

Volume 2
Number 2
July-December 2016
ISSN 2460-0865

ASSES

English Education Journal

**AN ANALYSIS OF STUDENTS' STRATEGY IN TRANSLATING
ENGLISH IDIOM INTO INDONESIAN LANGUAGE**

Nasron and Fitri Hilmiyati

**TEACHING STUDENTS' READING COMPREHENSION
ON NARRATIVE TEXT USING PEER TUTORING STRATEGY**

Ernawati Ningsih and Ilzamudin

**THE EFFECTIVENESS OF TIC TAC TOE GAME
TOWARD STUDENTS' VOCABULARY MASTERY**

Esih Sukaesih and Anita

**English Education Department
Faculty of Education and Teacher Training
The State Institute for Islamic Studies
Sultan Maulana Hasanuddin Banten**

JOURNAL REDACTORS

- Senior Advisor : Subhan
Advisors : Eneng Muslihah
Apud
Chief Editor : As'ari
Secretary : Eulis Rahmawati
Editors : Wawan Wahyuddin
Fitri Hilmiyati
Abdul Mu'in
Busthomi Ibrohim
Anita
Emeliya Sukma Dara Damanik
Reviewers : Ilzamudin
IAIN SMH Banten
Naf'an Tarihoran
IAIN SMH Banten
Syafrizal
Untirta
Udi Samanhudi
Untirta
Circulation : Ade Adriadi
Irfan Abbas
Address : ENGLISH EDUCATION DEPARTMENT
Faculty of Education and Teacher Training
The State Institute for Islamic Studies
Sultan Maulana Hasanuddin Banten
Jl. Syech Nawawi Al Bantany Curug-Kota Serang
e-mail: asestbiainbanten@gmail.com

ASSES: English Education Journal accepts articles, which are collaborative work between lecturers and students, on English language teaching and learning, applied linguistics, and literature, have not been published elsewhere.

TABLE OF CONTENTS

AN ANALYSIS OF STUDENTS' STRATEGY IN TRANSLATING ENGLISH IDIOM INTO INDONESIAN LANGUAGE Nasron and Fitri Hilmiyati.....	121-134
TEACHING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT USING PEER TUTORING STRATEGY Ernawati Ningsih and Ilzamudin	135-146
THE EFFECTIVENESS OF TIC TAC TOE GAME TOWARD STUDENTS' VOCABULARY MASTERY Esih Sukaesih and Anita	147-158
IMPROVING STUDENTS' SPEAKING ABILITY BY USING INTEGRATED SKILL OF ACTIVATION METHOD Siti Rahmah and Busthomi Ibrohim	159-168
THE EFFECTIVENESS OF USING NEAR-PEER-ROLE MODELING (NPRM) ON STUDENTS' SPEAKING ABILITY Ulan Aprianti and Naf'an Tarihoran.....	169-180
THE INFLUENCE OF DESCRIBE AND DRAW GAME TOWARD STUDENTS' SPEAKING ABILITY Santy Anjar Pratiwi and Ila Amalia.....	181-192
THE EFFECTIVENESS OF VIDEO AS MEDIA IN WRITING NEWS ITEM TEXT TOWARD STUDENTS' WRITING SKILL Ratna Juwinta and Eulis Rahmawati	193-204
THE USE OF ONE-TO-ONE METHOD IN DEVELOPING STUDENT'S READING COMPREHENSION Mubdi Nurohim and As'ari	205-214
IMPROVING STUDENTS' WRITING ABILITY BY USING ENGLISH ADVERTISEMENT Nova Rosmala Dewi and Wawan Wahyuddin	215-224
IMPROVING STUDENTS' SPEAKING SKILLS BY USING BUZZ GROUP Iis Solehah and Tri Ilma Septiana.....	225-236

THE EFFECTIVENESS OF USING NEAR-PEER-ROLE MODELING (NPRM) ON STUDENTS' SPEAKING ABILITY

Ulan Aprianti and Naf'an Tarihoran
(nafant@yahoo.com)

ABSTRACT

Speaking skill has been one of the most wanted skills in English learning today. Therefore, speaking was the focus of the research. The writer administered a research by applying a method named Near-Peer Role Modeling (NPRM) at the first grade of SMPN 3 Mandalawangi. The purpose of the study was to get the empirical data which can describe whether Near-Peer Role Modeling (NPRM) was effective or not in enhancing students' speaking competence in English.

This study used a quantitative method with a quasi experimental design. This study was held on August 2015. The sampling technique used in the research was simple random sampling. Therefore the writer took two classes for being the subject of the research; One for experimental class and another one for controlled class.

