

**THE CORRELATION BETWEEN PEER INTERACTION AND
STUDENTS' ENGLISH PROFICIENCY AT SMAN 5 BANDAR
LAMPUNG**

Undergraduate Thesis

By:

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2022**

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LAMPUNG**

By

CHITA WIDYA NINGRUM DEWANTORO

An Undergraduate Thesis

Submitted as a Partial Fulfillment of

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In

The Language and Arts Department of

Teacher Training and Education Faculty



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

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ABSTRACT

THE CORRELATION BETWEEN PEER INTERACTION AND STUDENTS' ENGLISH PROFICIENCY AT SMAN 5 BANDAR LAMPUNG

By

Chita Widya Ningrum Dewantoro

This research is aimed to investigate the correlation between peer interaction and students' English proficiency. This research is conducted in SMAN 5 Bandar Lampung with the population of eleventh grader students. The sample of this research is obtained by cluster random sampling technique. The cluster chosen from the cluster random sampling is 11 MIPA 3 with 36 objects. To analyze the correlation between peer interaction and students' English proficiency, the researcher used Pearson Correlation Coefficient analysis. Results are based on the guiding of the research questions. Based on the data obtained, 38.9% of the students have good English proficiency. To test the significance of the correlation, the r is 0.728 and the N is 36. Based on the result of the analysis, it is found that there is a strong correlation between peer interaction and students' English proficiency since $r=0.728$. According to the testing of significance which has been done by the research, it resulted that the alternative hypothesis is accepted.

Key Word : Correlation, Peer interaction, and English Proficiency Test.

Research Title : **THE CORRELATION BETWEEN PEER INTERACTION AND STUDENTS' ENGLISH PROFICIENCY AT SMAN 5 BANDAR LAMPUNG**

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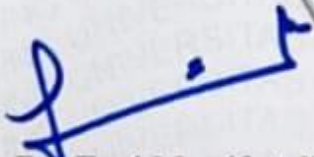
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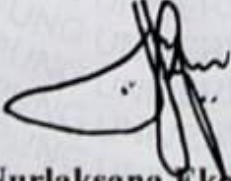
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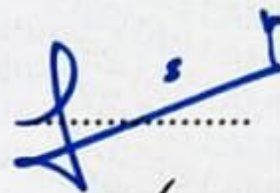
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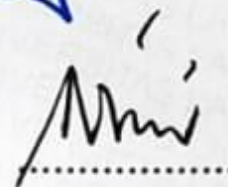
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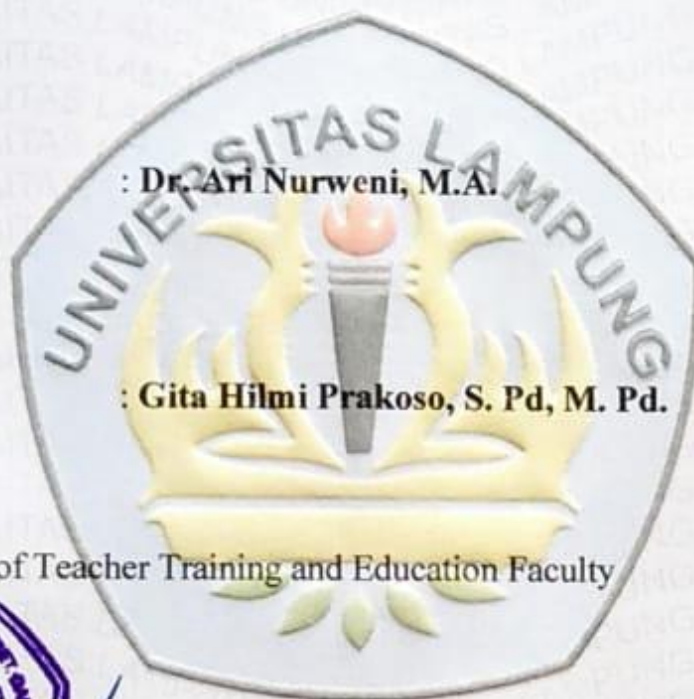
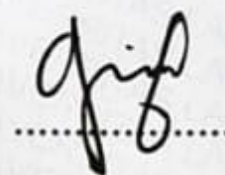
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Menyatakan bahwa skripsi yang saya ajukan ini adalah hasil karya saya sendiri dan tidak memuat hasil karya orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dalam menulis skripsi ini.

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CURRICULUM VITAE

Chita Widya Ningrum Dewantoro is born in Jakarta on April 27th, 1999. She is the middle child of the couple Dewantoro and Yulia Westyaningrum. She has an older brother named Dionisius Bramiana Dewantoro and a younger sister named Maria Luna Giovaninna Dewantoro.

She started her study at SD Fransiskus Pringsewu in 2007 and she moved to SDN 1 Terbanggi Subing in 2009. She continued her study at SMP Xaverius Pringsewu in 2011. After she graduated from Junior High School, she pursued her study at SMAN 1 Pringsewu.

