JOURNAL

THE EFFECTIVENESS OF PAIR-WORK METHOD TO IMPROVE STUDENT'S ABILITY IN SPEAKING OF ENGLISH EDUCATION DEPARTMENT AT UNIVERSITY 45 MAKASSAR

BY
ST. HALIAH BATAU, S.S, M.Hum
DOSEN FKIP UNIVERSITAS "45" MAKASSAR

ABSTRAK

Metode berpasangan (pair-work) adalah salah satu metode yang digunakan untuk melatih kemampuan berbicara / berkomunikasi peserta didik. Metode ini dicobakan pada mahasiswa semester tiga jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

Penelitian ini bertujuan untuk mengetahui masalah apa yang dihadapi oleh mahasiswa semester tiga dalam melatih kemampuan berbicara mereka dan apakah ada perbedaan yang signifikan dalam meningkatkan kemampuam berbicara mahasiswa antara mahasiswa yang diajar dengan menggunakan metode pair – work dengan mahasiswa yang diajar dengan menggunakan metode konvensional (tanpa metode pair – work).

Untuk menjawab permasalahan di atas maka digunakan dua jenis instrumen, yaitu pemberian tes dan wawancara. Tes diberikan untuk mencari data tentang prestasi mahasiswa dalam berbicara/ bercakap menggunakan bahasa Inggris dan wawancara dilakukan untuk mencari masalah yang dihadapi oleh mahasiswa selama mereka belajar speaking dengan menggunaka metode pair – work.

Hasil analisis data menunjukkan bahwa penggunaan metode berpasangan (pair – work) diklasifikasikan cukup efektif. Hasil nilai rata – rata Post – Test dari kelompok eksperimen adalah 3,59 dan kelompok control adalah 2,44. Perbedaan signifikan dari Uji-T dan T-Tabel setelah membandingkan kelompok eksperimen dan kelompok control adalah 2,395 > 2,021. Dengan demikian dapat disimpulkan bahwa menggunakan metode berpasangan (pair – work) dalam pengajaran bahasa Inggris terutama dalam melatih kemampuan berbicara/bercakap bahasa Inggris cukup efektif.

INTRODUCTION

Method is one of the teaching elements 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 keeps silent when teachers are asking question, no one-give responses. Furthermore, students feel reluctant to give feedback or ask some questions to teachers. This situation can be a frustrating experience for teachers.

Teaching English speaking is not an easy job to do. Therefore, teachers as guides 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 students have a pair. Each pair get one topic discussion from teacher. Each pair presents or discusses the topic in front of the class. After that, all students will actively participate and interact in giving suggestions, questions and ideas. So, 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.

METHODOLOGY OF THE RESEARCH

The location of the research

The research was located at University 45 Makassar in Jalan Urip Sumoharjo, Makassar City from July to September 2010.

Method of the research

The method that was applied in this research is an experimental method in   which the sample was divided in two classes. Both classes received the same material or topic to discus but different method technique. The results from each class then compared.

The design of The research

The design of the research used pre-experimental design. This can be presented as follows :

E O1 X O2

~~C O1 X O2~~

Where: E : an experimental class

C : a control class

O1 : pre-test

X : treatment

O2 : post-test

This design involves the whole class, which do pre-test, get treatment and do post-test. It aims to know whether pair works method is effective to improve the students' speaking ability or not.

The population and sample

1. Population

The population of this research was the third Semester Students of English Education Department Faculty of Teachership and Education Science university 45 Makassar. It just consists of one class, about 49 students.

2. Sample

In this research the writer used purposive random-sampling which is 20 students as the experimental class and 20 students as the controlled class. It means sample of the research was 40 students from one class research.

Instruments of the research

1. Pre-test

The pre-test was given to find out the initial ability of the students before applying pair works method in class.

2. Treatment

The procedure of treatment as follow :

a. Divided the students in to pair, every pair got one topic discussion from teacher.

b. The teacher explained what the pairs would do.

