

AN UNDERGRADUATE THESIS

**IMPROVING THE SPEAKING ABILITY THROUGH
PAIR WORK TECHNIQUE AMONG THE ELEVENTH
GRADERS OF SMA NEGERI 1 TRIMURJO CENTRAL
LAMPUNG**



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1440 H/2018 M

**IMPROVING THE SPEAKING ABILITY THROUGH PAIR WORK
TECHNIQUE AMONG THE ELEVENTH GRADERS OF SMA NEGERI 1
TRIMURJO CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program

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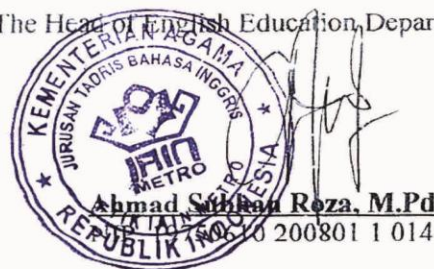
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Assalamualaikum Wr.Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING THE SPEAKING ABILITY THROUGH PAIR WORK TECHNIQUE AMONG THE ELEVENTH GRADERS OF SMA NEGERI 1 TRIMURJO CENTRAL LAMPUNG, Written by: Arini Khairunnisa, Number: 14121007 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on December 28th, 2018, at 09-.30-11.30. AM

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**IMPROVING THE SPEAKING ABILITY THROUGH PAIR WORK
TECHNIQUE AMONG THE ELEVENTH GRADERS OF SMA NEGERI 1
TRIMURJO CENTRAL LAMPUNG**

**ABSTRACT
BY
ARINI KHAIRUNNISA**

The object of this research is to improve the speaking ability after using pair work technique among the eleventh graders of SMA Negeri 1 Trimurjo Central Lampung. The kind of this research is classroom action research (CAR) and it was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting. The data collection method in this research was test that consists of pre-test and post-test, observation, documentation, and field note.

The result of the research shows that Pair Work Technique has positive role in improving the speaking ability among the eleventh graders of SMA Negeri 1 Trimurjo Central Lampung. It can be proved by the students' average score from pre-test up to post-test. The average score in pre-test was 59,5 and the average score in post-test 1 was 67,64 and in the post-test 2 the average score of the students became 77,18. It means that Pair Work Technique can improve the speaking ability of the students.

The conclusion of this research is that the used of Pair Work Technique was effective to improve the students' speaking ability. It had been proved by the result of the students' speaking score.

Key Word: Speaking Ability, Pair Work Technique

**MENINGKATKAN KEMAMPUAN BERBICARA MELALUI TEKNIK
BEKERJA BERPASANGAN PADA KELAS SEBELAS SMA NEGERI 1
TRIMURJO LAMPUNG TENGAH**

**ABSTRAK
OLEH
ARINI KHAIRUNNISA**

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbahasa setelah menggunakan teknik bekerja berpasangan dikelas sebelas SMA Negeri 1 Trimurjo Lampung Tengah. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) dan dilaksanakan dalam dua siklus. Setiap siklus terdiri dari empat langkah yaitu perencanaan, tindakan, pengamatan, dan refleksi. Metode pengumpulan data dalam penelitian ini yaitu menggunakan tes yang terdiri dari pre-test dan post-test, observasi, dokumentasi, dan catatan lapangan.

Hasil dari penelitian menunjukkan bahwa teknik bekerja berpasangan memiliki peran positif dalam meningkatkan kemampuan berbicara siswa kelas sebelas SMA Negeri 1 Trimurjo Lampung Tengah. Hal ini dapat dibuktikan berdasarkan skor rata-rata dari pre-test dan post-test. Nilai rata-rata pre-test adalah 59,5 dan nilai rata-rata post-test 1 adalah 67,64 dan post-test 2 menjadi 77,18. Ini berarti bahwa teknik bekerja berpasangan dapat meningkatkan kemampuan berbicara siswa.

Hasil dari penelitian ini adalah, penggunaan teknik bekerja berpasangan ini efektif untuk meningkatkan kemampuan berbicara siswa. Hal ini telah dibuktikan dari hasil nilai tes berbicara siswa.

Kata kunci: Kemampuan berbicara, teknik bekerja berpasangan

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, December 2018

The writer,



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Yang membuat pernyataan,



ARINI KHAIRUNNISA

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MOTTO

... وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا (٦٣)

**"...And say to them, the word that have a print on their souls."
(QS.an-Nisa ': 63)**

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

**My beloved parents, Mr. Iswadi and Mrs. Darmiatun who always support me
in their endless love**

My younger brother Febri Dwi Nugroho whom I love

**Dewi, Nadya, Adetia, Yulia, Gesty, Rizki, Dwi Ayu, Chania, Aulia, Robin,
Aldi and Ter-pance Class of TBI 2014**

My beloved almamater State Institute for Islamic Studies of Metro

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Praise is only to Allah AWT. The most gracious merciful so that the writer could finish this undergraduate thesis. May peace will not stop to be upon time our prophet, Muhammad SAW. Who has led us from the darkness to the lightness.

This undergraduate thesis entitle “Improving The Speaking Ability Through Pair Work Technique Among the Eleventh Graders of SMA Negeri 1 Trimurjo Central Lampung” the research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd) in English Department. There are many helpful individuals involved in acompalishing this undergraduate thesis. Thus, the writer would like to express my gratitude to:

1. Prof. Dr. Enizar, M.Ag., the rector of State Institute for Islamic Studies of Metro.
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6. My beloved family, my parents (Mr. Iswadi and Mrs. Darmiatun), my younger brother (Febri Dwi Nugroho). Thankful for endless love, pray, and support me in finishing this undergraduate thesis.

The writer realize that this undergraduate thesis is not perfect. Therefore, some constructive critical and suggestion are always welcomed. Hopefully, this undergraduate thesis can be a meaningful benefit to us and English language teaching.

Metro, December 2018

Arini Khairunnisa
St. Number 14121007

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as a foreign language consist of four skills, there are; listening, speaking, reading, and writing. These skills are so important, because all of them have the relation and also support each other. Each skill has the different difficulty. The students and the foreign/second language learners should mastered the fourth skills above. Many people argue that speaking is the most difficult part in learning foreign language.

Moreover, speaking is one of four important skills in English that should be mastered by the students or the second/foreign language learners. As Chaney says; Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It is an important part of everyday interaction and most often the first impression of person is based on his/her ability to speak fluently and comprehensively.

In fact, speaking is used by the students to communicate with other people in daily activity. Then, speaking also used to express their idea, if they cannot speak; the teacher never knows what the students mean.

As teaching speaking is important aspect in language learning process, this is a crucial part of second language learning and teaching.

Despite this fact, for many years, teaching speaking in Indonesian context has been undervalued and English language teachers have continued to teach speaking as a repetition of drills or memorization of dialogues.

Indeed, teaching speaking is not an easy task to do. They can be several difficulties met by the teacher in conducting teaching speaking. In English subject, speaking seems more difficult than the other skill. It means that the students have to practice and study hard so they can speak English fluently. But, many students do not practice the language, its make them difficult in spoken.

Then, pair work is one of the techniques that can be used by the teacher to teach speaking. Pair work can make students free to express their opinion or feeling because they speak with their friend. By using pair work, students have chance to speak freely in the class with their friend. They are shy to speak with the teacher, but if they speak with their friend they will be free to express their opinion.

Based on the pre-survey had been conducted on the November 14th, 2017 at the eleventh grade of SMA Negeri 1 Trimurjo, the researcher found some problems, such as: (1) the students feel unconfident to explore their idea in speaking English, (2) The students still have low vocabularies, (3) The students score is still low, (4) The students have lack motivation in learning English.

The table below is the students' test result of pre-survey of the students' speaking ability at the eleventh grade of SMA Negeri 1 Trimurjo.

Table 1

**The speaking score of the students at the Eleventh Grade of SMA Negeri 1
Trimurjo
XI IPA 1**

No	Name	Score	Categories
1	AR	53	Incomplete
2	DE	60	Incomplete
3	DF	63	Incomplete
4	DFD	58	Incomplete
5	EL	76	Complete
6	ER	55	Incomplete
7	EWS	65	Incomplete
8	FA	55	Incomplete
9	GDP	76	Complete
10	HNK	75	Incomplete
11	LFS	78	Complete
12	LW	65	Incomplete
13	MAS	77	Complete
14	MKS	68	Incomplete
15	MLR	70	Incomplete
16	MRA	80	Complete
17	MWW	77	Complete
18	NR	68	Incomplete
19	NS	75	Incomplete

20	NVS	60	Incomplete
21	NW	70	Incomplete
22	RA	50	Incomplete
23	RI	50	Incomplete
24	RR	58	Incomplete
25	SP	80	Complete
26	TSA	60	Incomplete
27	WMG	60	Incomplete
28	ZA	60	Incomplete
Total		1842	-
Average		65,8	-

Source : Pre-Survey Data of Class XI IPA 1 SMA N 1 Trimurjo

Table 2

The Percentage of Students' Speaking Score at XI IPA 1

Score	Number of the students	Percentage	Categories
≥ 76	7	25%	Complete
≤ 75	21	75%	Incomplete
Total	28	100 %	

Referring the table above, it can be inferred that the student's speaking ability at the eleventh grade of SMA Negeri 1 Trimurjo is still low, because the standard of minimum completeness of mastery learning (MC) at SMA Negeri 1 Trimurjo is 76. It can be seen that there are 7 students that have a good score of getting score 76 or more than 76 and 21

students are failed because they cannot reach the standard of minimum completeness of mastery learning (MC) yet or they get score under 76.

From the explanation above, the researcher uses pair work technique to solve the students speaking problems at the eleventh grade of SMA Negeri 1 Trimurjo. The researcher wants to know about; whether pair work technique can improve the speaking ability among the eleventh graders of SMA Negeri 1 Trimurjo.

B. Problem Identification

Based on background of the study above, there are some problems related to the students' speaking ability at SMA Negeri 1 Trimurjo as follows:

1. The students have lack motivation in learning English.
2. The students have lack vocabularies.
3. The students feel bored in learning speaking.
4. The students have difficulties in expressing their idea in speaking.

C. Problem Limitation

Based on the problem identification above, the researcher limited the problem in the fourth problem that the students have difficulties in expressing their idea in speaking. So, the researcher uses pair work technique to improve the speaking ability among the eleventh graders of SMA NEGERI 1 TRIMURJO Central Lampung.

D. Problem Formulation

Based on the problem limitation above, the researcher concludes that the problem formulation of this research is; can the pair work technique improve the speaking ability among the eleventh graders of SMA Negeri 1 Trimurjo?

E. Objective and Benefit of the Study

1. Objective of the Study

The objective of the study is to know whether the use of pair work technique can improve the students speaking ability.

