, the teacher read the vocabulary and students repeat it.
11. The tutor takes the tutee’s cards and holds up the question side of the first of them.
12. If the tutee answers the question correctly, she/he is given the card. If not, the answer side is revealed and studied. The card then goes to the bottom of the pile.
13. The tutoring continues until the tutee has received all her cards.
14. **Post learning activities**
15. Teacher helped students to conclude the materials they had learnt.
16. Teacher asked students to please study at home and had more practice.
17. Teacher closed the lesson.

After implementing the peer tutoring strategy in cycle 1, the oral test and questionnaire of self esteem for this cycle was administered. The oral test was actually aimed at knowing the students’ speaking comprehension and the self esteem questionnaire was actually aimed at knowing the students’ self- esteem after implementing of peer tutoring strategy. At least, observation sheet was also used to help the resercher and collaborator observe everything that might happen during the process ( See appendix)

1. **Observing**

Observation was done not only by the researcher, but also by the collaborator. All of the data and information needed were collected a long the implementation of the cycle 1. In observing the implementation of peer tutoring, the researcher had got some observation checklist and observation sheets (for investigations students self- esteem).

Based on the observation checklist, most of the students come to class on time (28 students), they are also prepare the learning supplies. In implementation of peer tutoring only 12 students’ active during the lasson.

**Table 3. Observation Sheets (for investigation students self-esteem)**

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Frequency** |
| 1 | Students who tried to express their idea | 10.71% |
| 2 | Students who followed the activity actively | 35.71% |
| 3 | Students who are willing to work together | 39.28% |
| 4 | Students who has no fear in making mistakes | 10.71% |
| 5 | Students who are able to help other students in teaching and learning process | 35.71% |
| 6 | Students who are brave to speak individually in front of the class | 17.86% |
| 7 | Students who have good self esteem | 17.86% |
| 8 | Students who ask the question | 25% |
| 9 | Students who tried to answers the question | 21.42% |

Based on the above table, it was found 10.71% or 3 students who tried to express their idea, each students felt shame, and didn’t have a brave to speak english, and 17.86% or 5 students who have a good of self- esteem, they follow the activity actively, tried to answer the questions and has’nt fear in making mistake.

The classroom condition was still uncontrolled yet, the observer then suggested the teacher to clarify the instruction, and give more explanation in peer tutoring activities , if the teacher still cannot control students, the observer suggested her to give punishment. ( see appendix for detail result of observation).

In this cycle, there are some students still felt shame to speak english, most of students didnt’ have a brave to practice speak English, there are just 5 students who brave to speak english infront of class.

In other hand, some tutor also getting confused to teach and to be good partners to their groups and the tutor seemed to get tired and to give up to teach and support their group. Some tutor get overwhelmed in facing the passive tutees.

**Chart 2. The result of students pre test in self esteem measuremet statement**

From the result of students self- esteem measurement scale in cycle 1. It showed that the students has 69,11 score of their performance self- esteem, its mean that the students performance of self esteem improved from the pre test, and students has a good level of performance self- esteem .

In the social self- esteem the students has 69,79% score in negative statements its mean that the students has good level of social self esteem, and their score improve from the pretest.

In the appearance self esteem point, the students has 70.53% score its showed that the appearence self esteem of students improved from the pretest to cycle 1, and the students has a good level of self-esteem.

**d. Reflecting**

In the implementation of peer tutoring strategies to improve students’ self- esteem in speaking practice in cycle 1, there were some good things that had been achieved. Yet, there were some things that must be recognized and changed. The following are the good things that had been achieved in cycle 1.

* In the beginning, the result from the possitive performance of state self- esteem was 42,11% score its mean that the students has a middle level of performance self esteem, while in cycle 1 was 69,11% score its mean that the students has good level of performance self- esteem.

From the social self esteem test the students has 39,69% score its mean that the social self-esteem of the students in bad level, while in cycle 1 was 69.79% score its mean that the social self- esteem of the students has good levels.

In the appearance self esteem point, the students has 47.85% score its mean that the students has a middle level of appearance self- esteem, while in cycle 1 was 70,53% score its showed that the appearence self esteem of students in a good levels.

On the other hand, in the impementation of cycle 1, there were some things that had not been achieved well and must be reorganized and changed. They are:

* There are some students still felt shame to speak english, most of students didnt’ have a brave to practice speak English, there are just 5 students who brave to speak english infront of class.
* Some tutor also getting confused to teach and to be good partners to their groups and the tutor seemed to get tired and to give up to teach and support their group. Some tutor get overwhelmed in facing the passive tutees.
* Most of students has fear in making mistakes, based on the observation sheet there are only three students hasn’t fear in making mistakes.

Therefore, in the next cycle the researcher will give some chocolate and pen for the best tutor and the best tutees as solution from the problem mention above. The researcher also give motivation and support for the students.

1. **Description of Cycle 2**

Cycle II was the follow up of cycle 1. It was accomplished based on the result of cycle 1 and what had been observed from cycle 1. This cycle was expected to give more and better contribution to the improvement of the students’ self esteem. Therefore, the researcher efforts, such as creativity, care, help, etc were needed for the successful of Peer Tutoring strategy.

1. **Planning**

As well as cycle 1, the researcher prepared some plans for cycle II. The following plans had been arranged by the researcher before the process of this cycle. At this stage, the researcher :

1. determine suitable material or topic which would be presented in the classroom. The material or topic in this cycle was about “ directions” which ask the students to guest the flash card tutoring that would be showed by the tutor. The materials was based on the relevant syllabus and book (Students’ sheet) for grade V of Elementary School. In this case, the students used “Let’s Make Friends With English” as their resource book.
2. Preparing a lesson plan for peer tutoring strategies in cycle 2
3. Preparing list students name and scoring
4. Preparing observation sheets for classroom observation (to know the situation of the teaching-learning process when the method or technique or mode is applied)
5. Preparing flash card tutoring about Directions
6. Preparing 1 pack chocholatos and 2 pen for the best tutor and tutees.
7. **Implementing**

The implentation of action 2 was done on August. In this step, the researcher applied the lesson plan . the following is the procedures of action 2.

