

## **THE EFFECTIVENESS OF PAIR WORK IN TEACHING SPEAKING**

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### **ABSTRACT**

This research was an attempt to find evidence of the influence of the Pair Work Technique on speaking ability. It was conducted at SMPN 2 Sa'dan with a total of 34 students. This study was carried out by Speaking test and Questionnaire in the classroom. It was conducted in 6 meetings. To determine whether the Pair Work Technique for the teaching of speaking was effective, a speaking test was given at the Experimental group in IX-A class to know the students' speaking ability. The percentage of the students' speaking ability in Pre-test, namely: 1) 0% students were got excellent, good, and fair category, 2) the percentage of the poor category was 10% (there are 2 students), 3) the percentage of the very poor category was 90% (there are 18 students). And the percentage of the students' speaking ability in Post-test, namely: 1) the percentage of the excellent category was 0%, but 2) the percentage of the good category was 10% (there are 2 students), 3) the percentage of the fair category was 85% (there are 17 students), 4) the percentage of the poor category was 5% (just 1 student), 5) the percentage of the very poor category was 0%. While to determine whether the Pair Work Technique for the teaching of speaking was effective, a questionnaire was given in the Experimental group to know the students' motivation. The percentage of the students' motivation it was found that: 1) the percentage of the strongly motivated classification was 15% (there are 3 students) 2) the percentage of the motivated classification was 75% (there are 15 students) 3) the percentage of the fairly motivated classification was 10% (there are 2 students). It can be concluded that the Pair Work Technique was effective to improve the students' speaking ability and students' motivation for the 9th-grade students of SMPN 2 Sa'dan North Toraja in the academic year 2020/2021.

**Keywords:** Effectiveness, Pair Work Technique, Teaching Speaking

### **INTRODUCTION**

**T**here are four basic skills that one should master by students in learning English. Speaking is one of the foremost skills to be mastered as one of the ways to express ideas and feeling, communicate and share information, and build social relationships Yulitrinisya & Narius (2018) Speaking has an important role in human being's life because speaking is a productive skill in which the speaker produces to communicate among people in a society to keep the relationship going well. Leong & Ahmadi (2017) argue that speaking is the most important skill for the effectiveness of communication. Speaking is the thing that we use to express ideas at the same time he/she tries to get ideas from others Shabrina (2013). Jeremy Harmer (2001) states that in pair work students can practice language together, study a text, research language, or take part in information-gap activities. Based on the student problems a teacher must change the procedure of teaching learning-process. In

teaching speaking, it is an important aspect of the language learning process, this is a crucial part of second language learning and teaching. Teaching English to Junior high school students or teenagers is considered the most challenging teaching because of student's limited knowledge of target language. They have limited vocabulary, insufficient grammar, and pronunciation to carry out a meaningful conversation. On the other hand, speaking is the basis of communication which use of language variation accurately, fluently, and appropriately in daily conversation (Yulitrisisya & Narius, 2018).

Therefore, in teaching speaking the researcher used pair work as a solution for the problems in teaching speaking. Speaking in English is not easy to do, there could be several difficulties met by the teachers in conducting teaching speaking. Pair work as a technique to be effective in teaching speaking, pair work will make students more be active in the learning process. Cause pair work assists teachers in helping students to improve their speaking and communication abilities with their peers thus creating better cooperation among them (especially between the stronger and weaker learners) and allows the teachers to monitor their progress (Achmad & Yusuf, 2014). Besides, the lack motivation of students in English learning based on the environments, students still use the mother language as their daily communication, so that students have lack vocabulary in English learning. Use pair work, students can interact with each other or pair and learning together in English speaking class. According to (Achmad and Yusuf, 155:2014) Pair work is more efficient than the group or whole-class discussion as every student gets the opportunity to speak especially for introvert students who are irresolute to talk in front of the whole class or teachers. The teacher needs something different to make students interested in which can motivate them.

Based on statements above, the researcher used flashcards as a medium in the teaching-learning process as a solution to the problem students lack vocabulary, use flashcards, the learning process will be fun, students will interest and it will be effective in teaching speaking. Flashcards are a picture card that is used in a manner shown to students quickly (Arsyad, 2010: 87). Flashcard is a kind of reminder card that is shown a glimpse of the students, size is flexible depending on the size of the class. Use flashcards, learning is not only as a medium, but it can be played as well. Furthermore, the researcher took the title "*The Effectiveness of Pair Work in Teaching Speaking at The Ninth Grade of SMPN 2 Sa'dan*"

