

# IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH PAIR WORK INTERVIEW

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## Abstract

This research aims to find out whether or not the use of Pair Work Interview can improve speaking ability of the eighth grade students at MTs Al-Istiqamah Lasoani. This research applied quasi-experimental research design. The sample was selected by using purposive sampling technique which VIII C consisted of 15 students as the experimental class and VIII A consisted of 15 students as the control class. The experimental group was given treatment by applying Pair Work Interview technique while the control group was taught in a conventional of teaching. The technique of data collection was an oral test. The result of the data analysis showed that there is a significant difference between the result in the pretest and in the posttest. The mean score of the experimental group increased from 39.17 to 65, while the mean score of control group increased from 47.50 to 55. By applying 0.05 level of significance and 28 degrees of freedom (df), it finds out that the value of  $t_{\text{counted}}$  is 2.46 and  $t_{\text{table}}$  is 1.70. The  $t_{\text{counted}}$  value is higher than  $t_{\text{table}}$  value, which means that the research hypothesis is accepted. In other words, the use of Pair Work Interview is effective in improving students' speaking ability.

***Key words: Improving, Speaking Ability, Pair Work Interview.***

Penelitian ini bertujuan untuk membuktikan apakah penggunaan teknik wawancara berpasangan dapat meningkatkan kemampuan berbicara siswa kelas delapan MTs Al-Istiqamah Lasoani atau tidak. Penelitian ini menggunakan desain penelitian eksperimen semu. Sampel dipilih dengan teknik pengambilan sampel purposive dimana VIII C terdiri dari 15 siswa sebagai kelas eksperimen dan VIII A terdiri dari 15 siswa sebagai kelas kontrol. Kelompok eksperimen diberi perlakuan dengan menggunakan teknik Wawancara Berpasangan sedangkan kelompok kontrol diajarkan dengan metode pengajaran konvensional. Teknik pengumpulan data adalah tes lisan. Hasil analisis data menunjukkan bahwa ada perbedaan yang signifikan antara hasil dalam prates dan pascates. Skor rata-rata kelompok eksperimen meningkat dari 39.17 menjadi 65, sedangkan skor rata-rata kelompok kontrol meningkat dari 47.50 menjadi 55. Dengan menerapkan tingkat signifikansi 0,05 dan 28 derajat kebebasan (df), diketahui bahwa nilai t-hitung adalah 2.46 dan t-tabel adalah 1.70. Nilai t-hitung lebih tinggi dari nilai t-tabel, yang berarti bahwa hipotesis penelitian diterima. Dengan kata lain, penggunaan teknik wawancara berpasangan efektif dalam meningkatkan kemampuan berbicara siswa.

***Kata kunci : Meningkatkan, Kemampuan Berbicara, Wawancara Berpasangan.***

## INTRODUCTION

Speaking is one of the important skills in learning English. Speaking is basic of human life to express the thought and feeling to other people (Jatmiko, 2017). Speaking has an important role in learning language because the main purpose of learning a foreign language is the ability to communicate using the target language (Anggraeni, 2017). Having good speaking skills will contribute a lot of advantages to the students especially in this modern era. One of the benefits is easy to study abroad. Students can study in universities not only in their own country but also in English speaking countries.

The goal of teaching English based on K-13 curriculum is to support students to be able to use the language. The students are expected to be more active during the teaching and learning process. They are directed to be able to express ideas, feelings, and opinions through oral communication. However, based on the preliminary research conducted at MTs Al-Istiqamah Lasoani, the researcher found that students were having difficulties to communicate in English during the teaching-learning process. They were not able to express their opinion, ideas, or share information based on the topic discussed in the class. Sometimes they have an idea, but they find it hard to express the idea. As a result, the students were not able to communicate in English even in a simple sentence.

Some causes made students were difficult to speak. First, they had limited vocabulary so that they got stuck in transferring their ideas orally. It is considered as fluency problems. Another problem is students' low participation in speaking class. In the class, the teacher used too much time to explain the instructional materials. Inasmuch as the students were not active to study and they had very little talking time because only one participant can talk at a time so that the others only hear him/her.

To solve the problems above, the researcher applied Pair Work Interview technique as the solution. Pair Work Interview is the combination of Pair Work and Interview technique. Pair work allows students to create more complex dialogue, explore relationships between characters, and have a more social learning environment. Interview is used to get detailed information about personal feelings, perceptions, and opinions. Pair Work Interview gives students a chance to practice their speaking ability and help them become socialized. They will have interaction in pairs as interviewer and interviewee. They can give their opinion, suggestion, and solving their problems that have no specific right answer.

Some researchers reported the effectiveness of Pair Work Interview technique in learning English especially speaking skill. First, the research conducted by Hildayanti (2005).