2. Benefit of the Study

After doing research and finding the result, the writer hopes that it can be useful for:

a. For the Students

By using pair work technique as the motivation to make the students more motivated and interested in learning speaking process so that their speaking ability will be develop.

b. For the Teacher

By using pair work technique as the alternative technique so that the teacher more innovative in using some rules, strategies, technique, approach in teaching speaking to solved the problems that are faced by the students.

c. For the Headmaster

The headmaster can convey to the teachers that they should know about students' problem in order to conduct learning process effectively. It is hopefully can use as a positive contribution in teaching speaking at SMA NEGERI 1 TRIMURJO.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking

1. Definition of Speaking

In Oxford Learner's Pocket Dictionary, speaking is the use of voice to talk/say about something.¹ Then, Chaney said that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.² Brown also state in the International Journal of Language Academy that speaking is an interactive process of constructing meaning which is comprised of producing and receiving information.³

According to Nunan, speaking is oral skills that consist of producing system verbal sentence to convey meaning. He also said that speaking is someone's ability to express their ideas, feelings, thoughts, and emotions and to respond what other say orally.⁴ Besides that, Gert and Hans state that speaking is utterances with the purpose of having

¹Oxford Learner's Pocket Dictionary Fourth Edition, (New York : Oxford University Press, 2008), p.426.

²Maryam Bahadorfar and Reza Omidvar, "Technology in Teaching Speaking skill" in *Acme International Journal of Multidisciplinary Research*, (India : University of Mysore, Volume II, Issue-IV, April-2014), p.9.

³Gulten Kosar & Hasan Bedir, "Strategies-Based Instruction: A means of Improving Adult EFL Learners' Speaking Skill" in *International Journal of Language Academy*, (Volume 2/3 Aunturnn, 2014), p.13.

⁴Susi Ramadani and Saunir Saun, Teaching Speaking Throughout "The True or False Game for Junior High School Students" in *Journal of English Language Teaching*, Vol 2 No. 1 p.383.

intention to be recognized by the speaker and receiver processes the statement in order to recognize their intentions.⁵ Furthermore, Scott Thonbury said that speaking is so much a part of daily life that we take it for granted.⁶

Based on the description above, the researcher can conclude that speaking is an activity to say something or activity that used to share or to express ideas and feelings of someone by using verbal symbols which have meaning and can be understood by the people who talk within. Speaking is very important in everyday interaction, because it used to share information with other people, to deliver ideas, and to express ourself, and the first impression of a person is based on his/her ability to deliver or to express their ideas in front of many people. If their ability is good, the people will interest to listen.

2. Types of Speaking

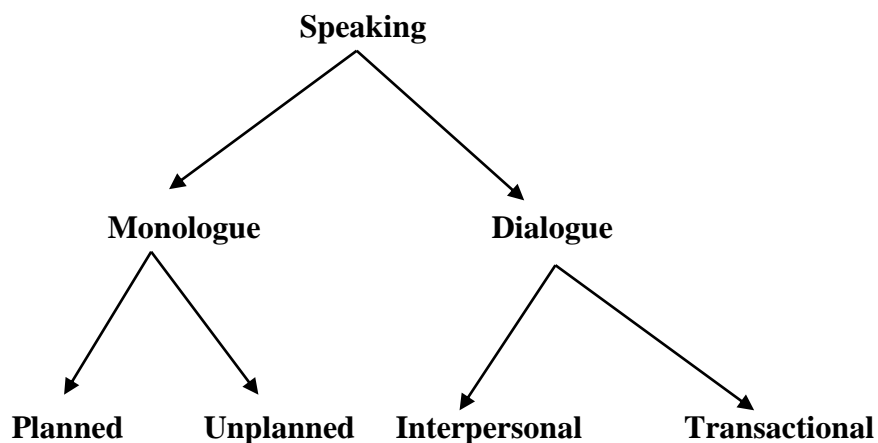
In speaking, there are some types of speaking. Brown says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:

⁵ Dedi Efrizal, "Improving Students' Speaking Through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia" in *International Journal of Humanities and Social science*, (Indonesia : State Institute of Islamic Studies (IAIN) Bengkulu, Vol 2, No. 20, 2012), p.127.

⁶ Scott Thonbury, *How To Teach Speaking*, (England : Longman, 2005), p.1.

Figure 1.

Types of Speaking



In Monologues, one speaker uses spoken language for any length of time, as in speeches, lectures, reading, news broadcasts and the like. The hearer must process long stretches of speech without interruption; the stream of speech will go on whether or not the hearer comprehends.⁷ While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

3. Problem of Speaking

Speaking has some aspects that should be known by the students. Those are speech production, pronunciation, vocabulary, and fluency. A good speaker is someone who can develop words that can

⁷H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, p.251.

be understood by the listener. Then, these aspects also can be the problem of speaking, so it must be concern of learning speaking, and the following is the discussion:

a. Speech Production

According to Thonbury, speech is produced utterance by utterance in response to the word by word, and utterance by utterance production or the person we are talking to.⁸ So, speech production is the essential thing in speaking English, because it will explain about the characteristic of the form of spoken language.

The learners need to know how the speakers differ from one another and differ forms of speech in particular circumstances. They have to learn how speaking style influence the acquisition of the listener.

b. Pronunciation

In Oxford Learner Pocket Dictionary, pronunciation is the way in which a language or a particular word or sound is spoken.⁹ Then, Broughton says that pronunciation teaching deals with two interrelated skills: recognition or understanding the flow of speech, and production or fluency in the spoken language.¹⁰ According to

⁸Scott Thonbury, *How To Teach Speaking*, (England : Longman, 2005), p.2.

⁹Oxford Learner's Pocket Dictionary Fourth Edition, (New York: Oxford University Press, 2008), p. 352.

¹⁰Geoffrey Broughton, *Teaching English as a Foreign Language*, (London and New York: Routledge, 2003), 2nd Ed, p. 49.

the researcher, pronunciation is the way how we say or express the word that can be understood by the listener.

The aim of pronunciation teaching is that the students can produce English speech that can be understood by others. Sometimes, the students consider that pronouncing a word in English is very difficult because they cannot pronounce it like a native speaker.

Klein argues that phonological facilities are not bound to biological reasons, but to psychological ones.¹¹ Besides that, the trouble of pronouncing word in English because of the differences of American and British pronunciation.¹² Then, because of the differences between American and British pronunciation, the students cannot consistent in use of either American or British pronunciation. For some words, it can use American pronunciation, and some other word use British pronunciation. It makes them confuse and get a problem to pronouncing words in English.

c. Vocabulary

According to Liu and Jackson, they claim that lack of vocabulary was regarded as a main obstacle for communication.¹³

Baker and Westrup argue that the lack of vocabularies cause many

¹¹Wolfgang Klein, *Second Language Acquisition*. Cambridge: Cambridge University Press, 1986, p. 10.

¹²Zhengdong Gan, "Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong" in *Australian Journal of Teacher Education*, (Hong Kong: The Hong kong Institue of Education, Volume 37 Issues 1, 2012), p. 50.

¹³*Ibid*, p. 49.

students difficult to respond when the teachers ask the students to say something in foreign language because they may have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.¹⁴

Based on the explanation above, the researcher concludes that vocabulary became a major reason why the students cannot speak English clearly and appropriately. As much as vocabularies that they have, it influence when they speak up.

d. Fluency

According to Segalowitz, the term fluency is the ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately.¹⁵ While Matthews stated that fluency refers to speaking smoothly with as few hesitations and repetitions.¹⁶ Then, the researcher concludes that fluency is the accuracy of speech, the rhythm, the tempo in order to be understood by the listener easier. Fluency is very important, because it can influence the emotion of the listener. For example, if the speaker speaks quickly, it makes the listener feel hard to understand the statements, but if the speaker speaks slowly, the

¹⁴Nguyen Hoang Tuan and Tran NgocMai, “*factors Affecting Students’ Speaking Performance at Le Thanh Hien High School*” in *Asian Journal of Educational Research*, (Vietnam: University of Thu Dau Mot, Vol. 3, No. 2, 2015), p. 10.

¹⁵Bc. Petra Solcova, *English Language and Literature and Teaching English Language and Literature for Secondary Schools*, (Masaryk University Faculty of Arts, Department of English and American Studies, 2011), p. 65.

¹⁶Candace Matthews, *Speaking Solution (Interaction, Presentation, Listening, and Pronunciation Skill)*, (The United State of America: Longman, 1994), p. 78.

listener feel bored to listening the speaker's statement. So, the uses of fluency should be appropriately.

Sometimes, pausing also needed in speaking, because it can bring the listeners into the conversation. When people communicate each other, they focus on the fluency. It ensures the way of conversation, because a good fluency will not make understanding between the speaker and the listeners.

4. Teaching Speaking

The following are the way that teachers can use to teach speaking;

a. Speaking Practice

Actually practice is the important thing to increase the student's speaking ability. It can make students habitual to speak English. According to Walberg, the teachers have to provide the students with opportunities for practicing specific speaking ability.¹⁷

It means that the students need practice in organizing their speech around the problem and solution, cause and result, and similarity and differences. After deciding about the organization, the students can practice to speak in front of the class or they can do dialogue with the other students to see how far they have master in speaking.

¹⁷ Trudy Wallace, *Teaching Speaking, Listening, and Writing*. (Switzerland: The International Academy of Education (IAE), Palais Des Academies, 1, rue Ducale, 1000 Brussels, Belgium, and the International Bureau of Education (IBE), 2004), p.10

Elizabeth, Lyn, Carol and Lourrine also states that work in small group has an important role to play in achieving speaking ability, through group discussion and interaction the range of purposes for pupils should include investigating, selecting, sorting, planning, predicting, exploring, explaining, reporting and evaluating.¹⁸

Moreover, speaking practice especially practice in a group is very important to increase the students speaking ability. Through practice, the students can express their ideas or they can share information to the audience that they communicate with. The students can learn to speak on a subject of their own choosing or on teacher assign topic.

b. Reducing Speaking Fears

Many students sometimes fear to speak up in formal speaking in a large group. It becomes a challenge for the teachers to solve or to minimize the student's feelings. Elizabeth states that the teachers can help to reduce students' fear by maintaining a friendly atmosphere in the classroom and providing opportunities for the students to practice alone or with the other students before the students practice in the large groups.¹⁹

Based on the statement above, the students can practice to speak up in peers before they speak in larger group. After that the

¹⁸Elizabeth Grugeon, Lyn Dawes, Carol Smith and Lorraine Hubbard, *Teaching Speaking & Listening in the Primary School*. (London: David Fulton Publishers, 2005), 3rd Ed, P. 28.