The data were analyzed by using *t*-test formula. The data found indicated that there was a significance difference scores between students in Experimental class and controlled class. The result of data analysis of the research shows the value of $t_{\text{observation}}$ is higher than t_{table} , $t_{\text{observation}} = 8.10 > t_{\text{table}} = 2.09$ (5%) on $t_{\text{observation}} = 8.10 > t_{\text{table}} = 2.09$ (1%). It means that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there is significant result in using Near-Peer Role Modeling on students speaking ability at SMPN 3 Mandalawangi.

Keywords: Near-Peer-Role Modeling (Nprm), Speaking Ability, Quasi Experimental

A. Introduction

According to McDonough (2013:13) "speaking is not the oral production of written language, but involves learners in the mastery of wide range of sub skills, which added together, constitute an overall competence in the spoken language". When people hear someone speaks, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker's status. As speakers, consciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonations, they also create a texture for their talk that supports and enhances what they are saying. The sound of people's speech is meaningful, and that is why is important for assessing speaking. To make students understand and have good

competence in English, it is needed a good theory of how a language should be taught and learnt. Therefore, new methods were developed to study English by referring to general principles and theories concerning how language are learnt, how knowledge of language is represented and organized in memory, or how language itself is structured.

Moreover, when attempting to speak, learners must gather their thought and encode the ideas in the vocabulary and syntactic structures of the target language (English). In this case, speaking skill is somehow associated to the motivation of the students themselves. Besides, the challenge needs to be faced is when students are caused of learning foreign language need hard work, some are caused of English does not seem immediately useful or relevant to their lives. And some are caused of the chance to use the skills have been learnt is null. Motivation can really influence on studying new things and the review performance of materials which have been learnt, tactics, manners.

It is Near-Peer Role Modeling, a method which emerges from an underlying principle that peers can be a trusted and credible source of information. The peers can shares similar experiences and social norms. It encourages students' interaction during the class under the influence of the close peer to use English successfully. Using a peer model to deliver information to students can ensure that each of peers can take an equal role in informing, shaping, and passing on information. Near-Peer Role Modeling is assumed to be able to increase students' motivation and strategy-choice while daring to belief in study English. It is a method which more gives focus on the psychological aspect of students in learning a language, especially in speaking English.

Furthermore based on writer's findings on preliminary study in SMPN 3 Mandalawangi, it was found that students were afraid to start speak in English. They usually felt doubt to try speaking as lacking of vocabulary though the teacher had encouraged them to speak. Students were usually forced to speak in a planned conversation. They used to take a conversation/dialogue from books to be memorized and practiced. In fact, speaking skill can also be attained from working out English in real life from certain topics related to the subject material. From this problem, it is quite obvious that students might need a model which can give them more self-efficacy and motivation. A peer model can definitely give a positive influence to the students as "seeing or visualizing people similar to oneself perform successfully typically raises efficacy beliefs in observes that they themselves possess the capabilities to master comparable activities. Therefore, as well as Near-Peer Role Modeling, it can overcome the problem faced by students could try to speak English by using Near-Peer Role Modeling; it can overcome the problems faced by students when they want to speak up.

As teaching method of English can affect students' competence in English, the writer was eager to take this problem as her research. The writer tried to stimulate students to speak English by using Near-Peer Role Modeling where student could try to speak freely without feeling anxious of making mistakes. The writer conducted a research on "The Effectiveness of Using Near-Peer Role Modeling (NPRM) on student's "Speaking Ability".

B. Theoretical Framework

1. Speaking Ability

Speaking ability is a condition where a speaker has a capability in using their own subconscious understanding to utter every single sentence. Mostly, students learn English in order to speak as well as native speakers. Therefore, it is needed several competences to be able to speak. As what has been noted by a sociolinguist Hymes in Harmer (1991:14), "grammatical competence is not enough, native speakers also have also have communicate competence that is a subconscious knowledge of language use, and of a language as discourse.

Most people probably take for granted their ability to speak, no thinking, much about it until they have to address an audience or attend on important interview. However, just as your first impressions of other people are based on how they look and how they speak – so are their impressions of you. In every conversation, as well as when you give a talk or presentation, or are interviewed, you are not only conveying information about the subject being discussed but also presenting yourself

To have good speaking ability, it is required to have the language use knowledge. It is the competence of a speaker to use a language based on the context. The speaker knows how to choose and pick a word in every sentence stated. Harmer affirms that there are several factors which affect language users in choosing some words, they are: "setting, participants, purpose, channel, and topic.

