



THE EFFECTIVENESS OF PAIR WORK TECHNIQUE IN IMPROVING STUDENTS' SPEAKING SKILL ON DESCRIPTIVE TEXT

(A Quasi Experimental Study at Tenth Grade Students of MA Walisongo Pecangaan Jepara in the Academic Year of 2018/2019)

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ABSTRACT

This article is aimed to find out how significant is the difference in students' achievement of speaking skill on descriptive text who taught by using pair work technique and those who taught without using pair work technique. Pair work technique is a technique that requires students to completing task or work in pair. This study was quasi experimental research. The population was tenth grade students of MA Walisongo Pecangaan and 46 students were chosen as the sample. Tests were used as the instrument of data collection. Then, the data was analyzed by using t-test. The result showed that pair work technique is effective in improving students' speaking skill on descriptive text. This was proven by the tvalue (2,391) was higher than ttable (2,021) (2,391 > 2,021). That calculation also had already proved by SPSS. It meant that hypothesis which stated that pair work technique is effective in improving students' speaking skill on descriptive text was accepted. So, it could be concluded that pair work technique is effective to improve students speaking skill on descriptive at tenth grade students of MA Walisongo Pecangaan Jepara. Pair work technique also can be used by English teacher as a variety among the other technique because this technique is required students to be more active in completing their task.

Keywords: *pair work technique, speaking skill, descriptive text*

INTRODUCTION

Language is a tool used to communicate among people. There are two types of language. They are spoken language and written language. In spoken language a speaker has to monitor what he said, it matches his intention or not, and while he is uttering the words he has to plan for the next utterance and fit it to overall pattern. Meanwhile, in written language a writer may look over what he has already written, pause

between words without interruption, take time to choose proper words, and even look up in dictionary (Brown & Yule, 1983:4-5).

One of language that is learnt by many people nowadays is English. This is happen because English is international language that is used to communicate in global world. So, people learn English in formal and also informal institution. As well as in Indonesia, English becomes subject that should be taken by students start from elementary school

until university level (Mubarok, Effendi, & Sofiana, 2016:25). But in Indonesia English is not the native language or second language. It is foreign language that means English is only used when it is needed.

In learning English, learners should be master in both receptive skills and productive skills. Receptive skills are the way people extract meaning from the discourse they see or they hear (Harmer, 2001:199). It means that receptive skills require people to understand the information they see or hear. It does not require people to produce utterance or sentence as response. The receptive skills are listening and reading.

Meanwhile, the productive skills mean skills that produce an utterance, sentence, passage, and dialogue as the result. The productive skills are speaking and writing. Both speaking and writing are different in many ways. Writing is more organized than speaking. In writing, the writer has much time to think or consider about what he wants to say. But spontaneous speech may appear considerably more chaotic and disorganized than a lot of writing (Harmer, 2001:246).

One skill that will be discussed in this study is speaking. Speaking is process of building and sharing meaning through verbal and nonverbal symbols, in variety context. Speaking or speech is the most effective way to communicate. Speak fluently especially in English can help someone in career success. Speak fluently is not only purposed to get knowledge of language features, but also the ability to process information on the spot (Harmer, 2001:269). It means that people can give response toward what the other said right after the other say something.

Speaking also becomes one of four skills that should be mastered by students according to 2013 curriculum. In speaking, there are many aspects that should be

achieved by students. Duong (2014: 86) in Samad et al., (2017:100) states that speaking has five aspects which are vocabulary, grammar, pronunciation, fluency, and accuracy. The material of speaking itself can be expression or text.

There are so many texts that are required in the curriculum, and descriptive text is one of text that can be shared orally. Knapp and Watkins (2005) in Noprianto (2017:67) states descriptive text as type of text that is used by speaker or writer to describe particular thing, place, person, animal, or event to the hearers or readers. The descriptive text is required both in junior high school and senior high school, but the topic is different. In junior high school it is focused on thing, person, or animal. Meanwhile, in senior high school it is focused on place. So, the vocabularies used are different.