She is registered as a student in English Department FKIP Unila in 2017. In January to February 2020, she did a KKN program in Tugu Mulya, Lampung Barat. She did a PLP program at SMPN 3 Jati Agung in August to October 2020.

During her study at Lampung University, she is actively involved in UKM Katolik Unila, HMJPBS (students' organization), and ETERNITY. In 2019, she acted as the coordinator of FKIP for UKM Katolik Unila. In 2020, she acted as the head of the financial department in ETERNITY. From August 2019 until now, she has been working as a private tutor in SMART Private. In November 2021, she is selected as a delegation to Asia Youth International Model United Nations. To accomplish her study, she did research at SMAN 5 Bandar Lampung.

MOTTO

You don't have to be afraid to put your dream into action

- Victoria Justice as Tori Vega in "Victorious"

I'm grateful for the storm, made me appreciate the sun

I'm grateful for the wrong ones, made me appreciate the right ones

- Rita Ora

DEDICATION

This script is fully dedicated to

:

My beloved mother

My older brother

My younger sister

All my noble teachers and lecturers

My alma mater

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All praise, honor, and glory go to my Lord Jesus Christ for His most abundant grace and mercy in the completion of this script entitled: “The Correlation of Peer Interaction and Students’ English Proficiency at SMAN 5 Bandar Lampung”.

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This script, hopefully, will be valuable to the readers, and especially to the writer. In addition, the writer recognized that this script is far from ideal. It gives her immense pleasure to get constructive comments and suggestions from everybody who has read her paper.

Bandar Lampung, January 3rd, 2022

Writer,

Chita Widya Ningrum Dewantoro

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CHAPTER I

INTRODUCTION

1.1. Background

English subject has been becoming an important subject in Indonesia's Schools although English still plays the role of a foreign language (Mappiasse & Bin Sihes, 2014). As a foreign language, English is at an essential level as a discretionary substance for elementary school and instructed as an obligatory subject from junior high school to senior high school and college as commanded in the public Indonesian educational program (Lauder, 2008); it even appears in final national examination in Junior High School and Senior High School.

Humans are social entities (Baker, 2015). Every human needs one another to fulfill their life necessities. This case also applied to students' social lives. Every student needs a friend to be with during their teenage stage. This cycle of social life also can be applied in the school where students learn together with their classmates and share ideas. However, it is common for a teenager to have the closest friend in their school since they meet each other every day in the same place.

At the point when the students learn English at school, they get a similar treatment and the same mater as one another; nevertheless, the English proficiency levels will be different from each other. There are many reasons why their English

proficiency levels are different. Students' English proficiency levels are representing how they are accustomed to utilizing English in their daily lives. This means students' social interaction gives the most influence on the students' English habits. Gass (2003) stated in 'The Handbook of Second Language Acquisition' chapter 9: *Input and Interaction* that interaction "takes as its starting point the assumption that language learning is stimulated by communicative pressure and examines the relationship between communication and acquisition and the mechanisms (e.g., noticing, attention) that mediate between them" (pp. 224).

As interaction is the starting point that stimulates language learning (Gass, 2003), the researcher believes that peer interaction will significantly affect students' English proficiency levels. The basic skill of communication in English should be mastered by Senior High School students in Indonesia as stated in Curriculum 2013 (Kemendikbud, 2013). On the other hand, the teacher in class more intensely teaches the students equally although students' English proficiency level shows the different level result. Despite this fact, Epple et al. (2002) stated that grouping students in classes by potential will also have a major effect on student success, based on the extent of peer factors.

In the scope of peer interaction, Burke & Sass (2008) had done research related to peer interaction and its effect on students' achievement in math and reading. The research result showed positive and highly significant peer effects within every level of schooling and for both reading and math. However, the correlation between Peer interaction and Students' English proficiency research has not been

done by any researcher before. This strongly supports the researcher to do the investigation on this topic.

1.2. Research Questions

Based on the background presented above, the writer is interested in analyzing whether there is a correlation between Peer interaction and Students' English Proficiency. The problem of this research can be formulated into:

1. Is there any correlation between students' Peer interaction and Students' English Proficiency?

1.3. Research Objective

Following the problems stated above, the objectives of the research are:

1. To find out the correlation between Peer interaction and Students' English Proficiency.

1.4. Uses of the Research

The finding of this research is hopefully useful to contribute theoretically and practically. Theoretically, this research is expected to prove brand new knowledge about peer interaction and students' English Proficiency. Practically, this research result is expected to be used as a reference to improve students' English Proficiency by increasing the quality of social interaction the students.

1.5. Scope of the Research

This research is focused on the peer interaction of the students at school and students' English proficiency. The peer interaction that the researcher looking for

is the closest friend of the students in the school, whether it is from the same class or a different class. The limit is only one person.

