**IMPROVING SPEAKING SKILL THROUGH**

**PAIR WORK INTERVIEW**

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**Abstract**

 *The objective of this research is to prove whether or not the use of pair work interview can improve the speaking skill of the year ten students of SMA Negeri 7 Palu. The research design was quasi experimental research. The population of this research was the year ten students of SMA Negeri 7 Palu and the sample was X Mia 1 (28 students) and X Mia 2 (25 students). The researcher employed purposive sampling technique and adopted two group pre-test and post-test design. The pre-test was used to measure the students’ skill in speaking before the treatment is conducted, and the post-test was used to measure the students’ skill after the treatment is conducted. The result of the test reveals that the mean score of pre-test in experimental group is 71 and in control group is 70.5 and the mean score of the post-test in experimental group is 90.6 and in control group is 86. By applying t-test formula to compare the mean score of the two groups, it is to find out that the t-counted value is 4.56. By applying the level of significance is set up at 0.05 and the degree of freedom (df) of the table value is 28 + 25 - 2 = 51, it is to find out that t-table value was* 2.01*. It shows that the t-counted was higher than the t-table. It means that the hypothesis of this research is accepted. In conclusion, the use of pair work interview is effective to improve the students’ skill in speaking.*

**Keywords:** Speaking skill, Pair work interview, fluency, comprehensibility

**INTRODUCTION**

Language is a tool of communication used by human being to express the relationship and interaction to each other. At secondary schools, English is taught as a compulsory subject in which the four language skills: listening, reading, speaking ,and writing, should be learned and mastered by students. Speaking as well as other skills, is placed as one of the significant skills for students in order that they can speak in English. For an effective speaking lesson, teachers need to be aware of knowledgeable about and familiar with the teaching stages of a speaking activity as well as the teaching techniques used for speaking in class.

Speaking is one of the human’s activities in daily life. It goes from time to time in societies. Most people use spoken language in daily communication rather than written language. They can use it to make free for people to negotiate meaning; however, they have to know where and to whom they talk.

Speaking as an oral communication is one of the language skills. It has the same vital skills as listening, reading, and writing. Speaking is a useful tool to communicate orally, and it is carried out through two basic activities, that is a process between speaker and listener.

 Based on the preliminary research of the year ten in SMA Negeri 7 Palu when the students were studying English, most of the student had difficulties in speaking. The researcher found that there were some problems that the students faced while they try to speak. Pertaining to studying English at SMA Negeri 7 Palu based on the Kurikulum 2013, the goal of teaching English is to prepare students to be able to use the language. The students are directed to be able to express ideas, feelings, and opinions. In fact, many students still get difficulties to speak. The problems are lack of vocabulary, lack of confidence, afraid of making mistakes in grammatical sentences, and nervous to expressing their English orally. Furthermore, the students are given a lot of language knowledge; sentence patterns and words, but they rarely practice them. As a result, the students are not able to communicate in English even in simple sentences. It means that the teaching and learning process result has not fulfilled the goal yet. The fact shows that teachers often ask students to speak English in class, but many of them do not want to talk or say anything. Because many students have problems in using English in communication, it is necessary for English teachers to provide sufficient time for students to speak in class. Meanwhile it is a pity that many students hardly want to use the language. If the teachers do not solve those problems, it makes students frustrated to learn English. One of the alternative techniques that can be applied by English teachers is leading the students to learn English through interviews. It is considered that the technique can lead the students to use the language frequently in class.

In relation to the problems mentioned above, the researcher applied Pair Work Interview technique in conducting this quasi experimental research as one of the alternative solution to lead the students to be able to use the language they learn. The process in this technique is how to make the students interested in speaking. In Pair Work interview, the teacher needs to put the students into pairs in the class which is called pair work interview and then they ask and answer the questions from each other with a pair or mate.

Pair Work interview is how to study with make a students in pair or mate, and then each of them make some questions and answer according to the topic that given by the teacher. Effective English classrooms are full of interesting questions posed by teachers and students. According to Richards and Schmidt (2002,381), “Pair work is a learning activity which involves learners to work together in pairs”.

Pair work and group work give the students far more chances to speak English in the classroom. Students participate in the lesson much more actively because they are involved in talking to their friends,exchanging opinions, practising new structures more than listening to their teacher talking. This is important in our schools when English lessons usually take place three times a week, teachers have to practise, develop all the language skills and it happens that there is no time left for speaking. Therefore, if a teacher has ten minutes left during the lesson, it is better to divide the class into groups and pairs and give the learners opportunity to really use the language to communicate with each other.

 The reason why this research focuses on the pair work interview is that it could give the students a lot of opportunities and time to express their ideas based on the questions are about. The researcher believes that this technique is combination between language practice and fun.

