

# THE EFFECT OF PEER-INTERVIEW TECHNIQUE ON GRADE TEN STUDENTS' SPEAKING SKILL

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## ABSTRACT

The objective of this research is to prove that the use of Peer Interview Technique is effective to develop the X grade students' speaking skill at SMAN Model Terpadu Madani Palu. The method of this research is quasi experimental research design which involved two groups of students as experimental group and control group. The samples were selected by using purposive sampling technique. The samples are the students of X2 as the experimental group and X1 as the control group. The instruments of this research is a test. The test was given to the samples as pretest and posttest in the form of oral test. The result of the data analysis indicates that there was a significant difference between the result of pretest and posttest. The mean score result of experimental class significantly developed from 52.00 to 76.00. Meanwhile, the mean score of control class developed from 52.00 to 57.00. Based on the result of the pretest and posttest, it is found that the  $t_{\text{value}}$  is 8.42. By applying degree of freedom (df) 60 and 0.05 level of significance, it is found that the  $t_{\text{table}}$  is 1.967. It means that  $t_{\text{value}}$  (8.42) is higher than  $t_{\text{table}}$  (1.967). Furthermore, it clarifies that the hypothesis is accepted. Thus, Peer Interview Technique is effective to develop the X grade students' speaking skill at SMAN Model Terpadu Madani Palu.

**Keyterms:** *Speaking Skill; Peer Interview technique*

*Tujuan dari penelitian ini adalah untuk membuktikan bahwa penggunaan Peer Interview Technique efektif untuk mengembangkan keterampilan berbicara siswa kelas X di SMAN Model Terpadu Madani Palu. Metode penelitian ini adalah penelitian desain quasi eksperimen yang melibatkan dua kelas siswa sebagai kelas eksperimen dan kelas kontrol. Sampel dipilih dengan menggunakan teknik purposive sampling. Sampel adalah siswa X2 sebagai kelas eksperimen dan X1 sebagai kelas kontrol. Instrumen penelitian ini adalah sebuah tes. Tes diberikan kepada sampel sebagai pretest dan posttest dalam bentuk tes lisan. Hasil analisis data menunjukkan bahwa ada perbedaan yang signifikan antara hasil pretes dan postes. Hasil skor rata-rata dari kelas eksperimen secara signifikan berkembang dari 52,00 menjadi 76,00. Sementara itu, skor rata-rata kelas kontrol berkembang dari 52,00 menjadi 57,00. Berdasarkan hasil pretest dan posttest, ditemukan bahwa nilai-t-value adalah 8,42. Dengan menerapkan derajat kebebasan (df) 60 dan tingkat signifikansi 0,05, ditemukan bahwa t-tabel adalah 1,967. Ini berarti bahwa nilai-t-value (8,42) lebih tinggi dari t-tabel (1,967). Lebih lanjut, ini menjelaskan bahwa hipotesis diterima. Dengan demikian, Peer interview technique efektif untuk mengembangkan keterampilan berbicara siswa kelas X di SMAN Model Terpadu Madani Palu.*

**Kata kunci:** *Keterampilan Berbicara; Peer interview technique*

## INTRODUCTION

In 2013 curriculum, senior high school students are expected to be active and communicative in learning English. As the process of learning the students are expected to implement the social function and linguistic elements. In speaking the students are expected to apply good linguistic elements so that the sentences that they produced are based on the linguistics elements.

Speaking is a productive skill which requires attention so that the listener could understand what is spoken.

Thornbury (2006:208) states, speaking is generally thought to be the most important of the four skills. The ability to speak second language is often equated with proficiency in the language. Thornbury implies that speaking is a skill which requires proficiency. It means that, it is important to have the ability to speak fluently, accurately

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and appropriately. Development of speaking in young generation is significantly important, so that they will have a good speaking proficiency.