   Every pair discussed the topic that has been got from the teacher.

a. The teacher went around, listened, and controlled the pair.

d. Stoped the pair activity when the pairs have finished to discuss the topic.

e. Follow up the pair with demonstration from one or more pairs in front of class. The other students shared their opinion, ideas, and information about the topic. The teacher corrected and helped the students to make perfect their action.

3. Post-test

Post-test was given to find out the ability of students after applying pair work method in class.

4. Interview

It aimed to know the problems faced by the Third Semester Students of English Education Department in improving their speaking ability.

Procedure of the data collection

In collecting the data, the researcher have used some procedures as follows :
1. Distributing the pre-test to the sample
2. Applying pair works method to the experimental class and   other method for the control class.
3. Distributing the post-test to the sample.
4. Comparing the result of the study of the two groups.

Techniques of the Data Analysis.

During the research, the writer recorded all activities in the class research. Starting from pre-test (September, 3rd 2010), treatment (September,14th - 20 th 2010), post-test (September, 21st 2010) until the result of interviewed for some students about their problems in learning speaking.

1. The procedure of evaluation in giving score for the students' speaking test :

Pronunciation

No	Classification Ability	Score	Criteria
1.	Excellent	5	Has few traces of foreign accent
2.	Good	4	Always intelligible, though one is conscious of a definite accent
3.	Fair	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
4.	Inadequate	2	Very hard to understand. Frequently be asked to repeat.
5.	Inacceptable	1	Pronunciation problem so severe as to make speech virtually unintelligible

Heaton (1988 : 100)

Grammar

No	Classification Ability	Score	Criteria
1.	Excellent	5	Makes few (if any) noticeable errors of grammar word order
2.	Good	4	Occasionally makes grammatical and/or word-order errors, which do not, however, obscure meaning.
3.	Fair	3	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4.	Inadequate	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
5.	Inacceptable	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

Heaton (1988 : 100)

Vocabulary

No	Classification Ability	Score	Criteria
1	Excellent	5	Use vocabulary and idioms is virtually that of native speaker.
2	Good	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
3	Fair	3	Frequently use the wrong words, conversation some what limited because of inadequate vocabulary
4	Inadequate	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
5	Inacceptable	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

Heaton (1988 : 100)

Fluency

No	Classification Ability	Score	Criteria
1	Excellent	5	Speech of fluent and effortless as that of a native speaker.
2	Good	4	Speed of speech to be slightly affected by language problems.
3	Fair	3	Speed of speech to be slightly strongly by language problems.
4	Inadequate	2	Usually hesitant, often forced into silence by language limitations.
5	Inacceptable	1	Speech is halting and fragmentary as to make conversation virtually impossible.

Heaton (1988 : 101)

Comprehension

No	Classification Ability	Score	Criteria
1	Excellent	5	Appears to understand everything without difficulty.
2	Good	4	Understand nearly everything at normal speed, although occasional repetition may be necessary
3	Fair	3	Understand of what is said at lower than normal speed with repetitions.
4	Inadequate	2	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.
5	Inacceptable	1	Cannot be understood even simple conversation English.

Heaton (1988 : 101)

2. To know the mean score of all students, the researcher will give formula as follows :

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

Where: $\overline{X}$ = Mean score

$\sum X$ = The sum of all scores

N = The total number of subject

(Gay, 1981)

3. To know the significant difference between the score of the pre-test and post-test, the writer will calculate the value of the test by using the following formula :

$$t = \frac{\overline{X}_E - \overline{X}_C}{\sqrt{\left(\dfrac{SS_E + SS_C}{n_E + n_C - 2}\right)\left(\dfrac{1}{n_E} + \dfrac{1}{n_C}\right)}}$$

Where: t = test of significance
   X_E = Mean score of the experimental class
   X_C = Mean score pf the control class
   SS_E = The sum of the square of experimental class
   SS_C = The sum of the square of control class
   n_E = The subject of experimental class
   n_C = The subject of control class
   1 = The number of class involved
   1 = Consistent number

