Teaching Speaking in Senior High School by Pair Work Technique

Ika Purnama Sari[1], Yanti Anggraini[2], S Setiawati[3], Anita Purba[4], Noor Faridha[5]

[1]STIKOM Tunas Bangsa Pematangsiantar, Pematangsiantar, Indonesia
[2]STIH Painan, Banten, Indonesia
[3]STAI Hubbulwathan Duri, Duri, Indonesia
[4]Universitas Simalungun, Pematangsiantar Indonesia
[5]Universitas Moch Sroedji Jember, Jember, Indonesia

Author Email: ikapurnama@amiktunasbangsa.ac.id[1], setiacantik85@gmail.com[2], yeongi09@yahoo.com[3], anitapurba555@gmail.com[4], noor@umsj.ac.id[5]

Abstract. This research was conducted to increase students' speaking skills by using the Pair Work Technique. The researcher wanted to find out whether the Pair Work Technique can increase students' speaking skills; besides that, the researcher wanted to know the students' perception as long as thought by the Pair Work Technique. This researcher used Action Class Research. The subject was Class X IPS MAN Pematangsiantar. This research uses quantitative and qualitative methods. In quantitative the researcher use Pre Test and Post Test. In the test, the average of students was 66,77, and in the post-test Test, the students could increase their average score to 80,65. Besides that, the researcher also makes an observation about students' perception as long as taught by Pair Work Technique. There are 31% of students feel studying happily, 29% of students feel brave and active in giving their opinions, 26% of students feel motivated, and 14% of students are becoming helpful in studying when teaching and learning process using Pair Work techniques. It can concluded that Pair work was successful in improving students' speaking skills.

Keywords: CAR, Pair Work, Speaking

1 Introduction

English is an international language. In Indonesia, we study it from Elementary school until high school. We must understand it if we want to speak with our friends abroad. Speaking is one crucial skill that people must develop to communicate with each other. Speaking is an oral language skill. It's functional in every human life. Not only that, but we can also get information by speaking. Speaking is one way to express feelings to the listeners. In the speaking activity, the students can also explore their thoughts. In this modern society and a global area, we must understand and master speaking English. Speaking is an activity that is performed by the students when they learn the English language. Speaking is the most important skill because it is one of the abilities that are needed to perform a conversation. When we are speaking in front of many people, we must be brave and believe in ourselves. Without it, we will be nervous. So, the learners should have enough – speaking ability to communicate easily and effectively with other people. Speaking is one of four skills in a language, beside listening, writing and reading. Speaking is different from the other skill. Speaking is a productive skill. The speaker is required to produce words and sound when they speak. According Chaney [1] speaking is a process of building and sharing in a variety of context. Speaking is a process exchanging words or information between individual and more on certain context.

Speaking is very important in our lives, especially in our environment. According to *Depdiknas*[2], "senior high school students are expected to be able to express transactional and interpersonal meaning or spoken monologues and communicate in such genre (was) as narratives, recount, procedures, reports, spoofs, news items, exposition, reviews, description, explanation and discussion. Every student must be able to speak to express all the genres. In senior high school, study genre is usual.

When we study speaking, we can express our ideas. It is the definition mentioned in The Board of National Standards for Education (*Badan Standard Nasional Pendidikan)* or BNSP. According to BNSP, teaching speaking aims to express students' ideas meaningfully in real life. Daily communication, even outside of school, also directs students to apply the language.

Speaking skills are essential and basic for human beings; they are used to communicate in daily life, whether at school or outside. We speak to others to share information or express our feelings and perceptions. Everybody has different feelings and perceptions, so by speaking, people can share with each other. They can listen to their friends' feelings. Besides that, by speaking, people can also change an idea into words to inform others and give information [3].

If we want to apply for the job, some companies also need people who speak English. Speaking English fluently is one of the requirements for getting a good job nowadays. In senior high school, we must be able to speak English; thus, teaching speaking is crucial in second and foreign language teaching and learning. Communicating clearly and efficiently in the target language contributes to a learner's success at school and later in every stage of life [4].