* 1. Pre learning activities
     1. Open learning with greetings and pray
     2. Check students attendence
     3. Ask students about the previous material
     4. Give motivation to the tutors and tutees
     5. The teacher invites children to remember vocabularies about daily activities
     6. The teacher explains the things that must be done.
  2. Whilst-activity
     1. Gived instructs the tutor to motivate and remind the previous material.
     2. Give instructions to tutors to work with their groups to make short conversations about directions based on vocabulary and flash cards that have been taught.
     3. Giving instruction to students to advance the practice in front of the class.
  3. Post learning activities
     1. Teacher give anouncement about the best tutor and tutees.
     2. Teacher helped students to conclude the materials they had learn.
     3. Teacher asked students to please study at home and had more practice.
     4. Teacher closed the lesson.

After implementing the peer tutoring strategy in cycle 2, the questionnaire, and diary papers for this cycle was administered. The oral test was actually aimed at knowing the students’ speaking comprehension, diary papers was actually aimed the students feeling and the questionnaire was actually aimed at knowing the students’ self- esteem after implementing of peer tutoring strategy. It was done on 1sh, 3rd, 6thAugust.

**c. Observing**

Observation was done not only by the researcher, but also by the collaborator. All of the data and information needed were collected a long the implementation of the cycle 2. In observing the implementation of peer tutoring, te researcher had got some observation checklist and observation sheets (for investigations students self- esteem).

Based on the observation checklist, most of the students come to class on time (28 students), they are also prepare the learning supplies. In implementation of peer tutoring there are 24 students’ active during the lasson. They have a brave to ask some questions and answer the questions who gived by the teacher.

**Table 4. Observation Sheets (for investigation students self-esteem)**

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Number of students** |
| 1 | Students who tried to express their idea | 64.28% |
| 2 | Students who followed the activity actively | 85.71% |
| 3 | Students who are willing to work together | 71.42% |
| 4 | Students who has no fear in making mistakes | 60.71% |
| 5 | Students who are able to help other students in teaching and learning process | 60.71% |
| 6 | Students who are brave to speak individually in front of the class | 71.42% |
| 7 | Students who have good self esteem | 64.28% |
| 8 | Students who ask the question | 64.2% |
| 9 | Students who tried to answers the question | 85.71% |

Based on the above table, it was found 85.71% or 18 students who tried to express their idea, 24 or 85.71% students can follow the activity actively, most of students tried to answers the question from the teacher or tutor. 64.28% or 18 students who have a good of self- esteem, they follow the activity actively, tried to answer the questions and has’nt fear in making mistake.

**Chart 3. The result of students self-esteem Measurement Scale**

From the result of students self- esteem measurement scale in cycle 2. It showed that the students has 80,59% score its mean that students has a *very good* level of performance self- esteem .

In the social self- esteem the students has 81.15% score its mean that the students has *very good* level of social self esteem.

In the appearance self esteem point, the students has 80,14% score its showed that the appearence self esteem of students is *very good level* .

* 1. **Reflection**

In the implementation of peer tutoring strategies to improve students’ self- esteem in speaking practice in cycle 2, there were some good things that had been achieved. The following are the good things that had been achieved in cycle 2.

* In the cycle 1the result from the performance of state self- esteem was 69, 11% score its mean that the students has good performance self- esteem, while at cycle 2 was 80, 59% its show that students has a *very good* levels of performance self- esteem .

From the social self esteem test the students has 69. 79% score in cycle 1 its mean that the social self- esteem of the students in good levels, while in cycle 2 was 81. 15% score its mean that the students has *very good level* of social self esteem.

In the appearance self- esteemat cycle 1, the students has 70.53% score its showed that the appearence self esteem of students in a good levels, while in cycle 2 was 80.14% score its showed that the appearence self esteem of students in very good level.

**Table 5. Cumulatif Score of Self esteem from pre test until cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| SE |  | | |
| pre test | Cycle 1 | Cycle 2 |
| Performence | 42,11% | 69,11 | 80,59% |
| Social | 39,69% | 69.79% | 81,15% |
| Apearence | 47,85% | 70,53% | 80.14% |

From the chart above, its showed that the accumulative percentage students self- esteem score from the pre test, cycle 1 and cycle 2. In the performance self esteem students has 42,11% score in pre test it’s mean that the students has middle levels of performance self esteem, and this score increase become 69,11% in cycle 1, its mean that the performance of students self esteem in good levels, and in cycle 2, the score of students performance self esteem has a very good levels or 80.59% score.

In the social self esteem, the students has 39.69% score in pre test, this score show that the students has a bad levels of social self esteem, and this score increase become 69,79% score in cycle 1, its mean that the performance of students self esteem in good levels, and in cycle 2, the score of students performance self esteem has a very good levels or 81.15% score.

In the appereance self esteem students has 47.85% score in pre test, its mean that the students has a middle levels of appearance self esteem. This score increase become 70.53% score in in cycle 1, its mean that the students appearence self esteem in good levels, and in cycle 2, the score of students performance self esteem has a very good levels or 80.14%.

**Chart 5. The result of self-esteem measurement scale from**

**the pretest until cycle 2**

* 1. **The Result of Students and Teacher diary**

After implementation peer tutoring strategies , the students and teacher requested to write their felt and impression about application of peer tutoring strategies. Most of students fell happy, not shame and have a brave to practice speaking. And they also sure that they have abilities of speaking in their self. Tutors felt they can be a good friend and partner to their friend, and tutees also have happy. And the teacher write that peer tutoring is the best way to improve students self- esteem in speaking practice, and she will try to applicate this strategies in the future. (see appendixs for more information)

* 1. **The result of interview**

Unstructured interview was conducted on Saturday , August 10th 2018. This interview did after finishing the second cycle. Based on the teacher answer within the interview, that the general students condition in speaking class during implementing the action were better than before . In this sense, they looked enthusiast and not shame and felt brave to speak english using peer tutoring strategies.