¹⁹*Ibid*, p. 11

students should speak in a group that has been chosen by the teacher and then the students should explain or speak in front of their group. Thus, by practice alone or in peers, the student can reduce their fear to speak in larger group because they have been practice.

5. The Measurement of Speaking Ability

Here is the measurement of speaking ability according to Weir J Cyril :

Table 3

Analytic Speaking Ability criteria

Aspect	Score	Indicators
Fluency	4 (Excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (Good)	The students hesitate and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt.
	2 (Adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.

	1 (Fair)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3 (Good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (Adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (Fair)	Words are unintelligible.
Vocabulary	4 (Excellent)	Effective use of vocabulary for the task with few inappropriacies.
	3 (Good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacies.
	2 (Adequate)	Limited use of vocabulary with frequent inappropriacies.

	1 (Fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (Excellent)	Very few grammatical errors evident.
	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (Adequate)	Speech is broken and distorted by frequent errors.
	1 (Fair)	Unable to connect comprehensible sentences.
Interactional Strategies	4 (Excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (Good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (Adequate)	Interaction ineffective. Can seldom develop an interaction.

	1 (Fair)	Understanding and interaction minimal. ²⁰
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B. Concept of Pair Work Technique

1. Definition of Pair Work

Pair work is an activity to provide the students with stimulating communication activities for pairs.²¹ Students work independently in pairs and encouraged to communicate naturally and spontaneously to complete the task. The requirement for pair work is that it must have more than one people or at least contains two members who interact with other because the students can practice language together.

In addition, Harmer said that pair work is a way of increasing student participation and language use; it can be used for enormous number of activities whether speaking, writing, or reading.²²

Moreover, Moon defines pair work as a technique to organize the students in ways that will maximize opportunities for learning.²³ In pair work, the students are paired with another student and they will cooperate together to work and solve tasks given by the teacher in the classroom.

²⁰Cyrill J. Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005) P. 195

²¹Levy. Meredith and murgatroyd. Nicholas, *Pairwork and Groupwork*, (Cambridge: Cambridge University Press), P. 8

²²Anggiana. D, *Teaching Speaking Using Pair Work Technique at the Second Grade of SMPN 1 Parongpong Siliwangi*, (Bandung: STKIP Bandung), (Unpublished Script), 2011, P. 3

²³Moon. Jayne, *Children Learning English*, (Oxford: Macmillan Heinemann Publishers, 2000), P. 53

According to the definition above, the researcher concludes that pair work is an activity of the students in the class that can be used to make the students more active in learning process, because they work together. Pair work means that the students collaborate with their pairs to accomplish tasks and reach its aim.

2. Kinds of Pair Work

There are many activities of pair work that can be used in the speaking class. Harmer stated that in pair work the students can practice language together, study a text, research language, or take part in information activities. They can write dialogues, predict the content of reading text, or compare notes on what they have listened to or seen.²⁴

There are many kinds of pair work:

a. Conversation

Conversation is the first kind of pair work because students communicate or share about opinion, ideas, and feeling with their friends. Besides that, conversation can increase the students' vocabulary and pronunciation.

b. Dialogue

Dialogue is similar with conversation that need two members to practice it, the dialogue should be four or to six

²⁴Harmer. J, *The Practice of English Language Teaching 3rd Edition*, (Cambridge, UK: Longman), P. 116

lines length. That must include grammatical items and vocabulary, the students need to master as well all item of typical feature of spoken English, such as a short answer, contracted word, and question tag. Before the students act the dialogues, the teacher gives some instructions for the ways of dialogue or gives the theme for dialogue activity.

c. Story Telling with Picture

Story telling with picture is activity that getting the information from the picture and explains about picture as the story telling, after that gives the chance for the one number to explain the picture which has selected by English.²⁵

3. The Principle of Pair Work

English teacher plays very important role in the success of teaching and learning activity. They must have a good method to make teaching learning process in speaking more enjoyable and meaningful. The teachers must be able to make the students participate in speaking actively. By good method it can help the students to be interested in learning speaking. This way can make students enjoy and have fun, and if the students enjoy and fun automatically they will be more confidence, students are not shy to speak and brave to speak since they do practicing speaking with their friends. “learning with fun can

²⁵Anggiana. D, *Teaching Speaking Using Pair Work Technique at the Second Grade of SMPN 1 Parongpong Siliwangi*, (Bandung: STKIP Bandung), (Unpublish Script), 2011, P. 3

increase students' achievement or output because they learn knowledge subconsciously".²⁶

Pair work is a technique that used in the class, this technique was chosen since pair work can increase students motivation and concentration. It also creates the nicer atmosphere in the class and they communication between the students in all classroom activities more natural. The implementation of pair work will affect the students' achievement.²⁷

Pair work quite simply substantially increases the opportunities the students get to speak English. It means that pair work gives the students maximise opportunity in term of time spent speaking. Pair work creates a more secure and positive classroom atmosphere. For most students, being called on by the teacher to answer a question in front of their pairs can be a frightening experience. By applying pair work in learning speaking, it gives the students more speaking time and allow them to use a greater variety of English to express what they really want to communicate.²⁸

²⁶Jatmiko, "The Implementation of Pair Work to Improve Students' English Speaking to the Second Semester at Pharmacist Program of Health Sciences Faculty of Kadiri University" in *Journal of English Teaching and Research*, (Kadiri University, Vol. 2, No. 1, ISSN: 2503 – 4405, 2017), P. 41

²⁷*Ibid*

²⁸*Ibid*, P. 42

4. The Procedure of Pair Work

The following are the steps to apply pair work in the classroom:

- a. Be sure to fully the procedure before splitting the class up.
- b. Demonstrate exactly what they have to do.
- c. Ask them to tell the teacher what they have to do to check their understanding.
- d. Give feedback after the students finish do the task. So that they don't feel that they have beenwasting time.
- e. Set a clear time.
- f. Control who works with who, so the students aren't always being dominated or dominating others.

5. Advantages and disadvantages of Pair Work

There are the advantages and disadvantages of pair work according to harmer:

a. Advantages of Pair work

The advantages of pair work according to Harmer as follows:

- 1) It dramatically increases the amount of speaking time any one student gets in the class.
- 2) It allows the students to work and interact independently without the necessary guidance of the teacher, thus, promoting learner independence.

- 3) It allows teachers time to work with one or two pairs while the other students continue working.
- 4) It recognizes the old maxim that “two heads are better than one” and in promoting cooperation helps the classroom to become a more relaxed and friendly place.
- 5) It is relatively quick and easy to organize.

b. Disadvantages of Pair Work

The disadvantages of pair work according to Harmer as follows:

- 1) Pair work is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class.
- 2) Students in pairs can often veer away from the point of an exercise, talking about something else completely often in their first language. The chances of “misbehavior” are greater with pair work than in a whole class setting.
- 3) It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.

- 4) The actual choice of paired partner can be problematic, especially if the students frequently find themselves working with someone they are not keen on.²⁹

C. Action Hypothesis

Action hypothesis which is submitted in this research is “by using pair work technique, the students at the eleventh grade of SMA Negeri 1 Trimurjo Central Lampung will be able to improve their speaking ability”.

²⁹Harmer. J, *The Practice of English Language Teaching 3rd Edition*, (Cambridge, UK: Longman), P. 116

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

This research used Classroom Action Research (CAR). Classroom Action Research is one of the effort to improve teaching program quality in all educational level include Senior High School. In action research, the teacher becomes a manager of teaching program. Daniel Tomal said that action research is a systematic process of solving educational problems and making improvements.³⁰ Therefore, classroom action research means that the teacher can know what to do and how to solve the problem in their class. In this research, the researcher makes collaboration with the English teacher and make a plan and to design the classroom action research process.

B. Subject of the Research

This research did at the eleventh grade of SMA N 1 Trimurjo at class XI IPA 1 that consists of 28 students. The researcher choosed this class because the students' speaking ability in this class is still low.

³⁰Daniel R. Tomal, *Action Research for Educators*, Scarecrow Press: The United States of America, 2003, p.5.

Table 4**The object of the research**

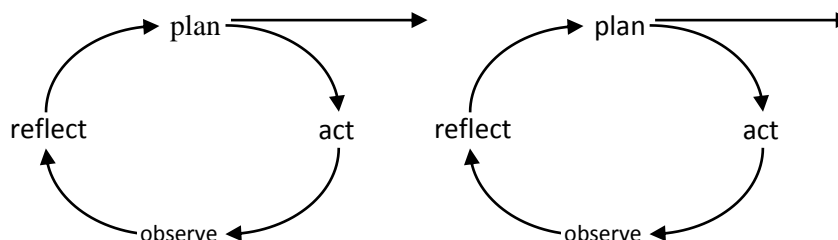
Class	Male	Female
XI IPA 1	3	25
Total Students	28	

C. Procedure of the Research

In this classroom action research, the research conducted based on the one group of pre-test and post-test design. The researcher took one class where the students were given pre-test before they were given material about speaking. The students were also given post-test after they were given the treatment from the researcher. Then, the researcher would like to hold the research at least in two cycles. There were four steps in every cycle, they were planning, acting, observing, and reflecting. If the first cycle had fail, it must be reviewed at the second cycle. There was relation between one cycles with other cycles.

Here are the steps of classroom action research design by Jean Mc Kniff and Jack Whitehead.³¹

³¹McKniff, Jean and Jack Whitehead, *Action Reseaerch Principle and Practice (Second Edition)*, London and New York: Routledge Falmer, 2002, p. 41.

Figure 2.

The explanation about the steps of the cycle as follow:

1. Cycle 1

a. Planning

Planning was the first step in each activity. The researcher should make a preparation in planning, such as:

- 1) The researcher prepared the lesson plan, the material, and media.
- 2) The researcher prepared the source of learning.
- 3) The researcher planed to give task and evaluation.

b. Acting

Acting was the realization from the planning that made by the researcher. The steps were following:

1) Preparing

In this research, the researcher observed the students with the purposed to know the problem in the process of learning. The researcher arranged the learning design with a technique and evaluation.

2) Process of Learning

The researcher used a sheet of observation. It used to make some notes of the activities in the process of learning speaking ability by using pair work technique.

A pre-test was given to the students to know the students speaking ability before the treatment by the researcher and gave a post test to know the students speaking ability after they were taught by using pair work technique. In this case, the researcher would compare the scores of the students before and after using pair work technique. It used to see whether the student's score increase or not.

c. Observing

Observation was the activity to record the event and action in the research. In this research, the observation did in a learning process. So, the observation finished together with the action that had been mentioned before. The observation in the learning process was taken by notes. It was to know how far the students speaking ability by using pair work technique.

d. Reflecting

In this step, the data that got from the observation in the action stage analyzed to know was the learning process decrease or increase. It used to increase the students speaking ability in the following cycle. After comparing the score of pre-test and post-

test, the researcher reviewed and gave reflection to the attitude of the students in learning process, and the result was for evaluation the material and reflection in the second research.