Students' English proficiency can be seen in their English proficiency test results in eleventh grade. The students in eleventh grade have already known their friends at school well because they have gone to school since tenth grade. Another reason why the researcher prefers to analyze the students' results in grade eleventh is that the students have had interaction with each other since they were met before the pandemic Covid-19 and the teaching-learning activity is still offline.

1.6. Definition of Terms

To abstain from misconception, a few terms utilized in this research are defined as follows:

1. Peer interaction

In a collaborative project or operation, peer-to-peer interaction is described as an approach to interaction and cooperation between participants characterized by network-based organizational structures, a shared collective resource base, and an expectation that all participants have the ability to make productive contributions (Bruns, 2016).

2. English Proficiency

According to Bekdas (2015), English Proficiency can be considered as a scale of similar English skills that varies slightly and constantly at each level. Moreover, English proficiency can also refer to people's ability in English (Yuyun et al., 2018). Based on Rao (2016) English proficiency is best

practiced through reading and writing since those skills also enrich the grammar and vocabulary skills.

CHAPTER II

LITERATURE REVIEW

This chapter concerns the literature review that is used in this study: previous studies on peer interaction and English proficiency, concept, aspects of peer interaction, the concept of English proficiency, the importance of English proficiency, theoretical assumption, and hypothesis.

2.1. Concept of Peer interaction

When it comes to peer interaction, Lobatón (2011) defined them as the partnership and role of students in the classroom setting when doing some sort of work or practice, teachers are those with the "power" to influence how students can coordinate themselves to create a particular activity.

Peer interaction is part of sociolinguistics in the scope of the social network because it refers to the pattern of informal relationships people are involved in on a regular basis. Peer interaction in class can be considered as multiplex relationships network because the relationships involve interactions with friends along several dimensions (Holmes, 2013).

Peer interaction is originally implemented from peer-to-peer network principles in technology, especially for providers (Bruns, 2016). He also stated in his publication that peer interaction in a social framework assumes not that all contributors to its activities are simply functionally equal, but that they do have

equal potential to identify the areas in which they can make a constructive contribution to the common project.

Sato & Ballinger (2016) in their book *'Understanding peer interaction'*, focused on peer interaction in the area of Second Language (L2) learning. He stated that peer interaction is a facilitator of L2 processing. The intriguing phenomenon of peer interaction is that learners tend to self-correct more while interacting with each other than when they interact with native speakers.

From the explanation above, peer interaction can be considered as multiplex relationships network in which the participants can make a constructive contribution to each other as a part of Second Language (L2) learning between the students in the classroom without the teacher's involvement in it.

2.2. Aspects of Peer interaction

Lobatón (2011) proposed two key aspects of peer interaction in his research, which are input and output.

1. Input

In language learning, the input can be understood as the language that the learner hears or receives and from which he or she can understand (Richards & Schmidt, 2010). Krashen (1985) stated in his book *'The Input Hypothesis. Issues and Implications'* that humans acquire language in only one way—by understanding a message, or by receiving 'comprehensible input'. Moreover, because there is individual variation in the rate of acquisition, non-grammatical sequenced input contributes to the solution

to this problem by making sure input is comprehensible to all students (S. Krashen, 2013). Gass (2003) described that conversational interaction in a second language is the basis for language learning rather than merely a medium for the practice of language functions. Peer interaction as non-grammatical sequenced input (conversational interaction) is one of the comprehensible inputs for the students to learn English.

2. Output

Output is the component that comes after the process and has the function of a requirement for second language learning (Gass, 2003). Interactions give us an opportunity to negotiate the meaning, to concentrate on the type, to receive feedback, and to use the target language for output (Lobatón, 2011). In addition, Swain (2000) stated that output allows students to learn a language more thoroughly with more mental effort.

3. Attitude

Attitude is commonly defined as good or negative feelings and ideas associated to a given social object such as individuals, things, facts, or events (Bilgin, 2007). Attitude is a state of mental or neurological preparedness that serves as both the premise and the outcome of conduct as a result of emotional, cognitive, and behavioral inclinations that have evolved as a result of prior experiences (Allport, 1967, Fishbein; 1967, Richardson, 1996) as cited on Sert Ağır (2019). While attitudes, which are not physically visible but can be detected through behaviors, guide human conduct, they are a phenomena that can affect decision making, problem

solving processes, and all relationships, and can lead to prejudice (Sert Ağır, 2019).

2.3. Concept of English Proficiency

According to Bekdas (2015), English Proficiency can be considered as a scale of similar English skills that varies slightly and constantly at each level. James (1985) described English proficiency as “the outcome of language learning. It is not a method. It is not a set of materials. It is not a set of classroom techniques. It is not a battery of tests. It is not a psychological model in and of itself. It represents all of these aspects without diminishing the value that each contributes.” (pp. 3). Another definition of English proficiency comes from Racca & Lasaten (2016) who defined English proficiency as the basis of success in academic pursuits when it is related to academic performance.

