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## Improving Students Speaking Ability By Using Pair-Work Method At Seventh Grade Of SMPN 08 Kabupaten Tebo

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### Abstrak

Keterampilan berbicara dalam pembelajaran bahasa Inggris pada siswa kelas VII SMPN 08 Tebo masih rendah. Penelitian ini bertujuan untuk meningkatkan keterampilan siswa berbicara bahasa Inggris melalui pair-work method pada siswa kelas VII SMPN 08 TEBO tahun ajaran 2023/2024. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas yang berisi perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas VII SMPN 08 TEBO. Kelas terdiri dari 29; 21 laki-laki dan 9 perempuan. Kemudian data penelitian ini melalui data kuantitatif. Data kuantitatif diperoleh dari latihan dan tes. Nilai latihan keterampilan berbicara siswa diperoleh pada setiap siklus. Sedangkan untuk tes diperoleh pada akhir masing-masing siklus. Hasil latihan pada siklus 1 sampai siklus 2 menunjukkan bahwa pair-work method dapat meningkatkan keterampilan berbicara siswa. Pada siklus 1 pertemuan pertama nilai siswa yang mencapai KKTP sebesar 31%, dan meningkat pada pertemuan ke 2 menjadi 55%. Selanjutnya pada siklus 2 pertemuan 1 nilai keterampilan berbicara siswa 62% dan nilai keterampilan berbicara siswa pada pertemuan ke 2 siklus 2 naik menjadi 83%. Kemudian pada hasil tes pada siklus pertama hasil keterampilan berbicara siswa diperoleh 62%. Kemudian pada tes ke 2 siklus 2 naik menjadi 83%. Dapat dikatakan bahwa pair-work method dapat digunakan untuk meningkatkan kemampuan siswa dalam berbicara bahasa Inggris khususnya pada siswa kelas VII SMPN 08 TEBO tahun ajaran 2023/2024.

Kata Kunci: *Bahasa Inggris, Kemampuan Berbicara, Pair-Work Method*

## Abstract

Speaking skill in learning English for class VII students at SMPN 08 Tebo is still low. This research aims to improve students' English speaking skills through the pair-work method for class VII students at SMPN 08 TEBO in the 2023/2024 academic year. This research was conducted by using classroom action research which contained planning, implementing actions, observing and reflecting. The research subjects were class VII students at SMPN 08 TEBO. The class consisted of 29; 21 men and 9 women. Then the research data was through quantitative data. Quantitative data was obtained from tasks and tests. Students' speaking skills tasks scores are obtained in each cycle. Meanwhile, the test was obtained at the end of each cycle. The results of the exercises in cycles 1 to 2 show that the pair-work method can improve students' speaking skills. In the first cycle of the first meeting, the score of students who achieved the KKTP was 31%, and increased at the second meeting to 55%. Furthermore, in cycle 2, meeting 1, the student's speaking skill score was 62% and the student's speaking skill score at meeting 2 in cycle 2 rose to 83%. Then, in the test results in the first cycle, the results of the students' speaking skills were 62%. Then in the 2nd cycle 2 test it rose to 83%. It can be said that the pair-work method can be used to improve students' ability to speak English, especially for class VII students at SMPN 08 TEBO for the 2023/2024 academic year.

Keyword: *English, English Speaking, Pair-Work Method*

## INTRODUCTION

English is one of international language that is widely used different countries. English has been used by many people from different countries. Most of non-notice speakers use English to establish relationship with other people coming from different countries. In Indonesia, English has a very important role in technological and scientific advances, instruments such as computer, internet, textbooks, newspapers, and magazines use English, English is also used as means of communication within international trade and business. Consequently. People who want to have access to them should master English well. In educational context, English has function as communication to fulfill the needs of daily conversation, getting knowledge, a means of keeping the reaction to others, giving, and receiving information and as a means enjoying language ethics in English culture context. In Indonesia, English is taught compulsory subject for student from the first grade of junior high school up to third of grade of senior high school.

