IMPROVING STUDENTS' SPEAKING SKILL THROUGH CLASSWIDE PEER TUTORING (CWPT) AT GRADE X OF ACCOUNTING 2 AT SMK LABOR BINAAN FKIP UNRI PEKANBARU

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Abstract

The objectives of the research are to find about to what extent classwide peer tutoring can improve students' speaking skill and what factors influence the changes of students' speaking skill through classwide peer tutoring at grade X of Accounting 2 at SMK Labor Binaan FKIP UNRI Pekanbaru. This is a Classroom Action Research (CAR). The participants of the research were students of X Accounting 2 at SMK Labor Binaan FKIP UNRI Pekanbaru. The research was conducted with 3 meetings in each cycle. It was started on March 29, 2011-May 14, 2011. The data were collected from observation sheets, fieldnotes, interview, and oral tests. After analyzing the data, the researcher found that the application of CWPT had better improved the students' speaking skill. The students' average score before the application of CWPT was only 46.41. Then, it improved at the end of cycle I and II, 69.12 and 86.98. The improvement was also influenced by some factors: (1) Tutoring activities that let the students to be tutor and tutee. (2) The speaking activity that could build the students' confidence and fluency in using English when they perform in front of the class. (3) The teacher's role who guided the students in the class. In short, the application of CWPT in teaching speaking could provide better improvement of students' speaking skill.

Key Words : improving, speaking, CWPT

A. Introduction

To have good communication skill in English is one of language learners' main targets. They expect to be able to speak the language for several reasons such as to use it in daily communication, apply for a job, and take other advantages of it. However, to achieve the target skill is not as easy as state it. The language learners have to build themselves with good components of speaking skill, such as having good vocabulary mastery, knowledge of grammar, communication strategies, and self esteem. In this case, the language learners have to be able to enlarge themselves with the components, unless they will face obstacles to reach their target.

As an English teacher at SMK Labor Binaan FKIP UNRI, researcher found that students in the school were also really eager to have good speaking skill in English. Unfortunately, they got difficulties to master it, even the teacher had done some efforts to improve their speaking skill, such as giving motivation, using interesting media, and applying some teaching strategies. The result of researcher's observation when the researcher taught in grade X of Accounting 2 revealed that they had poor speaking skill. Most of the students could not give respond when the teacher invited them so speak. There was only 1 student who often spoke in English. There were only 5 students who could understand the language , but the rest of the students, 11 students got problems to produce the language orally. Then, the rest of them should be guided during the speaking class.

To find out some factors influenced student's speaking skill, the researcher interviewed some students to get authentic information: (1) they got difficulties to master some language components that relate to vocabulary mastery and knowledge of grammar, (2) they were not brave and confidence enough to speak in English. Getting afraid to make a mistake was the most common reason stated by the students (3) teaching and learning activities in the class could not support them to improve their speaking skill even the teacher had designed interesting teaching and learning activities.

The information showed that students in SMK Labor Binaan FKIP UNRI at grade X of Accounting 2 had problems in speaking. The researcher considered that the role of the teacher in this case was really crucial. The teacher as a facilitator in the class should be able to fix some unsuitable planning or actions that had been done in the class. The researcher decided to conduct a classroom action research in order to improve students' speaking skill through Classwide Peer Tutoring (CWPT). The Students' activities in the class will be designed based on its procedures.

There are some reasons why the researcher applied CWPT to improve students' speaking skill. Firstly, there had been some studies proved the effectiveness of applying CWPT, it was done by Neddenriep (2003), Nardiello (2009), and Mooney (2003). It did not only guide the students to develop their academic

competence; but also improve their social interaction in English among the students. The preliminary studies also showed that this strategy was really appropriate to help the students to improve their speaking. Secondly, CWPT also gave chance to the students to be tutor and tutee, both of them helped each other to solve their mistakes or errors in grammar. The last, CWPT provided the students with wide chance to practice English orally, they could learn new information, not only from teacher in the class, but also with other students. So, it will let them to have good confidence to keep practicing English.

In short, students' difficulties to speak in English is a serious matter faced by students and teacher in the classroom. In this case, the teacher had to help the students to solve their problems and improve their speaking skill. Finally, a classroom action research entitled "Improving Students' Speaking Skill through Classwide Peer Tutoring at Grade X of Accounting 2 at SMK Labor Binaan FKIP UNRI Pekanbaru" was conducted.

B. Brief Review of Related Theories

Speaking Skill

Good speaking skill is one of important skills that have to be mastered by all of language learners. Nunan (1999:225) states that the ability to speak in another language is a characteristic of mastering the language. Ur (2000:120) also states that speaking seems the most important skill because people who know a language are considered to be able to speak the language. In other words, speaking skill for language learners should be improved well because it is one of the essential points in mastering the language.