Based on the input-output aspect of peer interaction, in this research, English proficiency is considered as the output of the interaction. Output is the product of language and feedback that comes from interaction (Gass & Selinker, 2008). As peer interaction has a role as the input, English proficiency comes as the output of peer interaction.

2.4. The Importance of English Proficiency

In Indonesia, the students of Senior High School were obligated to master three learning objectives designed by Kemendikbud 2013 (as cited in Suryani & Amalia, 2018), those are: First, students are able to develop competence at the level of informational literacy. Second, students are aware of the essence and

importance of English in order to increase the productivity of global society. Finally, students are able to develop an understanding of the connection between language and culture. Based on those objectives, English proficiency is needed to be tested on senior high school students to measure their level of skills' proficiency.

2.5. The aspect of English Proficiency

Based on Language in Use Beginner Tests (2000) there will be four aspects that cover proficiency in English:

1. Grammar

Larsen-Freeman (2000) stated that grammar is the law of a language. Grammar is a set of meaningful constructs and patterns that are controlled by unique pragmatic constraints. Swan (1995) defined Grammar as a rule that indicates how words are grouped, ordered, or modified to show those kinds of context.

2. Vocabulary

According to Lessard-Clouston (2013), vocabulary words in a language, including single objects and phrases or chunks of a variety of words that have a common meaning, are the way human words do. Moreover, vocabulary is also refers to an important component since a restricted vocabulary in a second language impedes successful communication (Susanto, 2017).

3. Reading

Stone (2009) believes that reading is a basic goal that children must master in order to be competent at school and in life. In addition, Küçükoğlu (2013) also believes that reading is a life skill that may be utilized both in school and in everyday life.

4. Writing

Writing conveys knowledge or the expression of original concepts in a new language in a consecutive fashion (Rivers, 1981). Writing is a thinking process that needs an unlimited number of revisions before its “release” (Brown, 2001, p. 336).

2.6. Previous Studies

This chapter concerns both previous studies of peer interaction and English Proficiency.

2.6.1. Previous Studies on Peer interaction

Han et al. (2013) conducted research to find out the influence of peer interaction on students’ creative problem-finding ability. Based on the research, peer interaction had a significant influence on the students' CPFA (Creative problem-finding ability).

Lobatón (2011) researched to investigate social perspective towards the development of foreign language learning dealing with peer interaction. In 2011, peer interaction is considered as new way of interaction that go beyond the unidirectional relationship that is presented in the classrooms most of the time. In his research, Lobatón discovered that the students considered their

peers' viewpoints, insights, and points of view highly useful and also learned how to take advantage of these new interaction dynamics to develop their own learning experience while respecting others as human beings and subjects of knowledge.

Schwartz et al. (2008) reported an investigation that examines academic and social difficulties as predictors of depressive symptoms during middle childhood. Participants were 199 elementary school children (M// 9.1 years) who were followed for 2 consecutive school years. In both years of the project, children completed a questionnaire assessing depressive symptoms and a peer nomination inventory assessing friendships and social standing. On the other hand, their analyses did not indicate that social standing in the peer group moderates the relation between achievement and depressive symptoms.

Watanabe (2008) conducted a study to explore how adult ESL learners interact with either a higher- or a lower-proficiency peer during pair problem solving, and how they each perceive the interactions with their partners. The findings of this study provide valuable insights into the complicated nature of peer-peer interaction. His data documented how social relationships are co-constructed during pair interaction and how these relationships affect the collaborative dialogue, hence the participants' language learning; therefore, they highlight the importance of the nature of interaction for pair members' learning opportunities.

2.6.2. Previous Studies on English Proficiency

Martirosyan et al. (2015) conducted research to find out the impact of English proficiency on academic performance of international students in a four-year university located in north-central Louisiana in the United States. Data were obtained from 59 students in their sophomore, junior, or senior years in college via a self-reported questionnaire. Statistical research showed substantial disparities in language literacy and multilingualism in relation to academic success. The highest mean GPA is noticeable among students who registered high levels of self-perceived English language proficiency, and among students who spoke at least three languages.

Lie et al. (2019) reported an investigation to find out the English proficiency level of the teachers across some regions in Indonesia. Data for this study were collected from 149 secondary school teachers of English from five regions (Palembang, Yogyakarta-Sleman, Surabaya, Ruteng, and Maluku). They were asked to self-assess their English proficiencies based on the ACTFL (American Council on the Teaching of Foreign Languages) guidelines as well as to do an English Proficiency assessment.

Franco & Roach (2018) conducted a study to assess the English Proficiency of the Thai Workforce and find out its implication for the ASEAN Economic Community. This is the first research study to use a sample population made up of human resources workers from the top 100 private corporations in Thailand who are responsible for workforce instruction in learning English. Self-administered questionnaires were used to collect self-assessments on

topics relating to the degree of English proficiency, language instruction, the distribution of resources for contact preparedness in AEC, and the general understanding of the value of mastering English within their respective businesses. The findings reveal that the acquisition of English as an economic lingua franca is considered significant, irrespective of the demographic factors explored by the business.