Mastery of English is an absolute requirement be process in the era of communication and globalization. English learning a subject matter as part of the function to self-development in the field of science, technology, and art that expected to grow and develop into individuals are smart. Skilled and personal able as life provision in the future.

The English skill to be achieved are divided into two parts of language function, namely, oral and written. In this case listening and speaking are oral language; reading and writing and written language. However, for the students the speaking one is difficult skill for language. As cited by brown (in Burkart, 2008), speaking is an interactive process of constructing meaning producing and receiving and processing information. It is from and meaning and dependent on the context in which it occurs, including the participant themselves, that collective experiences the physical environment, and the purposes for speaking, It is other spontaneous, open- ended and evolving. When speaking, people can deliver their ideas and exchange the information to others, to speak English well, there are so many aspects that must consider grammar pronunciations, intonation, stress, vocabulary are significant.

Therefore, the ideal speaking for Junior High School state based on learning achievement (*capaian pembelajaran*). Based on the learning achievement at the seventh grade of junior high school. Students should be able in giving question, or responses about asking and refusing services. information, opinion, statement, and students also should be able in giving opinion or response, giving expressing that related to the material during the lesson. In short, the students must be able making communication by using English which is related to the learning material that given by the teachers.

As cited by (Haliah Batau ,2010) method is one of the teachings that plays an important role in the learning and teaching process. The language teaching method can help teachers to guide their action in the class. As teachers, they must think what they can do to help their students, actively participate during in learning process. By using a good method, teachers can find out solution to solve problems that encountered by teachers and students in learning process, especially in learning speaking skill. The common problem faced by teachers in teaching English especially in speaking is dealing with a passive class. Students are unresponsive and avoid interaction with teachers. The class just keep silent when teachers are asking question, no give responses. Furthermore, students feel reluctant to give a feedback or ask some question to teachers. This situation can be a frustrating experience for teachers. Teaching English speaking is not easy job to do. Therefore, teachers a guide in learning process are demanded to be more creative in formulating learning-teaching method, and students are more active to interact in the classroom and having high motivation to speak and express their ideas. In an effort to enhance students' creativity in learning English, pair work method is quite vital to change passive class to be more active one. To do this method, all method have a pair. Each pair

get one topic discussion from teacher. Each pair presents or discusses the topic in front of the class. After all that, all students will actively participate and interact in giving suggestion, question, and ideas. So that, they will be interested and take a part to share ideas, information, and experiences. Moreover, by this method, students have great opportunity or chance to actively speak.

SMPN 8 Kab Tebo a school in which an English-speaking skill is taught. Based on the observation on March 1<sup>st</sup> of 2024, the researcher found that the cooperative and could master English. However, based on the researcher found that the problems that the students face is their speaking ability. Their English-speaking ability is still low. There are several causes of the problem why the students got difficulty in speaking, they are (a) the students are less of self confidence in showing and develop their speaking ability, (b) the students are afraid when other students language laugh because he or she make mistake while speaking English, (c) the students are lack of vocabulary, so they confused to use the correct words the express their idea or feeling by using English .The problems also proved by the English teacher in which state the students speaking ability was low. The English of SMPN 8 Kab Tebo teacher state the students' problem speaking during speaking ability are lack of vocabulary, imitated in practice speaking English, and factor being nervous and fear to speak English. The first factor was lack of vocabulary, the students mostly difficult in memorizing the words or vocabulary and make it into a sentences. The students mixed the sentences by using Indonesian language and English. The second factor was limitation of practice English, in English class the students mostly receive information from teacher and they become receptive. Some of the students still have difficulty to speaking English because lack of practice whether in the class or outside the class. The students also being nervous and fear to speak. The students feel nervous and fear to road because they were afraid to make mistake when they speaking English. In addition, the English teacher also state the students got score under *KKTP (Kurikulum Merdeka)* is 80 which is means if the students can reach good categorized, it can be said they reach the *KKTP* (learning achievement). From 20 students at the class, only 10 students (50%) who achieved upper score the *KKTP* and 10 students (50%) low and adequate.