(Gay, 1981 : 127)

FINDING AND DICUSSION

This chapter consists of two parts, they are the presentation of the result, found in field and discussion that explains and interprets the findings in the second section, included the explanation of problem faced by students in using pair work method to improve their speaking ability as a result of observation.

a. Findings

The tests were done twice namely pre-test and post-test. Pre-test was given before the treatment and post-test was given after the treatment. The result of the tests can be seen as follows :

1. The students' score of pre-test
   a. The students' score of pre-test of control class

Table 1

The students' score based on pre-test of control-class

Number of Students	S C O R E						
	Pron	Gram	Voc	Fluen	Comp	Total	Mean
1	2	2	3	2	2	11	2.2
2	2	3	3	2	2	12	2.4
3	3	2	2	2	3	12	2.4
4	2	2	2	2	2	10	2
5	2	3	2	3	3	13	2.6
6	2	3	3	2	2	12	2.4
7	3	2	1	2	2	10	2
8	3	2	3	3	3	14	2.8
9	3	3	2	3	4	15	3
10	2	2	2	2	2	10	2
11	3	2	2	2	3	12	2.4
12	3	2	2	2	2	11	2.2
13	3	2	2	3	3	13	2.6
14	2	2	1	2	3	10	2
15	2	2	3	3	2	12	2.4
16	2	3	3	2	2	12	2.4
17	2	2	2	2	2	10	2
18	2	2	3	2	3	12	2.4
19	3	1	2	2	3	11	2.2
20	2	2	3	2	2	11	2.2
Total	48	44	46	45	50	233	46.6

Note :   pron   :   pronunciation
              Gram   :   grammar
              Voc   :   vocabulary
              Fluen   :   fluency
              Comp   :   comprehension

The table above shows that the total score of the students based on the pre-test of control class is 233 and their total mean score is 46.6. The further explanation about table 1 can be seen in table 2.

Table 2
The work of table of Pre-test of control class

No	Ability Classification	SCORE	F_1	F_2	F_3	F_4	F_5	F_1 (x)	F_2 (x)	F_3 (x)	F_4 (x)	F_5 (x)
1	Excellent	5	-	-	-	-	-	-	-	-	-	-
2	Good	4	-	-	-	-	1	-	-	-	-	4
3	Fair	3	8	5	8	5	8	24	15	24	15	24
4	Inadequate	2	12	14	10	15	11	24	28	20	30	22
5	Inacceptable	1	-	1	2	-	-	-	1	2	-	-
	Total	20	20	20	20	20	20	48	44	46	45	50

The table 2 above shows that none of the students can be classified as excellent. Based on pronunciation, 8 students are classified as fair, and 12 students are classified as inadequate. Based on grammar, 5 students are classified as fair, 14 students classified as inadequate and one student is classified as inacceptable.

Beside that, based on the data before, mean score of all students in each classification can be known by using the mean formula before as follows :

1. Pronunciation (F_1) $= \dfrac{48}{20} = 2.4$

2. Grammar   (F_2) $= \dfrac{44}{20} = 2.2$

3. Vocabulary   (F_3) $= \dfrac{46}{20} = 2.3$

4. Fluency   (F_4) $= \dfrac{45}{20} = 2.25$

5. Comprehension (F_5) $= \dfrac{50}{20} = 2.5$

Based on   the data above, the writer conclude that the students speaking ability is higher in comprehension than other skills base on pre-test of control class.