2.7. Theoretical Assumption

English skill is an important skill that should be acquired by senior high school students as obligated by Kemendikbud in the Curriculum 2013. There are many aspects of students' life that influence their English skill and social interaction takes the important part of it. As a human, interaction cannot be avoided in our daily activity—it is human basic needs to interact with each other. Positive interaction in someone's life will contribute positive impact in his or her life, this is called as input. After someone gets comprehensible input based on the interaction she or he obtained in his daily life, they have to process it and it allows them to be able to produce an output based on the interaction itself. The output in this case is English proficiency.

Based on the explanation above, the researcher believes that students' peer interaction and students' English proficiency have a strong correlation between each other.

2.8. Hypothesis

Based on the theories and theoretical assumption above, the researcher formulates the hypothesis as follows:

1. Null Hypo (H₀): There is no correlation between students' peer interaction and students' English proficiency
2. Alternative Hypothesis (H_a):
 - a) There is a positive relationship between students' peer interaction and students' English proficiency.
 - b) There is a negative relationship between students' peer interaction and students' English proficiency.

CHAPTER III

METHODOLOGY

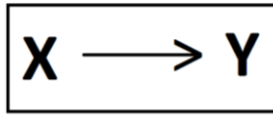
This chapter includes the framework used in this study. It involves the research design, the population and the sample that was analyzed in this research, the methods used to collect the data required, the procedures used to collect the data, as well as the analytical techniques used in this research.

3.1. Research Design

This research is using a quantitative approach. The researcher is intended to look at statistics on the correlation between peer interaction and English proficiency. This research applies the Pearson correlation coefficient analysis. Pearson correlation coefficient is used by the researcher to measure the correlation between two continuous variables (Setiyadi, 2018).

In Pearson correlation coefficient analysis, some basic assumptions should be fulfilled before analyzing the data (Setiyadi, 2018):

1. Two variables that will be analyzed must be based on the same sample source.
2. The variable must be interval variable/ratio (and ordinal variable that has been shifted into interval variable).
3. The variables have a normal distribution.
4. The relation between each variable must be linear.



The design of the study is as follows.

X : Predictor (Peer interaction)

Y : Criterion (English Proficiency)

3.2. Population and Sample

The population is considered as any number of items, individuals, etc. that share certain similar and measurable characteristics and from which a sample can be obtained. Thus, one may talk of comparing test scores across a survey of a population of students (Richards & Schmidt, 2010). In this research, the population will be from 11th grade in SMAN 5 Bandar Lampung.

The sample is the group of elements, or a single element, from which data are obtained (McMillan, 1996). In this research, a random sampling technique will be used to obtain the sample. Random sampling is the method of selecting a sample in such a way that any person in the defined population has an equal and independent probability of being chosen for the sample. The most successful approach for collecting a representative sample while no method, including random sampling, ensures a representative sample; the probability of obtaining one is greater for this process than for any other (Gay et al., 2012). To obtain the sample, the researcher used the cluster random sampling technique. Each class in Eleventh grade is recognized as one cluster of random sampling. Each class had the same opportunity to be chosen as the sample. To select the sample, the

researcher used miniwebtool.com/random-picker. Based on the result of the website, 11 MIPA 3 is chosen as the sample of the research.

3.3. Variables

In order to find out the correlation between peer interaction and students' English Proficiency, the variable is characterized as predictor and criterion variables. In this research, English proficiency is categorized as a criterion variable and peer interaction is categorized as a predictor variable. Based on the measurement variable, peer interaction and English proficiency are categorized as continuous variables.

3.4. Instrument

In order to collect data from the research, the researcher used a variety of instruments to obtain the data.

1. Questionnaire

The questionnaire used in this research is a closed-ended questionnaire that uses yes/no scales and Thurstone scales. In this type of questionnaire, the questions have been grouped into a category or someone's behavior aspect to something (Setiyadi, 2018). The questionnaire statement will be adapted from: Relationship between Peer Group Influence and Students' Academic Achievement in Chemistry at Secondary School Level (Uzezi & Deya, 2017). Their research objective is to find out the influence of peer-group on the students' achievement; in a similar manner, the usage of the questionnaire in this research is to discover students' peer interaction

patterns and their correlation to the student English proficiency level. As an adapted instrument, the researcher needed to examine if the overlap in the definition and substance of the construct evaluated by the test and the item content in the populations of interest is adequate for the intended use (or uses) of the scores (International Test Commission, 2017). Therefore, the researcher adopted the subject of the questionnaire from the first-person singular pronouns to the first-person plural pronouns so that the questionnaire is sufficient to fulfill the intended uses.