The teacher's technique and motivation can influence the student's achievement in speaking. According to Harmer[5], getting students to talk to use the language they are learning is vital to the teacher's job. Because of that, people, not the teacher, need practice in using words.

There are some types of speaking, including imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking [6]. In imitative speaking, we focus to the performance is on pronunciation, which is the ability to imitate (parrot) back the words or phrases in a sentence. Intensive speaking is designed to practice some phonological and grammatical aspects of language. This type is the production of the oral language of grammatical, phrasal, lexical or phonological relationships such as stress, juncture and rhythm. Responsive speaking includes interaction and comprehension at a limited level of a very short conversation, standard greetings and small talk, and simple requests. It involves brief interaction with someone as an interlocutor. Interactive speaking is almost the same as responsive speaking, but the difference is in the length and complexity of the interaction. Interactive speaking is a dialogue between us and our audience. The last is extensive speaking, which is an oral production that includes speeches, oral presentations and storytelling. This type involves complex, relatively lengthy stretches of discourse.

Speaking skills allow us to communicate effectively. The ability to speak confidently and fluently is something that students develop during their time at school, and it will help them throughout their lives. Some elements in speaking, such as grammar, vocabulary, pronunciation, intonation, fluency, body language, and gesture, make speaking difficult. The speaker must understand and master those elements [7]. According to Harmer[5], speaking is a complex skill because it is concerned with the components of grammar, vocabulary, pronunciation, fluency and comprehension.

  a. Grammar is learning the correct way to gain proficiency in selecting a language. According to (to Ur, 1996), grammar is the way words are put together to make a correct sentence.
  b. Vocabulary makes it effective to express our ideas. Vocabulary is divided into active and passive (Finnochiaro, 1974). In active vocabulary, students can understand, pronounce correctly, and use the words constructively in speaking; thus, passive vocabulary is the words that students can recognize and understand when they are in the context.
  c. Pronunciation makes clearer words when we are speaking. When the students have good pronunciation, the students have easier to speak English.
  d. Fluency is the goal of many language learners. Brown[8] states the fluency is about automatizing the knowledge. Fluency in speaking is the amin of many language learners.
  e. Comprehension is a form of whether the students have understood. Hornby[9] coined comprehension as the ability to understand something.

The aim of teaching English speaking in senior high school is to make the students able to understand the meaning of daily transactional and interpersonal conversation (expression). Thus, the teacher needs the best technique in teaching speaking. The technique of teaching speaking is important to involve the students to participate in the English learning process. Here, the writer finds many factors that make students feel confused about speaking English, pronunciation and also the vocabulary. The researcher does the research in MAN Pematangsiantar. To get real information about the student's problems, before the researcher did the research, the researcher conducted informal interviews with some students in the class. Based on the research, the researcher concluded that the students have some problems with their speaking skills. Some of the students were too shy to speak in front of the class; some students did not know how to pronounce the vocabulary correctly; some students did not master their words; and some students had difficulties with the teacher's techniques and monotonous teaching-learning process in the classroom.

Pairwork assists the teacher in helping students to improve their speaking and communication in the classroom. Through the pair work, the students also can communicate with their peers, thus creating better cooperation [10]. Pair work is a classroom activity that is divided into pairs [11]. Pair work as a way to increase student participation and language use [5]. The students are paired with one another, and they cooperate together to work and solve the task or the exercise given by the teacher in their classroom. Through pair work, the students can increase their competencies in speaking. There are some procedures of pair work[5]; they are before, during and after the activity. Before activity, the teacher gives instructions or demonstration about what students will do and the

students are divided into pairs. In the process or during the pair work activity, the teacher gives attention and keeps an eye on what is happening during the activity, Besides that, the teacher also goes around watching, listening and helping the students when the students have trouble in teaching learning processing. At last, after pair work, the teacher gives some construction feedback, and sometimes corrections after the student's performance, and the students can discuss their performance where necessary. When we use the pair work technique, there are some benefits like:

a. It can increase the amount of speaking time.
b. It can allow the students to work and interact independently.
c. It allows the teacher time to work with one or two pairs.
d. Make the students responsible.
e. It is relatively quick and easy to organize.