In fact, most of students assume that speaking in English is really difficult. It is because students just memories few words in English. Besides, they face difficulties when they want to pronounce those words since they only listen and practice during the English class, and when they are at home they forget about what they have learnt since they do not apply it. Students are not only the matter, but also the teacher who does not always speak in English but uses Indonesian when explaining the material.

In speaking class teacher should provoke students to use any and all the language at their command to perform some kind of oral task. There are 3 ways of provoking students, rehearsal, feedback, and engagement (Harmer, 2001:87-88). So, teacher needs some appropriate techniques so that students can achieve the learning purpose. Using effective technique can help teacher in running the classroom and also it can increase students' achievement. Pair

work technique is used to improve students' speaking skill especially in descriptive text.

Harmer (2001:207) as cited in Mulya (2016:79) defines pair work as a way of increasing students participation and language use. This technique can be used in enormous number activities whether speaking, reading, or writing. Pair work is one technique of Communicative Language Teaching (CLT). It requires students to be paired and cooperate to solve task that is given by teacher.

Then, Richard and Schmidt (2002:381) in Zohairy (2014:51) states that Pair Work is learning activity which involve students to work together in pair. Lightbown and Spada (1999) in Mulya (2016:79) state that in an interactive environment students can advance to higher level of knowledge and performance than they have to work individually. So, this pair work technique is the appropriate technique that is used to improve students' speaking, because activity in pair work technique requires students to interact with their pair. Beside it will be easier to be controlled by teacher and all of the students will be active as well.

There are three stages in implementing Pair Work Technique in class according to Harmer (2001:122-124): (1) Before: in this stage, teacher needs to follow engage-instruct-initiate sequence. It is to give understanding to the students about what they are going to do and when they have to finish their task. (2) During: while students are working in group, teacher can keep an eye on what happening and decide whether need to approach students or not. (3) After: teacher gives feedback after students finish their work.

Based on the previous study written by Mulya (2016) that find pair work technique is effective to improve students' speaking performance. Next, Susanto (2013) through

his thesis states that pair work technique can improve students' speaking competence. Also, Baleghizadeh & Farhesh (2014) through their journal conclude that pair work can improve students' motivation. These studies are enough to proof that pair work technique are able to improve not only students' speaking ability but also students' motivation.

So based on the previous studies above, the writer chooses pair work technique to improve students' speaking skill especially on descriptive text. By using the technique the students will be able to learn effectively. It is because they can work cooperatively to complete task that is given by teacher.

RESEARCH METHOD

Design of this research is quasi experimental research which used non equivalent control group design. Quasi experimental research is the development of true experimental design. It is has control group, but cannot function fully to control external variables to affect the implementation of the treatment (Mubarok, 2015:90).

This research used nonequivalent control group design. This design is almost same as the pretest-posttest control group design of true experimental design. In this design, the experimental group and the control group are not chosen at random. Then, both of experimental group and control group are compared (Mubarok, 2015:91). It can be described in the following formula:

Figure 1. Research Design

O ₁	X	O ₃
O ₂		O ₄

(Mubarok, 2015:91)

Subject of the Research

Population is a unit of the object or subject that has certain qualities and characteristics which are studied by the researchers then be deduced (Mubarok, 2015:31). In this research the population was all of the tenth grade students in MA Walisongo Pecangaan in the academic year of 2018/2019. The total of the students were 73 which were divided to 25 males and 48 females.

Sukardi (2015:54) states that sample is a half part of total population that is chosen become data sources. The sample is the total members of group that are found in field not population target. This research used only 2 classes out of 3 which were X MIA1 and X MIA2 with total of students was 46, and it was divided to 14 males and 32 females.

Instrument of Data Collection

This research used test as the instrument of data collection. A test is a method of measuring a person's ability knowledge, or performance in a given domain. It is an instrument, a set of technique, procedures, or item that require performance on the part of the test-taker (Mubarok, 2015:59).

The type of the test was achievement test. According to Mubarok (2015:61) achievement test is related directly to classroom lessons, units, or even total curriculum, and it is limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has on the objectives in questions. The test was in the form of oral test. It meant that the writer posed questions to the students in spoken form. Then the test was given in the pre-test and post-test.