The students’ participation was good because the activity in the classroom involved the students. The teacher also said the peer tutoring strategies was a good technique to improve students self- esteem in speaking practice, it also could be an alternative strategy and could motivate the english teacher to use it. (see appendix for detail result of interview)

From the explanation above, it could be drawn the general conclusion from the post interview that the teacher gave a possitive response toward the implementation of peer tutoring strategies.

1. **Research Findings and Discussions**

From the reserch result above, it could be obviously seen that the students self esteem improved. It was proved by the score of pre assessment, cycle 1 and cycle II. In other words, Peer tutoring strategy had successfully contributed to the students’ self esteem in speaking practice.

Peer Tutoring strategy was applied in each cycle (cycle I and II). The researcher followed up one cycle to the other cycles. It means that after seeing some problems in cycle 1, the researcher would follow up the cycle to cycle II. And then the researcher tried to improve the strategy that may have been useful to motivate the students self esteem in speaking.

The application of Peer tutoring strategies gave very much contribution to improve students self esteem in speaking. The students felt brave and enjoy to express their idea. The students would be more responsible for working together,its giving the students opportunity to design their groups (tutoring).

The students were not passive to answer the questionsfrom the teacher or their tutors. They looked very interested to participate in answering the questions. They had no difficulties in learning English and enjoyed to participate in the lesson actively.

The students performed and guest flash card tutoring maximally by giving apppreciation. They students (tutor and tutees) would be more motivated when they got appreciation toward they had done in the activity (in this study, researcher give a reward for the best tutee and tutor)

Therefore, it was true that Peer tutoring could make the students self esteem in speaking imroved. And students' appearence, social and mental skills development should also be carried out besides its impact on their academic development e.g speaking. The researcher hopes that there will be furher research to review the relationship between self esteem and skill ability of a students.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

1. **CONCLUSIONS**

Based on the researcher finding above, the researcher concluded this research as follows:

1. Peer Tutoring Strategy could improve the students’ Self- esteem in speaking practice at fifth grade student’s of SD IT Al – Hasanah Kota Bengkulu because this strategy gave an equal opportunity for each student to speak during discussion without shy and be sure about their ability. This strategy was also controlled the student dominated to speak. So, there was no gap between students who were active and those who were not.

2. The improvement of students’ Self- esteem in speaking practice by using peer tutoring strategies could be seen from the reflection of the collaborator’s note in observation stage, from the students’ self- esteem score in cycle 1 and in cycle 2, from the students’ score in speaking test in post test and pre test, and also based on students and teacher diary too. It showed that all aspect on those self- esteem had improved.

Finally, the researcher done this research in two cycles only because the researcher had solved the problems which found during teaching learning activity and the implementation peer tutoring strategy in that class helped by collaborator’s notes. So, there was not any re-action more for teaching learning activity in the next cycle. Because the action of cycle II had improved the students’ self- esteem in speaking practice.

1. **SUGGESTIONS**

This research showed that the using peer tutoring strategy had improved the students’ self- esteem in speaking practice at the fifth grade students of SD IT Al- Hasanah Kota Bengkulu. So, the researcher gave several suggestions for the English teacher, students and other researchers. They were offered as follows.

1. For the English teacher

The researcher suggests the teacher to solve the self –esteem problems in speaking practice by using peer tutoring strategy within implementing group discussion. The purpose is to make all students able to speak English during learning process. When the students often practice their speaking, they will be brave to speak in front of their friends and in front of the class.

1. For the students of Elementary School

Every student has a chance to speak during learning process. Through the implementation of peer tutoring strategy, every student has an equal opportunity to turn talking. So, there is no students most dominant, and no students shy to practice English. In addition, it is good for students to practice their speaking ability.

1. For the other researchers

For the other researchers who were interested in conducting research in the same strategy, the researcher proposes the other researcher to find out the other modifications for peer tutoring strategy. So, it will make the strategy more increase well. In addition, the other researcher can mix the students with higher capability level with the lower ones. So, the lower capability students also have opportunities to share their ideas widely and it will help them to gain their confidence in spe

**REFERENCES**

Abdel Khalek,. Ahmad.M. ( 2016) *Introduction to the psycchology of self estee*m. Nova Science Publisher, Inc.

Burns, Anna*.* (2009). *Doing Action Research in English Language Teaching A Guide for Practitioners*. New York: Taylor & Francis e-Library.

ChandleGilbert:*TutorTraining.*https://www.cgc.edu/Academic/LearningCenter/Training/pages/definition.aspx.

D Nunan. (1989). *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press.

Donald, Ary. et al. (2010). *Introduction to Research in Education*. Eight Edition. Canada: Nelson Education.

Douglas H Brown, (2001). *Teaching by Principle. An Interactive Approach to Language Pedagogy*. Second Edition. New York: Pearson Education.

G, Brown & G, Yule,. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.

<https://www.researchgate.net/publication/311440256_Introduction_to_the_Psychology_of_self-esteem>

<https://www.researchgate.net/publication/311440256_Introduction_to_the_Psychology_of_self-esteem>

<http://www.stanford.edu/dept/CLT/Tomprof/postings/481.html>

Harmer, Jeremy. (2001). *How to Teach English*. Essex: Pearson Education Ltd.

John ,Creswel. (2008). Research Design : *Qualitative, Quantitative and Mixed Methods Approaches. Third edition*. Sage Publications.

Kait, Bouthillette. (2016). *Tutor, Guide, Lead: Examining the Experiences of Peer Tut ors*. Merrimack College.

M, Celce-Murcia. (2001). *Teaching English as a Second or Foreign Language.* Third Edition. New York: Heinle & Heinle.

Nancy, Falchikov. (2001). *Learning Together\_Peer Tutoring in Higher Education*. New york : Taylor and francis Grup.

S Walters, Gower, R., Phillips, D. (2009). *Teaching Practice Handbook (Third edition)*. London: SAGE publication, inc.