However, to have good speaking skill needs great challenge that have to be faced by all of language learners. According to Ricahrd and Renandya (2004: 201), to have speaking skill is a complex task for the learners because they have to understand well about the speaking and anything involves in it. It means that speaking is not only a process of delivering written text into oral form, but the learners have to consider about the purpose of the speaking, manner in speaking, and etc. In addition, Zhang (2009:32) adds that there are some micro components in speaking that have to be mastered, such as pronunciation, correct placement of stress, intonation, and the appropriate use of formal and informal expressions. Those components influence why speaking can be great challenge skill. The language learners have to have good understanding about speaking itself and all of the components that can support their speaking skill.

Some experts have stated some components that can be used to measure students' language proficiency in English. Harrist (1974:81) states that pronunciation, grammar, vocabulary, fluency, and comprehension are some components used to analyze speech process (appendix 5). Hadley (2001: 444) also states that communication, accuracy, fluency, vocabulary, and pronunciation are the components to score learners' speaking proficiency (appendix 5). Then, Hughes (2005: 131) adds that accent, grammar, vocabulary, fluency, and comprehension are considered as essential parts to have good proficiency in speaking (appendix 5). Based on the components above, there are five points used as the indicators to score students' speaking skill in this study. All of those indicators had been analyzed based on the appropriateness of students' speaking activity in the class room that referred to standard of students' competence for Vocational High School students. All of the indicators were scored by using analytical scoring system. The detail information about the indicators are as follow:

a. Pronunciation

Having good pronunciation is very important for students because it can help them to develop their speaking skill. It needs to be integrated with communicative activities. According to Goodwin (2001:117), pronunciation instruction focuses on stress and intonation. It means that students have to be carefully pay attention to stress and intonation in pronouncing words in English.

b. Grammar

Thornbury (1999:4) states that grammar refers to the process of getting speaker or writer's meaning when there is lack of contextual information. In other words, grammar is also needed in communication, except it will creat miss understanding when producing unstructured statements.

c. Vocabulary

Wei (2007:1) states that vocabulary is considered very crucial in the process of receipting and producing language. If the students have lack of vocabulary mastery, they will face serious problem in communication.

d. Fluency

Hadley (2001:444) states that characteristic of good fluency in speaking is producing language smoothly. In this case, fluency refers to the someone capability to use a language and express it appropriately.

e. Content

Content refers to the information delivered by speaker in doing communication. The students' ability to speak in various topics in different situation influences the students' skill in speaking.

Classwide Peeer Tutoring (CWPT)

Classwide Peer Tutoring is one of the strategies that refers to peer mediated instruction. According to Fulk (2001:49), CWPT is a strategy that is used to train students to work collaboratively with their partner to improve their knowledge and develop their skill. Then, Nardiello (2009:8) also states that CWPT is an optional teaching strategy that allows the students to work in pairs to get chance to respond and receive feedback about target language or a topic. In other words, CWPT is a strategy that gives opportunity to the students to work together in pair and help each other to solve their problems in learning.

CWPT is an effective strategy that can be applied by teacher in the class. Altotabi (1998:4) states that CWPT is used to improve the academic achievement and social interaction for each student who has different skills. Greenwood (2001:35) also adds that CWPT is designed to give chance to the students to conduct as a tutor and tutee. It is useful to give experience to the students how to be an instructor and good language learner. Then, it can be used as a strategy to let the students to have good interaction to their friend, especially between a skilled and less skilled students because they can work together as partner.

In CWPT consists of some units that will influence the process of its application in the class. Nobel (2005:20) states that CWPT is tutoring system with several phrase; training, practicing, and evaluating. In this application, the students are trained how to have correct tutoring behavior, present learning material to their partner, praise correct responses, and provide error recognition for incorrect responses. Then the students are asked to practice what they have learnt. After completing the practice phase, the students take a role as a tutor to evaluate his/her friend's performance. The students' activities in CWPT are very dominant because they don't only conduct as a student, but they also have chance to be a tutor for his/her friend . According to Wilson et.al. (1997:42), the characteristics of CWPT is that students have role as a "tutee" and "tutor". The students have responsibility to guide each other to solve some problems that they face in the class.

Moreover, teacher also has to take part in the application of CWPT. Wilson et. al (1997:42) state that teacher's contribution during CWPT session is to monitor students' activities, verify data sheet, and award good tutee-tutor behavior. In addition, Scruggs (2010:2) states that CWPT can run well if the teacher prepares learning materials that are going to be used in CWPT session.