In the review of literature, there are some previous related studies, that are; Rudy Eko Susanto (2013) in his research about "Improving Students' Speaking Ability Through Pair Work Technique of SMP Kristen Gergaji Semarang in The Academic Year 2011/2012". Hidayati (2015) in her research about "Improving Students' Ability Through Pair Work Technique at The Eighth Grade of SMPN 2 Gondang Tulungagung". Touhid (2018) in his research about "Effectiveness of Pair Work Activities in ESL Classrooms at The Tertiary Levels of Bangladesh". And Oktaviani (2013) in her thesis about "Improving the Students' Speaking Skills Through Think Pair and Share Technique of

Cooperative Learning of Grade XI IPA Students of SMA Islam 1 Gamping”. In Rudy’s undergraduate thesis, the researcher concluded that there was a significant improvement in the students’ speaking ability from the pre-test and post-test after they were taught by using Pair Work. In his research, the highest improvements in students’ speaking ability were in classroom action research. This research at least 3 cycles and there were two kinds of data that the researcher collected are quantitative data and qualitative data. The teaching method applied to the class was giving a dialogue text that should be spoken by two students. And Ani’s undergraduate thesis concluded that her research was in classroom action research and the implementation of the Pair Work technique with the collaborative teacher in 2 cycles. While, Touhid’s undergraduate thesis concluded that, his research was to collect the data from questionnaires and classroom observation in qualitative and quantitative data. And the last Oktaviani’s undergraduate thesis concluded that her research was action research and conducted two cycles, in analyzing the data 2 methods were used, they were qualitative data and quantitative data. Based on the description, all of undergraduate thesis have two kinds methods of research that are Qualitative and Quantitative in Classroom Action Research, and used the same technique, pair in worked, used class experiment that are pre-test and post-test and the objectives is improving students speaking ability. Although, the previous finding using the same technique that is pair work, the difference was the researcher used Flashcard as a medium in improving students speaking motivation.

Based on the background the researcher formulates the objective of the research, that are; to find out the effectiveness of pair work to improve students speaking ability in teaching speaking at the ninth grade of SMPN 2 Sa’dan and to find out the effectiveness of pair work to improve students’ motivation in teaching speaking at the ninth grade of SMPN 2 Sa’dan.

## **METHOD**

The design of research employed a quasi- experimental design which two kinds of the test, they were pre-test and post-test. The experimental group was given treatment by using pair work in teaching speaking. On the other hand, the control group was given treatment by using a conventional way. Each class there are 3 meetings.

In this research, the independent variable is pair work, which means pair work as a technique in this research where students work in pairs. The effectiveness of pair work in teaching speaking to improve students speaking ability and motivation where the dependent variable is speaking ability and student motivation. It means that speaking ability when the students have an improvement in the ability to speak English properly and correctly. While a student's motivation is when the student's encouragement arising to do something, it means the student's interest to do something especially in learning speaking.

In this research, the population will take at SMPN 2 Sa’dan, located on JL. Lembang

Ballopasange, North Toraja, South Sulawesi. And the total of students is 34 students. The sample of this research will use random sampling in pair technique. The researcher will take two classes for sampling in the ninth grade there are IX a and IX b. First-class for the experimental group in IX a there are 20 students and the second class for the control group in IX b there are 14 students.

The instrument of research used a spoken test through interview. There were two kinds of the test administered in this research. Those tests were pre-test and post-test, a pre-test was given before the treatment and the post-test was given after treatment. The purpose of pre-test is to know student's knowledge of the students' speaking ability. The post-test was administered at the end and how much improvement students upon the lesson being present through the interview. The speaking test was administered to both the Experiment and Control group.

The other kind of research instrument is a questionnaire. The instrument was given to find out the student's motivation toward the use of Pair Work in speaking. The questionnaire uses the Likert Scale, strongly motivated, motivated, fairly motivated, unmotivated, and strongly unmotivated. The questionnaire is distributed to the respondents after the post-test.

## FINDINGS AND DISCUSSION

### Finding

The findings of the research are based on the data analysis collected through the Speaking test and Questionnaire.

#### *Students' Speaking Ability*

##### a. The Frequency and Percentage of Pre-test and Post-test Score for Both Groups

**Table 1. Classification of Pre-test**

Category	Score	Control Group		Experimental Group	
		F	P	F	P
<b>Excellent</b>	93-99	-	-	-	-
<b>Good</b>	83-92	-	-	-	-
<b>Fair</b>	73-82	-	-	-	-
<b>Poor</b>	63-72	1	8%	2	10%
<b>Very Poor</b>	62-0	13	92%	18	90%
<b>Total</b>		<b>14</b>	<b>100</b>	<b>20</b>	

Based on the table, the total score in the pre-test for the experimental group was 1.116 while in the control group was 707. In Experimental Group class were there none students that got "Excellent", none students got "Good" category, none students got "Fair" category, 2 (10%) students got "Poor" category, and 18 (90%) students got "Very Poor" category. It means before giving