**METHODOLOGY**

In conducting this research, the researcher used quasi-experimental research design with experimental group and control group which were not randomly chosen. Both groups were taken from the acceleration classes considering that they are homogeneus. In quasi experimental design, both groups were given pretest and posttest, but only the experimental group was treated. The design of this research is proposed by Cohen, Manion, and Morrison (2009:79) as follows:

 O1 X O2

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 O3 O4

Note:

 O1 : pre-test of experimental group

 O2 : post-test of experimental group

 O3 : pre-test of control group

 O4 :post-test of control group

 X : treatment of experimental group

 ----------- : there was no random of subject

Before determining the population of the research, the researcher defines the definition of population. According to Sugiono (2010), ’’Populasi adalah wilayah generalisasi yang terdiri atas obyek/subyek yang mempunyai kualitas dan karakterisiktik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan ditarik kesimpulannya.” In this research, the population was the year ten students of SMA Negeri 7 Palu. The total number of the students was 124 students. The classes were divided into XMIA 1, XMIA2, XMIA3, XMIA4, and XMIA5. Purposive sampling technique applied to select the sample by considering the situation at the school. Moreover, the sample is the acceleration classes are XMIA1 and XMIA2. The two classes have similar skill and ability in almost every subject.

 In collecting data, the instrument of this research was test. There are two tests, they were pre-test and post-test. The test was examined twice, pre-test in order to measure students’ ability in speaking skill through pair work interview before giving the treatment and post-test in order to measure again the students’ skill after the treatment done. It had purpose to know whether the treatment has influence or not. To collect the accurate data, the researcher used a technique of data collection: test. The test was given in the form of pre-test and post-test.

 The researcher used dependent and independent variable. Related to the title, the dependent variable is speaking skill and the independent variable is pair work interview. Test is the main instrument to gather data in this research. In this research, the researcher administered pre-test and post-test. The pre-test was given before the treatment while the post-test was given after the treatment. The use of test was to collect data on the students’ skill in speaking. The test given to the student was oral test. That is used to asses fluency and comprehensibility. To collect data, the researcher used pre-test and post-test. To measure the students’ speaking skill, the researcher used tape or mobile phone to record the students’speaking in order the researcher to get the result. The researcher used pretest and posttest in collecting data. The pretest was employed before the treatment in order to find out the students’ speaking skill. The posttest was given after the treatment in order to measure the students’ progress after being taught with pairwork interview. The treatment is used to improve the students’ speaking skill. The researcher gave the treatment to the students for six meetings. It was done only for the experimental group while the control group got usual treatmet that the teachers normally use in the school. In order to score the students’ work, the researcher used scoring system as follow.

 **Table 1**

**The Scoring System of Speaking**

|  |  |  |
| --- | --- | --- |
| Level | Fluency | Comprehensibility |
| 4(very good) | Introduction was told with expression , no flat, good intonation, pattern, and Confident in speech | Most of what the speaker says was easy to follow, his intentions were necessary to help him to convey the message or the seek classifications. |
| 3(good) | Some expressions in speech Though mechanical in places; a few pauses but they did not detract from Comprehensibility. | The listeners could understand a lot of what was said. But be must constantly sought clarification. Cannot understand many of the speakers more complex or longer sentences. |
| 2(enough) | Flat presentations, intonations, and restart that Made it difficult to follow. | Only small bits (usually short (fair) sentences and phrases) could be understood and then with considerable effort by someone who was used to listening to the speaker. |
| 1(failed) | Full of long and unnatural pauses. Very halting and Fragmentary delivery. At times give up making the effort very limited range of expressions. | Hardly anything of what was (poor) said can be understood. even when listener made a great effort or interrupt, the speaker unable to clarify anything he seemed to have said. |

