THE EFFECT OF PAIRWORK TECHNIQUE AND STUDENTS' MOTIVATION ON STUDENTS' SPEAKING SKILL

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ABSTRAK

Menerapkan teknik pengajaran yang tepat dalam proses pembelajaran merupakan suatu hal yang penting untuk meningkatkan keaktifan siswa dalam proses pembelajaran. Tujuan utama dari penelitian ini adalah untuk menemukan pengaruh dari pairwork technique dan motivasi siswa terhadap kemampuan berbicara mereka. Penelitian ini merupakan penelitian semi experimental dengan rancangan factorial 2x2. Populasi dari penelitian ini ialah mahasiswa semester dua jurusan bahasa Inggris STAIN Kerinci. Sampel dari penelitian ini terdiri dari 20 mahasiswa dalam kelas eksperimen dan 20 mahasiswa dalam kelas control. Data dalam penelitian ini diperoleh dari tes berbicara secara monolog dan angket motivasi siswa dalam berbicara. Hasil penelitian ini menunjukkan bahwa (1) pengajaran speaking dengan menggunakan pairwork technique memberikan hasil yang lebih terhadap kemampuan berbicara siswa dibandingkan dengan menggunakan teknik konvensional (oral presentation technique), (2) siswa dengan motivasi tinggi yang diajarkan dengan pairwork technique mempunyai kemampuan berbicara yang lebih baik dibandingkan dengan yang siswa yang diajarkan dengan teknik konvensional, (3) siswa dengan motivasi rendah yang diajarkan dengan pairwork mempunyai kemampuan berbicara yang lebih baik dibandingkan dengan yang diajarkan dengan menggunakan teknik konvensional, (4) tidak terdapat interaksi antara kedua teknik dan motivasi siswa terhadap kemampuan berbicara siswa.

Keywords: *pairwork technique, motivation, speaking skill, oral presentation.*

INTRODUCTION

Speaking skill becomes the most important skill for a lot of people. They regard speaking ability as the measurement of knowing language achievement. That is why many foreign language learners prioritise to master speaking skill than other skills such as reading, writing and listening. However, experiences show that speaking is the most difficult skill of the four to be taught. Particularly, the students are

expected to be able to express their ideas, opinions, feelings, and emotion well in speaking. Brown (2001: 267) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. The form and meaning are dependent on the context in which it occurs. Each of the speaker and the listener must build up a mutual communication in speaking activity in order to make the communication clear and comprehensible, so that both of the listener and also the speaker get the actual meaning or information in that conversation.

O'Malley (1996: 59) defines that speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. Speaking appears between two or more people to reach an understanding, the agreement, or disagreement upon the conversation. Practically, the speaker produces the simple language in order to be able to understand easily by both of the speaker and listener in communication.

Moreover, Brown (2004: 271) describes six categories of speaking skill: Firstly, imitative includes the ability to practice an intonation and focusing on some particular elements of language form. Secondly, intensive speaking performance involves students to practice some phonological and grammatical aspects of language. Thirdly, responsive includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. Forthly,

transactional (dialogue) is carried out for the purpose of conveying or exchanging specific information.

Next, interpersonal (dialogue) is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. Finally, extensive (monologue) requires teacher to give students the extended monologues in the form of oral reports, summaries, and storytellings and short speeches.

Furthermore, Brown (2004) also proposes five categories that should be considered in assessing students speaking skill such as pronunciation, grammar, vocabulary, fluency and comprehension.

In learning speaking, the learners need explicit instructions to provide them with opportunities for meaningful communicative behavior about relevant topics by using relevant instructions. The instructions must require the teachers to examine the learner's needs and to involve them to talk enjoyably with others in the classroom, how to negotiate meaning in a shared context. Thus, selecting an appropriate approach, method, technique, and strategy in teaching speaking become serious consideration for teachers in order to be successful in teaching speaking.

Teaching speaking means guiding and giving opportunities the students to practice and use the language in order to improve their communicative skills and to achieve the goals of the course. Nunan (2003) explains that teaching speaking is to teach students "to use the language quickly and confidently with few unnatural pauses, which is called as fluency". According to Brown (2001: 82), " in teaching speaking classes, there must be attentions to formal aspects of speaking such as pronounciation, grammar, vocabulary, and the appropriate use of the spoken langauge". It means that in teaching speaking, the teacher has to prepare the teaching and learning process as effectively possible. It aims to give more opportunities for the students to practice and to use language either in the classroom or outside.