Setting is the place and situation which the speaker has to deal with. It is the circumstances which make the speaker use formal or informal way to speak up. Participants are people who take charge in the speaking with the speaker. It can be speaker's friend, parents, acquaintances, or even bosses. Purpose is the goal of speaking. The purpose itself can be anything, e.g. expressing any thoughts, suggestions, greeting, and warnings. Every purpose will make a different way of utterances. Channel is the way of speaker takes the communication. It can be face to face, on telephone, or video call. While topics is the content of the speaking itself, it is the main idea of the

speaking is about.

The knowledge of language as a discourse means the competence of how a speaker uses the organized grammar and vocabulary based on the purpose of the speaking. That is what is called as structuring discourse. Harmer in Barrass (2006:1) states that “in speech we used intonation and restatement of points together with a range of speech phenomena to structure what we say”.

Beside the knowledge of a language use and discourse, there is also another type of competence which should be recognized in speaking. It is strategic competence. It is the competence which let the speaker can give the feedback of each words spoken to them. Strategic competence is not knowledge about anything but rather knowledge of how to evaluate what is said to us and how to plan and execute what we want to say back. While sociolinguistic competence is the competence to respond appropriately the speaker non-verbally based on the purpose of the talk. To sum up, speaking is referred into four kinds of competences, grammatical competences, sociolinguistic competence, discourse competence, and strategic competence.

2. Teaching Speaking

The mastery of speaking skills in English is a priority for many second-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly have been neglected in EFL / ESL course (writer the huge number of conversation and other speaking course books in the market). Though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and text books make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e. g, turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.

In Indonesia, student's are faced to the reality that English is needed to be learnt while there is not any good circumstance for them to speak. In EFL (English Foreign Language) country like Indonesia, speaking English is very hard. The situation and condition will never be supportive enough to speak English. As what has been noted .by Gebhards (2009:40), “in EFL setting there are fewer chances for students to use English outside class room”.

In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together, in writing, we may be creating a record, committing events or moments to paper.

Research has also thrown considerable light on the complexity of spoken interaction in either a first or second language. For example, Louma (2004) cites some of the following features of spoken discourse:

- Composed of idea units (conjoined short phrases and clauses)
- May be planned (e.g., lecture) or unplanned (e.g., a conversation)
- Employs fixed phrases, fillers, and hesitation markers
- Contain slips and errors reflecting online processing
- Involves reciprocity (e.g., interactions are jointly constructed)
- Shows variation (e.g., between formal and casual speech), speaking purpose, and the context.

In designing speaking activities or instructional materials for second language or foreign-language teaching it's also necessary to recognize the very different functions speaking performs in daily communication and the different purposes which our students need speaking skills.

3. Near Peer Role Modeling (NPRM)

Murphy (2013:23) says that NPRM is one kind of method which encourages a peer teaching. There has been some peer teaching method before. It also encourages students to be leader in the class tutoring others. An English teacher even has been focused by the students to keep doing peer teaching. To students, peer teaching is fun. It is noted by Tee Hwa that. More conversations with him and other students led me to realize that each of them all shared the same frustration. He and his peers had access to a broad range of interesting and rich media outside the classroom, but the school still subjected them to the traditional way of passive and rote learning.

Based on Murphy, near can mean different things: age, ethnicity, gender, interest, near in proximity, and near in frequency. Peer means a child who is roughly equivalent in development to the observer. Role means 'a role or social role is a set of connected behavior, rights, obligations, beliefs, and norms as conceptualized by actors in a social situation. Model means in individual whose behavior, verbalizations, and expressions are attended to by the observer and serve as cues for subsequent modeling. Modeling means behavioral, cognitive, and effective changes deriving from observing

one or more models. Many academics agree that humans have been successful as a species, not because we are physically strong, or able to camouflage ourselves, or run swiftly as some animals do, but because we are intelligent. But even this would not ensure our survival: what does is our ability to work with others to fulfill shared goals; to cooperate.

Teamwork is a well-known and sought after characteristic of professional, and cooperation in many forms is a key aspect of modern life. It is therefore somewhat bizarre that schools are normally the least cooperative and, instead, the most competitive places (Wendy, 2005:7). Most of the time, pupils work independently and compete with independently and compete with each other, hence the distress pupils feel is someone copies their work. It is not just pupils who work individually. Teachers, too, usually work to individually in classrooms, lacking the support and help of colleagues. One of the major themes of this book is that cooperative learning necessitates a sea change in attitude from teachers and pupils, or put another way: *cooperative learning in the classroom requires cooperative learning in the staffroom*. It requires teamwork from teachers to support it use teamwork and teamwork from pupils to achieve its ends. A cooperative learning school becomes a community of learners with pupils and teachers alike working towards shared goals.