Technique of Data Collection

The method of collecting data in this research was subjective text. It is a test which the score is depend on test-takers' response and subjectivity of the corrector (Widyoko, 2016:147). The subjective test was in the form of spoken test. The test the implemented in the form of pre test and post test. There were 3 steps in data collection, pre test, treatments, and post test.

Creswell (2008) in Astuti (2017:39) states that pre-test provides measurement before researcher doing experiment. It means that pre-test is used to know the students' ability before given a treatment. Pre-test was given before the treatment. It was in the form of oral test. In this pre-test, students were asked to describe place or tourism object orally.

Treatment means the stages where the writer implemented the Pair Work technique to the experimental group, and implemented the conventional teaching technique to the experimental group. The treatment was done in 4 meetings for both experimental group and control group.

Creswell (2008) in Astuti (2017:40) defines post-test as measurement that is done to know participants' ability after getting treatment. Post-test was given after the treatment done, and it was in the form of oral test. So, post-test is to know whether there is diversification or not between students' who taught using pair work and without pair work.

Technique of Data Analysis

In measuring which is pair work technique is effective or not in improving students' speaking skill of descriptive text, the writer uses t-test. T-test is statistic technique that is used to test significant different between 2 means that is sourced by 2 distributors by using this following equation:

$$t_0 = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Note:

t_0 = t statistic

\bar{x}_1 = mean of experiment class

\bar{x}_2 = means of control class

S = variants

n_1 = total students of experiment class

n_2 = total students of control class

(Sa'idah, 2017:172)

FINDING AND DISCUSSION

Finding

Pre test was given to know students' ability before they are given treatments. In

this study, the pre test was in the form of oral test with 2 questions. The students were asked to describe pictures of Kartini Beach and Kartini Museum.

Figure 2. Group Statistics of Pre Test
Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental C	24	9,25	2,558	,522
	Control C	22	9,36	3,274	,698

The data above shows that the mean of pre test score of experimental class is 9,25 with the total of students 24. Meanwhile, the mean of pre test of control class is 9,36 with the total of students 22.

The standard deviation of the experimental class is 2,558 and 3,274 for control class. The result in the table above is same with the manual calculation.

Figure 3.

Independent Sample T Test of Pre Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Score	Equal variances assumed	,448	,507	-,132	44	,896	-,114	,862	-1,852	1,624
	Equal variances not assumed			-,130	39,722	,897	-,114	,872	-1,876	1,649

The Equal variances assumed of table above shows that t_{value} is -0,132 and the Sig. (2-tailed) is 0,896. H_0 will be accepted if $t_{\text{value}} < t_{\text{table}}$. The t_{table} is 2,021. In this study, the t_{value} is lower than t_{table} (-0,132 < 2,021). So here H_0 is accepted. The result in the table above is same with the manual calculation. So, based on the pre test score analysis pair work is not effective to improve students speaking skill on descriptive text.

Treatments were done in 4 meetings for both experimental class and control class. The experimental class was taught by

using pair work technique. It meant that students made a descriptive text in pair and also presented in pair. Meanwhile, the control class was taught without using pair work technique. It meant that students made descriptive text and also presented it individually.

Post test was a test given to both experimental class' students and control class' students. It was held to know the students' improvement after the treatments. The test was in the form of oral test. The students were asked to describe two pictures orally.

Figure 4. Group Statistics of Post Test

		Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental C		24	18,92	3,296	,673
	Control C		22	16,82	2,575	,549

The data above shows that the mean of post test score from 24 students of experimental class is 18,92. Meanwhile the mean score of post test score from 22

students of control class is 16,82. The standard deviation is 3,296 for experimental class and 2,575 for control class. It is same with the manual calculation.