b.   The students' score of pre-test of experimental class

Table 3
The Students' score of pre-test of experimental class

Number of Students	S C O R E						
	Pron	Gram	Voc	Fluen	Comp	Total	Mean
1	2	2	2	2	3	11	2.2
2	2	2	2	2	2	10	2
3	3	3	3	2	3	14	2.8
4	2	3	2	2	2	11	2.2
5	2	3	3	2	2	12	2.4
6	2	3	3	2	3	13	2.6
7	3	3	2	3	2	13	2.6
8	2	2	2	2	2	10	2
9	2	2	2	3	3	12	2.4
10	2	2	3	2	2	11	2.2
11	2	2	2	2	2	10	2
12	3	2	2	2	3	12	2.4
13	2	3	2	2	2	11	2.2
14	2	2	2	3	2	11	2.2
15	3	2	2	3	2	12	2.4
16	2	2	2	2	2	10	2
17	3	2	3	3	3	14	2.8
18	3	2	2	3	2	12	2.4
19	2	2	3	2	2	11	2.2
20	3	3	3	2	3	14	2.8
Total	47	47	47	46	47	234	46.8

Note :   pron   :   pronunciation
Gram   :   grammar
Voc   :   vocabulary
Fluen   :   fluency
Comp   :   comprehension

Table of pre-test of experimental class shows that total score of the all students based on pre-test of experimental class is 234 and their total mean score is 46.8. The further explanation about table 3 can be seen in table 4.

Table 4
The work of table based on treatment of experimental class

No	Ability Classification	SCORE	F₁	F₂	F₃	F₄	F₅	F₁ (x)	F₂ (x)	F₃ (x)	F₄ (x)	F₅ (x)
1	Excellent	5	-	-	-	-	-	-	-	-	-	-
2	Good	4	-	-	-	-	-	-	-	-	-	-
3	Fair	3	7	7	7	6	7	21	21	21	18	21
4	Inadequate	2	13	13	13	14	13	26	26	26	28	26
5	Inacceptable	1	-	-	-	-	-	-	-	-	-	-
	Total	20	20	20	20	20	20	47	47	47	46	47

The table 4 above shows that none of the students can be classified as excellent. Based on pronunciation, 7 students are classified as fair, and 13 students are classified as inadequate. Based on grammar, 7 students are classified as fair, 13 students classified as inadequate too.

Beside that, based on the data on table 4, mean score of all students in each classification can be known by using mean formula before as follows :

1. Pronunciation   (F₁) $= \dfrac{47}{20} = 2.35$

2. Grammar   (F2) $= \dfrac{47}{20} = 2.35$

3. Vocabulary   (F₃) $= \dfrac{47}{20} = 2.35$

4. Fluency   (F₄) $= \dfrac{46}{20} = 2.3$

5. Comprehension   (F₅) $= \dfrac{57}{20} = 2.35$

2. The students' score of post test
   a.The students' score of post-test of control class

Table 5
The students' score based on post-test of control class

Number of Students	S C O R E						
	Pron	Gram	Voc	Fluen	Comp	Total	Mean
1	2	2	3	3	3	13	2.6
2	2	3	3	2	2	12	2.4
3	2	3	2	2	3	12	2.4
4	3	3	2	3	2	13	2.6
5	2	3	2	3	3	13	2.6
6	2	3	3	2	2	12	2.4
7	3	2	2	2	2	11	2.2
8	3	3	3	3	3	15	3
9	3	3	2	3	4	15	3
10	2	2	2	2	2	10	2
11	3	2	2	2	3	12	2.4
12	3	2	2	2	3	12	2.4
13	3	2	2	3	3	13	2.6
14	2	2	2	2	3	11	2.2
15	2	3	3	2	2	12	2.4
16	2	3	3	2	3	13	2.6
17	2	2	2	3	2	11	2.2
18	2	2	2	3	2	11	2.2
19	3	2	2	2	3	12	2.4
20	2	2	3	2	2	11	2.2
Total	48	49	47	48	52	244	48.8

Note :   pronun   :   pronunciation
            Gram   :   grammar
            Voc   :   vocabulary
            Fluen   :   fluency
            Comp   :   comprehension

Table 5 shows that the total score of all students is 244 and their mean score is 48,8. The further explanation about table 5 can be seen in table 6.