2. Cycle 2

The steps of the second cycle are same with the first cycle. The steps as follow:

a. Planning

Planning was the first step in each activity. The researcher should make a preparation in planning, such as:

- 1) The researcher prepared the lesson plan, the material, and media.
- 2) The researcher prepared the source of learning.
- 3) The researcher planed to give task and evaluation.

b. Acting

Acting was the realization from the planning that made by the researcher. The steps were following:

1) Preparing

In this research, the researcher observed the students with the purpose to know the problem in the process of learning. The researcher arranged the learning design with a strategy and evaluation.

2) Process of Learning

The researcher used a sheet of observation. It used to make some notes of the activities in the process of learning speaking ability by using pair work technique.

A pre-test was given to the students to know the students speaking ability before the treatment by the researcher and gave a post test to know the students speaking ability after they were taught by using pair work technique. In this case, the researcher would compare the scores of the students before and after using pair work technique. It used to see whether the student's score increase or not.

e. Observing

Observation was the activity to record the event and action in the research. In this research, the observation did in a learning process. So, the observation finished together with the action that had been mentioned before. The observation in the learning process was taken by notes. It was to know how far the students speaking ability by using pair work technique.

f. Reflecting

In this step, the data that got from the observation in the action stage analyzed to know was the learning process decrease or increase. It used to increase the students speaking ability in the following cycle. After comparing the score of pre-test and post-

test, the researcher reviewed and gave reflection to the attitude of the students in learning process, and the result was for evaluation the material and reflection in the next research.

D. Data Collecting Technique

Here are the following techniques that can be use to collect the data:

1. Observation

Donald Ary defined that observation is made with respect to some characteristic of the behavior of the subject employed in the research.³² In this observation method focuses on the process of teaching learning speaking ability by using pair work technique.

The researcher used observation as the data collection method to know how teaching speaking ability through pair work technique worked in the class and how far pair work technique could help the students to learn about speaking ability in learning English.

2. Test

In this research, the researcher gave the students two kinds of test. That was pre-test and post-test. It was given to know how the students' achievement before and after learning process.

a. Pre-test

Pre-test was conduct before the researcher gave treatment to the students to know how far the students speaking ability.

³²Donald Ary, *et.al* (1979), *Introduction to Research in Education*, United Stated of America: Holt, Rinechart and Wiston, P. 237

The researcher asked the student to speak in front of the class. The students could express their feeling or ideas or give information into their friends, and then the researcher evaluates the students' ability. There were five aspects to evaluate the students speaking ability, such as: Fluency, Pronunciation, Vocabulary, Grammatical Accuracy, and interactional strategies. Each aspect had 20 point, so the total score is 100.

b. Post-test

Post-test conducted to know the progress of the students speaking ability by using pair work technique after the treatments. The teachers asked the students to perform their dialogue in front of the class to evaluate the students' speaking ability.

3. Documentation

Documentation is a method that used to get information from written sources or documents like books, magazine, regulation, notes of meeting and daily report.³³

The researcher used this method to get the data about the history of school, the total of teachers, official employed and the students at SMA Negeri 1 Trimurjo Central Lampung.

³³*Ibid*, P. 102

4. Field Note

To collect the data more accurately, the researcher used field note to make easy when analyzed the data. This was to know students activities during teaching process. It was done after finishing teaching and learning process

E. Research Instrument

Instrument is the tools that used in each method. Furthermore, the instrument will be designed by the researcher. In this research the kinds of instrument are observation sheet such as students learning activity, documentation guidance that consist of history of the school, condition the teacher and official employee, the condition of the teacher, etc. The researcher also used test in this research consist of pre-test and post-test. The kind of test is oral test.

F. Data Analysis Technique

To investigate wether there were any positive and significant improvement of using pair work technique to improve the speaking ability among the eleventh graders of SMA Negeri 1 Trimurjo, the researcher analyzed the data by taking the average of the pre-test and post-test. The researcher gave the test in the early cycle and the last cycle to know the students achievement after the action. The average was calculated by applying this following formula:

$$M = \frac{\sum X}{N}$$

Note :

M = The average score.

$\sum x$ = Total of the student's score

N = Total of the students that follow the test.

G. Indicator of Success

The indicator of success took from the process and the result of the action research. The students were called success if 70% got score more than 76 and 70% students actived in the learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. History of State Senior High School 1 Trimurjo

SMA Negeri 1 Trimurjo was established on October, 30th 2001. It located at Jl. Karang Bolong 11f, Simbarwaringin Trimurjo Central Lampung. SMA Negeri 1 Trimurjo has accreditation status of A and had been lead by the following principle :

- 1) Mr. Syatbi Tahmid (2001 – 2002)
- 2) Mr. Deddy Irawan, M.Pd (2002 – August 2010)
- 3) Mr. Drs. Tri Hartoto, M.Pd (August 2010 – January 2012)
- 4) Mr. Drs. Puryanto (February 2012 – April 2017)
- 5) Mr. Didi Nuryadi, M.Pd (May 2017 – Now)

SMA Negeri 1 Trimurjo established with school statistic number 30112020943. SMA Negeri 1 Trimurjo has three levels of class. Those are the tenth, the eleventh and the twelfth class with 65 teachers and 10 official employees.

b. The Teacher Educational Background in SMA Negeri 1 Trimurjo

The number of the teacher educational background of SMA Negeri 1 Trimurjo can be identified as follows:

Table 5
Teachers Educational Background in SMA Negeri 1 Trimurjo

Teachers educational Background	
S1	60
S2	5
Total	65

c. The Students Quantity of SMA Negeri 1 Trimurjo

The student quantity of SMA Negeri 1 Trimurjo can be identified as follows:

Table 6
Students Quantity of SMA Negeri 1 Trimurjo

No	Class	Total
1	X	259 students
2	XI	243 students
3	XII	124 students
Total		626 students

2. Description of the Research Result

The researcher conducted the research in two cycles. Each cycles consist of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment. It is to know how far the ability of the students in speaking before they were given the treatment.

Before the process of cycle one, the researcher conducted the pre-test on Saturday, October 27th, 2018. The researcher gave a pre-test for the students to see how far the student ability in speaking before the treatment was given. In the pre-test activity, the researcher gave a picture for the students then told the students to express their ideas or feeling when they saw the picture orally.

Table 7

Pre-Test Score of the Students Speaking Ability

No	Students' Code	Score	Category
1	AR	55	Incomplete
2	DE	50	Incomplete
3	DF	45	Incomplete
4	DFD	55	Incomplete
5	EL	76	Complete
6	ER	60	Incomplete
7	EWS	76	Complete
8	FA	50	Incomplete
9	GDP	65	Incomplete
10	HNK	55	Incomplete
11	LFS	45	Incomplete

12	LW	55	Incomplete
13	MAS	65	Incomplete
14	MKS	60	Incomplete
15	MLR	76	Complete
16	MRA	60	Incomplete
17	MWW	45	Incomplete
18	NR	76	Complete
19	NS	50	Incomplete
20	NVS	60	Incomplete
21	NW	70	Incomplete
22	RA	60	Incomplete
23	RI	45	Incomplete
24	RR	50	Incomplete
25	SP	50	Incomplete
26	TSA	76	Complete
27	WMG	60	Incomplete
28	ZA	76	Complete
Total		1666	–
Lowest Score		45	Incomplete
Highest Score		76	Complete
Score ≤ 75		22	Incomplete
Score ≥ 76		6	Complete
Average		59,5	Incomplete

Source: the result of pre-test on October 27th 2018

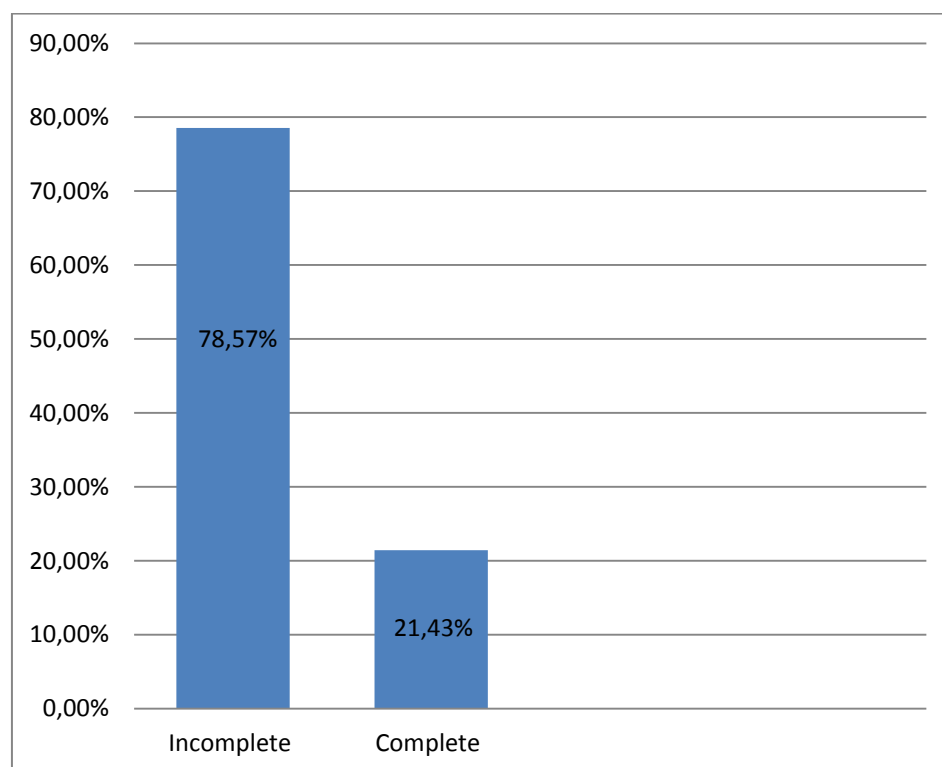
Based on the table above, it can be seen that 6 from 28 students were success beside that 22 students were not success. The average of the data was 59,5. To know about the percentages from the score of pre-test, could be seen on the table below:

Table 8
The Percentage of Students Speaking Score at Pre-test

No	Score	Frequency	Percentage	Category
1	≤ 75	22	78,57%	Incomplete
2	≥ 76	6	21,43%	Complete
Total		28	100 %	–

Figure 3

Graph of the Pre-Test Result



Based on the result of the student pre-test, only 6 students acquired a complete category and 22 students acquired an incomplete category. It means that only 6 students (21,43%) passed the test and 22 students (78,57%) failed the test. The highest score in pre-test was 76 and the

lowest score was 45. It showed that the result of students speaking ability was still low. That is the reason; the researcher used pair work technique to improve the speaking ability at SMA Negeri 1 Trimurjo.

a. Cycle 1

1) Planning

In this step, the researcher prepared the lesson plan, attendance list, and materials that used in learning process. The material is about asking and giving opinion. Moreover, the researcher made an observation sheet that consist of list of the students' name, and list of the students' activities that will be observe during teaching learning process.