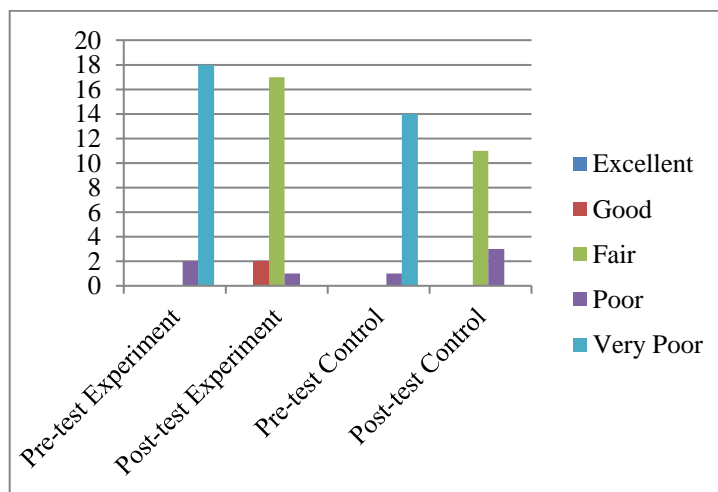
treatment in Experimental group class by pair work technique students had a low speaking ability, it can be seen there were students got very poor category then no one of students got an excellent category. While in the Control group, were there none students that got the “Excellent” category, none students got the “Good” category, none students got the “Fair” category, 1 (8%) of students got the “Poor” category, and 13 (92%) students got “Very Poor” category. In IX B not giving the treatment but using a conventional way. Thus, from the description above, it can be concluded that the mean score of students in the pre-test for both the experiment and the control group was almost the same.

**Table 2. Classification of Post-test**

Category	Score	Control Group		Experimental Group	
		F	P	F	P
<b>Excellent</b>	93-99	-	-	-	-
<b>Good</b>	83-92	-	-	2	<b>10%</b>
<b>Fair</b>	73-82	11	79%	17	<b>85%</b>
<b>Poor</b>	63-72	3	21%	1	<b>5%</b>
<b>Very Poor</b>	62-0	-	-	-	-
<b>Total</b>		<b>14</b>	<b>100</b>	<b>20</b>	<b>100%</b>

Based on the table, the total score of the post-test in the experimental group was 1.553 while in the control group was 1.079. Classification of the post-test of students in Experimental group class show that none students got “Excellent” category, 2 (10%) students got “Good” category, 17 (85%) students got “Fair” category, 1 (5%) students got “Poor”, and their none students got “Very Poor” category. While in Control group show that none students got “Excellent” category, none students got “Good” category, 11 (79%) students got “Fair” category, 3 (21%) students got “Poor”, and none students got “Very Poor” category. It means in the Experimental group after giving a treatment by using pair work technique to the students could improve students speaking ability. It can be seen that the students got the “Good” category, while in Control group class, none students got the “Good” category. Although none students got the” Excellent” category it can be seen in the different categories and scores in experiment class and control class.

**Figure 1. Classification Students' Speaking Ability**



Based on the result above, proved that the pair work technique can be effective to improved students speaking ability in teaching speaking at the ninth grade of SMPN 2 Sa'dan, North Toraja.

**Table 3. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test experiment	20	46	67	55.80	6.263
Post-test experiment	20	72	83	78.00	2.534
Pre-test control	14	43	67	50.50	6.595
Post-test control	14	69	80	76.00	3.552
Valid N (listwise)	14				

**Table 4. Mean Score and Standard Deviation Pre-test and Post-test**

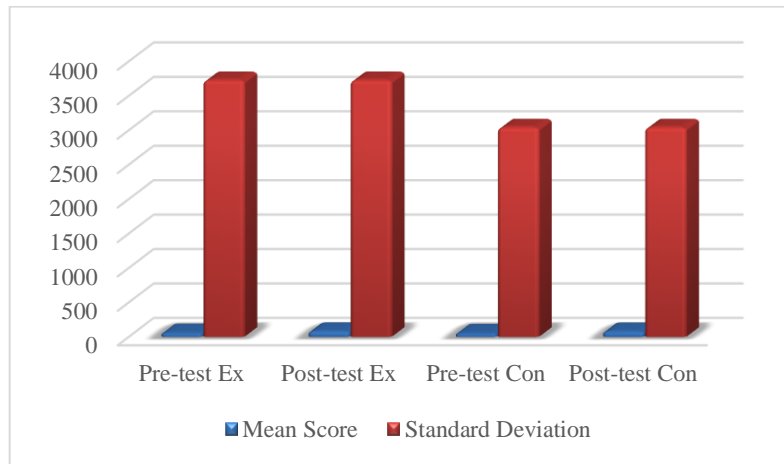
No	Name	N	Mean	Std. Deviation
1	Pre-test experiment	20	55.80	6.263
2	Post-test experiment	20	78.00	2.534
3	Pre-test control	14	50.50	6.595
4	Post-test control	14	76.00	3.552