*Source: Adapted from Heaton (1988:100)*

**FINDINGS**

**The Result of the Test**

**Table 2**

**The Result of the The Pre-Test and Post-Test in Experimental Group**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Initials** | **Pre-Test** | **Post-Test** |
| **Maximum Score** | **Students’ Score** | **Total Score** | **Students’ Score** |
| 1 |  AB | 6 | 75.0 | 7 | 87.5 |
| 2 |  ADL | 5 |  62.5 | 7 | 87.5 |
| 3 | ARN | 6 | 75.0 | 8 | 100 |
| 4 | DKW | 5 | 62.5 | 7 | 87.5 |
| 5 | DAY |  6 | 75 | 7 | 87.5 |
| 6 |  EPF | 5 | 62.5 | 8 | 100 |
| 7 | FA | 5 | 62.5 | 7 | 87.5 |
| 8 | FTW | 5 | 62.5 | 7 | 87.5 |
| 9 | FR | 6 | 75.0 | 8 | 100 |
| 10 | IH | 6 | 75.0 | 8 | 100 |
| 11 | JH |  6 | 75.0 | 7 | 87.5 |
| 12 | MK | 5 | 62.5 | 7 | 87.5 |
| 13 | MSS | 7 | 87.5 | 8 | 100 |
| 14 | NN | 6 | 75.0 | 7 | 87.5 |
| 15 | NDY | 6 | 75.0 | 7 | 87.5 |
| 16 | NP | 5 | 62.5 | 7 | 87.5 |
| 17 | NA | 6 | 75.0 | 8 | 100 |
| 18 | NF | 7 | 87.5 | 8 | 100 |
| 19 | NZ | 6 | 75.0 | 7 | 87.5 |
| 20 | RH | 5 | 62.5 | 4 | 100 |
| 21 | RR | 5 | 62.5 | 6 | 75.0 |
| 22 | RD | 5 | 62.5 | 8 | 100 |
| 23 | SPR | 5 | 62.5 |  6 | 75.0 |
| 24 | UW | 6 | 75.0 | 7 | 87.5 |
| 25 | VM | 6 | 75.0 | 7 | 87.5 |
| 26 | WM | 6 | 75.0 | 7 | 87.5 |
| 27 | WC | 5 | 62.5 | 7 | 87.5 |
| 28 | YL | 5 | 62.5 | 7 | 87.5 |
| **Lowest Score** |  | **62.5** |  | **75.0** |
| **Highest Score** |  | **87.5** |  | **100** |
| **Total Score** |  | **1.962.5** |  | **2.537.5** |
| **Mean Score** |  | **71** |  | **90.6** |

 The table 2 shows that the lowest score was 62.5, while the highest score was 87.5 in pre-test. The mean score in pre-test was71. It indicates that the students’ speaking skill were quite low.

 In post-test, the lowest score was 75.0 , while the highest score was 100. The mean score of experimental group in post-test was 90.6 In contrast, the mean score of experimental group in post-test improved 19.6 from the pre-test to the post-test 83.64.

**Table 3**

**The Result of the The Pre-Test and Post-Test in Control Group**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Initials** | **Pre-Test** | **Post-Test** |
| **Maximum Score** | **Students’ Score** | **Total Score** | **Students’ Score** |
| 1 | AK | 5 | 62.5 | 6 | 75.0 |
| 2 | AS | 6 | 75.0 | 7 | 87.5 |
| 3 | AMP | 6 | 75.0 | 7 | 87.5 |
| 4 | ANA | 6 | 75.0 | 7 | 87.5 |
| 5 | AA | 5 | 62.5 | 7 | 87.5 |
| 6 | ER | 6 | 75.0 | 7 | 87.5 |
| 7 | ET | 6 | 75.0 | 7 | 87.5 |
| 8 | FD | 5 | 62.5 |  7 | 87.5 |
| 9 | IR | 6 | 75.0 | 8 | 100 |
| 10 | KN | 6 | 75.0 | 7 | 87.5 |
| 11 | MAF | 5 | 62.5 | 6 | 75.0 |
| 12 | ML | 5 | 62.5 | 7 | 87.5 |
| 13 | MHF | 7 | 87.5 | 8 | 100 |
| 14 | MN | 5 | 62.5 | 7 | 87.5 |
| 15 | MZ | 6 | 75.0 | 7 | 87.5 |
| 16 | MF | 6 | 75.0 | 7 | 87.5 |
| 17 | MNA | 5 | 62.5 | 6 | 75.0 |
| 18 | NA | 6 | 75.0 | 7 | 87.5 |
| 19 | NH | 7 | 87.5 | 8 | 100 |
| 20 | PH | 6 | 75.0 | 7 | 87.5 |
| 21 | RN | 5 | 62.5 | 6 | 75.0 |
| 22 | TS | 5 | 62.5 | 6 | 75.0 |
| 23 | TIA |  5 |  62.5 | 7 | 87.5 |
| 24 | UL | 6 | 75.0 | 7 | 87.5 |
| 25 | MH |  5 | 62.5 | 6 | 75.0 |
| **Lowest Score** |  | **62.5** |  | **75.0** |
| **Highest Score** |  | **87.5** |  | **100** |
| **Total Score** |  | **1.762.5** |  | **2.150** |
| **Mean Score** |  | **70.5** |  | **86** |

 The table 3 shows that the lowest score was 62.5, while the highest score was 87.5 in pre-test. Mean score in pre-test was 70.5.

 In post-test, the lowest score was 75.0 while the highest score was 100. The mean score of experimental group in post-test was 86. It concludes that the mean score of experimental group in post-test improved 11 from the pre-test 70.5 to the post-test 86.

 The mean deviation of the experimental group was 20.53 and the control group was -15.5 Next, she computed the t-counted to find out the significant difference between the control and experimental groups. The value of t-counted  = 4.56 is obtained. Since degree of freedom of 51 (Nx + Ny – 2 = 28 + 25 – 2 ) was not available on the t-table, the researcher counted the degree of freedom using interpolation formula and she got the value of t-table = 2.01.