Pair work is an important component of the communicative approach and is also a form of communicative approach and collaborative learning. According Moon[12] defines pair work is a techniques that organize the students in ways that maximize opportunities for learning. It means the students can collaborate with their pairs to accomplish the tasks and reach their aim. Pair work is an interactive environment, the students are able abdvance to ahigher level of knowledge and performance than they would capable of independently[13].

Based on the problem above, the researcher assumes that pair work techniques may be appropriate teaching techniques to solve the student's problem in speaking English. The researcher is interested in conducting research on teaching English by applying pair work techniques.

2 Methodology

This research uses Action Class Research (CAR). According to McTaggart[14] action research is a reflective form of research conducted by doing certain actions to try to improve and increase the quality of teaching practice in the classrooms. It makes the teacher become more professional.

This research was conducted at MAN Pematangsiantar, which is located in Singosari Street, Pematangsiantar. The subject is X IPS 1 at the school. There were 35 students, 20 of whom were girls and 15 of whom were boys. The research used quantitative and qualitative methods. The quantitative method shows the results of the Pre-Test and Post-Test that the students did. The qualitative method shows the students' perceptions about teaching using pair work techniques when they master their speaking skills.

3 Result
3.1 The Result from The Test

This research was conducted using Classroom Action Research. It was concerning how the Pair Work technique increases the student's speaking skills. It was using a Pre-Test and a Post-Test. The scores of the Pre-Test and Post-Test can be seen in the table below.

Table 1. The Students' Score

No Absen	Pre Test	Post Test	Gain
student 1	65	85	20
student 2	70	85	15
student 3	63	80	17
student 4	67	84	17
student 5	72	83	11
student 6	70	84	14
student 7	64	82	18
student 8	67	84	17
student 9	62	75	13
student 10	72	90	18
student 11	70	85	15
student 12	71	87	16
student 13	66	85	19
student 14	60	82	22
student 15	60	85	25
student 16	60	75	15
student 17	72	86	14
student 18	72	86	14

student 19	75	84	9
student 20	55	69	14
student 21	67	77	10
student 22	67	77	10
student 23	59	69	10
student 24	67	74	7
student 25	66	74	8
student 26	75	88	13
student 27	69	78	9
student 28	59	69	10
student 29	77	90	13
student 30	75	82	7
student 31	70	78	8
student 32	65	79	14
student 33	62	77	15
student 34	62	77	15
student 35	64	78	14
	66,77143	80,65714	

The mean of students' scores in the Pre-test was 66,77, and in the post-test the mean of students' scores was 80,65. It means there was the improvement by using Pair work Techniques.

Figure 1. Pair Work Process

When the researcher applies the Pair Work Techniques, the students feel more active and brave in expressing their feelings in front of the classroom. They have a friend who can always support them.
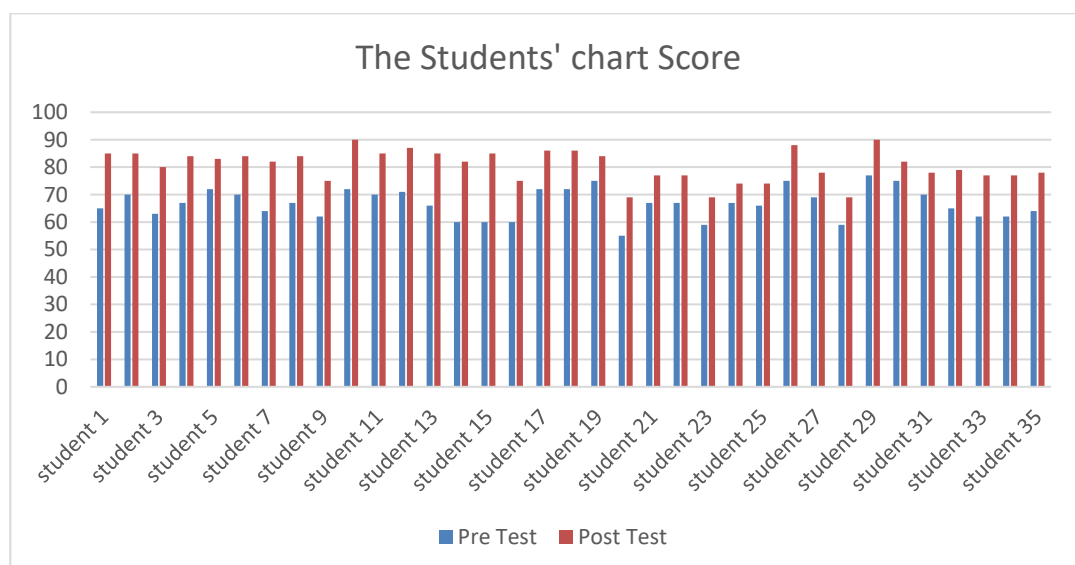

