

**USING PAIR TAPING TECHNIQUE TO IMPROVE  
STUDENTS' FLUENCY AND ACCURACY IN SPEAKING  
ENGLISH AT GRADE XI OF OFFICE ADMINISTRATION 2 OF  
SMK NUSATAMA PADANG**

**THESIS**



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## ABSTRAK

**Dwi Megista Putri, 2012. Menggunakan Teknik *Pair Taping* Untuk Meningkatkan Kelancaran dan Keakuratan Siswa dalam Berbahasa Inggris pada Siswa Kelas Sebelas dua Administrasi Perkantoran SMK Nusantara Padang. Tesis. Program Pascasarjana. Universitas Negeri Padang.**

Berbicara merupakan salah satu keterampilan yang penting dalam pembelajaran bahasa, akan tetapi ditemukan beberapa masalah dalam berbahasa Inggris pada siswa kelas sebelas dua administrasi perkantoran SMK Nusantara Padang. Sebagian besar siswa mengalami kesulitan dalam mengemukakan ide-ide dan juga takut membuat kesalahan. Penelitian ini bertujuan untuk mengetahui apakah kelancaran dan keakuratan berbicara siswa dalam berbahasa Inggris dapat ditingkatkan dengan menerapkan *pair taping technique* dan juga untuk menentukan faktor-faktor apa saja yang dapat meningkatkan keterampilan berbahasa Inggris.

Penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilaksanakan dalam tiga siklus. Dalam pelaksanaannya, peneliti dibantu oleh seorang kolaborator dalam membuat perencanaan, penerapan, pengamatan dan melakukan refleksi. Selain itu, peneliti menggunakan hasil tes, lembar observasi, catatan lapangan, dan wawancara sebagai alat penelitian. Data yang diperoleh dalam penelitian ini dianalisis dengan menggunakan dua teknik. Data kuantitatif dianalisis dengan menggunakan rumus untuk mencari nilai rata-rata sehingga diketahui nilai rata-rata yang dicapai siswa melalui tes berbicara secara berpasangan. Data kualitatif dianalisis melalui data yang diperoleh dari hasil observasi, catatan lapangan dan wawancara.

Temuan dalam penelitian ini menunjukkan bahwa kelancaran dan keakuratan berbicara siswa dalam berbahasa Inggris meningkat melalui kegiatan yang dilakukan dengan *pair taping technique*. Pada siklus pertama ditemukan skor rata-rata kemampuan berbicara siswa masih rendah. Pada siklus kedua, beberapa perbaikan terhadap proses belajar mengajar dilaksanakan untuk mengatasi kelemahan yang ditemukan pada siklus pertama. Pada siklus kedua skor rata-rata kemampuan siswa dalam berbicara ada sedikit peningkatan dan jauh meningkat pada siklus ketiga.

Peningkatan tersebut juga dipengaruhi oleh beberapa faktor, yakni bekerja secara berpasangan, media, peran guru, dan materi. Dengan demikian, dapat disimpulkan bahwa penggunaan *pair taping technique* mampu meningkatkan keterampilan berbicara siswa dengan baik dalam berbahasa Inggris pada siswa kelas sebelas dua administrasi perkantoran SMK Nusantara Padang.

## ABSTRACT

**Dwi Megista Putri, 2012. Using Pair Taping Technique to Improve Students' Fluency and Accuracy in Speaking English at Grade XI of Office Administration 2 of SMK Nusatama Padang. Thesis. Graduate Program. State University of Padang.**

Speaking is one of the important skills in language learning, but it was found that the students' of grade XI of office administration 2 of SMK Nusatama Padang had problems in speaking English. Most of the students had difficulties to share their ideas in English and afraid of making mistakes. The aims of the research are to find out whether students' fluency and accuracy in speaking English can be improved by using pair taping technique and to gain information the factors which cause the improvement.

This research was classroom action research. The research was done in 3 cycles. In conducting the research, the researcher was assisted by a collaborator in doing plan, action, observation, and reflection. Besides that, the researcher used speaking test, observation sheets, field notes, and interview guides as the instruments in this research. The data in this research were analyzed by using two techniques. The quantitative data were analyzed by using the formula of mean score to see the average score gained by the students in pair in speaking test. Meanwhile, the qualitative data were analyzed through data gotten from observation, field notes, and interview.

The findings of this research showed that the students' fluency and accuracy in speaking English improved through the use of pair taping technique in teaching speaking in the classroom activity. At the first cycle, it was found that the average score of students' speaking test is low. Because this result was not satisfied yet, the research was continued to the second cycle. Some improvements toward the teaching and learning process were done to solve the weakness found during the first cycle. In the second cycle, the average score of students' speaking test increased slightly and continue increased significantly in cycle 3.

There were some factors that influenced the changes of students' speaking ability such as; pair work, media, teacher's roles, and materials. Based on the changes and the facts of this, the researcher could conclude that using pair taping technique could improve the students' speaking English at grade XI of office administration 2 of SMK Nusatama Padang.