The sample of her research was the eight grade of SMP Negeri 2 Tulungagung. The result showed that the students speaking ability through Pair Work Interview technique were improved. Another research was conducted by Fortunela (2016). Her research was about “Improving Speaking Skill of the Year ten Students of SMA Negeri 7 Palu Through Pair Work Interview”. The result shows that the t-counted was higher than the t-table. It means that the use of Pair Work Interview can improve the students’ skills in speaking.

There are several advantages to applying Pair Work Interview technique. First, this technique gives the students far more chances to speak. The students will be more active in the teaching-learning process because not only one participant can talk at a time but all of the students also have the opportunity to express their ideas. Second, the students will be interested in learning English especially speaking. This technique allows the students to be an interviewee and interviewer. The students will feel more comfortable when they have a partner to practice their speaking skills. Last, the students will improve their speaking ability because they automatically learn how to speak English and add new vocabulary in every meeting so that will reduce students’ vocabulary problem.

## **METHODS**

In conducting this research, the researcher employed a quantitative method in the form of quasi-experimental research design. There were two groups in this design, namely experimental and control group. The groups were not randomly chosen, but they were taken from the class that has been formed by looking at the same condition and situation. The research used a design proposed by Arikunto (2006) which can be seen as follows:

experimental group	O <sub>1</sub>	X	O <sub>2</sub>
control group	O <sub>3</sub>		O <sub>4</sub>

where O<sub>1</sub> and O<sub>3</sub> were pre-tests, X was treatment, and O<sub>2</sub> and O<sub>4</sub> were post-tests. Based on the design of this research, the researcher divided the research sample into two groups. Both groups were given both pretest and posttest but the treatment was given only to the experimental group.

The population of this research was the eighth grade students at MTs Al-Istiqamah Lasoani. They consist of three classes. In selecting the sampled students, researcher applied a purposive sampling technique. The sample of this research was VIII A as the control class and VIII C as the experimental class. The researcher took the classes because of some

reasons. First, both classes have the same problems in speaking. Second, the characteristic of the population is heterogeneous. The class is divided based on the achievement of the students. Last, the number of students in the experimental class same as the control class which is 15 students.

In collecting the data, the researcher used the test as the main instrument of the research. The researcher gave the tests to both students in control and experimental classes. The tests namely pretest and posttest. The pretest was conducted before treatment in order to find out the students' level of ability in speaking. The treatment was only applied in the experimental class while the control class was taught in a conventional way as the teacher applies. The posttest was carried out after the treatment to find out the students' speaking ability in speaking after being taught Pair Work Interview technique. After the posttest was given, the researcher compared the result of pretest and posttest to measure whether the use of the Pair Work Interview technique can improve students' speaking ability or not.

There are two variables in this research, dependent variable and independent variable. A variable that can be selected and manipulated by the researcher in research is called an independent variable. On the other hand, the dependent variable is a variable that is observed and measured by the researcher in order to find out the effect of the independent variable. In this research, the dependent variable is the improving students' speaking ability, while the independent variable is the use of Pair Work Interview. The dependent variable is the improving students' speaking ability, while the independent variable is the use of Pair Work Interview.

The researcher employed the scale of scoring proposed by Heaton (1989:100) and it can be seen in the table below:

Table 1 Scoring Rubric

<b>Level</b>	<b>Fluency</b>	<b>Comprehensibility</b>
4	Speak in the right flow, speed and efficiency. Speak easily without having stop or pause a lot. Deliver the ideas clearly.	Most of what the speaker says is easy to understand. The intension is always clear. Give a fast response.
3	Speak almost in the right flow, speed and efficiency. Speak easily without having stop or	Most of what the speaker says is almost easy to understand. The intension is clear, but several

	pause a lot. Deliver the ideas clearly.	interruptions are necessary. Give a fast response.
2	Speak not in the right flow, speed and efficiency. Speak with long pauses a lot. Deliver the ideas clearly.	Most of what the speaker says can be understood with the considerable effort. Some of the intention is not clear and the interruptions are necessary. Give a slow response.
1	Speak not in the right flow, speed and efficiency. Speak with long pauses a lot. Not deliver the ideas clearly.	Most of what the speaker says is hardly to understand. The intention is not clear and the interruptions are very necessary. Give a slow response.

*Source : Adapted from Heaton (1989:100)*

## **FINDINGS AND DISCUSSION**

The researcher presents the result of the research and the analysis of the data. The research was conducted from January 7<sup>th</sup> to January 30<sup>th</sup> 2020. In collecting the data, the researcher gave the tests to both students in control and experimental classes. This research used an oral test to assess fluency and comprehensibility. The score for each component is one until four. Therefore, the maximum of the score is eight.