The format of the questionnaire will consist of three parts:

1. Introduction: the title of the questionnaire.
 2. Identity: the respondent's identity (name, age, class)
 3. Content: 15 closed-ended questions based on the respondent's reality dealing with students' peer interaction network.
2. English Proficiency Test

English proficiency test will be held in order to see students' level of proficiency in English. Senior High School students are considered at a beginner level of English proficiency as they should acquire basic skills of English (Kemendikbud, 2013). To measure students' English proficiency levels, the researcher will use the booklet guide for beginner English tests based on the Language in Use Beginner Test (2000). This booklet guide is published by Cambridge the aim is to help the language learners measure their progress in English proficiency. English proficiency test for beginners has consist of four aspects of communication skills in English, those re: grammar, vocabulary, reading, and writing.

3.5. Validity and Reliability of the Instrument

In carrying out the study, the researcher will use a variety of instruments, and these instruments will be proven to fulfill the validity and reliability dimensions of the instruments.

3.5.1. Validity

Validity is an integrated measure of the extent to which empiric proof and scientific rationales justify the adequacy and appropriateness of inferences and behavior based on test scores (Messick, 1987).

1. Proficiency Test

a. Content Validity

A test can be claimed that it has fulfilled content validity by its content which is needed to represent all the ideas of the material (Setiyadi, 2018). Based on Curriculum 2013, Senior High School students are obligated to have basic skills in communication as they have learned English for more than three years (Kemendikbud, 2013). English proficiency test for beginners has consist of four aspects of communication skills in English, those are grammar, vocabulary, reading, and writing. The questions of the English proficiency test are adopted from the English in Use Beginner tests (2000) from Cambridge University Test. From the explanation above, the English proficiency test has fulfilled the content validity.

Table 3.1 Components of The English Proficiency Test

No	Content Words	Section	Total Marks
1.	Grammar	A, C, D	21

2.	Vocabulary	B, E	12
3.	Reading	F, G	19
4.	Writing	H	18
	Total	8 Section	70

b. Construct validity

Construct validity is assessed by examining the consistency of the research measures, that is, by evaluating the degree to which such explanatory assumptions or constructs account for the output of the examination (Messick, 1987). If the test has fulfilled construct validity, it is capable to test the English proficiency of the students. This means that the evaluation can be calculated based on an indicator in some ways. The English proficiency test already fulfilled the construct validity. It can be seen in the table below:

Table 3.2 Construct Validity of English Proficiency Test

No.	Questions	Yes	No
1.	Do items in the section A, C, and D measure the grammar skill of the students?	✓	
2.	Do items in sections B and E measure the vocabulary skill of the students?	✓	
3.	Do items in sections F and G measure the reading skill of the students?	✓	
4.	Do items in section H measure writing skill of the students?	✓	

2. Peer interaction Questionnaire

a. Content validity

The peer interaction questionnaire has been validated by two experts. The researcher used a closed-ended questionnaire. The questionnaire consists of three kinds of scale: yes-no questions (dichotomous scale), Thurstone scale, and frequency scale.

Tale 3.3 Component of Peer interaction Questionnaire

No	Aspect	Scale	Items
1	Output	Yes-no questions (dichotomous)	1,2
2	Attitude	Thurstone	3,4,5
3	Input	Frequency	6,7,8,9,10,11,12,13,14,15

b. Construct validity

Construct validity is concerned with the test that is in line with the theory of the aspects to be measured based on the peer interaction aspect: behavioral pattern in learning English with a peer as the input which can influence the students' English proficiency test score which ac as the output of peer interaction.

Table 3.4 Construct Validity of Peer interaction Questionnaire

No	Aspect	Items
1	The output of the students' peer interaction	1,2
2	Students' attitudes toward their peer	3,4,5
3	Frequency of students' peer interaction	6,7,8,9,10,11,12,13,14,15

3.5.2. Reliability

Muijs (2004) in his book stated that reliability is referring to the extent to which test scores are free of measurement error.

a. Reliability of The Multiple Questions Test

The reliability of the instrument is measured using internal consistency reliability, which is measured by alpha coefficient reliability of Cronbach Alpha (Md Ghazali, 2016). The formula of Cronbach Alpha is:

$$K - 20 = \left(\frac{K}{K - 1} \right) \left(1 - \frac{\sum pq}{\sigma^2} \right)$$

Where:

$KR-20$ = the Kuder-Richardson formula 20

K = the total number of test items

p = the proportion of the test takers who pass an item

q = the proportion of test-takers who fail an item

σ^2 = the variation of the entire test

In the multiple-choice test, there are 52 items. Each item has 1 correct answer; therefore, the student who answered correctly will get 1 point for each item. Based on the analysis in SPSS 25, the reliability of the multiple-choice test is 0.617. Based on Taber (2018), 0.617 is considered as moderate reliability.

Table 3.5 Reliability of Multiple Question Test

Reliability Statistics

Cronbach's Alpha	N of Items
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.617	52
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b. Reliability of The Writing Test Item

To analyze the writing questions, the researcher used Intra-class Correlation Coefficient (ICC) reliability. The ICC provided a measure of agreement between measurements of writing test between three raters.