Generally, the way of deciding whether someone's speaking skill is developed or not is by looking at how many vocabulary they have while they are talking. Nothing has proven that this theory isn't correct. It is true that when someone has a lot of vocabularies automatically they can speak more fluently. But sometimes they are forgetting about the importance of students' interest to speak. In many cases; the teacher only encourages the students to have a lot of vocabularies instead, it is also important to encourage the students to speak, to take their interest in speaking. There is no possibility a person can speak fluently in speaking English without practicing it.

The researcher conducted a preliminary research in SMAN Model Terpadu Madani Palu In September 2018, regarding the students' difficulties in speaking English. There are some problems found in the research. Most of them are non-linguistic matter. Mainly, the tenth grade students are often afraid of being asked to speak about something. In this case, not because they cannot or they do not have many vocabulary but because they are afraid to speak or in this case; stand in front of the class and have a dialogue. The students are being hesitated to speak because they doubt themselves to speak or to have a dialogue with anybody. Most of them think they might embarrass themselves in front of the audience and their dialogue partner. Nervousness is also the main problem. For example; when a student is being asked to speak with the teacher, they made to many pauses in their speech and do not response to the teacher immediatly. When the teacher asked "what is the problem?" the student replies "I am nervous and afraid of making mistakes". Most of the students are interested in doing activities in pairs. But they did not find the proper way of expressing a dialogue with someone. In other words they did not know how to begin a dialogue. Secondly, the current strategy that is applied in the school to encourage the students to speak does not increase the student's interest to speak.

Based on the problem above, the researcher is interested in investigating whether or not Peer Interview Technique is effective to the students in developing their ability in speaking. Peer interview is about the dialogue or question-answer exchange which is considered as the primary learning. Interview can be effective technique in obtaining information, to motivate the students to speak; it can make the students confident to express their ideas in English, giving the opportunity to the students to demonstrate that they communicate freely in English. Consistently, the students have time to express their ideas and then practice their speaking skill in interview. By this technique, students can improve their conversation by such expression as asking opinion, giving opinion, agreeing opinion, and disagreeing opinion.

Peer interview consists of some steps namely; Topic – interview - second interview – summary. The first student plays a role as the interviewer and second student gives their opinion as a role of the interviewee. Lastly they will give the summary of their performance. This step is conducted in the form of role play model.

## RESEARCH METHOD

In conducting this research, the design that applied is quasi-experimental. In quasi-experimental research design, two groups involved. They were divided into experimental group and control group. In this research, the pre-test was given to both classes to measure the students speaking skill before treatment. Then, the treatment was given to the students through peer interview technique for experimental group while control group was taught in general without the treatment. After the treatment the post-test was given to measure the effect of using the peer interview technique to experimental class. The design of this research is proposed by Cohen, Manison and Morrison (2000:214) as follows:

Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>		O <sub>4</sub>
Description:			
O <sub>1</sub> and O <sub>3</sub>	: Pre Test		

X : Independent Variable  
 O<sub>2</sub> and O<sub>4</sub> : Post Test

The population of this study was the tenth grade students of the school. The tenth grade students are divided into seven classes which are X1, X2, X3, X4, X5, X6, and X7. Each class consists of 33-36 students. The total number of students is 239 students.

**Table 1** Distribution of Population

No	Grades	Number of Students
1	X1	35
2	X2	32
3	X3	33
4	X4	34
5	X5	33
6	X6	36
7	X7	36
TOTAL STUDENTS		= 241

The Sample of the study was selected using purposive sampling technique. It represents a group of different non-probability sampling techniques. It is also known as judgmental, selective or subjective sampling. Purposive sampling relies on the judgment of the researcher when it comes to selecting the units (e.g., people, cases/organizations, events, pieces of data) that are to be studied. In this study, the criteria of background knowledge of the students in experimental class and control class are similar. Hence, Class X1 was chosen as the experimental group and X3 as the control group.

Each research has its variables that influence another variable. Variable refers to the criteria or characteristic of which describe something that can be drawn to be achieved. Creswell (2009:157) states, “the variables need to be specified in an experiment, so that it is clear to readers what groups are receiving the experimental treatment and what outcome are being measured.” In this research there are two variables namely independent variable and dependent variable. The independent variable of this research is peer interview technique and dependent variable is the speaking skill of tenth grade students being studied.