### **Findings**

In this part, the researcher compared the result of pretest and posttest to measure whether or not the use of the Pair Work Interview technique can improve students' speaking ability. The researcher analyzed the data through the tests namely pretest and posttest. The experimental class got the pretest on January 9<sup>th</sup>, 2020 at 09.30 a.m. and the posttest on January 30<sup>th</sup>, 2020 at 09.30 a.m. while the control class had the pretest on January 8<sup>th</sup>, 2020 at 12.10 p.m. and the posttest on January 29<sup>th</sup>, 2020 at 12.10 p.m.

The result of pretest and posttest of the experimental class is presented in the following table:

Table 2 Pretest and posttest of experimental class.

No	Student's initial	Scores		Deviation X2-X1
		Pretest	Posttest	
		X1	X2	
1	MABD	37.5	75	37.5
2	MANG	37.5	75	37.5
3	RK	50	62.5	12.5
4	DNAA	37.5	75	37.5
5	FRA	25	37.5	12.5
6	MG	62.5	62.5	0
7	CTRA	37.5	50	12.5
8	SPT	25	62.5	37.5
9	VB	75	75	0
10	MRLD	50	75	25
11	RFKL	37.5	62.5	25
12	RNL	25	62.5	37.5
13	SYR	25	50	25
14	ADL	37.5	75	37.5
15	ZFK	25	75	50
Total		587.5	975	387.5
Mean		39.17	65.00	25.83

The passing grade score of English subjects at MTs Al-Istiqamah Lasoani is 75. Based on the data, there is one student who got 75 in the pretest which is equal to the passing grade score. It means that only 6.7% of students in the experimental class passed the test. The highest score of the pretest is 75 and the lowest score is 25. However, after giving the treatment, the students' speaking ability improved on the posttest. There are seven students passed the score. In other words, 46.7% of students in the experimental class have significant improvement. The highest score is 75 and the lowest score is 37.5. The mean score of the students in the pretest and posttest rose from 39.17 to 65 which is increased as much as 25.83 points.

The researcher also analyzed the students' scores of the control class. It is shown in the following table:

Table 3 Pretest and posttest of control group

No	Student's initial	Scores		Deviation
		Pretest	Posttest	
		X1	X2	X2-X1
1	ADM	37.5	50	12.5
2	AHD	25	37.5	12.5
3	ALYD	50	62.5	12.5
4	ARN	50	75	25
5	AD	62.5	62.5	0
6	AZN	50	62.5	12.5
7	VNY	75	0	-75
8	JRL	25	50	25
9	MRF	50	50	0
10	MYP	75	75	0
11	NSF	37.5	50	12,5
12	NI	50	75	25
13	NM	75	75	0
14	RTY	25	50	25
15	SC	25	50	25
Total		712.5	825	112.5
Mean		47.5	55	7.50

Based on table 3, the highest score of the pretest is 75 and the lowest score is 25. The result of pretest of the control class showed that three students passed the test because their score is equal with the passing grade which is 75. In other words, 20% of students of the control class got the passing grade score in the pretest. The total score of 15 students in the pretest is 712.5 and the mean score is 47.5.

Moreover, the mean score of the control class in the posttest is 55. The students' mean score improved as much as 7.5 points. The highest score of the students is 75 while the lowest score was zero. The students who got a high score in the posttest are four students. It means that 25% of students got 75 which is equal with the passing grade score.

By seeing the result of the pretest from both classes, the student ability of the control class is significant to the students' ability of the experimental class. Nevertheless, the

student's score in the experimental class increased after applying the treatment. The result showed that the treatment using Pair Work Interview technique to teaching speaking in the experimental class has improved significantly than the students of control class by using conventional teaching.

In order to find out the significant differences in both experimental and control classes, the researcher analyzed data by using the t-test formula Arikunto (2006). Before analyzing the data by using the t-test formula, the researcher afterward continues the calculation by computing the sum of square deviation of both control and experimental class. The sum of square deviation in the experimental class is 3270.9 and the sum of square deviation in the control class is 8687.5.

Having the result of the sum of square deviation, the researcher continued to computing the t-test formula. The result of the data analysis showed that the  $t_{\text{counted}}$  is 2.46. By applying the degree of freedom  $(df) = N_x + N_y - 2 = 15 + 15 - 2 = 28$  with the level of significance 0.05 for a one-tailed test, the researcher found that the  $t_{\text{counted}}$  (2.46) is higher than  $t_{\text{table}}$  (1.70). It means that the hypothesis is accepted. In other words, the application of Pair Work Interview can improve the students' speaking ability.

## **Discussion**

This study was conducted to find out whether or not the use of Pair Work Interview can improve the speaking ability of the eighth grade students at MTs Al-Istiqamah Lasoani. The researcher used the test as the main instrument in collecting the data. The result of the pretest displayed that the mean score of the experimental class (39.17) is lower than the control class (47.5). The difference between the mean score was 8.3 points.