The mean score of students speaking ability in IX-A class that is pre-test was 55.80, but after giving the treatment and the mean score in the post-test was 78.00 after giving treatment in which the range score was 22,2. Meanwhile, the standard deviation was 6.263 in the pre-test experiment, and the post-test experiment was 2.534, in which the range score was 3.729. it means the Pair work technique improved students speaking ability. While the mean score in speaking ability in IX B class that is pre-test 50.50, in the post-test was 76.00 in which the range score was 25,5 conventionally. Meanwhile, the standard deviation was 6.595 in the pre-test control, and post-test control was 3.552, in which the range score was 3.043.

It means by using pair work can improved students speaking ability because the Experiment class has a high mean score than the Control class.

**b. Comparison of Mean Score and Deviation’s Pre-test and Post-test**

**Figure 2. Mean Score and Standard Deviation**



There was a significant difference between the students after being given the treatment in experiment class by used pair work technique and in control class used conventional way. It can be found in the experimental group the mean score of the pre-test experiment was 55.80, the standard deviation was 6.263. While the mean score of the post-test in the experimental group was 78.00 and the standard deviation was 2.534. So that the mean score of the pre-test experiment and post-test experiment had a range score was (22,2) and the standard deviation pre-test experiment and the post-test experiment was (3.729).

***Students’ Motivation***

This part deals with the students’ motivation the used pair work techniques in teaching speaking. After distributing the questionnaire to the students and analyzing the data, the result can be seen in the following table.

**Table 5. Students’ Motivation**

Level	Score	Classification	Number of students (Frequency)	Percentage (100%)
1.	85-100	Strongly motivated	3	15%
2.	69-84	Motivated	15	75%
3.	52-68	Fairly motivated	2	10%
4.	36-51	Unmotivated	-	-
5.	20-35	Strongly unmotivated	-	-
<b>Total</b>			<b>20</b>	<b>100%</b>

The result indicated that 3 (15%) students’ were “strongly motivated”, 15 (75%) students’ were “motivated”, 2 (10%) students’ were “fairly motivated”, none “unmotivated” and none “strongly

unmotivated". From the result, the researcher concluded that the pair work technique was effective to improved the students' motivation in teaching speaking.

### **Discussion**

The result of the pre-test indicated that students' speaking ability in the experimental and control group was almost the same level. It can be concluded that both groups had equal ability before giving treatment. After conducting the pre-test, the researcher conducted the treatment in the experimental group. While in the control group were taught by using conventional way. The post-test was conducted to measure the improvement in the experimental group after giving the treatment, while in the control group after giving the conventional way. The result indicated that there was a significant difference in using the pair work technique in teaching speaking. It proved by the students' mean score in the experimental group was 78.00 is higher than the students in the control group was 76.00. The pair work technique effectively kept the students more be active, and interest in the learning process. They did not get easily bored in doing their assignment in teaching speaking. They also enjoyed practice with their partner in pair work discussions, when they present their task, they did not shy and feel afraid of making mistakes.

### **CONCLUSION**

Based on the findings and discussion, the researcher concluded that the use of the pair work technique was effective to improved students' speaking ability and students' motivation at the nine grade students of SMPN 2 Sa'dan, North Toraja. It was proved by the students' mean score in the experimental group was 78.00 higher than the students' mean score in the control group was 76.00. Then, the questionnaire which refers to students' motivation to use pair work techniques in teaching speaking got the result indicated that 3 (15%) students were "strongly motivated", 15 (75%) students' were "motivated", 2 (10%) students' were "fairly motivated".

Based on the previous experiences that the researcher got during the action research, the researcher could give suggestions for the better of students' speaking; For English teachers English teachers are suggested to: Use various techniques in teaching speaking, such as using pair work, it can make the classroom situation was active, enjoyable and comfortable, make speaking class enjoyable since the enjoyment can increase students' participation in speaking class. For the students, there are many ways to be able to speak as long as they want to practice, principled don't be shy in speaking, beside they don't have to be afraid of making mistakes because making mistakes is a part of learning and more important to practice a lot in speaking with friends. For the University, for the effectiveness of the teaching and learning process, it is suggested to: Implement pair work to teach English especially speaking. This strategy can improve the students' speaking ability and always motivate the students to develop their talent and speaking in order that they can communication with the others to keep up with the growing education and technology for facing the



global era. For Next Researcher; Create more creative ways in using pair work to improve students' speaking ability, create more creative ways to get the data, create more active method to teach speaking using pair work, record and save the data when teaching learning process in teaching speaking using pair work activity.

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