Table 6
The work of table based on post-test of control class

No	Ability Classification	SCORE	F_1	F_2	F_3	F_4	F_5	F_1 (x)	F_2 (x)	F_3 (x)	F_4 (x)	F_5 (x)
1	Excellent	5	-	-	-	-	-	-	-	-	-	-
2	Good	4	-	-	-	-	-	-	-	-	-	4
3	Fair	3	8	9	7	8	10	24	27	21	24	30
4	Inadequate	2	12	11	13	12	9	24	22	26	24	18
5	Inacceptable	1	-	-	-	-	-	-	-	-	-	-
	Total	20	20	20	20	20	20	48	49	47	48	52

Table 6 before shows that there is not students that can be classified as excellent. Based on pronunciation, 8 students are classified as fair, and 12 students are classified as inadequate. Based on grammar, 9 students are classified as fair, 11 students as classified inadequate.

Beside that, based on the data of table 6, the mean score of all students in each classification can be known by using mean formula before as follows :

1. Pronunciation (F_1) $= \dfrac{48}{20} = 2.45$

2. Grammar (F_2) $= \dfrac{49}{20} = 2.45$

3. Vocabulary (F_3) $= \dfrac{47}{20} = 2.35$

4. Fluency (F_4) $= \dfrac{48}{20} = 2.4$

5. Comprehension (F_5) $= \dfrac{52}{20} = 2.6$

Based on the data above, the writer concluded that the students speaking ability base on post-test of control class in comprehension is higher than other skills.

c. The students' score of post-test of experimental class

Table 7

The students' score based on post-test of experimental class

Number of Students	S C O R E						
	Pron	Gram	Voc	Fluen	Comp	Total	Mean
1	3	3	4	4	4	18	3.6
2	3	4	3	4	4	18	3.6
3	3	3	4	4	3	17	3.4
4	4	3	4	4	4	19	3.8
5	4	5	3	4	4	18	3.6
6	4	4	5	4	5	23	4.6
7	4	3	3	3	4	18	3.6
8	4	4	3	4	5	19	3.7
9	3	3	4	3	4	18	3.6
10	3	4	4	4	4	18	3.6
11	3	4	3	3	3	16	3.2
12	3	3	4	4	4	18	3.6
13	3	4	3	4	3	17	3.4
14	3	4	4	3	3	17	3.4
15	3	4	4	4	3	18	3.6
16	4	3	4	3	4	18	3.6
17	3	3	4	4	3	17	3.4
18	3	3	4	3	4	17	3.4
19	3	4	3	3	3	16	3.6
20	4	4	4	3	4	19	3.8
Total	67	71	74	72	75	359	71.8

Note :   pron   :   pronunciation
           Gram   :   grammar
           Voc   :   vocabulary
           Fluen   :   fluency
           Comp   :   comprehension

Table 7 shows that total score of the all students based on   post-test of experimental class is 359 and their total mean core is 71.8. The further explanation about table 7 can be seen in table 8.

Table 8
The work of table based on post-test of experimental class

No	Ability Classification	SCORE	F_1	F_2	F_3	F_4	F_5	F_1 (x)	F_2 (x)	F_3 (x)	F_4 (x)	F_5 (x)
1	Excellent	5	-	1	1	-	2	-	5	5	-	10
2	Good	4	7	10	12	12	11	28	40	48	48	44
3	Fair	3	13	9	7	8	7	39	27	21	24	21
4	Inadequate	2	-	-	-	-	-	-	-	-	-	-
5	Inacceptable	1	-	-	-	-	-	-	-	-	-	-
	Total	20	20	20	20	20	20	67	72	74	72	75

Table above shows that there are increasing of the students after post-test. Based on grammar, one students is classified as excellent, 10 students are classified as good, and 9 students as fair. Based on vocabulary, one student is classified as excellent, 12 students as classified good and 7 students are classified as fair. Based on Comprehension, 2 students are classified as excellent, 11 students are classified as good, 7 students are classified as fair.