However, after giving the treatment using Pair Work Interview technique, the speaking ability of the students improved on the posttest. The result inferred that the students' fluency and comprehensibility in the experimental class improved as much as 21.7% and 30% respectively. While the students' fluency and comprehensibility in the control class increased as much as 8.3% and 6.7%. Moreover, the  $t_{\text{counted}}$  was higher than the  $t_{\text{table}}$  ( $2.46 > 1.70$ ). In other words, using Pair Work Interview can solve the students' speaking problems in fluency and comprehensibility.

During the treatment, the researcher put the students in pairs. In pair work activity, students get more opportunities to practice the target language (Betrand, 2010). Next, the students were given a topic by the researcher. In this part, the researcher also gave three questions to the students. They will be given ten minutes to find the meaning of three



questions and discussed it in pairs. This activity aims to help students with their comprehensibility. At the same time, the pairs also provided the answer to the questions and rehearsed before did the interview section. Thus, the students delivered the ideas clearly without having a stop or pause a lot when they did the interview. Then, they were given five minutes did the interview technique and reversed the roles in order to give an opportunity for the interviewer to be an interviewee, vice-versa. After doing the interview technique, the researcher gave ten minutes for each pair to present their interview results in front of the class. Presentation is a channel for students to share with others what they have learned, it also builds confidence (Hayton, n.d.). This technique provided much time for students to speak English. Hence, they would be more active to practice their speaking.

Pair Work Interview also helps the students developed their vocabulary. When the researcher gave the students three questions related to the topic, they got new words in every meeting. The students knew the meaning of the words and how to pronounce them correctly. They also made a summary of their partner's answer before presented their interview result. The researcher gave five minutes for the students to make simple sentences. Therefore, if the students searched the word and put it in their sentence so they added their vocabulary.

At the end of the while activity, the researcher gave the students individual work. They were given two questions from the researcher every meeting except at the fourth meeting. The questions aim to evaluate the students about the materials. In the fourth meeting, the students got a chance to make two questions and interviewed the researcher. The students made questions not only at the end of while activity in the fourth meeting but also in the interview section at the sixth meeting. In this meeting, the students were given ten minutes made three interview questions in pairs, found the answer, and rehearsed before did the interview.

Nevertheless, the students were difficult when the researcher asked them to make the interview questions. They did not know the pattern of making questions. They also made an ungrammatical sentence in making the summary because of did not know the English Grammar. Thus, they wasted a lot of time making a simple sentence and questions.

Therefore, the researcher will give some suggestions for the other researchers who want to conduct research using this technique. First, this technique is suitable for students who advanced in speaking because this technique uses a lot of sentence to asking and answering the question from the interviewer and for the interviewee. Second, if the students do not know Grammar and difficulty making a question so teach them about the pattern of a

sentence and give a guiding question. WH questions are one of a guiding question that can be used by the other researcher to solved these problems.

Teaching speaking using Pair Work Interview gives the positives effect on the students and the English teacher at MTs Al-Istiqamah Lasoani. This technique improves the students' speaking ability because they practice speaking English in six meetings. Their vocabulary also increases when they get new words from the researcher and search for some difficult words to make their own sentences. This research helps the teacher in improving the speaking ability of the students. It also gives the teacher a reference for a good technique that can be used in teaching speaking.

Finally, the researcher would like to convey some suggestions to the teachers and students after conducting this research in order to develop the English teaching-learning quality at MTs Al-Istiqamah Lasoani, Firstly, the suggestion is given to the English teacher. Although this technique is success to improve students' speaking ability at MTs Al-Istiqamah Lasoani, it is quite challenging for the researcher in teaching them. This technique needs a lot of vocabulary mastery. Nevertheless, it is the main problem of the students. Therefore, this technique is effective but not efficient to improve the speaking ability of the eighth grade students at MTs Al-Istiqamah Lasoani. Thus, the teacher can apply another technique that is more effective, efficient, fun, and suitable to be applied for the eighth grade students at MTs Al-Istiqamah Lasoani. Last, the suggestion is given to the students. Students speaking ability can be developed through speaking. For that reason, practice and use the language whether inside or outside of the class. The more practice will enable students to speak fluently and will be understood by the listener easier.

## **CONCLUSION**

After discussing and analyzing the data, the researcher concludes that the use of Pair Work Interview technique develops students' vocabulary and allows them to practice their speaking ability. Pair Work Interview technique as the treatment can improve the speaking ability of the eighth grade students at MTs Al-Istiqamah Lasoani. It was proven by the result of this research that has been discussed in the previous chapter. It shows that there was an improvement in the students speaking ability after being given the treatment. The result of this research is supported by seeing the result of  $t_{\text{counted}}$  that higher than  $t_{\text{table}}$ . The score of  $t_{\text{counted}}$  is 2.46 and  $t_{\text{table}}$  is 1.70. It means that the hypothesis is accepted.

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