L

A  
M

P

I

R

A

N

**Rencana Pelaksanaan Pembelajaran (RPP)**

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VC/ Ganjil

Tema : Everyday Activities

Aspek/Skill : Speaking

Alokasi Waktu : 3 x 45 menit

Tanggal :

1. **Standar Kompetensi**

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

**II. Kompetensi Dasar**

* 1. Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam kegiatan di dalam dan luar kelas

**III. Indikator**

**A. Kognitif**

1. Menyebutkan kata- kata yang berhubungan dengan aktifitas sehari- hari

3. Bercakap dengan teman menanyakan aktifitas sehari- hari

**B. Afektif**

Mempunyai sikap yakin kepada diri sendiri

**IV. Tujuan**

**A. Kognitif**

1. Melalui percobaan dan diskusi, menyebutkan kata-kata yang berhubungan dengan kegiatan sehari- hari

3. Melalui percobaan dan diskusi, siswa dapat bercakap dengan teman menanyakan kegiatan sehari- hari

**B. Afektif**

1. Siswa melakukan percobaan tanpa rasa malu dan percaya dengan kemampuannya.

2. Siswa mempunyai keberanian dalam bertindak saat diskusi kelas.

4. Siswa mempunyai keyakinan pada diri sendiri saat berdiskusi

**V. Materi Pokok**

Everyday activities

**VI. Metode Pembelajaran**

Strategi : Peer tutoring dengan teknik flash card tutoring

Metode : Diskusi dan Penugasan

**VII. Skenario Pembelajaran**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pertemuan | Langkah Pembelajaran | Kegiatan Belajar Mengajar | | | Alokasi Waktu |
| Guru | | Siswa |
| Pertama  (2 X 35’) | Kegiatan awal | 1. Membuka pembelajaran dengan salam dan berdoa. | | Menjawab salam dan berdoa. | 7’ |
| 2. Memeriksa kehadiran siswa. | | Mengangkat tangan dan ber kata hadir. |
| 3.Memberikan apersepsi kepada siswa dengan pertanyaan: Jam berapa kalian pergi kesekolah tadi. | | Menjawab apersepsi dari guru. |
| 4. Guru menyampaikan tujuan pembelajaran. | | Memperhatikan apa yang disampaikan guru. |
| 5. Guru menyampaikan pentingnya mempelajari topik. | | Mendengarkan apa yang disampaikan guru. |
| 6. guru membagi siswa berkelompok | | Siswa mendengarkan penjelasan guru. |
| 7. Guru menjelaskan pokok-pokok kegiatan yang harus dilakukan. | | Siswa memperhatikan apa yang disampaikan guru. |
|  | Kegiatan inti | 1. Guru mengajukan berbagai pertanyaan tentang permasalahan yang dikaji, seperti : Apa saja aktivitas harian mereka. Kapan mereka pergi keskolah, bangun pagi atau tidur | | Siswa menjawab pertanyaan guru | 60’ |
| 2. guru menuliskan vocabulary tentang aktivitas sehari- hari di papan tulis | | Mencatat apa yang ditulis |
| 3. guru membaca vocab yang telah ditulis satu persatu dan siswa mengikuti | | Siswa mengikuti |
| 4. guru meminta perwakilan siswa untuk maju kedepan kelas untuk menceritakan aktivitas yang biasa mereka lakukan di pagi hari | | Mengikuti instruksi guru |
|  | Kegiatan penutup | 1. Guru menyimpulkan pelajaran | |  | 3’ |
| 2. guru mempersilahkan untuk bertanya | | Siswa bertanya |
| 3. guru mengucapkan salam | | Menjawab salam |
| Pertemuan | Langkah Pembelajaran | Kegiatan Belajar Mengajar | | | Alokasi Waktu |
| Guru | Siswa | |
| Kedua  (2 X 35’) | Kegiatan awal | 1. Membuka pembelajaran dengan salam dan berdoa. | Menjawab salam dan berdoa. | | 7’ |
| 2. Memeriksa kehadiran siswa. | Mengangkat tangan dan berkata hadir. | |
| 3.bertanya kepada siswa tentang materi sebelumnya | Siswa menjawab | |
| 4. Guru menyampaikan tujuan pembelajaran. | Memperhatikan apa yang disampaikan guru. | |
| 5. Guru menyampaikan pentingnya mempelajari topik. | Mendengarkan apa yang disampaikan guru. | |
| 6. kelas dibagi perkelompok. Guru menunjuk satu siswa sebagai tutor kelompok dan yang lain sebagai tutee | Siswa mendengarkan penjelasan guru. | |
| 7. Guru menjelaskan aturan peer tutoring | Siswa memperhatikan apa yang disampaikan guru. | |
|  | Kegiatan inti | 1. Peer tutoring (using flash- card teknik) : Guru menyiapkan kartu dengan pertanyaan di satu sisi dan jawaban (gambar) di sisi yang lain |  | | 60’ |
| 2.Guru menunjuk 1 orang siswa untuk menjadi *tutor* dan siswa lainnya menjadi *tutees* | Mengikuti intruksi | |
| 3. guru menjelaskan bagaimana cara menggunakan flash card | Siswa mendengarkan | |
| 4 Tutor membawa kartu yang telah disiapkan dan mulai bertanya dengan murid yang menjadi tutess dengan pertanyaan yang telah ada di kartu. | Mengikuti instruksi guru | |
|  | 5. Jika siswa yang berperan sebagai tutees bisa menjawab dengan benar, maka kartu tersebut diberikan kepada siswa yang berperan sebagai tutees, jika jawaban salah maka siswa yang berperan sebagai tutor memperlihatkan jawaban yang ada di sisi sebelah kartu, dan sama- sama mempelajarinya. |  | |
|  | 1. Kegiatan tutoring berlanjut sampai semua kartu bisa ditebak dan materi nya bisa dipahami. | Mengikuti intruksi guru | |  |
|  | Kegiatan penutup | 1. Guru menyimpulkan pelajaran |  | | 3’ |
|  |  | 2. guru mempersilahkan untuk bertanya | Siswa bertanya | |
|  |  | 3. guru mengucapkan salam | Menjawab salam | |
| Pertemuan | Langkah Pembelajaran | Kegiatan Belajar Mengajar | | | Alokasi Waktu |
| Guru | Siswa | |
| ketiga  (2 X 35’) | Kegiatan awal | 1. Membuka pembelajaran dengan salam dan berdoa. | Menjawab salam dan berdoa. | | 7’ |
| 2. Memeriksa kehadiran siswa. | Mengangkat tangan dan berkata hadir. | |
| 3.bertanya kepada siswa tentang materi sebelumnya | Siswa menjawab | |
| 4. guru memberikan motivasi | Memperhatikan apa yang disampaikan guru. | |
| 5. Guru menyampaikan pentingnya mempelajari topik. | Mendengarkan apa yang disampaikan guru. | |
| 6. Guru mengajak anak- anak untuk mengingat vocabulari tentang aktivitas sehari- hari | Siswa mendengarkan penjelasan guru. | |
| 7. Guru menjelaskan pokok-pokok kegiatan yang harus dilakukan. | Siswa memperhatikan apa yang disampaikan guru. | |
|  | Kegiatan inti | 1. memberi intruksi kepada tutor untuk memberikan motivasi dan mengingatkan materi sebelumnya | Mengikuti intruksi | | 60’ |
| 2.memberi intruksi kepada tutor untuk bersama-sama kelompokmya membuat percakapan singkat tentang aktivitas sehari- hari mereka berdasarkan vocab dan flash card yang telah diajarkan | Mengikuti intruksi | |
| 3. memberi intruksi kepada siswa untuk untuk maju praktik kedepan kelas | Siswa mendengarkan | |
| 4 memberikan angket self-esteem dan memberi intruksi untuk mengisi angket tersebut berdasarkan diri mereka sendiri | Mengikuti instruksi guru dan mengisi angket | |
|  | 5. Oral test | Siswa mengumpulkan | |  |
|  | Kegiatan penutup | 1. Guru menyimpulkan pelajaran |  | | 3’ |
| 2. guru mempersilahkan untuk bertanya | Siswa bertanya | |
| 3. guru mengucapkan salam | Menjawab salam | |