Figure 2. The Result from Pre-test and Post Test

The researcher analyzed students' average scores, which can be seen in the following description.

a. Students' average score in Pre Test.

$$X = \frac{X1 + X2 + X3 + \cdots}{N}$$

$$X = \frac{2337}{35}$$

$$X = 66,77$$

b. Students' average score in PostTest.

$$X = \frac{X1 + X2 + X3 + \cdots}{N}$$

$$X = \frac{2823}{35}$$

$$X = 80,65$$

The score indicates that students have improved their speaking skills. It means the Pair work Method can run well.

3.2 The Result from the Questionnaire

This is the result of the questionnaire that was given to the students. Here is the student's feeling as long as they join the class that teaches Pair work Techniques by the researcher.
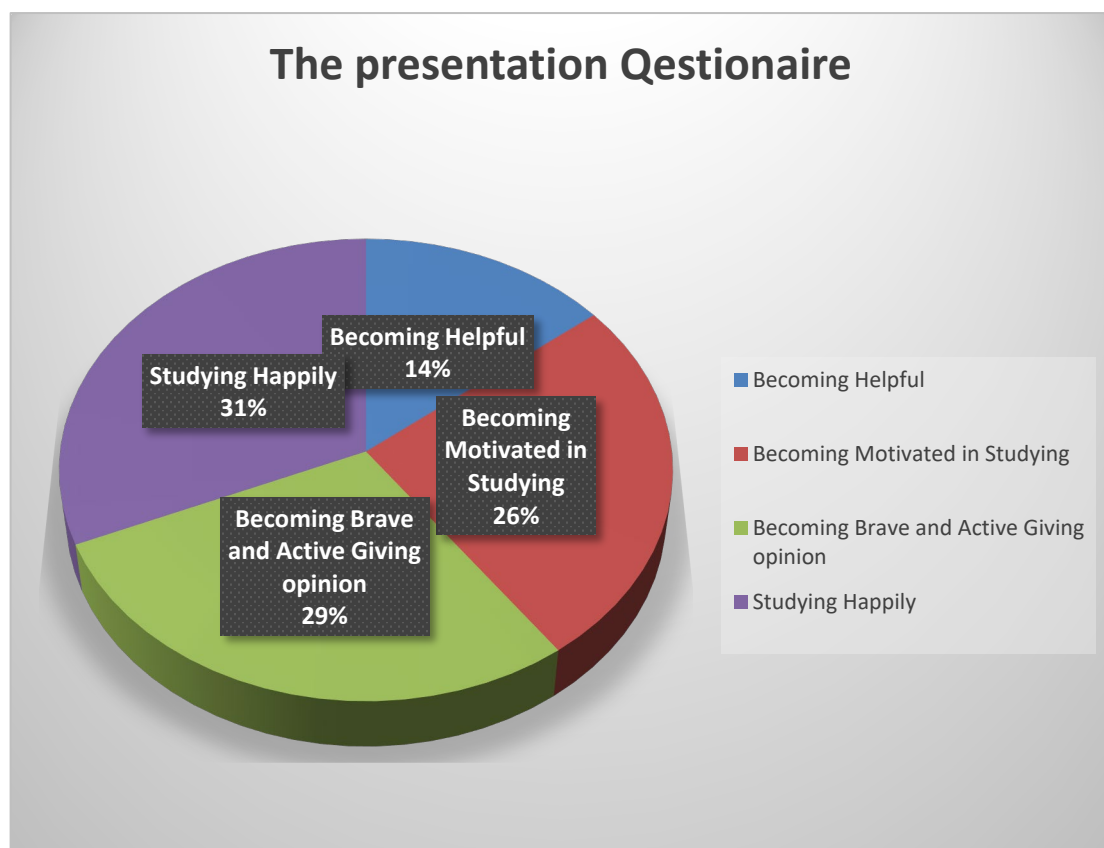