To anticipate the problems above, the teacher must be able to choose the appropriate teaching methods, for example by considering the material presented. Teachers should use various teaching methods to simulate that the students' motivation to learn speaking. There are several methods and techniques which are frequently used by the teacher to teach speaking to overcome these problems, for examples pair-work

method. As cited by Harmer (2001:2006), pair-work method allows students to use language (depending of course on the task set by the teachers) and also encourages students co-operation which is self-important for the atmosphere of the class and for the motivation it gives to learning with other. Through pair work method, students can speak English with their partner without nervous. Teacher gives a situation then students make dialogue and perform the dialogue in front of the class with their partner slowly. It serves as an alternative in teaching speaking strategies to improve students speaking ability. Learning process by pair-work method is chance to students' speaking practice in speaking. It is expected after learning process the students know what they have learned is useful for their life and makes them able to develop their potential in speaking.

#### METHOD RESEARCH

The kind of this research is classroom action. The research used a classroom action because CAR is aims to get an improvement in teaching process. Classroom action research the action conduct with the aim increasing the quality of classroom teaching practice. The using of classroom action research in this research is to improve student's speaking mastery. As cited by, at all (2013:1), states classroom action research is aims to test practical teaching systematically and to improve learning process and learning objectives. In addition, As cited by Arikunto (In Daryanto 2011: 3) states that the classroom action research in the research from definition of three words research, action and class. Research is an activity observe an object with certain rule of the methodology to get the data. Action is an act of activity that done intentional with the certain purpose in cycles an activity class in the group of students with the same time and place to accept the lesson from the teacher. So that, classroom action research is the research of activity that teacher in the class.

The research conducted the seventh grade SMPN 8 Kabupaten Tebo academic year 2023/2024. The subject of the research was the students at the seventh grade. It consisted of 29 students. The researcher did the two consisted of two cycles. Each cycle consists of two meetings. Each meeting has equal to 2 x 45 minutes. Then, this research was consisted of four steps, they were planning, action, observation, and reflection.

#### RESULT AND DISCUSSION

This research started on June 3<sup>rd</sup>, 2024 – June 8<sup>th</sup>, 2024. It consisted of two cycles. Each cycle was divided into three meetings. Two meetings were used for treatments and

tasks. Then, the third meeting for English speaking test. Totally, there were 6 meetings during the research in which took 90 minutes each meeting (2 x 45 minutes). The results of quantitative data from the first cycle were used as consideration to make revision and improvement for the second cycle. Also, the results of quantitative data from the second cycle were used as consideration to make revision and improvement for the next cycle. The results of this research can be explained below.

### Cycle 1

#### 1. Description of doing action on cycle 1

Doing action in this research consists of 4 stages, namely planning, acting, observing, and reflecting. For more information is explained as follows:

##### a. Planning

In the first step of this cycle, some activities were planned to improve the students' speaking skill through pair work method. The researcher prepared the lesson plans and topic in speaking by applying pair work method. Then, researcher prepared instruments for gathering quantitative, such as tasks and tests. Finally, researcher arranged the schedule of the research. This first cycle was planned as shown in the following table:

Table 2. The Schedule of the Research in Cycle 1

Meeting	Date	Activities
1 <sup>st</sup>	3 <sup>rd</sup> of June, 2024	Applying Pair work method
2 <sup>nd</sup>	4 <sup>rd</sup> of June, 2024	Applying Pair work method
3 <sup>rd</sup>	5 <sup>th</sup> of June, 2024	Doing speaking Test

##### a. Action and Observation

This step obtained some actions done in every meeting. From the first to the two meetings, the actions were divided into three series of teaching activities (pre-whilst, and post teaching). In the end of each meeting, the action was focused on giving speaking task to the students. In addition, observed the students and researcher's activities during learning process taking place in classroom.

##### 1) The first meeting Cycle 1

The activities of the first meeting were conducted on June 3<sup>rd</sup>, 2024. It was done based on the lesson plan. First, the researcher greeted the students and checked their attendance. Then, he asked the students' opinion about their knowledge in speaking. After that, he delivered learning objectives of speaking tests by using pair work method.

