

Increasing The Students' Ability In Speaking English By Using Work In Pair Strategy

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam berbicara dengan menggunakan strategi *work in pair*. Penelitian ini mengaplikasikan penelitian tindakan kelas (PTK) dengan menerapkan langkah-langkah seperti perencanaan, observasi, tindakan dan refleksi. Penelitian ini terlaksana di lingkungan SMP Swasta St. Theresia Lahewa, di kelas VII-B dengan jumlah siswa sebanyak 30 orang. Penelitian ini telah terlaksana sebanyak dua siklus karena di siklus pertama nilai siswa-siswi masih belum melewati kriteria minimum kompetensi (KKM), yaitu 75. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi, catatan lapangan dan tes dengan mengambil video percakapan. Setelah menganalisis data, hasil di siklus pertama menunjukkan bahwa ada 6 orang (20%) yang memiliki nilai antara 40-59, peserta didik dikelompokkan pada posisi level rendah; kemudian ada 21 orang (70%) yang memiliki nilai antara 60-74, peserta didik dikelompokkan pada level menengah; dan ada 3 orang (10%) yang memiliki nilai antara 75-84, dikelompokkan pada level baik. Setelah dirata-ratakan peserta didik memiliki nilai 55, sedangkan nilai tertinggi 76 dan nilai terendah 41. Kemudian pada siklus kedua ada 21 orang siswa (80%) yang memiliki nilai antara 75-84, dikelompokkan pada level baik dan 6 orang siswa (20%) yang memiliki nilai antara 85-100, dikelompokkan pada level tinggi. Peserta didik memiliki nilai rata-rata 80. Kemudian nilai tertinggi 90 dan nilai terendah 76. Dengan demikian dapat disimpulkan bahwa strategi *work in pair* dapat meningkatkan kemampuan siswa dalam berbicara dengan menggunakan Bahasa Inggris.

Kata Kunci: kemampuan siswa, berbicara, strategi *work in pair*

Abstract

This research aimed to increase the students' ability in speaking by using Work in Pair strategy at the grade VII class B of SMP Swasta St. Theresia Lahewa. In this research the researcher applied the Classroom Action Research with some stages namely planning, observation, action and reflection. It has been conducted in SMP Swasta St. Theresia Lahewa at the grade VII, class B, consisted 30 students. This research has been applied in two cycles because in the first cycle the students still did not pass Minimum Competence Criteria (MCC), 75. The instrument of data collection were observation sheets, fieldnote, and test by video recording. After analyzing the data, the result showed in Cycle I there were 6 students (20%) who got mark in range 40-59. They were classified in low level. Then 21 students (70%) got mark in range 60-74. They were classified in adequate level. And then 3 (10%) students who got mark in range 75-84 classified in good level. The average of students' mark was 55 while the highest mark was 76 and the lowest mark was 41. Then in Cycle II there were 21 students (80%) who got the mark in range 75-84, were classified as good level and 6 (20%) got mark in range 85-100, were classified in high level. The average of students' mark

was 80. Then, the highest mark was 90 and the lowest was 76. It can be concluded that Work in Pair strategy increased the students' ability in speaking English.

Keywords: *students' ability, speaking, work in pair strategy*

INTRODUCTION

There are some effort to master English because it is an international language. In Indonesia, government decides English language as a subject should be learnt by the students, started from elementary school until the highest level of education. Mastering English is not an easy case because there are some obstacles faced by the learners such as mother tongue or local language. Here the teacher are expected to find the best strategy to teach the students in order that they have English skills easily (Rao, 2019).

There are some skills in English such as speaking, listening, writing and reading. In curriculum has written that the students should be able to speak in English but the fact shows that many students are not able to speak in English. This case is happened among the students of SMP St. Theresia Lahewa grade VII, class B.

Based on the observation showed that almost af them were not able to introduce their self in English. When the researcher tried to ask them, "How old are you?" Only one of them could answered by saying, thirteen," Then other students just kept silent. They looked scared, reluctan and kept smile. Moreover, based on the interview the students said, "we soldom practice dialogue or conversation in the classroom but we always doing speaking in monologue because each Monday we will be chosen randomly as the speaker in flag ceremony."

As a researcher not only getting the problem but tried to find the solution by reading some references and discover some the appropriate method, strategy or technique to solve this the problem. In this case the researcher also concern to the components of speaking. Getting the skill in speaking is not easy. The learners also should know and master them all.

Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language. Speaking is the way of presenting information to tell a story, describing something, giving a set of instruction, making comparison and those that are evaluate, giving explanation, making a justification, predicting, coming to a decision and making interview (Altun & Hussein,2022; Dakhi et al., 2022).

From those definitions of speaking the researcher tried to simplify that speaking is the process of transferring, conveying, transmitting or responding the information to others. In this case the teacher and the learners should understand that speaking in English is not easy. Some people spent time and money in mastering English but nowday still cannot to speak in English fluently (Laoli, Dakhi & Zagoto, 2022). Learning to speak obviously more difficult than learning to understand the spoken language. Speaking is a language involves using the components correctly-making the right sounds, choosing the right words and getting constructions grammatically correct (Ridya, 2022; Syamsia & Sidik, 2019).

Those components make the obstacles to the learners in mastering English. Speaking is more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction.

Those statements give the signal that mastering speaking is difficult but important to be mastered. Speaking is the most important skill for the effectiveness of communication (Fauza,2018; Harahap, 2022). It means that speaking is usefull for the learner or users to show their ability in using any languages. That's why the researchers need to effort themselves to

find the appropriate strategy in teaching students about speaking skill.