Teknik Penilaian                : angket Self Esteem

Bentuk instrument             : pilihan jawaban

ANGKET SELF ESTEEM

**Name :**

**Date :**

**Cycle/ meeting :**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | **JAWABAN** | | | | | |
| PERTANYAAN | Tidak sama sekali | Sedikit | Kadang- kadang | Lumayan | Sangat Sekali |
| 1 | Saya merasa yakin dengan kemampuan bicara (speaking) saya. |  |  |  |  |  |
| 2 | Saya yakin bahwa saya dianggap berhasil setelah praktek berbicara (speaking) dikelas. |  |  |  |  |  |
| 3 | Saya merasa puas dengan penampilan tubuh saya ketika saya tampil berbicara ( speaking) di depan kelas. |  |  |  |  |  |
| 4 | Saya merasa frustasi atau bingung tentang penampilan berbicara (speaking) saya. |  |  |  |  |  |
| 5 | Saya merasa saya tidak mengalami kesulitan dalam memahami hal- hal yang saya bicarakan |  |  |  |  |  |
| 6 | Saya merasa bahwa orang lain menghormati dan mengagumi saya ketika saya berbicara bahasa inggris dengan baik |  |  |  |  |  |
| 7 | Saya tidak puas dengan kemampuan speaking saya |  |  |  |  |  |
| 8 | Saya tidak merasa canggung/ malu tentang *speaking* saya |  |  |  |  |  |
| 9 | Saya merasa sepintar orang lain dalam berbicara ( speaking) |  |  |  |  |  |
| 10 | Saya merasa senang dengan diri saya sendiri ketika harus berbicara bahasa inggris |  |  |  |  |  |
| 11 | Saya merasa nyaman dengan diri saya sendiri ketika berbicara bahasa inggris |  |  |  |  |  |
| 12 | saya senang dengan penampilan saya sekarang |  |  |  |  |  |
| 13 | Saya khawatir tentang apa yang orang lain pikirkan tentang saya ketika saya berbicara  ( speaking) |  |  |  |  |  |
| 14 | saya merasa yakin bahwa saya mengerti dan dapat berbicara (speaking) dengan baik |  |  |  |  |  |
| 15 | saya merasa minder dengan orang lain saat berbicara ( speaking) |  |  |  |  |  |
| 16 | saya merasa tidak menarik dalam latihan bicara ( speaking) saya. |  |  |  |  |  |
| 17 | saya tidak puas dengan kesan yang saya buat |  |  |  |  |  |
| 18 | saya merasa bahwa saya memiliki lebih sedikit kemampuan berbicara (speaking) sekarang daripada yang lain. |  |  |  |  |  |
| 19 | saya merasa seperti tidak berhasil dalam kelas berbicara ( speaking) . |  |  |  |  |  |
| 20 | saya khawatir terlihat konyol ketika saya berbicara ( speaking ) di depan kelas |  |  |  |  |  |

1. **Pedoman penilaian**

Masing- masing jawaban mempunyai skor, diantaranya :

Tidak sama sekali : 1

Sedikit : 2

Kadang- kadang : 3

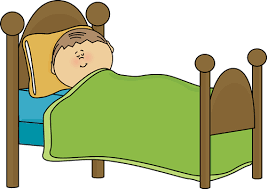
Lumayan : 4

Sangat sekali : 5

Data akan diolah menggunakan skala likert

1. **Instrument**

****

****

****















Bengkulu, …….2018

Mengetahui,

Guru bahasa inggris Peneliti

**Berta Septilova**  **Dewi Destika**

**OBSERVATION CHECKLIST**

Observation Checklist for Students

Cycle/ Meeting :

Date :