Furthermore, the researcher explained the material of personal identity to the

students to be discussed. He explained the definition and the purpose of pair work method. He also explained the advantages of this strategy. Then, he continued to explain the procedures of the first part of this strategy. It was the pair that students work in, then mixing the students Pair with different ability so that they can help each other. After that, gave students roles or responsibilities in their pair. The last was making sure that students could turn or move easy to sit to face each other. After practicing the pair work method to the students, he gave the English tasks "personal identity" in order to see the students' performances in speaking.

## 2) The second meeting Cycle 1

The second meeting was conducted on May 4th, 2024. The class was started from pre-activities. The researcher continued the teaching learning activities of English speaking through pair work method. He opened the class by greeting the students and checking their attendance. He also asked to the students about the previous lesson whether they still remembered or not. Then, he asked to the students about their difficulties in speaking. After that, he explained to the students the parts of pair work method. On whilst activities, the researcher distributed a speaking topic to the students to be discussed. He introduced and explained the roles of pair work method. Then, he demonstrated speaking through pair work method to the students. After that, he gave students exercise or tasks about asking for giving certainty in group and asked them to present their work.

Furthermore, the researcher asked the students if they had questions related to the material and gave feedback to them.

## 3) The third meeting Cycle 1

The third meeting was conducted on May 5th, 2024. In this meeting, the researcher gave a test for the students. This test was used to know the students' progress in speaking after applying pair work method. The test was constructed into asking for giving certainty.

### c. Reflection

After conducting the cycle 1, the researcher and the collaborator did the evaluation to the teaching and learning activities through the instruments used. They evaluated the data by analyzing the students' score of speaking tasks and test. The results of the students' tasks and test can be seen through the figure 4.1.

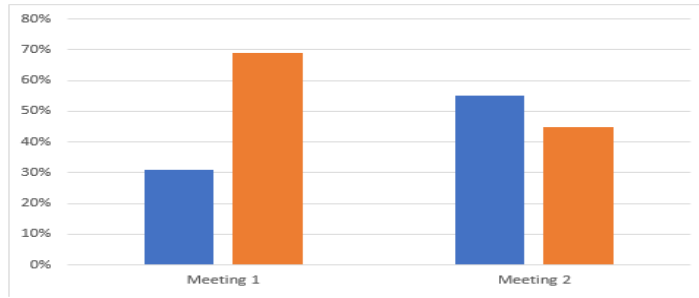


Figure 4.1. The students' tasks achievement in speaking of cycle 1

In the first meeting of cycle 1, the average of students' achievement for each meeting were various. The total number of students who achieve KKTP was 31%. Meanwhile the total number of students who do not achieve KKT was 69%. In this meeting, the researcher found that the students still had problem in speaking. It can be said that, most of students did not reach the KKTP.

## 2. Result of students' test on cycle 1

Test is used to measure students' comprehension towards speaking skill during learning process. The results of students' test was done at the end of meeting on the first cycle. The average of the students' test skill achievement in speaking in cycle 1 is shown in figure 4.2.

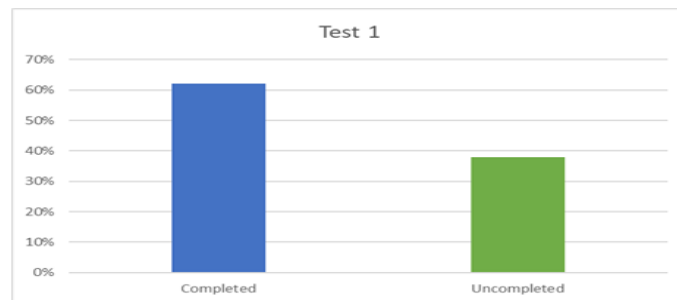


Figure 4.2. The students' test achievement in speaking of cycle 1

Referring to the graphic above of cycle 1, it can be said that the total number of students who achieve KKTP was 62%. Meanwhile the total number of students who do not achieve KKTP was 38%. In this meeting, the researcher found that the students still had problem in speaking. It can be said that, most of students did not reach the KKTP. However, the percentage of students who reaches KKTP was lower than indicators of success. By regarding the result, this research must be continued to the next cycle. The results of quantitative data of first cycle were used as consideration to make revision and improvement for the second cycle.