Procedure of Classwide Peer Tutoring Activities

Wilson et al (1997:42) states that there are some points that need to be considered by teacher who applies CWPT for the first time; starting out small group, choosing skills carefully, providing students with data sheets initially, and monitoring data sheets. It means that the teacher needs to have good preparation before applying CWPT. Then, Fulk (2001:49) also lists nine guidelines for beginning to implement classwide peer tutoring:

(a)explain the purpose and rationale for the technique,(b) stress collaboration and corporation rather than competition, (c) select the content and instructional materials for tutoring sessions, (d) train students n the roles of tutor and tutee, (e) model appropriate behaviors for tutor and tutee, (f)provide sample scripts for student practice of roles, (g) let pairs practice roles of tutor as teacher circulates, provides feedback, and reinforcement, (h) conduct further discussion regarding constructive and non constructive pair behavior, (i) let pairs switch roles and practice new roles as teacher circulates and provides feedback, and reinforcement.

The guidelines above tells us that teacher has to explain the purpose of the students' activities and ask them to work collaboratively. The teacher also has to prepare and select learning materials which are going to be discussed in the class. The students need to have training activities about their roles as tutor and tutee in the application of CWPT. Then, the students were divided by the teacher in order to run the activities effectively.

Fulk (2001:50) adds that teacher also needs to gives training to the students before starting CWPT activities. The students have to be taught about the purpose and the model of the activities. They are emphasized to work in team to help each other. They also are asked to prepare themselves with learning material that relate to the topics. Then, they are given an example how to be a tutor, so they can learn how to ask questions and deliver information correctly.

In other words, CWPT is one of the teaching strategies that can be applied by teachers that consists of some steps: a. developing task and criteria sheet; b. giving examples about some activities that students have to do; c. giving chance to the students to practice the tutoring activities with their partner; d. giving task and criteria sheet to the students; e. presenting the peer tutoring activities to the teacher; f. presenting the task. All of the activities involve the students to participate actively, so there are a lot of advantage that they can get during the application of CWPT in the class.

C. Data Analysis and Discussion

This research was a classroom action research which was aimed to improve students' speaking skill in English through Classwide Peer Tutoring and find out some factors influenced the changes of the students' speaking skill. The research was done based on four fundamental aspects of action research; planning, action, observation, and reflection. The research was conducted in two cycles with three meetings in each cycle. It was started on March 29, - May 14, 2011. The participants in this study were researcher, collaborator, and all of students at grade X Accounting 2. The researcher was an English teacher at SMK Labor Biaan FKIP UNRI who had two years experience in teaching. The collaborator was another English teacher in the school who was a qualified partner who had good understanding about classroom action research. The number of students in this study consisted of 19 students at cycle I and 17 students at cycle II. The location of this research was at Thamrin Street No. 97 Pekanbaru on academic year 2010/2011.

There were several ways that had been done by the researcher to collect the data, they were oral test, observation, and interview. Firstly, the students' speaking skill was tested orally. It was done 2 times, at the last meeting of the first and second cycle. They had to talk about a topic in front of the class for 1- 5 minutes. Secondly, the data were also collected by doing observation. Field notes and observation sheets were used in this research. The researcher used field notes to write down important notes about everything that she found during the teaching and learning process. Then, the researcher was also helped by the collaborator to observe all of the activities in the classroom. The last, the researcher interviewed some students at the end of every meeting. Four students were selected to get detail information about their views during the teaching and learning activities through CWPT.

The data were analyzed quantitatively and qualitatively. The researcher scored students' speaking skill based on the scoring rubric that referred to pronunciation, grammar, vocabulary, fluency, and content. After scoring the students' speaking skill, the students' average score was calculated. Then, Qualitative data were analyzed by doing some steps; managing, reading, and memoing, describing, classifying, and interpreting.

Finding of this research showed that the application of CWPT had better improved students' speaking skill at grade X of Accounting 2 at SMK Labor Binaan FKIP UNRI Pekanbaru. The finding was in line with the results of previous studies which had been done by Mooney (2010), Nardiello (2009), Neddenriep (2003), Zubov and College (1999), and Hock et al (1998). Then, there were also some factors influenced the improvement of students' speaking skill.

The improvement of the students' speaking skill in speaking was supported by the students' ability to master all of the micro components in speaking: pronunciation, grammar, vocabulary, fluency, and content. The improvement of each indicator can be seen from the following chart :