Based on Shrout & Fleiss (1979), to analyze using ICC reliability, requires to apply the model of the data first. There are 3 cases of ICC which can be applied to the data:

1. Each target is judged by a separate group of k judges, who are chosen at random from a diverse set of judges.
2. From a wider population, a random sample of k judges is chosen, and each judge assesses each target individually, totaling n targets.
3. The same k judges, who are the only ones who are eligible, rate each target.

After deciding the case, the researcher needs to decide on the analysis of Variance (ANOVA) which will be used to analyze the data; there are three ANOVA that possible to be used as the model (Liljequist et al., 2019):

1. One-Way Random; the term alludes to the assumption of a random sample of participants. It's also known as a linear or linear mixed-effects model (LMM)
2. Two-Way Random; A two-way random effects model and include a random selection of measurement biases.

3. Two-Way Mixed; means that a random sample of individuals is assumed again, while biases are considered to remain constant.

In analyzing the writing test, the researcher used Intra-class Correlation Coefficient (ICC) reliability. There are 3 items in the writing test. Each item has a 6-maximum score. There are three raters who gave scores to the students' writing test results. Each rater is given scoring rubrics as the guide to give scores to the students' writing test results. Since all the raters rate the entire targets, so it refers to ICC case 3 and used the Two-Way Mixed analysis of Varian (Shrout & Fleiss, 1979).

(1) Writing-test item number 1

In the writing-test item number 1, the ICC reliability is 0.845. According to Portney and Watkins (Trevethan, 2017), 0.845 is considered as good reliability.

Table 3.6 Reliability of Writing Test Item Number 1

	Intraclass Correlation Coefficient						
	Intraclass Correlation	95% Confidence Interval		F Test with True Value 0 Value	F Test with True Value 0		Sig
		Lower Bound	Upper Bound		df1	df2	
Single Measures	.845 ^a	.740	.914	19.749	35	70	.000
Average Measures	.943 ^c	.895	.970	19.749	35	70	.000

(2) Writing-test item number 2

In the writing-test item number 1, the ICC reliability is 0.854. According to Portney and Watkins inn (Trevethan, 2017), 0.854 is considered as good reliability.

Table 3.7 Reliability of Writing Test Item Number 2

	Intraclass Correlation Coefficient						
	Intraclass Correlation	95% Confidence Interval		Value	F Test with True Value 0		Sig
		Lower Bound	Upper Bound		df1	df2	
Single Measures	.854 ^a	.763	.917	19.571	35	70	.000
Average Measures	.946 ^c	.906	.971	19.571	35	70	.000

(3) Writing-test item number 3

In the writing-test item number 1, the ICC reliability is 0.870. According to Portney and Watkins inion (Trevethan, 2017), 0.870 is considered as good reliability.

Table 3.8 Reliability of Writing Test Item Number 3

	Intraclass Correlation Coefficient						
	Intraclass Correlation ^b	95% Confidence Interval		Value	F Test with True Value 0		Sig
		Lower Bound	Upper Bound		df1	df2	
Single Measures	.870 ^a	.788	.926	20.742	35	70	.000
Average Measures	.952 ^c	.918	.974	20.742	35	70	.000

Based on the results, all the reliability of writing test items is >0.75 which is categorized as good reliability.

c. Reliability of The Questionnaire

To test the reliability of the questionnaire, the researcher used alpha coefficient reliability or Cronbach Alpha. In the questionnaire, there are 15 items. The questions in the questionnaire are varying. The first two questions are yes-no questions, the next 3 questions are agree-disagree questions, and the rest are frequency questions. The reliability of the questionnaire is analyzed using alpha coefficient reliability or Cronbach Alpha. The reliability

of the questionnaire is 0.800. According to Taber (2018), 0.800 is considered reasonable reliability.

Table 3.9 Reliability of Peer interaction Questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.800	.781	15

3.6. Scoring Systems

3.6.1. Scoring System of the English Proficiency Test

There are two main parts of the English Proficiency Test, those are:

- a. For the multiple-choice questions, every item will be scored 1 if the respondent can answer the question right and will be scored 0 if the respondent answers the question wrong.
- b. In the writing test, there were 3 raters who will score the result of the test based on the scoring rubric given by the researcher. The range of the score is between 0 and 6.

All the scores of multiple-choice questions and writing tests will be accumulated and the total the score is 70 if the respondent can answer the entire questions correctly. To get the mark band score, the accumulated score will be divided by 7. The mark band will define the level of English proficiency of the respondent. Based on the Language in Use Beginner Test (2000), the levels of English proficiency are divided into:

Table 3.10 Scoring System of English Proficiency Test

Mark Band	Description	Performance
9.0 - 10.0	Expert user	Has fully operational command of the language: appropriate, accurate, and fluent with complete understanding.
8.0 - 8.9	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7.0 - 7.9	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies, and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6.0 - 6.9	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

5.0 - 5.9	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4.0 - 4.9	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3.0 - 3.9	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2.0 - 2.9	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
0.0 - 1.9	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.