## Cycle 2

### a. Revised Plan

Referring to the reflection in cycle 1, the researcher and the collaborator need to

revise the plan for cycle 2, the researcher and the collaborator continued the action research. They prepared the lesson plans and materials in teaching speaking by pair works method. Then, they prepared instruments for gathering quantitative data, such as tasks and tests. Finally they arranged the schedule of the research. This cycle 2 is planned as shown in the following table:

Table 4.3. The schedule of the Cycle 2

Meeting	Date	Activities
1 <sup>st</sup>	6 <sup>th</sup> of June, 2024	Applying Pair Work Method
2 <sup>nd</sup>	7 <sup>th</sup> of June, 2024	Applying Pair Work Method
3 <sup>rd</sup>	8 <sup>th</sup> of June, 2024	Doing Speaking Test

#### b. Action and Observation

Implementation of action and observation of cycle 2 are also same with previous cycle. The cycle deal with four meetings. From the first to the two meeting. In the forth meeting, the action is focused on giving English speaking test to the students.

##### 1) The first meeting Cycle 2

The first meeting of this cycle was conducted on 6<sup>th</sup> of June, 2024. The researcher started the class by greeting and checking students' attendance. To warm up, he asked some questions related to the topic that would be learned. Then, he displayed the topic by using LCD, and discussed the English-speaking material by using pair works method.

The students followed the researcher instruction. They applied the stages of pair work method. They started to present the second topic of English speaking through my schedule. Then, he divided the students into several groups. They practiced speaking through the topic by pair work method.

In this meeting, the activities were focused on the topic and the indicators of speaking. This speaking skill components ought to be improved because the students' speaking scores were less than the standard minimum of KKTP criteria in the previous cycle. Therefore, the researcher gave motivation to the students through explaining the components and their difficulties in speaking skill.

In the end of meeting, the researcher asked the students to practice English speaking through pair work method. Then, the students practiced the topic as their task for this meeting.

##### 2) The second meeting Cycle 2

The second meeting was conducted on 7<sup>th</sup> June, 2024. The researcher opened the lesson by greeting and checking the students' attendance. Besides, he reminded and

checked the students understanding about the previous lesson. After that, he continued teaching through pair work method.

The researcher continued his teaching by following the procedures of pair work method. He distributed the other example of my schedule to the students to be discussed. Then, he asked the students to practice the topic by applying pair work method from the beginning up to the last stage. The students did pleasurably what the lecturer instructed. They practiced the topic about my schedule as a a group by following pair work method procedures.

### 3. Reflection

The researcher and the collaborator analyzed the improvement of students' speaking achievement quantitatively for each meeting in this cycle. Then, they evaluated the students' speaking achievement by comparing the quantitative data.

#### 1) Result of students' takst on cycle 2

The average of the students' tasks achievement in speaking in cycle 2 is shown in figure 4.2.

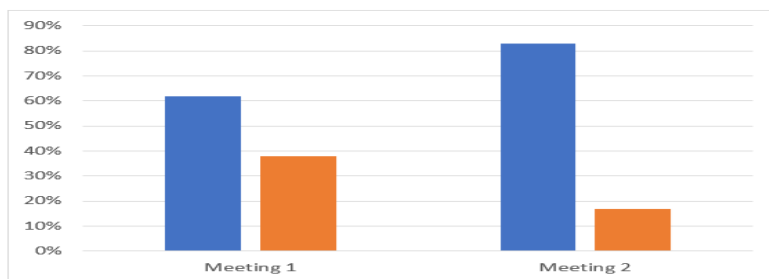


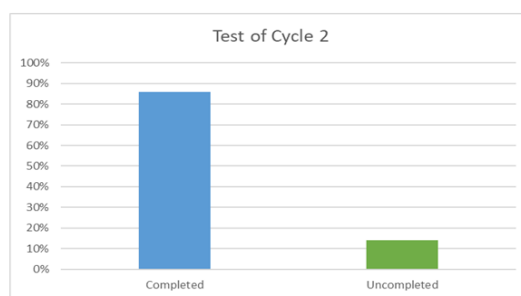
Figure 4.2. The students' tasks achievement in speaking of cycle 2

In the first meeting of cycle 2, the average of students' achievement for each meeting were increase. The total number of students who achieve KKTP was 62%. Meanwhile the total number of students who do not achieve KKT was 38%. In this meeting, the researcher found that the students speaking has improved. It can be said that, most of students can reach the KKTP.