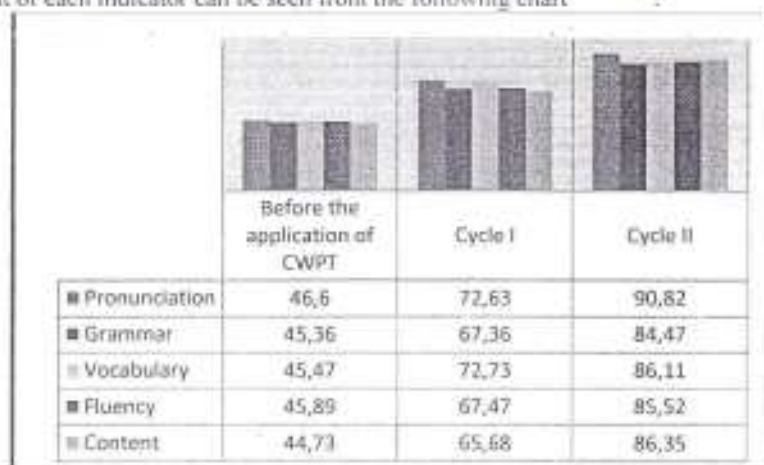|	Before the application of CWPT	Cycle I	Cycle II
■ Pronunciation	46,6	72,63	90,82
■ Grammar	45,36	67,36	84,47
■ Vocabulary	45,47	72,73	86,11
■ Fluency	45,89	67,47	85,52
■ Content	44,73	65,68	86,35

Figure 3: The Average Score of Students' Speaking skill Based on Its Indicators

Based on the chart above, all of the components of students' speaking skill had better improved. In pronunciation, the students work collaboratively to help each other, they corrected each other when their partners had problems in pronouncing some words. In grammar, the students faced the lowest score compared to the other components, but it didn't stop their way to improve their speaking. They kept improving their grammar in speaking during the CWPT activities. They could have an opportunity to discuss with their friends about the best statements that they could use to improve their speaking.

Then, the students' vocabulary mastery also influenced by the students' skill in speaking and expressing their idea fluently. The score of students' vocabulary before the application of CWPT revealed that they had problem in vocabulary. They also got difficulties to express their idea, so it also influenced their fluency in speaking. However, the students' vocabulary and fluency had better increased after the application of CWPT. The activities in CWPT let the students to practice speaking a lot, the students got many advantages during the application of CWPT. They did not only help each other to improve their vocabulary, grammar, pronunciation, and fluency, but they also worked together to share their ideas about some topics brought by the teacher in the class. This was very helpful for them because they had partners to share each other.

Furthermore, the research also revealed that there were some factors influenced the improvement of students' speaking skill through CWPT. It was influenced by the teaching and learning activities, students' participation, and teacher's roles. The teaching and learning activities in CWPT created different sense of learning for students because the activities was designed to make them feel enjoyed in learning, even there were a lot of things that they had to do in the class. During the application of CWPT, the students had roles as tutor and tutee that gave them an opportunity to work collaboratively. Some students who had good competence had roles as tutor, the others became as tutee who would get guidance from the tutors. Before the tutoring activities were started, the high competence students would receive short training from the teacher about a topic that would be discussed, and some activities that they had to do as tutors. A weak student was paired with a good competence student, so one of them had responsibility to help her/his friend. The students who could guide his/her friend well would get reward from the teacher. The team that could work collaboratively also received reward from the teacher. So, the activities during the application of CWPT brought the students to a different learning experience. It was the first factor found that influenced the improvement of the students' speaking skill.

Students' participation during the application of CWPT was the second factor influenced the improvement of the students' speaking skill through CWPT because it gave chance to them to involve during the teaching and learning activities in the class. Erchul (2010:1) states that the students involve in peer tutoring will behave better in the classroom and show more participation during the teaching and learning process because they are paired to work together. It means that the students' interest to involve in the class activities guide them to have better speaking skill. All of the activities in CWPT guided the students to participate actively, so it brought them to have better speaking skill.

Then, the last factor influenced the improvement of the students' speaking skill in this study was the teacher's roles. The teacher's roles in the class was very essential because she did not only manage the class' activities, but also guided and helped the students during the process of CWPT. This finding was in line with Wilson's et al (1997: 42) who stated that teacher's contribution during CWPT session is monitoring students' activities, verifying data sheet, and awarding good tutee-tutor behavior. In this case, the teacher's role during the application of CWPT was needed to achieve the learning objectives.

D. Conclusion and Suggestion

The application of CWPT had better improved students' speaking skill at grade X Accounting 2 at SMK Labor Binaan FKIP UNRI Pekanbaru. The findings showed that the average score of students' speaking skill improved. It was also supported by the improvement of students' average score for each indicator in speaking; pronunciation, grammar, vocabulary, and content. Then, There were some factors influenced the improvement of students' speaking skill. the first factor was the tutoring activities that they had in the class. the students' participation was the second factor influenced the change, and the last, roles of teacher in the class that helped them during the application of CWPT.

The application of classwide peer tutoring should be considered by English teachers in order to solve their problems in the class, especially in speaking class. Even the finding or this research could not be applied generally to the other classes, but it can be used as references for the other teachers/researchers to create a new learning activities in the classroom.

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