2) Acting

a) The First Meeting

The first meeting was conducted on Thursday, November 1st 2018, the researcher started the meeting by praying, greeting, checking the attendance list of the students, and asking the condition of the students.

Then, the researcher gave the materials about asking and giving opinion. The researcher explained the definition, function, also kind of expressing asking and giving opinion. After that the researcher gave explanation about pair work technique and how to apply this technique within the materials.

In the end of the meeting, the researcher gave a feedback to the students, gave motivation, and informed the students about activities in the next meeting, and then the researcher closed the meeting by praying together.

b) The Second Meeting

The second meeting was conducted on Monday, November, 5th 2018, after did a treatment in the last meeting, the researcher gave post test 1 for the students. The post test was done to know the students speaking ability after a treatment. The researcher gave them some topic and asked them to make a dialog with their partner then present it in front of the class.

The result of post test in cycle 1 could be seen on the tables as follow:

Table 9
Post-Test 1 Score of Students' Speaking Ability

No	Students' Code	Score	Category
1	AR	60	Incomplete
2	DE	65	Incomplete
3	DF	55	Incomplete
4	DFD	70	Incomplete
5	EL	76	Complete
6	ER	76	Complete
7	EWS	76	Complete

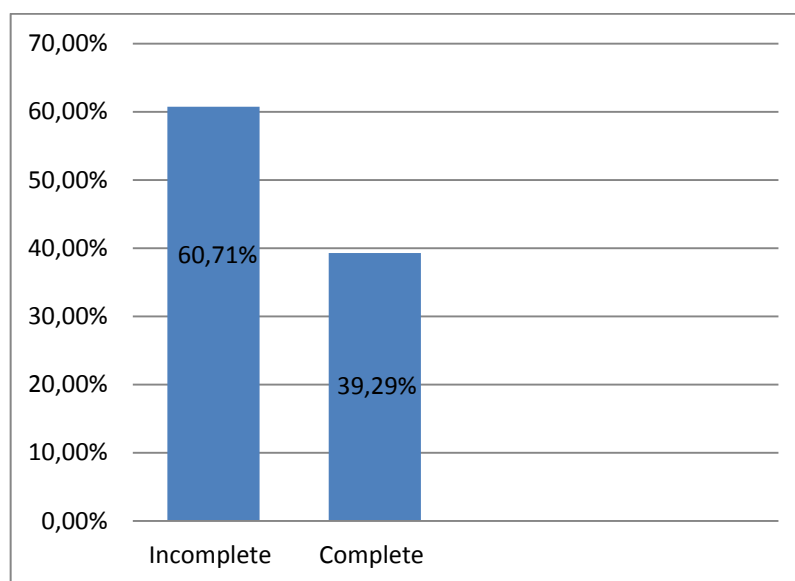
8	FA	50	Incomplete
9	GDP	50	Incomplete
10	HNK	76	Complete
11	LFS	77	Complete
12	LW	50	Incomplete
13	MAS	55	Incomplete
14	MKS	65	Incomplete
15	MLR	76	Complete
16	MRA	60	Incomplete
17	MWW	77	Complete
18	NR	76	Complete
19	NS	65	Incomplete
20	NVS	77	Complete
21	NW	70	Incomplete
22	RA	76	Complete
23	RI	70	Incomplete
24	RR	75	Incomplete
25	SP	65	Incomplete
26	TSA	60	Incomplete
27	WMG	70	Incomplete
28	ZA	76	Complete
Total		1894	–
Lowest Score		50	Incomplete
Highest Score		77	Complete
Score ≤ 75		17	Incomplete
Score ≥ 76		11	Complete
Average		67,64	Incomplete

Source: the result of post-test 1 on November, 5th 2018

Table 10
The Percentage of Students Speaking Score at Post-Test
1

No	Score	Frequency	Percentage	Category
1	≤ 75	17	60,71%	Incomplete
2	≥ 76	11	39,29%	Complete
Total		28	100 %	–

Figure 4
Graph of The Post-Test 1 Result



Based on the data above, it can be seen that just 11 students past the post-test 1. It was be higher than students' score in pre-test. The Minimum Mastery Criteria (MMC) is 76. By looking the result of pre-test and post-test, it showed that the students score increased from the average in pre-

test before was 59,5 and the average score at post-test in cycle 1 was 67,64. But the improving in post-test 1 was not successful, because the percentage of students that passed the test only 39,29% of 70% as the minimum standard percentage. Therefore the researcher had to do cycle 2.

3) Observing

While the treatment was given, observation was also conducted. The researcher was a teacher and the English teacher was a collaborator who observed the students' activities during teaching learning process.

In the learning process, there were four activities that used to know the students' activity in the class. Every student active in the learning process got a tick in their observation sheet. Then, the students were not active in learning process, let the observation sheet empty. The indicators of student activities were:

- a) The students active in group
- b) The students ask or answer the question from the teacher
- c) The students can express their idea
- d) The students are able to do the task

The result of the students' learning activities could be seen as follow:

Table 11**The Students' Activities in Cycle 1**

No	Students' Activities	Frequency	Percentage
1	The students active in group	17	60,71%
2	The students ask or answer the question from the teacher	13	46,43%
3	The students can express their idea	16	57,14%
4	The students are able to do the task	11	39,39%
Total Students		28	

Based on the result above, it could be inferred that the learning process of cycle 1 was not successfully, because there was no activity that got >70%.

4) Reflecting

In this step, the researcher concluded that cycle 1 did not run well because most of students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre-test and post-test 1 score.

Furthermore, the result of the learning process in cycle 1 before and after doing treatment could be analyzed in the following table:

Table 12
Students' Score at Pre-Test and Post-Test 1

No	Name	Pre-Test	Post-Test 1	Category
1	AR	55	60	Improved
2	DE	50	65	Improved
3	DF	45	55	Improved
4	DFD	55	70	Improved
5	EL	76	76	Constant
6	ER	60	76	Improved
7	EWS	76	76	Constant
8	FA	50	50	Constant
9	GDP	65	50	Decreased
10	HNK	55	76	Improved
11	LFS	45	77	Improved
12	LW	55	50	Decreased
13	MAS	65	55	Decreased
14	MKS	60	65	Improved
15	MLR	76	76	Constant
16	MRA	60	60	Constant
17	MWW	45	77	Improved
18	NR	76	76	Constant
19	NS	50	65	Improved
20	NVS	60	77	Improved
21	NW	70	70	Constant
22	RA	60	76	Improved
23	RI	45	70	Improved
24	RR	50	75	Improved
25	SP	50	65	Improved
26	TSA	76	60	Decreased
27	WMG	60	70	Improved

28	ZA	76	76	Constant
Total Score		1666	1894	
Average		59,5	67,64	

From the result of pre-test and post-test 1, we knew that there was an improvement from the students' result score. It could be seen from the average score in pre-test 59,5 and post-test 1 67,64. Although there was an improvement from the students' speaking ability, cycle 1 was not successful yet because only 11 students (39,29%) who passed in post-test 1. It can be concluded that cycle 1 was not successful because the indicator of success was not reached and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in cycle 2.

b. Cycle 2

The cycle 2 was similar with cycle 1. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on the observation and reflection in cycle 1, it showed that cycle 1 was not successfully yet. Therefore, the researcher and the collaborator tried to revise the several problems hat appeared in cycle 1 and arranged the planning for

continuing in cycle 2. The researcher prepared the lesson plan, materials, media, observation sheet, and the task.

2) Acting

The description of teaching and learning process in cycle 2 was not different from previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings.

a) The First Meeting

The first meeting was done on Thursday, November, 8th 2018. The researcher started the meeting by praying, checking the students' attendance list, and asking the students' condition. The researcher as a teacher explained the materials about expressing asking and giving opinion. The researcher gave more explanation about the materials and how to apply pair work technique, so the students could be more understood.

In the end of the meeting, the researcher closed the meeting and gave motivation to the students and reminded the students that the test would be conducted in the next meeting.

b) The Second Meeting

After giving the treatment in the previous meeting, the researcher conducted the post-test 2 on Monday,

November, 12th 2018. The test was same type with the first cycle but different topic. The score of post-test 2 can be seen on the table below:

Table 13
Post-Test 2 Score of Students' Speaking Ability

No	Students' Code	Score	Category
1	AR	76	Complete
2	DE	76	Complete
3	DF	75	Incomplete
4	DFD	76	Complete
5	EL	80	Complete
6	ER	80	Complete
7	EWS	78	Complete
8	FA	70	Incomplete
9	GDP	73	Incomplete
10	HNK	76	Complete
11	LFS	82	Complete
12	LW	76	Complete
13	MAS	78	Complete
14	MKS	70	Incomplete
15	MLR	78	Complete
16	MRA	76	Complete
17	MWW	85	Complete
18	NR	83	Complete
19	NS	80	Complete
20	NVS	78	Complete
21	NW	75	Incomplete
22	RA	76	Complete
23	RI	80	Complete

24	RR	75	Incomplete
25	SP	75	Incomplete
26	TSA	76	Complete
27	WMG	78	Complete
28	ZA	80	Complete
Total		2161	–
Lowest Score		70	Incomplete
Highest Score		85	Complete
Score ≤ 75		7	Incomplete
Score ≥ 76		21	Complete
Average		77,18	Complete

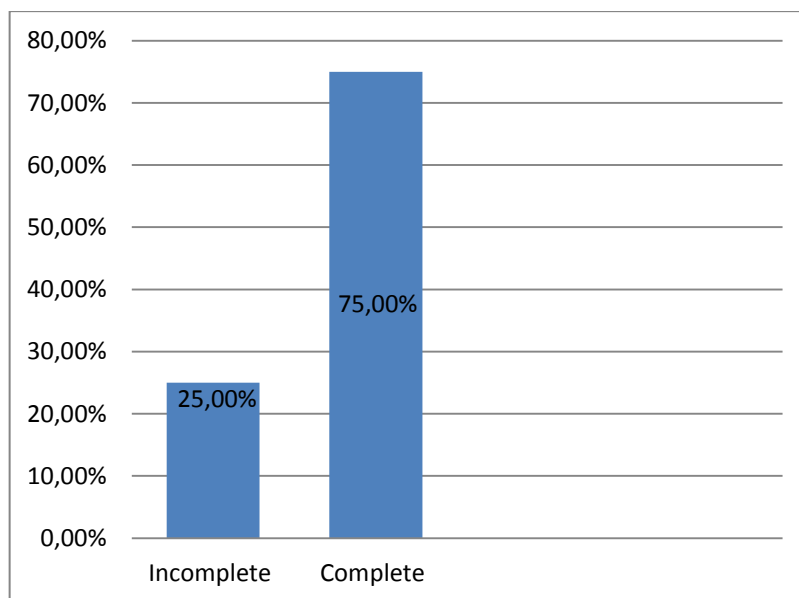
Source: the result of post-test on November, 12th 2018

Table 14

The Percentage of Students' Speaking Score at Post-Test 2

No	Score	Frequency	Percentage	Category
1	≤ 75	7	25%	Incomplete
2	≥ 76	21	75%	Complete
Total		28	100 %	–

Figure 5
Graph of the Post-Test 2 Result



Based on the result above, it can be seen that the students' average score in post-test 2 was 77,18. The highest score was 85 and the lowest score was 70. According to minimum mastery criteria (MMC), 75% students passed the test. Most of the students could improve their speaking ability. It means that cycle 2 was successful.