Figure 2. The Presentation Qestionaire

There are some categories as long as you join in the teaching-learning by using Pair Work Techniques. They are, becoming helpful, becoming motivated in studying, studying, becoming brave and active in giving opinion and the last, studying happily. The graphic shows that the students had very positive responses in the implementation of the Pair Work Technique. There are 31% students feel studying happily when teaching and learning process using Pair Work techniques. There are 29% students feel becoming brave and active giving opinion when teaching and learning process using Pair Work techniques. There are 26% students feel becoming motivated in studying when teaching and learning process using Pair Work techniques. There are 14% students feel becoming helpful studying when teaching and learning process using Pair Work techniques.

4   Conclusion

Based on the result of the data analysis, it can be concluded that the Pair Work Technique was successful in increasing the students' speaking skills of Class X IPS MAN Pematangsiantar. The score also improved; in the post-test, the average student's score was 66,77, and in the post-test test, the average of student's score was 80,65. These techniques make students actively involved in speaking activities. In student's perception, the students also feel enjoy as long as they study English through the Pair Work Technique. Almost all the students in the class study happily, becoming brave, becoming motivated, and becoming helpful.

References

[1]   A. L. Chaney and T. L. Burk, *Teaching Oral Communication in Grades K-8.* ERIC, 1998.

[2]   K. Depdiknas, "Standar kompetensi mata pelajaran bahasa inggris," *Jakarta: Depdiknas*, vol. 49, 2004.

[3]   S. Thornbury, *How to Teach Speaking*. Harlow :Longman, 2005.

[4]   H. Kayi, "Teaching speaking: Activities to promote speaking in a second language," *internet TESL J.*, vol. 12, no. 11, pp. 1–6, 2006.

[5]   J. Harmer, "The practice of English language teaching," *London/New York*, pp. 401–405, 2001.

[6]   E. E. Saragih and L. Haryati, "The Correlation between Self-concept and the Students' Speaking Ability," *ENGLISH J.*, vol. 9, no. 1, pp. 48–56, 2015.

[7]   J. C. Richards, *Methodology in language teaching: An anthology of current practice*. Cambridge University Press, 2002.

[8]   J. D. Brown, "Promoting fluency in EFL classrooms," in *Proceedings of the 2nd annual JALT Pan-SIG conference*, 2003, pp. 1–12.

[9]   A. S. Hornby, J. Crowther, and M. Ashby, *Oxford advanced learner's dictionary of current English*. Oxford University Press, 1999.

[10]   D. Achmad and Y. Q. Yusuf, "Observing pair-work task in an English speaking class," *Int. J. Instr.*, vol. 7, no. 1, 2014.

[11]   J. Jatmiko, "THE IMPLEMENTATION OF PAIR WORK TO IMPROVE STUDENTS'ENGLISH SPEAKING TO THE SECOND SEMESTER AT PHARMACIST PROGRAM OF HEALTH SCIENCES FACULTY OF KADIRI UNIVERSITY," *English Educ. J. English Teach. Res.*, vol. 2, no. 1, p. 13, 2017.

[12]   J. Moon, *Children learning english*. Macmillan Heinemann English Language Teaching, 2000.

[13]   P. M. Lightbown and N. Spada, "How languages are learned: Oxford University Press New York," 1999.

[14]   S. Kemmis and R. McTaggart, *The Action Research Planner Doing Critical Participatory Action Research*. New York Dordrecht London: Springer Singapore Heidelberg New York Dordrecht London, 2014.