

**The Effect of Peer Tutoring Technique on Students' Speaking
Ability at Eighth Grade of SMP Negeri 4 Lembah Melintang**

THESIS

*Submitted in Partial for Fulfillment of the Requirements for Undergraduate
Program in English Tadris Department the Strata One (S1) Degree*



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APPROVAL PAGE

**The Effect of Peer Tutoring Technique on Students' Speaking
Ability at Eight Grade of SMP Negeri 4 Lembah Melintang**

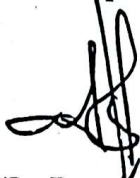
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The thesis entitled "*The Effect of Peer Tutoring Technique on Students' Speaking Ability at Eighth Grade of SMP Negeri 4 Lembah Melintang*" Written by **Ainyl Hamny**, students register number: **2014050040** has been examined by Board of Examination in the faculty of Tarbiyah and Teacher Training of Islamic University Imam Bonjol Padang. On Tuesday, February 18th 2025. Therefore, it has accepted as one of the requisites to procure Academician Degree Program of Strata One (S1) degree in English Tadris Department.

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Tesis dengan judul "*Pengaruh Teknik Peer Tutoring terhadap Kemampuan Berbicara Siswa Kelas VIII SMP Negeri 4 Lembah Melintang*" yang ditulis oleh Ainyl Hamny, mahasiswa dengan nomor register: 2014050040 telah diuji oleh Dewan Penguji di Fakultas Tarbiyah dan Keguruan Universitas Islam Bonjol Padang. Pada hari Selasa, 18 Februari 2025. Dengan demikian, tesis ini telah diterima sebagai salah satu syarat untuk memperoleh gelar Akademisi Program Strata Satu (S1) Jurusan Tadris Bahasa Inggris..

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DECLARATION PAGE

I the undersigned, hereby declare that the thesis below:

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1. I hereby declare that this thesis is entirely my own work. I was fully aware that I have cited various statements and ideas from other sources, and these have been properly referenced in the text. I have adhered to and respected the research code of ethics applicable both externally and at Imam Bonjol State Islamic University, Padang.
2. Should it be discovered and proven that any part or all of this thesis violates the research code of ethics, I willingly accept all legal consequences in accordance with the relevant provisions.

Padang, 22 January 2025

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ABSTRACT

**Ainyl Hamny, 2025: The Effect of Peer Tutoring on Students' Speaking
Ability at Eight Grade of SMP Negeri 4 Lembah
Melintang.**

This research aims to determine whether the Peer Tutoring Technique effectively increases the speaking ability of eighth-grade students at SMP Negeri 4 Lembah Melintang. A quantitative quasi-experimental post-test design was employed in this study. The sample consisted of 40 students, with class VIII.1 serving as the experimental group and class VIII.2 as the control group. The treatment involved using the Peer Tutoring technique, which was conducted over four meetings. At the fifth meetings, students were given a Post-Test.

Both tests were analyzed using scoring rubrics (Hughes, 2003: 132), which included Accent (Pronunciation), Grammar, Vocabulary, Fluency, and Comprehension. The data were analyzed using SPSS 26. The results showed that the significant 2-tailed value of the independent samples test was 0.002, which is less than 0.05. This indicates a significant difference in the Post-Test scores, with the experimental class achieving an average score of 69.55, compared to the control class average of 56.8. In conclusion, the Peer Tutoring technique has a significant effect on students' speaking ability in asking and giving opinions among the Eighth-Grade Students of SMP Negeri 4 Lembah Melintang.

Keywords: Peer Tutoring, Speaking Ability, Asking and Giving Opinion

ABSTRAK

Ainyl Hamny, 2025 : Pengaruh Teknik Peer Tutoring terhadap Kemampuan Berbicara Siswa Kelas Delapan di SMP Negeri 4 Lembah Melintang.

Tujuan dari penelitian ini adalah untuk menentukan apakah Teknik Tutor Sebaya efektif meningkatkan kemampuan berbicara siswa kelas delapan di SMP Negeri 4 Lembah Melintang. Desain post-test quasi-eksperimental kuantitatif digunakan dalam penelitian ini. Sampel terdiri dari 40 siswa, dengan kelas VIII.1 sebagai kelompok eksperimen dan kelas VIII.2 sebagai kelompok kontrol. Perlakuan melibatkan penggunaan teknik Tutor Sebaya, yang dilakukan selama empat pertemuan. Pada pertemuan kelima, siswa diberikan Post-Test.

Kedua tes dianalisis menggunakan rubrik penilaian (Hughes, 2003: 132), yang meliputi Aksen (Pengucapan), Tata Bahasa, Kosakata, Kelancaran, dan Pemahaman. Data dianalisis menggunakan SPSS 26. Hasil penelitian menunjukkan bahwa nilai signifikan 2-tailed dari uji sampel independen adalah 0,002, yang kurang dari 0,05. Hal ini menunjukkan adanya perbedaan yang signifikan pada nilai Post-Test, dimana kelas eksperimen memperoleh nilai rata-rata 69,55, dibandingkan dengan nilai rata-rata kelas kontrol sebesar 56,8. Kesimpulannya, teknik Peer Tutoring mempunyai pengaruh yang signifikan terhadap kemampuan berbicara siswa dalam mengajukan dan memberikan pendapat pada siswa kelas VIII SMP Negeri 4 Lembah Melintang..

Kata kunci: Peer Tutoring, Kemampuan Berbicara, Memberi dan Meminta Pendapat

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"In the Name of Allah, the Most Gracious, the Most Merciful"

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Padang, 22 January 2025

Author


Alnyl Hamny

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“sesungguhnya bersama kesulitan ada kemudahan,”

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“sesungguhnya bersama kesulitan ada kemudahan.”

(QS. Al-Insyirah 94: Ayat 5- 6)

“There are no one who doesn’t have a hard time.

Being thankful or giving thanks is one of the key to be happy”

(Mark Lee)

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