3) Observing

An observation was conducted with the same in cycle 1. In learning process there were four indicators used to know the students' activities like in learning process previously. The result of the students' learning activities could be seen as follow:

Table 15
The Students' Activities in Cycle 2

No	Students' Activities	Frequency	Percentage
1	The students active in group	22	78,57%
2	The students ask or answer the question from the teacher	20	71,43%
3	The students can express their idea	23	82,14%
4	The students are able to do the task	24	85,71%
Total Students		28	

Based on the table above, it showed that the students' activity in cycle 2 was improved. Based on the result, there were 22 students (78,57%) who active in group, 20 students (71,43%) who understood the materials, 23 students (82,14%) could express their idea, and 24 students (85,71%) are able to do the task. The researcher indicate that learning process in cycle 2 was successful because the fourth students' activity got percentage >70%.

4) Reflecting

Based on the result of cycle 2, it could be seen that there was improvement between students' score in post-test 1 and post-test 2 that could be seen on the following table:

Table 16
Students' Score at Post-Test 1 and Post-Test 2

No	Name	Post-Test 1 Score	Post-Test 2 Score	Category
1	AR	60	76	Improved
2	DE	65	76	Improved
3	DF	55	75	Improved
4	DFD	70	76	Improved
5	EL	76	80	Improved
6	ER	76	80	Improved
7	EWS	76	78	Improved
8	FA	50	70	Improved
9	GDP	50	73	Improved
10	HNK	76	76	Constant
11	LFS	77	82	Improved
12	LW	50	76	Improved
13	MAS	55	78	Improved
14	MKS	65	70	Improved
15	MLR	76	78	Improved
16	MRA	60	76	Improved
17	MWW	77	85	Improved
18	NR	76	83	Improved
19	NS	65	80	Improved
20	NVS	77	78	Improved
21	NW	70	75	Improved
22	RA	76	76	Constant
23	RI	70	80	Improved
24	RR	75	75	Constant
25	SP	65	75	Improved
26	TSA	60	76	Improved

27	WMG	70	78	Improved
28	ZA	76	80	Improved
Total Score		1894	2161	
Average		67,64	77,18	

According to the result above, it could be inferred that pair work technique could improve the students' speaking ability because there was improving from average in post-test 1 67,64 became 77,18 in post-test 2. In the cycle 2, most of the students could express their idea and perform it in front of the class. It means that cycle 2 was successful and would not be continued in the next cycle, because the students average was 77,18 and 75% of the students got complete score.

B. Interpretation

1. The Result of Pre-test

To see the students' speaking ability before implementing the treatment, the researcher conducted the pre-test. It was conducted on Saturday, October 27th 2018.

Based on the result of students' pre-test, only 6 students (21,43%) passed the minimum mastery criteria (MMC). The lowest score was 45, the highest score was 76, and the average was 59,5. In pre-test, the researcher found the students' problem like they still confused how to express their idea. The problem could be seen by students' pre-test

score. There were 22 students who got score less than 76. It showed that the student speaking ability was still low and it needs improvement by pair work technique.

2. The Result of Post-Test Cycle 1

Based on the result of post-test cycle 1, only 11 students (39,29%) who passed the test. The lowest score was 50, the highest score was 77 and the average was 67,64.

From the result of students' score in pre-test and post-test 1, there was an improving from the students' result score. It could be seen from the average in pre-test was 59,5 and post-test 1 was 67,64. Although there was improving from the students' achievement, cycle 1 was not successfully yet because only 11 students (39,29%) and the indicator of success was not reached yet.

3. The Result of Post-Test Cycle 2

After analyzing the students' score in post-test 1, the researcher had to conduct the next cycle. Because only 11 students (39,29%) who passed the test and got score ≥ 76 .

Based on the result of post-test 2, there were 21 students (75%) passed the test because they got score ≥ 76 . The lowest score in this post-test was 70 and the highest was 85.

From the result of the students' score in post-test 2, it could be concluded that there were improving score. The improving could be seen on the average score. In post-test 1 the average score was 67,64

and in the post-test 2 the average was 77,18. The total students who got score ≥ 76 in the post-test 1 were 11 students and in the post-test 2 were 21 students. Because the achievement of the students had improved and the indicator of success was reached, the research was successful and could be stopped in cycle 2.

4. Students' Score in Pre-Test, Post-Test 1 and Post-Test 2

English learning process was successful in cycle 1 but the students' average score was low. While the students' score in post-test 1 higher than pre-test. Moreover, in cycle 2 the students' average score was higher than cycle 1. The students' score from pre-test to post-test cycle 2 could be seen on the table below:

Table 17
Students' Score of Pre-Test, Post-Test 1, and Post-Test 2

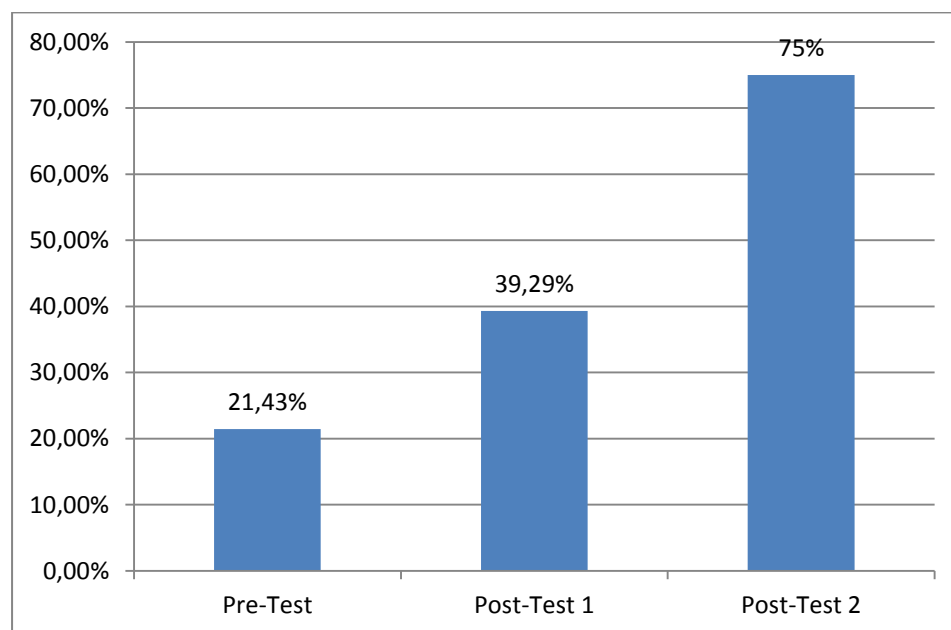
No	Name	Pre-Test Score	Post-Test 1 Score	Post-Test 2 Score	Category
1	AR	55	60	76	Improved
2	DE	50	65	76	Improved
3	DF	45	55	75	Improved
4	DFD	55	70	76	Improved
5	EL	76	76	80	Improved
6	ER	60	76	80	Improved
7	EWS	76	76	78	Improved
8	FA	50	50	70	Improved
9	GDP	65	50	73	Improved

10	HNK	55	76	76	Constant
11	LFS	45	77	82	Improved
12	LW	55	50	76	Improved
13	MAS	65	55	78	Improved
14	MKS	60	65	70	Improved
15	MLR	76	76	78	Improved
16	MRA	60	60	76	Improved
17	MWW	45	77	85	Improved
18	NR	76	76	83	Improved
19	NS	50	65	80	Improved
20	NVS	60	77	78	Improved
21	NW	70	70	75	Improved
22	RA	60	76	76	Constant
23	RI	45	70	80	Improved
24	RR	50	75	75	Constant
25	SP	50	65	75	Improved
26	TSA	76	60	76	Improved
27	WMG	60	70	78	Improved
28	ZA	76	76	80	Improved
Total Score		1666	1894	2161	–
Average		59,5	67,64	77,18	Improved

Based on the result of pre-test, post-test 1, and post-test 2, it was known that there was a positive significant improving of the students' score. It could be seen on the average score in pre-test was 59,5 became 67,64 in post-test 1 and 77,18 in post-test 2. Therefore, the researcher concluded that this research was successful because the indicator of success in this research had been achieved.

The researcher showed the graph of the result of pre-test, post-test 1, and post-test 2 as follow:

Figure 6
Graph of the Result of Pre-Test, Post-Test 1, and Post-Test 2



Based on the graph above, it can be inferred that Pair Work Technique could improve the students' speaking ability. It is supported by improving score of the students from pre-test to post-test 1 and from post-test 1 to post-test 2.