The instrument of collecting the research data was a test-pre-test and post-test. This research was conducted in ten meetings. A pre-test was given to both experimental group and control group. Before doing the post-test toward the two groups, the experimental class given a treatment. The treatment conducted in eight meetings. Then post-test was given to both groups after the treatment for experimental group. In control group the students were taught using communicative language teaching in eight meetings. The post-test used as a measurement to find out the effect of peer interview develop the speaking skill of the students. In order to measure this, the scoring system that used as follows:

**Table 2** Scoring Rubric 1

No	Aspect	Criteria	Score
1	Accuracy	Good use of grammar, vocabulary and pronunciation	4
		Only shows few problems in the aspects but they do not affect in communication or in meaning	3
		The meaning is difficult to integrate because there are problems in pronunciation, grammar and word repetition	2
2	Fluency	The pronunciation is not clear so that it is incomprehensible. Words are repeated only. Grammar mistakes that affect meaning in communication	1
		The dialogue run smoothly, it is very difficult to find difficulties	4
		Not too smooth because it lacks of vocabulary. Often repeat same word	3

	all over again in the whole conversation.	
	Often hesitate and stop because it lacks of vocabulary in arranging their conversation.	2
	Stop and stay quiet during dialogue so that dialogue is not created.	1

*Adapted from Kemendikbud (2016:20).*

**Table 3** Scoring Rubric 2

No	Aspect	Criteria	Score
		Answer the question appropriately based on the content that were asked, formally answer the question based on who is speaking.	4
1	Appropriacy	Answer the question appropriately based on the content that were asked but do not answer the question formally.	3
		The meaning is difficult to integrate because some of the contents were appropriately answer but some are not. Do not answer the question formally	2
		The answer is unsuitable to the content that was asked. No formality in	1

answering the question
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*Adapted from Thornbury (2006:15)*

### DATA PRESENTATION

In collecting the data, the researcher used test as the main instrument of the research. After the pretest, the researcher conducted the treatment by using Peer Interview in ten meetings to the experimental group, while the control group was not. After the researcher finished the eight meetings, posttest was given to both experimental and control groups. The posttest was administered after applying the treatment. The result of each test was compared to measure whether the use of cue cards can develop students' speaking skill or not. The result of the pretest and posttest of experimental group is presented on table 4 below:

**Table 4** Score of Pretest and Posttest of Experimental Group

No.	Students' Initials	Students' Standard Scores		
		Pretest	Posttest	Deviation
1	AWIL	58.33	83.33	25
2	ARAN	58.33	75	16.67
3	AS	33.33	58.33	25
4	AMK	41.67	58.33	16.66
5	ARAH	45.83	58.33	16.66
6	AAMB	58.33	75	16.67
7	AAP	66.67	83.33	16.66
8	DAK	33.33	58.33	25
9	EOBD	37.5	75	25
10	FA	37.5	79.17	41.66
11	FN	41.67	58.33	16.66
12	FR	58.33	75	16.67
13	FES	66.67	75	8.33
14	FLH	58.33	83.33	25
15	GJR	66.67	91.67	25
16	HM	58.33	83.33	25
17	LPW	41.67	70.83	25
18	MV	66.67	91.67	25
19	MAT	58.33	83.33	25
20	MRRL	58.33	75	16.67
21	MIF	33.33	66.67	33.34
22	RTM	58.33	83.33	25
23	SRM	58.33	75	16.67
24	S	33.33	66.67	33.34
25	SKN	66.67	75	8.33
26	TAM	33.33	91.67	58.34
27	VLU	58.33	83.33	25
28	VL	66.67	91.67	25
29	YRM	58.33	75	16.67