There are some strategies used in teaching speaking. One of them is Pair Work. Working in pairs is one of the most-loved set up in the language classroom. Pairwork is a learning activity which involves learners to work together in pairs. It is appropriate for speaking because the student can practice dialogue. Pair work as a strategy that organizes students in ways that will maximize opportunities for learning". Pair work is a way of increasing student participation and language use.

Pair work means students collaborate with their partners to accomplish tasks and reach its aim (Idayani & Fitri, 2021; Ridya, 2022). All the statements of the experts the researchers got support the strategy in teaching speaking. Because if it related to speaking skill, pair work is an appropriate strategy in improving the students' ability in speaking. By applying this strategy the students can practice how to speak, say, or respond something in English (Mulya, 2016). Furthermore also states some advantages of this strategy, they are:

1. More language practice.
2. Give the students far more chance to speak English.
3. The students are more involved
4. Working in pair encourages student to be more involved and to concentrate on the task.
5. The student feels secure.
6. The student feels less anxiety when they working privately then when they are on show in front of the whole class. Pair work can help the shy student who would never say anything in a whole class activity.
7. The students help each other.
8. Pair work encourages student to share the ideas and knowledge.
9. The learners will have more opportunities to use the language.
10. Students in pairs get the chance to interact frequently with the language and to express their ideas

11. This strategy could increase the learners get to speak in the target language during lessons amount of time

Those statements made the researcher was so excited to choose the Work in Pair strategy. There are some materials should be taught to the students in grade VII but in this research the reserchers focused on introducing self. This material was familiar to the students but it needs to be taught in depth until they can ask and giving information about theirsself in spoken English. Then this research was limited. It focused on improving the students' speaking skill in self-introduction at the grade VII, class B of SMP Swasta Theresia Lahewa.

METHOD

In this research, the researcher appllied the Classroom Action Research (CAR) method. The Instruments used in collecting the data were observation sheets for the researcher's activities. They were checked by the reseacher collaborator. It has been conducted in SMP Swasta St. Theresia Lahewa at the grade VII class B, consisted 30 students. Then speaking test was done by recording students' voices in video from. While making fieldnote used to write the facts happened during conducting the research. This research was conducted in two cycles. The first cycle was consisted of two meetings and the second cycle was consisted of two meetings, too. After the second meeting of each cycle has been done, the researcher tested the students. In those tests each students were asked to practice conversation about self introduction for 4-5 minutes in English while taking their video. After getting their videos, the researcher watched one by one. After that Giving the score by concerning the aspect of scoring and proficiency description.

FINDING AND DISCUSSION

The first cycle ware done based on the stages of classroom action research method such as planning, action,

observation and reflection. After the second meeting of the first cycle has been done the researchers scored the students' speaking ability. The result can be looked at the table below:

Table 1. The Students' Speaking Ability with Work in Pair Strategy at SMP Swasta Theresia Lahewa, Grade VII, Class B In Cycle I

No	Value Range	Level	Fequency	Percentage
1	85-100	5	0	0%
2	75-84	4	3 Students	10&
3	60-74	3	21 Students	70%
4	40-59	2	6 Students	20%
5	0-39	1	0	0%
Total			30 Students	100%

The table 1, showed that there were 6 or 20 % students classified in low level, 21 students or 70% classified in adequate level and 3 or 10% classified in good level. This result showed that the students were unable to speak fluently in talking about their self.

This cases may caused by the activities undone 100% by the researcher and the students. Based on the observation sheets showed that in first meeting the researcher's activities were done 77% and students', 73%. Then in second meeting the researcher's activities were done 88% and students, 80%.

Furthermore fieldnote showed that in the first meeting the research process did not run well because the electricity went out so the researcher could not use projector in teaching process. Beside that the sudents still did not know how to pronounce any words in English, translation of expressions grammar and some of the students mocked their friends if making mistake. In decreasing all the weakness the researchers did some improvement such as

1. Preparing the hardcopy of materials. So it can be distributed if the electricity went out.
2. Reconstructing the lesson plan by giving the chance to correct the students' pronunciation, translation and grammar.
3. Correcting the students' pronunciation, translation and grammar.

4. Motivating, supporting and advising them to appreciate one each other.

Table 2. The Students' Speaking Ability with Work in Pair Strategy at SMP Swasta Theresia Lahewa, Grade VII, Class B In Cycle II

No	Value Range	Level	Frequency	Percentage
1	85-100	5	6 Students	20%
2	75-84	4	24 Students	80&
3	60-74	3	0	0%
4	40-59	2	0	0%
5	0-39	1	0	0%
Total				100%

The table 2, showed that there were 6 or 20 % students classified in high level, 24 students or 80% classified in good level. It means that the students' ability in speaking especially in self-introduction material has been increased.

Based on the observation sheets showed that the researcher acivities in first meeting have been done 95 % and students' activities were done 90 %. Then in the second meeting the activities of the resercher have been done 100% and the students' activities has been done 98%.

Furthermore the fiednote showed that the students looked so interesting, confident, happy and active in practicing speaking during the teaching and learning process like researched by Thomas & Martina (2022). Based on the result, it can be concluded that work in pair has inreased the students' ability in speaking at SMP Swasta St. Theresia Lahewa, grade VII, class B.

CONCLUSION

Referring to the object of the research the work in pair strategy has increased the students' ability in speaking at the grade VII, class B of SMP Swasta St. Theresia Lahewa in 2022/2023. By using this strategy the motivation, interest, confidence and happiness of the students in practicing speaking were increased, too. So the researcher can states that Work in Pair strategy is an appropriate strategy in teaching speaking.

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