3.6.2. Scoring System of the Peer interaction Questionnaire

The questionnaire in peer interaction questionnaire is adapted from PGIAQ (Peer Group Influence Analysis Questionnaire) by Uzezi & Deya (2017). Since the questionnaire is consisted of three different kinds of scale, so the researcher used standardized scoring. The formula of standardized scoring is:

$$Z = \frac{x - \mu}{\sigma}$$

Z = standard score

x = observed value

μ = mean of the sample

σ = standard deviation o the sample

3.7. Research Procedures and Data Collecting Technique

The researcher used several steps and techniques to obtain the data;

1. Determining the population and sample and material

In determining the sample and the population of the research, the researcher used cluster random sampling technique which meant the population and the sample will be chosen to answer the research question. The population of this research will be eleventh-grader students in SMAN 5 Bandar Lampung, and the sample will be chosen randomly from this population.

2. Administering English proficiency test and distributing the questionnaire

The English proficiency test is administered to see students' level of English proficiency. At the end of the test, the researcher gives the questionnaire to the students to identify the students' peer interaction.

5. Analyzing the data.

The data will be analyzed after determining students' English proficiency levels and analyzing the questionnaire. The data will be analyzed using the Statistical Package for Social Sciences (SPSS) in order to calculate the alpha level of correlation. An alpha level of .05 or lower is indicating significance in the correlations.

3.8. Data Analysis

In analyzing the correlation, the researcher will use Pearson's r correlations coefficient in SPSS version 25. Both questionnaire and test will be analyzed using quantitative analysis. The result of the questionnaire will be analyzed to find out students' peer interaction in the class.

1. The questionnaire is divided into 3 kinds of question:
 - a. Yes-no questions for questionnaire item 1 and 2. If the respondent answers "Yes", it will be scored 1 and if the respondent answers "No", it will be scored 0.
 - b. Thurstone scale for questionnaire item number 3, 4, and 5. If the respondent answers "Strongly agree", it will be scored 4. If the respondent answers "Agree", it will be scored 3. If the respondent answers "Disagree", it will be scored 2. If the respondent answers "Strongly disagree", it will be scored 1.
 - c. Frequency scale for questionnaire item number 7, 8, 9, 10, 11, 12, 13, 14, and 15. If the respondent answers "Always", it will be scored 4. If the respondent answers "Often", it will be scored 3. If the respondent

answers “Occasionally”, it will be scored 2. If the respondent answers “Never”, it will be scored 1.

2. Analyzing the correlation between the questionnaire and the test result using Pearson’s r . The formula is:

$$\text{Pearson's } r = \frac{\sum(X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum(X_i - \bar{X})^2 \sum(Y_i - \bar{Y})^2}}$$

Where:

X_i = Variable 1

Y_i = Variable 2

\bar{X} = Mean of X_i

\bar{Y} = Mean of Y_i

Pearson's r summarizes the relationship between two variables that have a straight line or a linear relationship. If the two variables have a straight-line relationship in a positive direction, so r will be positive and well above 0. If the linear relationship is in the negative direction, so that increases in one variable, are associated with decreases in the other, then $r < 0$. The potential r values vary from -1 to +1, with values close to 0 suggesting a slight relationship between the two variables (Gingrich, 1992). Based on Gay et al. (2012), there are three kind of relation between variables:

- a. Weak or none: the values between +0.35 and -0.35
- b. Moderate: between +0.35 and +0.65 or between -0.35 and -0.65
- c. Strong: between +0.65 and 1.00 or between -0.65 and -1.00

The positive value means it has positive correlation and negative value means it has negative correlation.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter concludes the research findings and gives recommendations for future research by English instructors.

5.1. Conclusion

Several studies have been undertaken on peer interaction and students' English proficiency, such as the study conducted by Chesterfield et al. (1982), which discovered that peer interaction had a significant impact on students' English competence in terms of second language. However, no study has been conducted on the correlation between peer interaction and students' English proficiency as a foreign language. As a result, it is hoped that this study would inspire more research into peer interaction and English proficiency in Indonesia.

Following the completion of the research, the writer reaches to conclude that there is strong correlation between peer interaction and students' English proficiency as it is shown by the result of Pearson Correlation Coefficient analysis that the value of the correlation is 0.728 which categorized as strong positive correlation and the research is statistically significant since the derived $t=6.192 > \text{critical } t=2.0322$.

5.2. Suggestion

Based on the findings of the study, the following recommendations were made:

1. Students have to build good peer interaction since peer interaction is one of social interaction which will affect students' learning habit in English skills learning.
2. Further research should be done in larger population, and it should find out which aspect of peer interaction that affects students' English skills the most.
3. Further research should develop the questionnaire more detail to adjust the aspect of peer interaction more clearly.

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