Class/ School : VC/ SD IT Al- Hasanah kota Bengkulu

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspect** | **Yes** | **No** | **Description**  **(if necessary)** |
| 1 | **Student’s learning preparation and readiness** |  |  |  |
|  | 1. Entering the class on time |  |  |  |
|  | 1. Prepare the learning supplies (book, pen, dictionary, etc) |  |  |  |
|  | 1. Not doing other activity that would interrupt the learning process. |  |  |  |
| **2**. | **Students’ enthusiasm in teaching learning process** |  |  |  |
|  | 1. Listening to all information submitted by the teacher about the material. |  |  |  |
|  | 1. Not speaks with friends except discussing the lesson. |  |  |  |
|  | 1. Give respon to the materials. |  |  |  |
| **3.** | **Students’ participation doing the lesson** |  |  |  |
|  | 1. Students’ follow the rules of peer tutoring |  |  |  |
|  | 1. Students’ active during the lasson. |  |  |  |
| **4** | **Students’ capability in doing the task given by the teacher.** |  |  |  |
|  | 1. Doing the Task |  |  |  |
|  | 1. Answer the excercise completely. |  |  |  |
|  | 1. Rising a hand to answer the question |  |  |  |
|  | JUMLAH |  |  |  |

Bengkulu, Juli 2018

Collaborator Researcher

Berta Septilova, S. Pd Dewi Destika

**OBSERVATION CHECKLIST**

Observation Checklist for Teacher

Date :

Class/ School : SD IT Al- Hasanah Kota Bengkulu

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspect** | **Yes** | **No** | **Description**  **(If necessary)** |
| **1** | **membuka pelajaran** |  |  |  |
|  | 1. Menarik perhatian |  |  |  |
|  | 1. Menimbulkan motivasi |  |  |  |
|  | 1. Menunjukkan kaitan |  |  |  |
| **2.** | **Penguasaan materi ajar** |  |  |  |
|  | 1. Orientasi, motivasi, dan bahasa ( sederhana dan jelas) |  |  |  |
|  | 1. Sistematika dan variasi penjelasan dalam menyampaikan materi |  |  |  |
|  | 1. Penguasaan materi |  |  |  |
|  | 1. Kesiapan materi ajar |  |  |  |
| **3.** | **Strategi yang digunakan (peer tutoring strategy)** |  |  |  |
|  | 1. Ketepatan strategi (peer tutoring) dengan tujuan pembelajaran |  |  |  |
|  | 1. Kesesuaian strategi peer tutoring dalam langkah-langkah pembelajaran |  |  |  |
| **4.** | **Teknik Bertanya Guru** |  |  |  |
|  | 1. Pertanyaan jelas dan konkrit |  |  |  |
|  | 1. Memberikan waktu berfikir untuk menjawab pertanyaan |  |  |  |
|  | 1. Pemerataan pertanyaan pada siswa |  |  |  |
|  | 1. Pertanyaan sesuai indikator kompetensi |  |  |  |
| **5.** | **Menutup Pembelajaran** |  |  |  |
|  | 1. Menarik kesimpulan |  |  |  |
|  | 1. Memberi dorongan psikologis |  |  |  |
|  | 1. Mengavaluasi |  |  |  |

Bengkulu, Juli 2018

Collaborator Researcher

Berta Septilova, S. Pd Dewi Destika

**OBSERVATION SHEETS**

**(FOR INVESTIGATIONS STUDENT’S SELF- ESTEEM)**

Subject :

Class/ semester :

Cycle/ Meeting :

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Number of students** |
| 1 | Students who tried to express their idea |  |
| 2 | Students who followed the activity actively |  |
| 3 | Students who are willing to work together |  |
| 4 | Students who has no fear in making mistakes |  |
| 5 | Students who are able to help other students in teaching and learning process |  |
| 6 | Students who are brave to speak individually in front of the class |  |
| 7 | Students who have good self esteem |  |
| 8 | Students who ask the question |  |
| 9 | Students who tried to answers the question |  |

Bengkulu,,, ,,,,2018

Collaborator

Note : This observation sheet is used in conducting the research to observe the students during teaching and learning process.

**INTERVIEW GUIDANCE FOR TEACHER**

**Identify of the interviewee ( identitas yang diwawancara)**

Name :

Place and Date of Birth (Tempat Tanggal Lahir) :

Gender (Jenis Kelamin) :

Occupation/Position (Pekerjaan/ Jabatan) :

Recent Education ( Pendidikan Terakhir) :

Subject of Teaching ( Mata Pelajaran yang Diampu) :

Class Being Taught ( Kelas yang Diajar) :

Day and Date Of the Interview ( Hari dan Tanggal Wawancara) :

Time ( Waktu )

:

The following questions are merely as common guidance in the interview. They can be enhanced when the interview is being conducted. (pertanyaan berikut ini hanya sebagai panduan umum dalam wawancara dan dapat diperluas ketika wawancara sedang berlangsung

1. What teaching technique do you usually apply in teaching English in the classroom? (Tekhnik mengajar apa yang biasa anda terapkan dalam pengajaran bahsa inggris dikelas)?.........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................
2. What aspect of English skill do you usually emphasize on when you teach English in the classroom? Reading, writing, speaking, and or listening? How about vocabulary and grammar? ( Aspek apa dari skill bahasa inggris yang biasanya anda tekankan ketika anda mengajar Bahasa Inggris dikelas? Membaca, menulis, berbicara dan atau mendengar? Lalu bagaiamana dengan kosa kata dan tata bahasa)?

.........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

1. How do you usually teach the skill you emphasize on? (Bagaiamana biasanya anda mengajarkan keahlian yang anda tekankan tadi)?

.........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

1. According to you, what English level do your students have in common? (menurut anda, level Bahasa inggris apa yang dimiliki sebagian besar siswa anda?

............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

1. How do your students learn English in the classroom? (Bagaimana siswa anda belajar Bahasa inggris dikelas?

............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

1. How often do you teach speakingskill in the classroom? ( seberapa sering anda mengajarkan keahlian berbicara Bahasa Inggris di kelas)?

.........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

1. How do your students react or respond when you teach the skill? ( Bagaimana reaksi atau respon siswa anda ketika anda mengajar keahlian berbicara tersebut)?