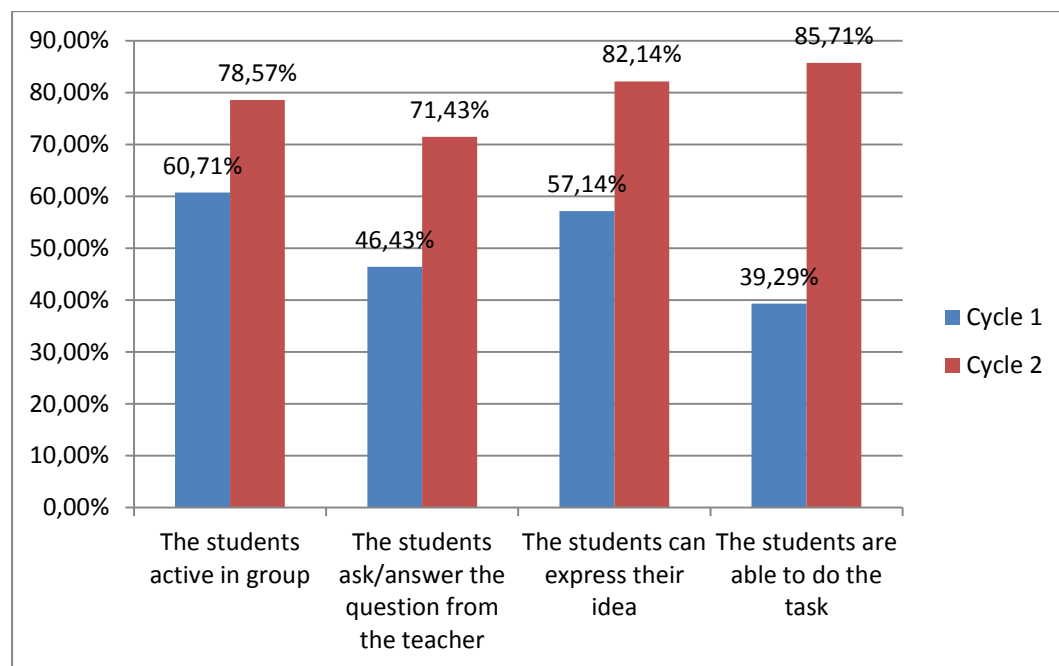
5. The Result of Students' Learning Activities in Cycle 1 and Cycle 2

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The improvement can be seen on the table below:

Table 18
The Table of Students' Activities in Cycle 1 and Cycle 2

No	Students' Activities	Cycle 1		Cycle 2		Increasing
		F	Percentage	F	Percentage	
1	The students active in group	17	60,71%	22	78,57%	17,86%
2	The students ask/answer the question from the teacher	13	46,43%	20	71,43%	25%
3	The students can express their idea	16	57,14%	23	82,14%	25%
4	The students are able to do the task	11	39,29%	24	85,71%	46,42%

Figure 7
Graph of Students' Result of Learning Activities in Cycle 1 and Cycle 2



The explanation of the graph above can be seen as follow:

a. The students active in group

The students that actived in group in the first meeting and second meeting were improved. In cycle 1 was only 60,71% and in cycle 2 78,57%.

b. The students ask/answer the question from the teacher

The student who asked or answered the question from the teacher was improved in the first meeting to the next meeting. It showed when the teacher gave the question, they were brave to answer, although not answer the question well. This activity was improved from 46,71% in cycle 1 to 71,43% in cycle 2.

- c. The students can express their idea

The students who could express their idea also improved, from 57,14% in the cycle 1 became 82,14% in the cycle 2.

- d. The students are able to do the task.

The student who can do the task or gave opinion about something in speaking was improved. In could be seen in the cycle 1 was 39,29% and in the cycle 2 became 85,71%.

Based on the data above, it conclude that the students felt comfortable and active with the learning process, because most of the students shown good improving in learning activities when Pair Work Technique was applied in the learning process from cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the use Pair Work Technique in speaking ability, it could be concluded that there was improving the students' speaking ability by using Pair Work technique at the eleventh graders of SMA Negeri 1 Trimurjo. Therefore, Pair Work technique can be effective technique and it could be use as an alternative technique in teaching speaking because the technique was easy and simply for implementing.

It was supported by improving the students' average from pre-test 59,5 to post-test 1 67,64 became 77,18 in post-test 2. In cycle 1 there were 11 students (39,29%) who passed the test and in cycle 2 there were 21 students (75%) who passed the test because they got score ≥ 76 . In cycle 1 the students' activities in the learning process could not reached 70% as the indicator of success of the learning process. It also means that the students were not active yet in the learning process. In cycle 2, there was improvement from the students' activities in the learning process. The activity of the students was 70%. It means that most of the students were active in the learning process. It means that the result of cycle 2 had already reached the indicator of success that was 70% students fulfill the minimum mastery criteria (MMC) and 70% students active in the learning

process. It was clear that Pair Work technique can improve the students' speaking ability.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. The students are suggested to be more active in learning English process so they can comprehend the material and improve their knowledge especially in speaking.
2. The English teachers are suggested to use Pair Work technique in order this technique is effective to improve the students' speaking ability in learning process.
3. The principle is supposed to give more motivation to the English teacher and students in order to make the student more excited in learning English.

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APPENDICES

SILABUS

Mata Pelajaran : BAHASA INGGRIS

Kelas : XI

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose...</i></p> <p><i>In my opinion ...</i></p> <p><i>Unsur Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.

		<p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none">• Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>).
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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA Negeri 1 Trimurjo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Materi Pokok	: Expression Asking and Giving Opinion
Alokasi Waktu	: 2 Pertemuan (4 x 45 menit)

A. Kompetensi Inti

KI.3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*).

- 4.2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. indikator Pencapaian Kompetensi

- 3.2.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 3.2.2. Mengemukakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 3.2.3. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.2.1. Melengkapi teks interaksi interpersonal lisan dan tulis pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.2.2. Menyusun teks interaksi interpersonal lisan dan tulis pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.2.3. Menerapkan teks interaksi interpersonal lisan dan tulis pendek sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan

fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

1. Mengidentifikasi ungkapan-ungkapan expression asking and giving opinion.
2. Memahami ungkapan memberi dan meminta pendapat.
3. Menyusun kalimat meminta pendapat terkait expressing asking opinion.
4. Menanggapi permintaan pendapat terkait expressing giving opinion.

E. Materi Pembelajaran

1. Opinions

- a. Definition : An opinion is the way you feel or think about something. It's mean that opinion is talking about something or someone is based on our perspective.
- b. Social Function : Maintain interpersonal relationships with teachers, friends, and others.
- c. Example of expressions :

Asking for Opinion	Giving Opinion
Any comments John ?	I personally believe (saya yakin) ...
What is your opinion about ...?	I think that ...
What do you think?	As far I know (sejauh yang aku tau) ...
Do you think that ...?	In my opinion ...
What do you think about ...?	I think we should ...
How do you feel about that?	My comment is ...

d. Example in dialogue

Mrs. Aisyah : What do you think about this meat ball ?

Mrs. Ummi : I think that... this meat ball very delicious.

Mrs. Aisyah : where do you buy it ?

Mrs. Ummi : I buy it in front of my school.

Mrs. Aisyah : What do you think about his income ?

Mrs. Ummi : I think he can get income Rp. 1.000.000.00 every day.

Mrs. Aisyah : Wow, fantastic.

Mrs. Ummi : Yes, of course.

F. Teknik Pembelajaran

Teknik Pembelajaran : Pair Work Technique

G. Media, Alat, dan Sumber Belajar

1. Powerpoint presentation dan students' worksheet.
2. Laptop dan LCD
3. Buku bahasa Inggris

H. Langkah-Langkah Kegiatan Pembelajaran

1. Pendahuluan

- a. Guru memberi salam (*greeting*)
- b. Guru memeriksa kehadiran siswa.
- c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

a. Mengamati

1. Peserta didik diberikan oleh guru gambaran tentang pentingnya menyimak/mendengarkan ungkapan pendapat dan responnya dengan memperhatikan (ucapan, tekanan kata, intonasi, dan ejaan) yang tepat dan aplikasinya dalam kehidupan sehari-hari.
2. Peserta didik diminta untuk mengamati bahan tayangan multimedia yang disajikan oleh guru.
3. Guru menugaskan peserta didik untuk mengidentifikasi masalah-masalah yang ada seputar materi mengungkapkan pendapat.

b. Menanya

1. Guru menugaskan peserta didik untuk mengambil salah satu masalah pilihan yang ada seputar materi mengungkapkan pendapat kemudian dirumuskan dalam bentuk hipotesis/jawaban sementara atas pertanyaan masalah.
2. Peserta didik mengambil salah satu masalah pilihan yang ada seputar materi ungkapan pendapat yang dirumuskan dalam bentuk hipotesis/jawaban sementara atas pertanyaan atau masalah.

c. Mengumpulkan Informasi

1. Guru membantu peserta didik mengumpulkan dan mengeksplorasi data/informasi terkait materi ungkapan pendapat, yang dirumuskan dalam bentuk hipotesis/jawaban sementara atas pertanyaan atau masalah.
2. Guru membimbing peserta didik dalam kegiatan mengolah data dan informasi tentang ungkapan pendapat yang telah diperoleh para peserta didik melalui observasi, dan sebagainya.
3. Guru membimbing peserta didik melakukan pemeriksaan secara cermat untuk membuktikan benar atau tidaknya hipotesis yang ditetapkan dengan temuan alternatif terkait informasi terkait ungkapan pendapat.

d. Menalar

1. Guru membimbing peserta didik merumuskan prinsip, dan membuat generalisasi hasil penemuannya terkait informasi tentang ungkapan pendapat.

e. Mengkomunikasikan

1. Guru bersama peserta didik menyimpulkan konsep terkait informasi tentang ungkapan pendapat.
2. Peserta didik mengkomunikasikan hasil kesimpulannya terkait informasi tentang ungkapan pendapat.
3. Guru memberikan penugasan kepada peserta didik.
4. Guru menyampaikan materi untuk dipelajari peserta didik untuk pertemuan berikutnya.

3. Penutup

1. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
2. Guru mengakhiri kegiatan pembelajaran dengan memberikan motivasi dan pesan untuk tetap belajar.
3. Guru mengucapkan salam penutup.

I. Penilaian Keterampilan

Teknik Penilaian : Performance

Bentuk Instrument : Tes lisan praktek didepan kelas

Contoh instrument

- a. With your partener, make a dialogues based on the following situation, then act out the dialogues with your partner
 1. You have a serious prblem, tell your friend what your problem is. Ask for his/her opinion about your problem and the solution to the problem.

J. Rubrik Penilaian

No	Nama	Aspek penilaian					Jml nilai = jml score x 5
		Pronunciation (1-4)	Fluency (1-4)	Vocabulary (1-4)	Grammatical Accuracy (1-4)	Interactional Strategies (1-4)	
1							
2							
3							
4							
5							

Ket : 1 = kurang, 2 = cukup, 3 = baik, 4 = sangat baik

Nilai : jumlah score x 5

Trimurjo, Oktober 2018

Mengetahui,

The Collaborator

The Researcher

Ristuning Waluyati, S.Pd
NIP. 197708102005022002

Arini Khairunnisa
NPM. 14121007

Observation Sheet of Students' Activities in Cycle 1

No	Students' Name	Students' Activities				Total
		1	2	3	4	
1	AR	✓	✓	✓		3
2	DE	✓		✓	✓	3
3	DF		✓			1
4	DFD	✓		✓	✓	3
5	EL	✓		✓	✓	3
6	ER	✓	✓		✓	3
7	EWS					0
8	FA		✓			1
9	GDP	✓	✓	✓	✓	4
10	HNK		✓			1
11	LFS	✓		✓	✓	3
12	LW	✓		✓		2
13	MAS		✓			1
14	MKS		✓			1
15	MLR	✓	✓	✓		3
16	MRA					0
17	MWW	✓	✓	✓	✓	4
18	NR					0
19	NS	✓		✓	✓	3
20	NVS	✓	✓	✓	✓	4
21	NW					0
22	RA	✓		✓	✓	3
23	RI	✓	✓	✓	✓	4
24	RR					0
25	SP	✓		✓		2
26	TSA		✓			1
27	WMG	✓		✓		2
28	ZA	✓		✓		2
Total		17	13	16	11	57
Percentage (%)		60,71%	46,43%	57,14%	39,29%	50,89%

Notes:

Indicator of the students activities that observed are:

1. The students active in group.
2. The students ask or answer the question from the teacher.
3. The students can express their idea.
4. The students are able to do the task.

