

CHAPTER I

INTRODUCTION

A. Background of the Problem

The lack of interactivity from teachers in learning to speak English as a foreign language (EFL) makes students' activities ineffective. When teachers are not actively involved in the learning process, students tend to feel less motivated to participate. This makes them less courageous to speak and practice, which is very important in developing speaking ability. Without constructive feedback from teachers, students may not realize their mistakes and cannot improve their speaking abilities. As a result, it will make students' speaking abilities weak and students lose interest in learning English. Therefore, teachers should apply appropriate techniques to teach speaking ability to students.

Thus, the application of Peer Tutoring as a technique in teaching speaking can be an effective solution, because according to Falchikov (2001), Peer Tutoring helps students improve their speaking ability by encouraging them to practice more. In addition, Falchikov (2001); Topping et al., (2017); Serap & Elif, (2016) agree that Peer Tutoring also builds friendships and increases student participation. In addition, peer tutoring can make students feel more comfortable in discussing or doing their assignments in peer groups as cited in Anita (2023). Moreover, Capossela (1998); Pressley & Hughes (2000) stated that Peer Tutoring can be an effective way to reduce the fear and embarrassment of asking questions in front of the class thus improving the quality of their speaking ability, as cited by

Jupri & Karyawan (2022), Peer Tutoring further makes students can learn to be independent Topping et al (2017).

In a school context, English language teaching usually includes the teaching of speaking, writing, listening, and reading. As is the case in SMP Negeri 4 Lembah Melintang, the process of learning English as a foreign language. During the speaking learning process, the teacher uses inappropriate techniques, so that many students are not focused on learning, talking with friends next to them when the teacher explains the material, then when the teacher asks students to come forward, only 1 or 2 people are willing. Students' ability to speak is also relatively low. This can be seen from students who have difficulty expressing their ideas, students also have difficulty in composing the sentences they want to say in English. therefore applying appropriate teaching techniques such as Peer tutoring affects the quality of student learning.

Teaching English as a Foreign Language (TEFL) is teaching English to students who do not speak English as their first language Rohmah (2013). Teaching English as a Foreign Language (TEFL) is a field that involves teaching English to individuals who have a different mother tongue. According to Guebba (2021) Speaking is an essential component of language learning and teaching. Speaking activities involve repetition and drilling, Speaking is also perceived to be an interactive process as it embodies an interaction between two or more interlocutors in a given situation. In the context of English language teaching, speaking is one of the aspects emphasized because it directly impacts student's communication ability in interacting in English. Speaking is one of the components of a language. That is, no interaction occurs without speaking. Speaking is one of the language learning objectives that must be achieved.

To achieve this, English language teaching in schools must be designed systematically and comprehensively. Teachers must have a deep understanding of effective teaching approaches, methods, and techniques to develop students' abilities. To learn to speak, students need clear

and detailed instructions to provide them with opportunities to participate in meaningful communication on relevant topics. Such as instruction should explicitly require teachers to pay attention to students' individual needs and engage them in enjoyable speaking activities with fellow students in the classroom. In addition, effective strategies such as providing constructive feedback, encouraging collaboration between students and teachers, and providing repeated speaking opportunities should also be considered.

Table 1.1
Students' Mean Scores of Speaking in Eighth Grade

Class	P	V	G	F	C	Total
VIII	1.8	11.3	15	6	12	46,1
Ideal score	4	24	36	12	23	99
Total of students						24

Based on speaking data from twenty-four eighth-grade students, the researcher concluded that students in class eight lack speaking ability, have not mastered much vocabulary, and cannot convey their ideas or thoughts in English. The results of the researcher observed that students in class eight tend to be passive during learning, some students talk with friends next to them when the teacher explains the material, students have difficulty constructing sentences in English, and students are not fluent in speaking English, students are often silent when they do not understand what is being asked, and students mix their language when speaking with Indonesian or mother tongue.