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Padang, Maret 2012

Saya yang Menyatakan

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Speaking is an activity of someone to communicate orally with others. It takes place everywhere and has become part of people daily activities. In Indonesia, English is learned as a foreign language and becomes a compulsory subject from elementary up to senior/vocational high school with the objective of learning is to develop students' learning skills in English, including listening, speaking, reading and writing.

Dealing with English teaching and learning orientation in vocational school in Indonesia where the English language teaching process is demanded to teach communicatively and functionally, the students are required to have English competencies which are relevant to the job opportunities. The students learn English through the process of communicating in the classroom, and that communication must be designed as the meaningful contexts and functionally situation (Dikmenjur, 2007). Because of that, the students' speaking skills contribute to the students' personal development, career advancement, and compete in the global setting, both local and global opportunities right now.

Realizing the role and the contribution of speaking at school, the researcher can say that it is very important to stimulate students to be fond of speaking. From the researcher preliminary observation at SMK Nusatama Padang, it was found that many students had problems in speaking English. It could be seen from the result of students' practical test (2009/2010). Most of the students could not fulfill the

minimum standard achievement (KKM) which is based on English teacher organization in SMK Nusatama Padang; that is 65 (the rate is 0-100). They still have difficulties in comprehending English concept and how to express their ideas in speaking class. The result of their written test, however, could not support the final mark too.

There are some factors which seem to cause the difficulty. The factors may come from the students and the teacher. First, it comes from the students' side. Most of the students lack vocabulary. Their vocabulary mastery is still far from expectation. They have limited vocabularies to express ideas, feelings, and opinions in daily communication. They always spend much time to open dictionary to find new vocabulary. They also said that the words learnt at school are too technical, for example about industrialization, globalization, etc., and it was hard for them to mention the usual things they use everyday in English such as piggy banks, shelf, etc. So, it is hard for them to choose appropriate words in their sentences.

Another reason is because of low motivation to practice English in daily conversation. Most of the students rarely use their English in the classroom and outside the classroom. They actually practiced when teacher was beside them. Few students felt ashamed to talk in English in the classroom: worried about making mistakes or shy of friends whether they were laugh when they try to speak English. So, they tended to use their native language (L1) inside the classroom and there was no improvement to their speaking English. They do not realize that being able to speak English inside and outside the classroom will help them in their work place later.

Beside that the personality factors are also identified, from one another in term of how they participate such as her bravery to speak, her willingness to share ideas, and also self confidence. For example, when the students were asked to mention some activities that were related with the topic (daily activities) and then made sentence by using those words or phrases, only three or four students raised their hands and shared their ideas. Others just kept silent and being passive students. They also said that their pronunciation was very bad and always think about the grammar when they speak. They still think about tense of sentence when they want to say something so that they did not have self confidence to talk to others. This perhaps students are sometimes corrected for their silly mistakes and no positive feedback to encourage them to speak more.

The second factor comes from the teachers' side. The way of teaching English at school is still conventional. It means that the technique which is used by the teachers does not make them active in the classroom. Teaching and learning process still focuses on the teacher. The teacher dominates classroom activities; meanwhile, the students are passive. As the result, students do not get enough chance to practice their English.

There are many teaching techniques that can be used in teaching speaking English. The teacher may use media, such as picture, flashcard, chart, video, etc., or ask them to play games, do role play, simulation, speech, debate, or pair work. The teacher should use appropriate technique in teaching speaking to attract students' attention, motivation and participation and also to make them enjoy learning English in the classroom. One of the techniques is pair taping technique. This technique is designed to engage students in natural and meaningful

conversation in the classroom. It can reduce students' anxiety because they can work together in discussing the material or in completing the task. They can share ideas, and practice their conversation in pair. This technique also gives many advantages for teaching speaking English (see chapter II).

Therefore, the researcher was interested to conduct a study by using pair taping technique to improve the students' speaking fluency and accuracy at grade XI of office administration 2 of SMK Nusatama Padang.

## **B. Identification of the Problem**

Based on the background of the problem above, it was found that there were some problems that cause why the students' ability in speaking English is low. First, most of the students lack of vocabulary and always think about the grammar when they speak. Second, they rarely practice the second language in daily conversation in teaching learning process in the classroom. Third, the teacher faced the problem on having passive students who seem interested to speak but find it difficult to express themselves. Last, the teacher's technique did not attract students' willingness to speak in teaching and learning activity. Meanwhile, the researcher implemented one of the techniques based on the theories she has ever read. One of the useful techniques that would be helpful is pair taping technique. This is a technique which allows students to record their conversations freely in pair and speak with ease.

### **C. Limitation of the Problem**

Based on the identification of the problems above, the researcher limits the problem on teacher's technique in teaching speaking English. The technique used should improve students' speaking English especially fluency and accuracy. The researcher implemented pair taping technique which stimulates and motivates students to express what they want to say in order to help the students speak fluently and accurately while speaking.