.........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

1. What do you think your students feel when they learn speaking skill in the classroom? (Menurut anda apa yang dirasakan siswa anda ketika mereka belajar keahlian berbicara dikelas? ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................
2. Do you think they enjoy learning or practicing speaking skill? ( Apakah menurut anda mereka menikmati belajar atau mempraktikkan keahlian berbicara)?

........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

1. How is their attitude when they have to speak English? ( Bagaimana sikap mereka ketika mereka harus berbicara Bahasa Inggris?)

...........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

1. Do you think most of the students in that school are reluctant or eager to speak English? ( Apakah menurut anda sebagian besar siswa disekolah anda enggan atau berkeinginan berbicara Bahasa Inggris)?

...........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

1. What do you know about peer tutoring strategies? (Apa yang kamu ketahui tentang strategi peer tutoring?)”

............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

1. Do you think that this peer tutoring strategies can improve the children’s self- esteem in the practice of speaking English? (menurut anda apakah strategi peer tutoring ini bisa meningkatkan self-esteem anak didik dalam praktek berbicara bahasa inggris?

............................................................................................................................................................................................................................................................................................

**PERSONAL BELIEF**

Positif Negatif

Skills

Abilities

Future outcomes

|  |  |
| --- | --- |
| Personal Belief About Skills/ abilities/ future outcomes | |
| Positif | Negatif |
| 1, 2, 3, 6. 8, 9, 10, 11, 12, 14 | 4, 5, 7, 13, 15, 16, 17, 18, 19, 20 |

The subcomponents as follow[[24]](#footnote-24) :

Performance self-Esteem Items : 1, 4, 5, 9, 14, 18, 19

Social self- esteem : 2, 8, 10, 13, 15, 17, 20

Appearance : 3, 6, 7, 11,12 16

STUDENTS TEACHERS DIARIES

|  |
| --- |
| Hai nama saya bagas, suatu hari saya diberi test speaking oleh guru bahasa inggris baru, awalnya saya agak takut tapi setelah banyak bertemu saya jadi senang. Pada suatu hari ustadzah dewi menyuruh kami untuk berkelompok, aku jadi ketua kelompok, awalnya aku kesal karena dapat kelompok yang tidak menguntungkan, mereka tidak pintar dan tidak mau disuruh berbicara. Tapi ustadzah bilang kami harus semangat dan tetap kompak. Walaupun kelompok kami bukan terbaik, tapi aku senang dan aku berjanji akan jadi lebih sabar lagi untuk mengajar kawan- kawanku sehingga kami bisa jadi terbaik. Terimakasih ustadzah dewi. Datang lagi ya...  Bagas |

|  |
| --- |
| Terimakasih ustadzah dewi, aku jadi berani ngomong di depan kelas. Aku kesal kemarin bagas marah – marah karena kami lambat mengerti, kan baru belajar jadi maklumlah kalau kami masih malu untuk ngomong. Hehe Tapi karena kelompok yang lainnya semangat aku juga ingin semangat dan membuat kelompok kami bisa. Semangat,,,,,,, fighting. Saranghae ustadzah  Azora |

|  |
| --- |
| Hi,,, nama saya albert, saya senang belajar dengan ustdzah dewi, orangnya lucu dan cantik. Oh, iya saya juga senang kalau belajar pakai gambar- gambar jadi lebih asyik. Dan kelompok kami jadi kelompok terbaik. Waaw amazing. |

|  |
| --- |
| Ustadzah terimakasih sudah membuat aku sekelompok sama bagas, aku senang karena bagas pintar kalau sama yang lain enggak enak soalnya mereka itu banyak malas. Aku ingin jadi seperti bagas, mama ku bilang harus rajin belajar dan semangat biar bisa ngalahkan bagas,  Keyla |

|  |
| --- |
| Hi im najla, saya terkejut ketika ustadzah memilih saya sebagai ketua kelompok, biasanya aku sekolmpok sama teman- teman aku yang pintar, tapi ini aku sekelompok dengan orang- orang yahh begitulah. Awalnya males sih dzah. Tapi pas liat kelompok kelompok lain aktif, najla jadi bersemangat dan ingin teman kelompok najla bisa ngomong bahasa inggris juga, oh iya, aku suka dzah sama kartu flash card tutoring itu, jadi asyik belajarnya dan mengingat vocab nya. Thanks dzah. |

|  |
| --- |
| Peer tutoring ini merupakan strategy yang sangat tepat digunakan untuk meningkatkan self- esteem anak dalam berbicara, karena memang anak- anak itu banyak yang takut untuk bertanya kepda guru nya. Mereka lebih nyaman sama teman sebaya. Dengan peer tutoring ini anak- anak lebih leluasa untuk belajar dan berbicara di depan teman- teman nya. Mungkin ini bisa dicoba untuk kelas speaking selanjutnya.  Berta Septilova S. Pd |