Beside that, based on the data above, the mean score of all students in each classification can be known by using mean formula before as follows :

1. Pronunciation (F_1) $= \dfrac{67}{20} = 3.35$

2. Grammar   (F_2) $= \dfrac{72}{20} = 3.6$

3. Vocabulary   (F_3) $= \dfrac{74}{20} = 3.7$

4. Fluency   (F_4) $= \dfrac{72}{20} = 3.6$

5. Comprehension   (F_5) $= \dfrac{75}{20} = 3.75$

Based on the data before, the writer concludes that the students speaking ability based on post-test of experimental class is higher in comprehension than other skills.

Table 9
Mean score of the students based on pre-test and post test of

control class and experimental class

Control Class		Experimental Class	
XC_1	XC_2	XE_1	XE_2
46.6	48.8	46.8	71.8
2.33	2.44	2.34	3.59

Based on table 9 above, the significant differences of score between control class and experimental class can be known by using t-test as follows :

$$t = \frac{\overline{XE} - \overline{XC}}{\sqrt{\left(\frac{SS_E + SS_C}{\eta_E + \eta_C - 2}\right)\eta_E\left(\frac{1}{\eta_C} + \frac{1}{\eta_C}\right)}}$$

Where :

$$SS_E = \sqrt{\left(\Sigma X_1^2 - \frac{\Sigma X_2^2}{\eta}\right)} \qquad SS_C = \sqrt{\left(\Sigma X_1^2 - \frac{\Sigma X_2^2}{\eta}\right)}$$

$$= \sqrt{\left(46.8^2 - \frac{71.8^2}{20}\right)} \qquad = \sqrt{\left((46.6)^2 - \frac{48.8^2}{20}\right)}$$

$$= \sqrt{2190.24 - \frac{5155.24}{20}} \qquad = \sqrt{2171.56 - \frac{2381.44}{20}}$$

$$= \sqrt{2190.24 - 257.762} \qquad = \sqrt{2171.56 - 119.072}$$

$$= \sqrt{1932.478} \qquad = \sqrt{2052.488}$$

$$= 43.96 \qquad\qquad = 45.3$$

So, $t = \dfrac{\overline{XE} - \overline{XC}}{\sqrt{\left(\dfrac{SS_E + SS_C}{\eta_E + \eta_C - 2}\right)\eta_E\left(\dfrac{1}{\eta_C} + \dfrac{1}{\eta_C}\right)}}$

$$= \frac{3.59 - 2.44}{\sqrt{\left(\frac{43.96 + 45.3}{20 + 20 - 2}\ 20\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$= \frac{1.15}{\sqrt{\left(\frac{89.26}{38}\right)\left(\frac{2}{20}\right)}}$$

$$= \frac{1.15}{\sqrt{2(35)(0.1)}}$$

$$= \frac{1.15}{\sqrt{0.235}}$$

$$= \frac{1.15}{0.48}$$

$$= \mathbf{2.395}$$

To know whether the control class and experimental class are significantly different, the writer use t-test. The result of the t-test is **2.395**. To find out the degree of freedom (df), the writer used the following formula :

$$df = \eta_1 + \eta_2 - 2$$
$$= 20 + 20 - 2$$
$$= 38$$

The value t-table is 2.021. Thus, the value of t-test is higher than the value of t-table (t-test (2.395) > t-table (2.021). It means that there was significant difference between experimental class and the control class.

B.Discussion

This section presents the discussion as an interpretation of the result of the data analysis. this section discusses about problems faced by the third semester students of English Education Department at University 45 Makassar to improve their speaking ability. And furthermore, this section describes the students' ability in speaking after applying the pair work method.

1.The problems faced by the students in learning speaking
After doing interviewed, some students got many problems in learning speaking, the writer concludes that the problems faced by the students are :
   a.   Most of students are lack of self-confidence to speak English.
   b.   Most of the students seldom use English in speaking.
   c.   The students are lack of vocabulary.

d. The students do not know how to pronounce English well.
e. The students never find good method in learning speaking.
f. Teachers monopolize in learning and teaching process,   students do not have many times or chance to express their ideas in speaking.
g. Most of the students have low motivation to actively participate in learning and teaching process.