To achieve such a community of learners it is necessary to create a learning climate, and this requires certain conditions to be met. At its heart is supportive ethos that values and celebrates diversity. The use of language needs to be carefully examined to ensure it is of a 'no blame' nature and, most importantly, children's personal, social and emotional needs should be given priority. These are the necessary prerequisite for learning and the 'glue' for pupils working cooperatively.

4. The Benefits of Near Peer Modeling

Bandura (2007:125) in Schunk states that, there are three key functions of modeling: Response facilitation, inhibition/disinherits, and observational learning. Response refers to the actions which have to be copied and performed from the model. Inhibition refers to the positive expectations of the observer that they will have the same experience like the model. Observational learning refers to the paying attention process of new information/behavior from the model. While, according to Schunk (2007:127), there are several advantages can be attained from NPRM:

- a. Peer models may be especially helpful with students who hold self-doubts about their capabilities for learning or performing well.

- b. Teachers often apply these ideas by selecting one or more students to demonstrate a skill to other class members.
- c. Peer also can be used to enhance observers' self-efficacy in the context of small-group work.

5. Teaching of Near Peer Modeling

Peer tutoring can understood to be learners coming for social a group or the same class that have yet to understand something in learn, then help each other, whether in study or shared for mutual teaching each other. Teaching peers can also understand it as a program for students who need academic assistance in specific subject matter. Learners who have not understood the lesson taught and nurtured by other friends already understands or senior learner about the material before.

Many research results showed that teaching peers is a learning activity that is very effective in improving the learning achievements of learners. An organization called the Center for Effective collaboration and practice (2011) shows the results of the research conducted by Debra Whorton and Joseph Delquadri which found that learners who are only able to read 24 words correctly increased to 48 words correct after the teacher carry out learning activities teach peers.

Teaching peers can also apply to the auxiliary teacher's environment or a particular class of teachers who have different experiences. Teachers help new recruits who might be from an institution or graduate parents students who are willing to work voluntarily at a particular school are unfamiliar with state school environment therefore, programs teaching peers needs to be done. With so many questions regarding the magnitude, number of learners in the classroom can be corrected collectively. Implementation of a learning activity teaching peers can expect:

- Enhance the capabilities of the learners about the particular subject matter, both for who was appointed tutor in providing explanations as well as for other learners in learning.
- Improve the skills of communicating for learners who slighted to be tutors and then interact for learners who guided
- Provide an opportunity for the existence of the tutor to apply leadership skills in a groups and make it easier for other learners to express various obstacles without feeling shy

- Obtain appropriate learning needs, gain time and opportunity are quite sufficient, give better response from professional teachers, and even created a menu for more familiarity on mutual give and take learning
- Help teachers who cannot handle the students individually and create efficiency and effectiveness in serving the learning material because it has been divided into separate groups and tutorials.

C. Research Methodology

1. Research Method

In this research the writer chooses a quasi experiment research, to know the effectiveness of using Near-Peer Role Modeling in increasing students' speaking ability because an experiment research can show the effect that used. Whether the method increasing students speaking ability or not.

2. Setting

The writer conducted this research at SMPN 3 Mandalawangi. It is located at Jl. Raya pandeglang, DesaNembolkec, Mandalawangi Kab. Pandeglang. The reason of choose this school are easy to be reached and the writer want to give contribution to this school. Moreover the writer found the students still low in speaking ability.

3. Population and Sample

The population class VII-A has 35 students and class VII-B has 35 students the quantity at the first grade has 70 students. Meanwhile, the sample of this research from class first grade of VII-A are 20, and VII-B are 20 as sampling. So, the sample taken a much 40 students from class VII-A and VII-B. In this case VII-A is an experiment group class VII-B is an control group.

4. Technique of Data Analyzing

The writer decided to use an oral test as the technique of data collection in this study. The form of oral test being used in this study is *two-side information gap activity*. The writer decides to use this kind of oral test after considering Hadfield (1999:8) statement in his book that an activity which is based on information gap activity can be done reciprocally. This situation occurs when both of learners in the pair have some information that should be used for completing their task.

The oral-test will be given to all of students in class VII junior high school and then the data which has been collected by the test takers calculated by using test. The data from oral-test which conducted in pre-test will be used for knowing students ability to speak before the treatment is given.