In the second meeting of cycle 2, the average of students' achievement for each meeting was increasing. The total number of students who achieve KKTP was 83%. Meanwhile the total number of students who do not achieve KKTP was 17%. The results show that there is significant improvement of students' speaking skill.

#### 2) Result of students' test on cycle 2

Test applied in the cycle 2 of speaking has significance improvement. The average of the students' test skill achievement in speaking in cycle 2 is shown in figure 4.4. Figure 4.4.



### Students' test achievement in speaking in cycle 2

Referring to the graphic above of cycle 1, it can be said that the total number of students who achieve KKTP was 86%. Meanwhile the total number of students who do not achieve KKT was 14%. In this meeting, the researcher found that the students there is significance improvement of students' speaking. It can be said that, most of students reach the KKTP. However, the percentage of students who reaches KKTP was higher than the previous cycle. By regarding the result, this research stops to the next cycle. The results of quantitative data of second cycle were success.

### Discussion

This classroom action research focuses on improving students' skill in reading comprehension by pair work method at seventh grade of SMPN 8 Kabupaten Tebo in academic year 2023/2024. Before conducting the research, the researcher has conducted observation through teaching learning process. Based on the observation, there are 50% of students who do not achieve the standard minimum criteria of reading achievement (75). The data mentioned that there are 8 students who are failed among 16 students. Furthermore, the researcher conducts action research to solve the students' problem in reading comprehension. The research is conducted in two cycles, which contained three meeting in each cycle. The researcher treats the students by using Multipass Strategy in reading comprehension. Multipass Strategy is a relevant strategy that is used to solve student's difficulty in reading comprehension as suggested by Masullo and Settlow (2007:8). This strategy divides into three systematic steps; survey, size-up, and sort-out pass. In fact, Multipass Strategy enables the students to comprehend the text well after applying continuously.

The result of the research shows the significant improvement of students' skill in reading comprehension after using Multipass Strategy. It is proved by the students' test result that is conducted in every cycle. Cycle 1 is 77,69. Cycle 2 is 84,81. The students' achievement increase from first cycle to second cycle. In short, Multipass Strategy improves the students' skill in reading comprehension.

Besides students' outcomes, classroom activity is also another factor that influences the improvement of students' skill in reading comprehension. The student-centered classroom activity enables to improve the students' achievement in reading comprehension. The learning activity involves the students to be more active and enthusiastic to learn. They enjoy their learning when they actively applied Multipass Strategy in comprehending text, or working together in group to discuss their lesson. Since the classroom activity gives the students chance to be more creative, it helps them easier in comprehending text, as Jakob and Farel (2003) said that classroom activity helps the learners to understand the purposes of learning. The activities that are done during teaching in the classroom contributed more opportunities to the learner to enhance his knowledge in learning.

In conclusion, Pair work method is an effective strategy to improve students' skill in speaking. Improving students' skill in speaking is commonly affected by the teacher perspective. Teacher plays important roles to make his class more exciting and meaningful for the students who are learning. By experiencing exciting and meaningful learning, the students are motivated to learn more seriously and it certainly influenced the result of students' achievement in speaking skill.

## CONCLUSION

This classroom action research was aimed at finding out to what extent pair work method improve students' skill in speaking that was conducted at the seventh grade of SMPN 8 Kabupaten Tebo, academic year 2023/2024. The purposes of the research are achieved as concluded briefly as follows:

1. Pair work method can improve students' skill in speaking. It is supported by the quantitative data through tasks and tests result in every cycle.
2. The quantitative data show that students have made an improvement in speaking in every cycle by using pair work method.

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