### **D. Research Questions**

1. To what extent can pair taping technique improve students' fluency and accuracy in speaking English at grade XI of office administration 2 of SMK Nusantara Padang?
2. What factors influence the changes of students' fluency and accuracy in speaking English by using pair taping technique at grade XI of office administration 2 of SMK Nusantara Padang?

### **E. Purpose of the Research**

The purpose of the research as follows:

1. To find out whether pair taping technique can improve students' fluency and accuracy in speaking English at grade XI of office administration 2 of SMK Nusantara Padang.
2. To identify the factors that influence students' fluency and accuracy in speaking English by using the pair taping technique at grade XI of office administration 2 of SMK Nusantara Padang.

## **F. Importance of the Research**

The researcher hopes that the result of this research can be useful for developing the theory of teaching speaking. It will become a source of information about the description of using pair taping technique in teaching speaking English.

Then, it can be one of interesting techniques of learning English which makes students more attractive and enjoyable to follow speaking activities. Finally, it can be used as guidance for English teachers to create variation in teaching speaking, especially teaching technique.

## **G. Definition of Key Terms**

The definitions of key terms are explained as follows:

1. Pair taping : a technique which allows students to record their conversations freely in pairs and maintain a concrete record of their progress by using mini tape recorder as a media in the classroom
2. Speaking : one of language skills in which there is an interaction process to share meaningful information from speakers to listeners, such as in conversation
3. Fluency : the ability to communicate and use the language confidently with few unnatural pauses
4. Accuracy : the ability to produce correct utterances using correct grammar, vocabulary and pronunciation.



## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS AND SUGESSTIONS**

#### **A. Conclusion**

Based on the result of the research conducted in three cycles and after observing and analyzing the implementation of pair taping technique in teaching and learning process, it can be concluded that pair taping technique improves students' fluency and accuracy in speaking English at the eleventh grade students of SMK Nusatama Padang. The improvement in speaking English can be seen from the improvement of average score in each cycle. The low component achieved by the students in speaking English by using pair taping is grammar. On the contrary, the highest improvement in this term is pronunciation. Students' pronunciation increased significantly rather than other components. Thus, based on the analysis of speaking indicators, it was proved that the students speaking English ability had been increased well.

There are some factors that influence the improvement of students' speaking English by using pair taping technique. First, pair works let the students discuss material together and help each other in learning teaching process. There is a communicative and interactive learning style between students since most of the activities were done with their seatmates in pair such as discussion, using tape, etc., to get the comprehension as well as production of what they are talking about.

Then, the role of teaching aids such as tape, picture, chart yield a different situations for the students and give great contribution in motivating the students to speak English in the classroom. Tape recorder becomes the most interesting media in this technique because the students have different learning experience in

practicing their speaking English. The teacher's role is the next factor influencing the improvement of speaking English by using pair taping technique. The teacher's control and guidance on the students' activities take important part in teaching and learning activities. The teacher does not only teach and give models to the students but she also guides and observes the students' activities in the classroom.

Last, the materials used in this research are interesting and familiar to the students. The students are eager to share information and prepare their own conversation in pair.

## **B. Implications**

Based on the research findings and the discussion, it implies that pair taping technique can be a challenging technique that the English teachers used and implemented in their classroom activity in order to solve the problems of low students' speaking English. Not only for speaking, pair taping can also use as a technique to improve other language skills such as listening, reading, and writing. For teachers, they may ask their students to apply pair taping as a technique to practice their spoken English inside or outside the classroom. Beside that, each student becomes an independent learner in learning English as foreign language and responsible for their learning by applying this technique in their daily conversation. By listening to their own recording, students can evaluate themselves and then give comments or corrections toward utterances of what they are talking about.

Moreover, pair taping was really helpful in helping students' writing ability in preparing the script of conversation. It can also stimulate their critical thinking and motivation in learning speaking English by using various media (tape recorder,

chart, cards, etc) and material (source) that suitable for their needs and level. In short, integrating pair taping as main technique in language classroom was so hopefully in producing the high quality of the students speaking ability.

Furthermore, collaborative speaking strategy in pair taping could give good effect for the students because it increases students' self confidence, make them more tolerate, respect different ideas each other, and trained them to create real atmosphere. So, there is an interactive learning process to get better improvement in speaking English by working in pair.

### **C. Suggestions**

Based on conclusion and implications of the research, the researcher would like to propose the following suggestions:

1. As it indicates that using pair taping technique can improve students' fluency and accuracy in speaking English, so the researcher should continue asking the students to apply pair taping technique in speaking English since it has been proved that pair taping can improve students' fluency and accuracy in speaking English.
2. Other researchers can use the finding of this research as a reference to conduct another study and to solve problems that they face in class.
3. It is expected to the school where the researcher did the research to provide tape recorders as media in teaching speaking English by using pair taping technique, since it had been proved that it improves students' fluency and accuracy in speaking English.

4. For next researchers who have the same problem with the researcher, the researcher suggests to apply pair taping technique in their own class, but they should be more creative in implementing strategy or step that can improve the teaching and learning process in speaking; perhaps using pair taping technique with another strategy in order to make students improve their skill in speaking English, especially pronunciation.