**STUDENTS**

**ATTENDENT LIST**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| NO | NAMA | CYCLE 1 | | | CYCLE 2 | | |
|  |  | MEETING 1 | MEETING 2 | MEETING 3 | MEETING 1 | MEETING 2 | MEETING 3 |
| 1 | ADIBA NAYA M |  |  |  |  |  |  |
| 2 | 1. FIKRI FIRDAUS |  |  |  |  |  |  |
| 3 | ALIVIO AHMAD DAVE |  |  |  |  |  |  |
| 4 | ANDI KODRI AZIZY |  |  |  |  |  |  |
| 5 | ANIS AMARYTO |  |  |  |  |  |  |
| 6 | ARDIYANSYAH |  |  |  |  |  |  |
| 7 | ARYSTIA KAYLA |  |  |  |  |  |  |
| 8 | ARY. B |  |  |  |  |  |  |
| 9 | ATIKA K AYYISAH RAMADHANI |  |  |  |  |  |  |
| 10 | BINTANG AKMAL M |  |  |  |  |  |  |
| 11 | BUNGA RAMADHANI |  |  |  |  |  |  |
| 12 | DZAKY M FAUZAN |  |  |  |  |  |  |
| 13 | FATIN AURA |  |  |  |  |  |  |
| 14 | HAFIZH MIFTA |  |  |  |  |  |  |
| 15 | INTANIA SOFIA RAMADHANI |  |  |  |  |  |  |
| 16 | KAYLA DWI AYUNI FATIHA |  |  |  |  |  |  |
| 17 | LU19THFI |  |  |  |  |  |  |
| 18 | M RIFAT |  |  |  |  |  |  |
| 19 | M. TAMARAT |  |  |  |  |  |  |
| 20 | M TRUSTAN |  |  |  |  |  |  |
| 21 | MUHAMMAD FARHAN |  |  |  |  |  |  |
| 22 | NEZYA MICHELIN DUNIAZ |  |  |  |  |  |  |
| 23 | OLGA |  |  |  |  |  |  |
| 24 | RAFIE ADRIAN WIJAYA |  |  |  |  |  |  |
| 25 | REINALDI |  |  |  |  |  |  |
| 26 | VIOLA DZULKEISYAH |  |  |  |  |  |  |
| 27 | ZAKIYUDIN AP |  |  |  |  |  |  |
| 28 | ZUHRI PRATAMA |  |  |  |  |  |  |

Collaborator Reseracher

Berta Septilopa, S.Pd Dewi Destika

PHOTO KEGIATAN



1. Lawrence Denis . 2006. *Enhancing Self-esteem in the Classroom*. New York :Sage Publications Ltd. p. 5 [↑](#footnote-ref-1)
2. Ahmad M. abdel- Khalek. 2006.*Introduction to the Psychology of Self- Esteem*. <https://www.researchgate.net/publication/311440256_Introduction_to_the_Psychology_of_self-esteem>. [accessed Apr 04 2018].p.2 [↑](#footnote-ref-2)
3. Lawrence Denis . 2006. *Enhancing Self-esteem in the Classroom*. New York :Sage Publications Ltd. p. 6 [↑](#footnote-ref-3)
4. Falchikov Nancy. 2001. Learning Together\_Peer Tutoring in Higher Education. New York : Taylor and Francis Grup. p. 1 [↑](#footnote-ref-4)
5. Falchikov Nancy. 2001. Learning Together\_Peer Tutoring in Higher Education. New York : Taylor and francis Grup. p. 3 [↑](#footnote-ref-5)
6. Falchikov Nancy. 2001. Learning Together\_Peer Tutoring in Higher Education. New york : Taylor and francis Grup. p. 4 [↑](#footnote-ref-6)
7. Falchikov Nancy. 2001. Learning Together\_Peer Tutoring in Higher Education. New York : Taylor and Francis Grup. p. 4 [↑](#footnote-ref-7)
8. Bouthillette Kait. 2016. *Tutor, Guide, Lead: Examining the Experiences of Peer Tut ors*. Merrimack College. p. 26 [↑](#footnote-ref-8)
9. Falchikov Nancy. 2001. Learning Together\_Peer Tutoring in Higher Education. New York : Taylor and francis Grup. p.9 [↑](#footnote-ref-9)
10. Falchikov Nancy. 2001. Learning Together\_Peer Tutoring in Higher Education. New york : Taylor and Francis Grup.p. 14 [↑](#footnote-ref-10)
11. Falchikov Nancy. 2001. Learning Together\_Peer Tutoring in Higher Education. New York : Taylor and Francis Grup.p. 14 [↑](#footnote-ref-11)
12. Falchikov Nancy. 2001. Learning Together\_Peer Tutoring in Higher Education. New york : Taylor and francis Grup. p. 14 [↑](#footnote-ref-12)
13. Brown, H. Douglas. 2001. *Teaching by principle. An Interactive Approach to Language Pedagogy*. Second Edition. New York: Pearson Education. p. 268 [↑](#footnote-ref-13)
14. Bailey, kathleen. *Practical English Language Teaching(PELT) : Speaking. 2004.* Cambridge: McGraw Hill Companies, Incorporated. p.5 [↑](#footnote-ref-14)
15. Brown, H. Douglas. 2001. Teaching by principle. An Interactive Approach to Language Pedagogy. Second Edition. New York: Pearson Education. p. 284 [↑](#footnote-ref-15)
16. Brown, H. Douglas. 2001. Teaching by principle. An Interactive Approach to Language Pedagogy. Second Edition. New York: Pearson Education. p. 284 [↑](#footnote-ref-16)
17. Kurniawati, Anna. 2013. *Improving the Self- Confidence in Speaking Practice by Using Role- Play Technique for the Eight Grade Students of SMP Muhammadiyah 3 Yogyakarta*. Surakarta: eprint- UNY .p. 13 [↑](#footnote-ref-17)
18. Celce-Murcia, M. 2001. *Teaching English as a Second or Foreign Language.* Third Edition. New York: Heinle & Heinle. p. 105 [↑](#footnote-ref-18)
19. Ary, Donald. et al. 2010. *Introduction to Research in Education*. Eight Edition. Canada: Nelson Education. P. 431 [↑](#footnote-ref-19)
20. Ary, Donald. et al. 2010. *Introduction to Research in Education*. Eight Edition. Canada: Nelson Education. P. 435 [↑](#footnote-ref-20)
21. Ary, Donald. et al. 2010. *Introduction to Research in Education*. Eight Edition. Canada: Nelson Education. P. 435 [↑](#footnote-ref-21)
22. Ary, Donald. et al. 2010. *Introduction to Research in Education*. Eight Edition. Canada: Nelson Education. P. 438 [↑](#footnote-ref-22)
23. Miles, M. B. & Huberman, A. M. Qualitative Data Analysis: A Sourcebook of New Methods. California; SAGE publications Inc. 1984. [↑](#footnote-ref-23)
24. Heatherton, T. F. & Polivy, J. (1991). Development and validation of a scale for measuring stste self- esteem. Journal of personality and social psycology. [↑](#footnote-ref-24)