2.The students' speaking ability

The mean score of students in table 9 showed that the students' speaking ability based on the pre-test of control class is 2.33. It can be concluded that the students speaking ability is <u>inadequate</u>. While, the students speaking ability based on pre-test class is 2.34. It can be concluded that the students' speaking ability is inadequate too.

After treatment, the students were given post-test.   The post-test aims to know whether or not the difference between the result of pre-test and the result of post-test. Concerning with the result of post-test, while the students' speaking ability based on post-test of experimental class is 3.59. It means that, the ability of the students has improved. It is found out that the students' mean score raises from 2.34 (pre-test) to 3.59 (post-test).

Base on the data in the previous section, it can be concluded that using pair work is able to improve the students' speaking ability. The mean score of the students, based on the pre-test and the post-test have shown the improvement of their ability in speaking skill.

3.The significance difference of control class and experimental class.

The result of t-test showed that there is significant difference of two group. It is known by comparing the value of t-test and value of t-table. The value of t-test is 2.395 and value of t-table is 2.021 it shows that the value of t-test is higher than the value of t-test..

Based on the result of the research, the writer thought that, implementing the pair work method can help the students to learn how to discuss and share their ideas with others. It can help them to learn that "two head are often better than one". This method also helps the students to understand the importance of integrating ideas. Every pair discusses the topics or issues that given by teachers. Teacher does not monopolize the activities in learning process, she just has function as guide, controller and facilitator in learning process.

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusions and suggestions of the research.

A. Conclusions

After the writer analyzed the result of the research, the writer gives some conclusion, they are :

1. Pair work method is very helpful for students to change their   habitual   from passive to active students in learning process.
2. Pair work method is very good to use in learning and teaching process to improve students' speaking ability, especially in third Semester Students of English Education Department at University 45 Makassar.
3. Pair work method is an effective method for teaching English in   improving students' speaking ability.
4. Pair work method can give the motivation to the students in   speaking.

B. Suggestions

Based on occurrence that the writer found during research, the writer would like to put forward some suggestions to the teachers, the students, and the next writer as follows :
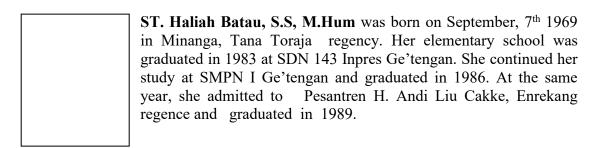
1. The teachers and the students may implement pair work method in learning and teaching process, especially in learning speaking skill.
2. The students must have self-confidence in speaking.
3. The students should use their basic English ability to practice to speak from source language to the target language.
4. The teachers must give chance for students to express their ideas, opinion, and suggestions in oral speak.
5. The teachers keep, controlling and helping students to make on effective pair work activities in order to improve students' speaking ability.
6. The next researchers are expected to implement (deal) with other forms or other method to improve students' speaking ability.

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CURRICULUM VITAE

ST. Haliah Batau, S.S, M.Hum was born on September, 7th 1969 in Minanga, Tana Toraja   regency. Her elementary school was graduated in 1983 at SDN 143 Inpres Ge'tengan. She continued her study at SMPN I Ge'tengan and graduated in 1986. At the same year, she admitted to   Pesantren H. Andi Liu Cakke, Enrekang regence and graduated in 1989.

And than she continue her study in English Department Faculty of Letters University 45 Makassar S1 program and graduated in 1995. At 1996 she continued her study to Hasanuddin University at Post Graduate Linguistic Department and graduated at 1999.

From 1995 she was working as a lecturer at English Department Faculty of Letters University 45 Makassar until 2006. From 2006 and until now she was working as a lecturer of English Education Depatment Faculty of Teachership and Education Science University 45 Makassar.