**DISCUSSION**

Based on the result of test given, there are some points need to be discussed. Firstly, the teacher makes the students to interested for the topic that was discussed, at the beginning of the meeting. It is an effective way to focus and attract the students’ attention. Secondly, by using English language, the teacher could help the students to understand about the material.

 Thirdly, the teacher tries to motivate the students to use English in classroom. Giving motivation to the students is very important to build their self-confidence to interact with their teacher or friends. Finally, in presenting material of speaking, it would be better if at least the teacher gives the introduction about the materials.

The objective of this research was to find out the pair work interview improving speaking skill. This research was conducted two classes of year ten as the experimental group and the control group. The pretest was given on August 2th, 2016. Using the maximum on scoring system is 4, the result of the pretest showed that none students of experimental group can reach out until level 4 on scoring system. The researcher found that there were some problem made by the students in speaking. Most of them were confused to speak with correct grammatical sentences, lack of vocabulary and always nervous when the teacher commands the students to speak even in simple sentence, and then they lost their self confidence. To improve the students speaking skill of the experimental group, the researcher provided treatment for six times using pair work interview technique. At the first meeting, the students were taught about language expressions of congratulations. She explained about the characteristic sentences by using language expressions of congratulations, for example when the person after get the best moment in their life, she modelled how to express by using language expressions of congratulations. The students response was good. They write the information from the explanations, but they could not develop the information from the explanations based on their own words. They were confused arranging the sentences.

At the second meeting, the researcher still teach about language expressions of congratulation, but in this meeting the researcher commands the student to work in pair. The researcher commands the students to make the conversations by using the language expressions of congratulations. In addition, their fluency and comprehensibility was improved. Students’ speaking skill especially in two components of speaking (fluency, and comprehensibility ) improved at the fifth meeting. They could arrange the sentences based on the material into the conversation. Their grammar and vocabulary were also improved. They could make simple sentences correctly in conversations with their pair. And they also feel more comfortable when they learn with their friends. To confirm the students progress due to the treatment given, the researcher administered a posttest to both groups on September 6th, 2016. The result showed that the students’s speaking skill of the experimental group was increased. The students score category in the pretest just reach only 2, while the students score category in post-test reach until 4 level on scoring system. It can be concluded that pair work interview improve the students’ speaking skill.

The problem that the students faced are lack of vocabulary and afraid of making mistakes in grammatical sentences. By having pair work interview this problem could be solved by giving them opportunity to learn together with their friends, so they could find out the new vocabulary from their friends and when they see their friends or their partner speak aloud they motivated their self to speak well. The students are also nervous and lost their self confidence to speak English directly with their English teacher and their classmate to solved this problem the researcher asks and guide the students to make conversation related to the topic, so they more encourage to share and express their ideas and opinion in the class. According to Harmer (2001:116), ” In the pair work students can practice language together, study a text, research language, or take a part in information activities”. It can be conclude that pair work interview has positive contributions to the students and can solve the students problem in speaking.

The research about pair work interview technique to improve the students‘speaking skill has been conducted by many researcher. One of them is Wijayanti (2012) who conducted the research on teaching speaking using Pair work interview to improve the students’ speaking skill of SMP Negeri 1 Ponorogo. She basically focused on the effectiveness by using this technique. The result of her research shows that using pair work interview technique could improve the students’ speaking skill. By understanding the research above, the researcher tried to apply this technique in SMA Negeri 7 Palu. After applying pair work interview technique, the researcher found that there was a significant difference between the pre-test and the post-test. Furthermore, the students’ problems in speaking skill such as lack of vocabulary, lack of confidence, nervous, afraid of making mistaken in grammatical, but therefore, the researcher concludes that technique is effective in improving students’ speaking skiil.

**CONCLUSION AND SUGGESTION**

The use of pair work interview as a classroom activity in the teaching of English speaking is effective. This brings about comfortable atmosphere in which the students are given inputs and support so that they enjoy the teaching and learning activities.

After conducting the treatment for six meetings, the result shows that the use of pair work interview can improve the students’ speaking skill. It is proven by the result of the t-counted value (4.56) which is greater than the t-table value (2.01). It means that the use of pair work interview is effective in SMA Negeri 7 Palu.

Reffering the conclusion above, the researcher would like to give some suggestions. First, the English teacher should apply an interesting technique when teaching speaking skills so that students understand the material given and enjoy the teaching and learning process. Second, pair work interview should be introduced to students to help them arrange their ideas into conversation. It should be applied at school to help teacher improve students speaking skills. Finally, pair work interview is more good when the researcher use media like property to teach the students.

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