After counting the pretest score of the experimental group, the researcher found that The pretest result of the experimental class above indicated that the highest score is 66.67 and the lowest is 33.33. The students' total score is 1512.5. Mean score is 52 Furthermore, The post test result of experimental class showed that the highest

score is 91.67 and the lowest is 58.33. The total score of the students is 2200. Mean score is 76. There were 8 students who could not pass the test, while the rest of the student passed the test. By looking at the data most of the students score were increased in their fluency accuracy and appropriacy in their posttest. The result of the pretest and posttest of control group is presented on table 5 below:

**Table 5** Score of Pretest and Posttest of Control Group

No.	Students' Initials	Students' Standard Scores		
		Pretest	Posttest	Deviation
1	AFU	50	50	0
2	AWD	58.33	66.67	8.34
3	AA	41.67	41.67	0
4	AAP	41.67	50	8.34
5	AAPM	41.67	58.33	16.66
6	AKNIT	58.33	58.33	0
7	AMS	50	58.33	8.33
8	ARR	33.33	33.33	0
9	ANA	41.67	54.17	12.5
10	ANSU	45.83	50	4.17
11	BC	41.67	50	8.33
12	BR	58.33	58.33	0
13	BD	58.33	62.5	4.17
14	DANU	58.33	66.67	8.34
15	DR	66.67	66.67	0
16	DS	50	58.33	8.33
17	FRS	41.67	58.33	16.66
18	HH	66.67	66.67	0
19	H	58.33	58.33	0
20	JJA	58.33	58.33	0
21	KAK	33.33	50	16.67
22	KMD	66.67	66.67	0
23	MVS	58.33	58.33	0
24	NDR	33.33	50	16.67
25	NDLF	66.67	66.67	0
26	NA	33.33	50	16.67
27	PAINM	66.67	66.67	0
28	SDK	58.33	66.67	8.34
29	SN	50	58.33	8.33
30	SZFK	58.33	58.33	0
31	UFJ	66.67	66.67	0
32	WAS	66.67	66.67	0
33	YAI	41.67	50	8.33
34	ZAH	58.33	58.33	0

In calculating the students' individual score of the control group, the researcher employed the same formula used in experimental group. The result of the pretest of control class provided on the table above showed that, there are 34 students who joined the pretest and the post test in control class. There are actually 35 students in control class but 1 is absent during pretest and posttest. By looking at the table above the highest score is 66.67 and the lowest is 33.33. The total score of the students is 1779.167. Furthermore, the researcher finds that the mean score of posttest of control group is 57. There is also

development of the result of the control group. The improvement of the control group is 5.00. It rose up from 52.00 to 57.00.

After gathering all the data of experimental and control group, the researcher counted the mean score of deviation and the sum of square of deviation from both groups.

Furthermore, the researcher calculated the value of  $t_{\text{value}}$  by using  $t_{\text{test}}$  formula as proposed by Hatch and Farhady (1985) to see the significant difference of both groups. By applying the  $t_{\text{test}}$  formula, the researcher found that the  $t_{\text{value}}$  is 8.42.

Afterwards, the researcher compared the value of  $t_{\text{value}}$  to the value of  $t_{\text{table}}$  in order to find out the significant difference between them. By applying  $N_x + N_y - 2 = 29 + 34 - 2 = 61$  degree of freedom (df) and 0.05 level of significance of two tailed of test, the researcher found that the  $t_{\text{table}}$  value is 1.967. It shows that the  $t_{\text{value}}$  value (8.42) is greater than  $t_{\text{table}}$  value (1,967). It means that the research hypothesis is accepted. In other words, The effect of peer interview develop that the implementation of peer interview is effective to the grade X students' speaking skill.

## DISCUSSION

This study was conducted to prove that the use of peer interview can develop the students speaking skill. In order to prove this, the researcher gave tests. The kind of test that was given to the students on experimental and control class was oral test which is interview. The data collection process is divided into two parts. They are pretest and posttest. The researcher evaluated the fluency, accuracy and appropriacy of the students as the components of speaking skill. Further, there were 4 category of criterion of successful speaking which are very good, good, poor, and very poor. Furthermore, the qualification that indicates the level is successful and failed. The school criteria of successful or KKM (Kriteria Kelulusan Maksimum) in the school was 75.