Figure 5. Independent Sample T Test for Post Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score	Equal variances assumed	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
		,413	,524	2,391	44	,021	2,098	,878	,330	3,867

Equal variances not assumed		2,4 17	42,9 66	,020	2,098	,868	,347	3,850
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The table above shows that the t_{value} is 2,391 and the Sig. (2-tailed) is 0,021. H_0 will be accepted if t_{value} is lower than t_{table} ($t_{\text{value}} < t_{\text{table}}$). In the degree of freedom in this study is 44 resulting t_{table} 2,021. The t_{value} is higher than t_{table} ($2,391 < 2,021$). So, H_0 is refused and H_a is accepted. It means that pair work technique is effective to improve students' speaking skill on descriptive text.

Discussion

The concern of this study was the effectiveness of pair work technique in improving students' speaking skill especially on descriptive text. Speaking was one of the English language skills and it was different from writing. Chaney and Burk (1985:20) as cited in Samad et al. (2017:99) stated that speaking is the process of sharing and constructing the sense of using oral or verbal in variety

contexts. Or in other word, speaking was way of conveying message by producing vocal sound.

There were many techniques and methods that could be used to improve speaking skill. One of the techniques was pair work techniques. It was a technique that required students to work in pair. In pair work technique students could practice language together, study a text, research language, and take part in information gap activities (Harmer, 2001:166).

Subject of this study was tenth grade students of MA Walisongo Pecangaan in academic year of 2018/2019. X MIA 1 was chosen as experimental class and X MIA 2 was chosen as control class. Both of experimental and control class were given pre test, 4 meetings in treatments, and post test. The result of pre test and post test is below.

Table 1. The Different Score between Pre Test and Post Test

	Mean Score	T_{value}	T_{table}	T test Result
Pre Test	Experimental class = 9,25	-0,132	2,021	Ho is accepted ($-t_{\text{table}} \leq t_{\text{value}} \leq t_{\text{table}}$) ($-2,021 \leq -0,132 \leq 2,021$)
	Control class = 9,36			
Post Test	Experimental class = 18,92	2,391	2,021	Ha is accepted ($t_{\text{value}} > t_{\text{table}}$) ($2,391 > 2,021$)
	Control class = 16,82			

The table above showed that in pre test mean score of experimental class was lower than the mean score of control class. The mean score of experimental class was 9,25 while the mean score of control class

was 9,32. The result of the t test showed that t_{value} was lower than t_{table} ($-0,132 < 2,021$). It meant that H_0 was accepted. It was happened because pre test was given before the treatments.

In the treatments, students of experimental class were taught by using pair work technique which required students to work in pair. Meanwhile, students of control class were taught by using conventional teaching technique which required students to work individually. The treatments for both experimental class and control class were done in 4 meetings for each.

Then, the table 1 also showed that the score for both experimental class and control class increased. The mean score of experimental class was higher than mean score of control class (18,92>16,82). The t test result was also positive. The t_{value} was higher than t_{table} (2,391>2,021). It meant that H_a is accepted and H_o is rejected. So, it could be stated that pair work technique is effective to improve students speaking skill especially on descriptive text.

CONCLUSION AND SUGGESTION

Pair work technique was applied to improve students' speaking skill on descriptive text. It was applied to X MIA 1 students of MA Walisongo Pecangaan who were acted as experimental class. Meanwhile, X MIA 2 was chosen as control

class. It was aimed to compare students' achievement that taught using pair work technique and which not taught using pair work in the end of treatments.

T test was done by using pre test score and post test score. The result of t test of pre test showed that H_o was accepted. It was because $-t_{\text{table}} \leq t_{\text{value}} \leq t_{\text{table}}$ ($-2,021 \leq -0,132 \leq 2,021$). But, the result of t test of post test showed that H_o was refused and H_a was accepted. It was because $t_{\text{value}} > t_{\text{table}}$ ($2,391 > 2,021$). So, based on the result of t test of post test it could be concluded that pair work technique is effective to improve students' speaking skill on descriptive text at the tenth grade students of MA Walisongo Pecangaan Jepara in the academic year 2018/2019.

Then, English teacher can use pair work technique as one technique to teach speaking. It is because pair work technique requires students to be more active and it is easier to be controlled. But teacher also need to pay attention to the aspects of speaking. Not only teacher, students also can use this technique outside class. Practicing with partner will be effective for students to understand the other's intention.

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