Teaching a foreign language is certainly not easy especially if the language is not a second language, but as a compulsory subject at school, the teacher is required to be able to teach the ability that exist in English, even though there are several obstacles. As stated by Ramadhani & Bahri Ys (2017) that the teachers' problems in teaching speaking are as follows, Classroom Management: Problems related to classroom management, responding to students, and creating an appropriate learning environment. Then, Time Prediction: Difficulty in predicting the time needed to teach and complete the material. then, Student Difficulty Analysis: Lack of teachers'

ability to analyze students' learning difficulties. Finally, student participation: Many students lack the courage to speak English, which inhibits their active participation.

This is supported By Anita (2023) some of the problems experienced by teachers in improving students' speaking ability are Cognitive and mental barriers that prevent students from speaking English. Their difficulties stem from a lack of vocabulary, shyness, fear, and other factors. In addition, students still have difficulties in speaking English. This may be caused by limited opportunities to practice, lack of vocabulary, grammar, and pronunciation, and also psychological factors that emphasize the fear of making mistakes when speaking English.

Hence, teachers require suitable techniques to ensure that students can achieve their learning goals. There are many techniques for teaching speaking, and one of them is the peer tutoring technique, Topping et al. (2017) define peer tutoring as a process in which individuals from similar social groups, who are not professional teachers, assist one another in learning while also enhancing their own understanding through the act of teaching. Using techniques such as peer tutoring allows teachers to cater to the diverse learning needs within the classroom. By providing opportunities for students to learn from each other, teachers can reinforce understanding of the material and improve overall learning outcomes. In addition, this technique also helps develop students' social and collaborative ability, which are crucial in the world of work and daily interactions. Thus, choosing the right learning technique, such as peer tutoring, is crucial to support students' holistic development in the classroom.

Studies on the effect of Peer Tutoring techniques have been conducted in many areas, such as Math, Science, and English from different levels of School. These studies found that Peer Tutoring give a significant effect on students' language ability such as speaking and writing. The main difference between this study and previous studies is in the materials used, then several previous studies also have different methodologies with this study. Therefore in this

study, the researcher question whether or not Peer Tutoring give effect to students speaking ability. To answer such question the researcher is interested in conducting the research entitled “The Effect of Peer Tutoring Technique on Students’ Speaking Ability at Eight Grade of SMP Negeri 4 Lembah Melintang”.

B. Identification of the Problem

Based on the background of the study above, there are some problems related to the student's speaking ability at SMP Negeri 4 Lembah Melintang :

1. The student's speaking ability is low.
2. The students have lack of vocabulary.
3. The students have lack of motivation to speak English.
4. Teachers' teaching techniques are lack of interactive.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher limits the problem of this research to be more focused on the influence of the use of peer tutoring technique on interactive speaking in asking and giving opinions of class VIII students of SMP Negeri 4 Lembah Melintang.

D. Formulation of the Problem

The problem formulated of this research, “Does Peer Tutoring technique give a significant effect on students' speaking ability at eighth grade of SMP Negeri 4 Lembah Melintang?”.

E. The Purpose of the Study

This research aims to determine whether Peer tutoring technique can give significant effect to students' speaking ability at eighth grade of SMP Negeri 4 Lembah Melintang. So, the teacher can employ Peer tutoring as an alternate technique allowing teachers to be more imaginative in employing rules, strategies, and approaches to teach speaking and handle student problems.

F. The Significance of the Problem

Through this research, The contribution of this research hopefully can provide useful information for English teachers in teaching so that teachers can use appropriate techniques to teach speaking. One of them is Peer tutoring technique, It is because Peer tutoring requires students to be more active and it is easier to control. For future researchers and researchers as references who are interested in conducting similar research in the next time.

G. Definition of Key Terms

1. **Peer Tutoring** : Fulk & King (2001) defines peer tutoring as a concept of learning collaboratively. In this process, students can learn from their classmates and friends typically from the same class.
2. **Techniques** : According to Brown (2000:p.170) Techniques are the specific activities manifested in the classroom, which are consistent with a method and therefore in harmony with an approach as well
3. **Speaking** : Speaking refers to a person's ability to use spoken language (English) fluently and effectively in communicating with other people. Speaking ability involve the production of appropriate sounds, words, and sentences, as well as understanding context and communication needs Leong & Ahmadi, (2017).