After giving the pretest to both classes, the researcher then conducted the treatment in experimental class. The first meeting the researcher introduced the students to peer interview. The students were

enthusiastic about the technique. The students like the idea of doing tasks in pairs. Since peer interview aimed to develop the communication process by allowing the process of communication occurs in peer or a person who belongs to the same age group or social group as someone else. The purpose is that the stimuli of communication especially in speaking to be more active and to make someone want to talk more about certain topic. This is in line with Kvale(1996) and Harmer (2001). Moreover, after the researcher introduced the peer interview to the students, the second meeting the researcher showed the kind of interview that the students may conduct such as informal interview, general interview guided approach, Standardized, Open-Ended Interview and Closed, Fixed-Response Interview. The students were most interested in informal interview. As the researcher introduced the informal interview style the students were sure about doing that style.

For the second until eighth meeting the informal style of interview was applied. The students prepare the interview topic based on what the researcher has provided in the cards. The students conducted their interview in pair and perform their interview in front of the class room. While conducting the treatment the researcher analyzed that there is slightly development in the students speaking skill. Moreover, peer interview allows the teacher as the facilitator to create an enthusiastic teaching and learning process especially in teaching speaking skill.

The last activity in this research was posttest. After conducting the treatment the researcher then conducted the posttest to both experimental and control class. The mean result of the posttest of experimental class was 76 while the mean score of the control class was 57. Based on that data, it can be seen that the development of experimental class was more significant than the control class. In the posttest of experimental class there are 8 students or 27.6% of the students could not pass the test but there are 21 students or 72.4% who passed the test. In the other hand the posttest of control class showed that among 34 students there is no student who passed the test. Meaning 100% of them failed the test. Although that there

are slightly development in their score but the scores are still could not passed the criteria of success which is 75. The development of the students in control class is due to the repetition of the topic. Each meeting during the observation the researcher teaches control class about descriptive text.

Further, the two raters scored the students almost identical but several times in pretest and post test the raters gave score differently such as: in pretest of experimental the raters score 3 students differently while in the posttest the raters only scored 2 students differently. More, in the pretest and posttest result the raters scored 2 students differently. The cause of these differences of course lies on the raters themselves. Undeniable, that every human has their own perspective and opinion which causes the differences between raters. It can be concluded that the differences do not affect much to the students score. The students who failed are still failed and who passed are still passed the test even with two raters scoring them.

This development, in fact, reflected in Litriyana (2014) and Sianipar (2014) study after the participant were taught using interview. Both researcher stated that there are significant level of development after they conducted the treatment. Moreover, they also stated that the teacher should have innovative and creative thinking in order to build up motivation in teaching and learning process. The teacher is the nearest motivation source the students could get. In addition, the students' nervousness was slightly decreased after peer interview was conducted in experimental class. Consequently, the result of the calculation showed that  $t_{\text{value}}$  is higher than  $t_{\text{table}}$ . Finally, the result shows that the use of peer interview is effective to develop the speaking skill of students of tenth grade of SMA Madani Palu and automatically conclude that the hypothesis was accepted.

## CONCLUSIONS

There is significance development between the result of pretest and posttest, where the mean score of posttest in experiment class is 76 It is higher than the mean score of posttest in control class that is 57. The t-value of the research is 8.42 which is definitely higher than the t-table which is

1.967. The effect of peer interview in teaching and learning process definitely change the students enthusiastic in learning English. Before the treatment, the students hardly express themselves because of the nervousness. Yet, after the peer interview was conducted in the experimental class the students showed significant development not only in their speaking skill score but also, their motivation in learning English. Specifically, the students are brave enough to speak without considering their nervousness. Hence, the researcher can conclude that the use of peer interview develops the grade X students speaking skill at SMAN MODEL TERPADU MADANI.

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