According to Anas Sudijono (2008:308 to find out how significance the effectiveness of using Near-Peer Role Modeling (NPRM) method on students speaking ability, the writer used statistic calculation of the t – test to determine to final calculation of t_0 (t observation) that done to measure the last score of the research test. The formula that used is:

1. Determining the standard Deviation

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

2. Determining the mean of difference to get the result of the pre-test, by formula : M_D

$$\frac{\sum D}{N}$$

3. Determining the mean of differences (SE_{MD}) between X variable and Y variable,

$$\text{by formula : } SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

4. The calculation is determining the result of t_0 .

$$\text{By formula : } t_0 = \frac{M}{SE}$$

Notes :

SD_D = Standard Deviation pre-test and post-test

N = Number of students in the sample

M_D =Mean of pre-test and post-test

D =The definition of each subject

SE_{MD} = Standard Error

t_0 = t observation

D. Findings and Discussion

After calculating and analyzing the data, the writer found that the result showed that the use of "Near-Peer Role Modeling (NPRM)" can increase students' speaking ability. The result was proven by the improvement of students' willingness to speak in the target language in order to complete their tasks. Moreover, students seemed enjoying the activity and felt excited for doing the task and to seek information from their friend.

From the result of control class it shows the pre-test score 794 and post-test 1024. The result of experiment class shows that of pre-test class mean of pre-test. The result of experiment class 839 and post-test scores 1225. So it means the mean of control class is lower than experiment class, because students' speaking ability in control class lower than experiment class calculated with assumption as follows:

If $t_0 > t_t$ hypothesis is accepted. It means there is significant between teaching speaking by using Near-Peer Role Modeling method and while another one (controlled class) was given the followed learning system as usual-memorizing text.

If $t_0 < t_t$ the alternative hypothesis speaking is rejected. It means there is no significant between teaching speaking by using Near-Peer Role Modeling method. While another one (controlled class) was given the followed learning system as usual-memorizing text.

Based on calculation above is know that t_{table} with significance 1% =2.86 so $2.09 < 2.86$. It means that $t_0 > t_t$, and the writer conclude alternative hypothesis is accepted, it means that there is significant between teaching speaking using Near-Peer Role Modeling method. So the writer can conclude that there are many have the influence of Near-Peer Role Modeling method on students' speaking ability at the first grade of SMPN 3 Mandalawangi.

E. Conclusions

Based on the research about the using Near-Peer Role Modeling (NPRM) in teaching speaking at the first grade of SMPN 3 Mandalawangi, the writer can conclude that:

1. In general, the real condition of students' speaking ability at SMPN 3 Mandalawangi, before the students given treatment is low. It can be seen from the result of pre-test in experimental class, the lowest score is 28 and the highest 77.

The result after the students given treatment it can be seen from the results of post-test in experiment class. The lowest score is 48 and highest score is 82.

2. There was significant difference of students' speaking ability, the score of post-test is highest than score of pre-test. It can be seen from the result of the score of pre-test 836 and post-test 1225. Based of data analysis teaching speaking using Near-Peer Role Modeling method is more effective and really helpful than without using Near-Peer Role Modeling method. It very effective in teaching speaking, especially when applied at SMPN 3 Mandalawangi.
3. The result of data analysis of the research shows the value of $t_{\text{observation}}$ is higher than t_{table} , $t_{\text{observation}} = 8.10 > t_{\text{table}} = 2.09$ (5%) on $t_{\text{observation}} = 8.10 > t_{\text{table}} = 2.09$ (1%). It means that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there is significant effective in using Near-Peer Role Modeling on students speaking ability at SMPN 3 Mandalawangi.

F. References

- Barrass, Robert *Speaking for Your Self*, New York :first published, 2006.
- G. Gebhard Jerry, *Teaching English as a foreign or Second Language; A Teachers Self Development and Methodology Guide*, Michigan, Michigan Press, 2009.
- Hadfield Jill. *Beginners' Communication Games*. Harlow: Longman, 1999.
- Harmer Jeremy, *How To Teach English*, England, first Published: 1998.
- Harmer Jeremy, *the practice of English language teaching*, New York, 2000.
- McDonough Jo, et.al, *Materials and Methods In ELT, A Teachers Guide Third Edition*, oxford: first published: 2013.
- Murphey Tim, National Foreign Language Resource Center, *What is Near Peer Role Modeling?*, 2003
- Nowak Achim and Thomas Nowak, *Power of Speaking the art of Exceptional Pubic*, New York : 2004

- Nunan David, *Research Methodology in Language Learning*, New York: Cambridge University Press, 1992
- Schunk, *Learning Theories-An Educational Perspective, Independence Learning Association; 2007*
- Sudijono Anas, *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, 2008.
- Thornbury Scott, *How to Teach Speaking*, New York: 2000.