Tick (✓) for each positive activity.

Percentage of students' activities:

$$P = \frac{\sum x}{N} \times 100\%$$

P : Percentage

$\sum x$: Total of the student's score

N : Total of students

Trimurjo, November 2018

Mengetahui,

The English Teacher

The Researcher

Ristuning Waluyati, S.Pd

Arini Khairunnisa

NIP. 197708102005022002

NPM. 14121007

Observation Sheet of Students' Activities in Cycle 2

No	Students' Name	Students' Activities				Total
		1	2	3	4	
1	AR	✓	✓	✓	✓	4
2	DE	✓		✓	✓	3
3	DF		✓	✓	✓	3
4	DFD	✓	✓	✓	✓	4
5	EL	✓		✓	✓	3
6	ER	✓	✓		✓	3
7	EWS	✓	✓	✓	✓	4
8	FA	✓	✓	✓		3
9	GDP	✓	✓	✓	✓	4
10	HNK		✓	✓	✓	3
11	LFS	✓		✓		2
12	LW	✓		✓	✓	3
13	MAS		✓		✓	2
14	MKS		✓	✓	✓	3
15	MLR	✓	✓	✓	✓	4
16	MRA	✓	✓		✓	3
17	MWW	✓	✓	✓	✓	4
18	NR	✓		✓	✓	3
19	NS	✓	✓	✓	✓	4
20	NVS	✓	✓			2
21	NW		✓	✓	✓	3
22	RA	✓	✓		✓	2
23	RI	✓		✓		2
24	RR	✓	✓	✓	✓	4
25	SP	✓		✓	✓	3
26	TSA		✓	✓	✓	3
27	WMG	✓		✓	✓	3
28	ZA	✓	✓	✓	✓	4
Total		22	20	23	24	89
Percentage (%)		78,57%	71,43%	82,14%	85,71%	79,46%

Notes:

Indicator of the students activities that observed are:

1. The students active in group.
2. The students ask or answer the question from the teacher.
3. The students can express their idea.
4. The students are able to do the task.

Tick (✓) for each positive activity.

Percentage of students' activities:

$$P = \frac{\sum x}{N} \times 100\%$$

P : Percentage

$\sum x$: Total of the student's score

N : Total of students

Trimurjo, November 2018

Mengetahui,

The English Teacher

The Researcher

Ristuning Waluyati, S.Pd

Arini Khairunnisa

NIP. 197708102005022002

NPM. 14121007

FIELD NOTE CYCLE I

Saturday, October 27th, 2018

1. Give pre-test for the students.
2. Most of the students still confuse to express their idea.
3. Some of the students are noisy with their friend.
4. Most of the students did the task confusedly.

Thursday, November 1st, 2018

1. The teacher gives material about asking and giving opinion.
2. Many students who were noisy and didn't pay attention by the teacher explanation.
3. Some students didn't understand about the material yet.
4. The teacher dominated in giving question and answer.

Monday, November 5th, 2018

1. Give post-test 1 to the students with the kind of test was oral test.
2. Some students passed the minimum standard criteria. But, many students did not passed the score of minimum standard criteria.
3. Made reflection to the students and made evaluation for the teaching learning process.

Trimurjo, 05 November 2018

Researcher

Arini Khairunnisa

NPM 14121007

FIELD NOTE CYCLE II

Thursday, November 8th, 2018

1. The students give more attention to the teacher explanation.
2. The condition in the class more enthusiastic than before.
3. The students are able to express their opinion.

Monday, November 12th, 2018

1. The teacher gives post-test 2 for the students.
2. Most of the students did the task fluently.
3. Most of the students passed the minimum standard criteria.

Trimurjo, 12 November 2018

Researcher

Arini Khairunnisa

NIP. 14121007

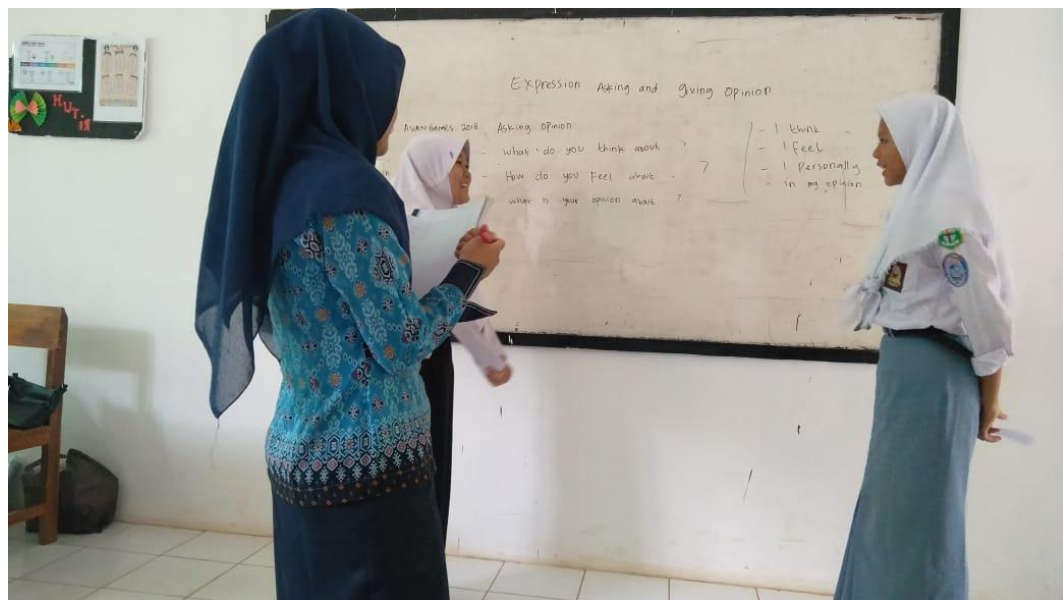
DOCUMENTATION

Pre-test





Treatment and post-test cycle 1





Treatment and post-test 2







PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD PENDIDIKAN MENENGAH DAN PENDIDIKAN KHUSUS WILAYAH II

SMA NEGERI 1 TRIMURJO

NSS:30112020943 TERAKREDITASI A NPSN:10802064
Jl. Karangbolong 11F Simbarwaringin Trimurjo Lampung Tengah, Kode pos 34172



Nomor : 420/ 250.a /04/C.1/D.1/2018
Lampiran : -
Hal : Persetujuan Izin Research

Kepada
Yth. Dekan I
Institut Agama Islam Negeri Metro

di
Metro

Dengan hormat,

Menindaklanjuti Surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan, Nomor : B-3252/In.28/D.1/TL.00/10/2018, Perihal : Izin Research, tanggal : 18 Oktober 2018, dengan ini kami tidak keberatan mahasiswa dibawah ini :

No	Nama Mahasiswa	NPM	Jurusan
1	ARINI KHAIRUNNISA	14121007	Pendidikan Bahasa Inggris

Untuk melakukan Research/survey di SMA Negeri 1 Trimurjo, dalam rangka menyelesaikan tugas akhir/skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE SPEAKING ABILITY THROUGH PAIR WORK TECHNIQUE AMONG THE ELEVENTH GRADERS OF SMA NEGERI 1 TRIMURJO CENTRAL LAMPUNG".

Demiikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya. Setelah selesai melaksanakan observasi agar membuat laporan tertulis kepada kepala sekolah.

Trimurjo, 20 Oktober 2018
Kepala Sekolah,

DEDI NURYADI, M.Pd
NIP. 19681108199101 1 002



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ARINI KHAIRUNNISA
NPM : 14121007
Fakultas : TARBİYAH DAN ILMU KEGURUAN
Angkatan : 2014

Telah menyerahkan buku berjudul :

Metro, 29 NOVEMBER 2018

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ARINI KHAIRUNNISA
NPM : 14121007
Fakultas : TARBİYAH DAN ILMU KEGURUAN
Angkatan : 2014

Telah menyerahkan buku berjudul :

Metro, 29 November 2018

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0792/ln.28/S/OT.01/11/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Arini Khairunnisa
NPM : 14121007
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121007.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 12 Nopember 2018
Kepala Perpustakaan

Drs. Mokhtarid Sudin, M.Pd.
NIP. 195808311981031001



FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Arini Khairunnisa
NPM : 14121007

Jurusan/Fakultas : TBI
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materiyang dikonsultasikan	Tanda Tangan
		I	II		
1.	Jumat, 23/10/18	✓		<ul style="list-style-type: none">- Revise Abstrakt- Revise Statement of research originality- Revise Acknowledgment- Revise Table of Content- Revise Research Instrument- Revise Data Analysis Technique- Revise Table 12 (Students' score at pre-test and post-test 1)- Revise Table 16 (Students' score at post-test 1 and post-test 2)- Revise Table 17 (Students' score of pre-test, post-test 1 and post test 2)	
2.	6/12/18	✓		Ace to Muragora	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum.
NIP. 19720923 20003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Arini Khairunnisa
NPM : 14121007

Jurusan/Fakultas : TBI
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materiyang dikonsultasikan	Tanda Tangan
		I	II		
1.	Senin, 19/2018 /11		✓	- Revise Abstract - Revise chapter II - Revise chapter IV - Revise Conclusion	
2.	Jumat, 23/2018 /11		✓	- Revise Acknowledgment - Revise Abstract - Revise chapter IV, V	
3.	Selasa, 27/2018 /11		✓	See 1. & 2.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

CURRICULUM VITAE



The name of the researcher is Arini Khairunnisa. She was born in Pujokerto, on June 30th 1996. She is the first child of Mr. Iswadi and Mrs. Darmiatun. She was enrolled her study at MI Ma'arif 18 Trimurjo, on 2002-2008. She continued her study at SMP Negeri 1 Trimurjo, on 2008-2011. Then, she continued her study at SMA Negeri 1 Trimurjo, on 2011-2014. After graduating from senior high school, she decided to have lecture in English major in IAIN Metro. Then, on 2014 she was registered as a S1 student of English Education Department of IAIN Metro.