Based on primarily research observation in second semester students of English Department of STAIN Kerinci, there were some problems faced by the students; Firstly students' difficulties in mastering some components of speaking skills such as grammatical understanding and vocabulary mastery as well. Secondly, there were only few students who participated actively in speaking task; they were tended to be passive during teaching and learning process. Thirdly, the teaching and learning process itself used a conventional technique, namely oral presentation technique where the students were only provided with the selected tasks to complete and perform in front of the classroom. It made them feel the condition unfavorable to speak English.

Fourthly, the classroom atmosphere was not encouraging them to speak out. They did not feel ready to take a risk and chance to speak because when they would like to speak, some of their friends did not give feedback and spontaneously judge their speaking ability.

Furthermore, motivation is one of important factors in language learning to consider. Martin (2001: 134) mentions that motivation can be conceptualized as students' energy and drive to learn, to work effectively and to achieve their potential at school and the behaviors that follow from this energy and drive. It means that motivation has a significant role that refers to student's interest and enjoyment of school and study.

Similarly with Martin, Pritchard and Elissa (2008: 6) describe that motivation is the process used to allocate energy to maximize the satisfaction of needs. It shows that motivation is human's effort to do activity maximally in order to get the better result. The students with high motivation will make many afforts in learning to achieve the goals of study. Whereas, the learners who have low motivated in learning, they intended will be passive even fail in learning.

While, motivation in speaking is the eagerness of the students to involve in any interaction in order to communicate orally with others. Ur (1996: 120) states that speaking motivation is one of the characteristic of a successful speaking activity. He also explains that when learners have high motivation, they are eager to speak because they are interested in the

topic and have something new to say about it, or because they want to contribute to achieving a task objective.

There are five components of students' motivation in learning language. As classified by Schmidt (1996); Firstly intrinsic motivation refers to students' autonomous interest to learn spoken English and their learning effort to learn spoken language. Secondly, extrinsic motivation refers to the concern impressions to parents and other people around which related to professional utility of learning English such as; obtaining better job, receiving financial benefits, enjoying condition and sumptuousness. Thirdly, attitude refers to how to express learner's attitude toward English speaking communities, their attention to stay abroad and to develop friendship with foreigner. Fourthly, Anxiety refers to learners' potential hesitation to speak English. Learners are worried about losing face in public or in front of peers to practice the speaking skill. And the last, motivation strength (fortitude to learn) refers to learners' enthusiasm and perseverance to continue the learning to achieve the better achievement.

The others factor that can influence the teaching and learning activity in speaking class is teaching technique itself when the teacher reluctant to use the variation of teaching techniques. In speaking class of second semester students of STAIN Kerinci, the teacher uses conventional teaching technique, namely oral presentation technique. Oral presentation technique is an English teaching technique that is usually used by the English teacher in teaching speaking at the location of this research. Essberger (1998) states that presentation is a short talk by one person to a group of people introducing and describing a particular subject (for example: a new product, company figured or a proposed advertising campaign).

In teaching and learning activity, oral presentation is a way for students to practice their English skills esspecially speaking ability. The extra pressure of knowing they are going to be in front of the classroom. It provides students with some extrinsic motivation for staying on task. In this technique, a speaker as presenter shows their knowledge on a particular topic. The participant might choose the title or given by the teacher to talk about. According to Baker (2000: 115), oral presentation is like a formal conversation, speaking to group as a natural activity. Most of people spending hours of their daytime speak to others. Oral presentation is part of spoken language. The purpose of this practice is to communicate then to inform or persuade. it occurs in organizational setting and with limitation in time. Therefore, Presentation should been structured carefully.

The last factors were derived from students themselves and the classroom atmosphere. The students got difficulties in mastering the components of speaking skill such as pronunciation, vocabulary, grammar, fluency and as well. And also the classroom atmosphere is not encouraging them to speak up in target language, when they speak by using target language, some of their friends did not respond well and judge them speaking.

In order to minimize the problems, the researcher assumes that pairwork technique can be considered in teaching speaking because the technique provide students with more opportunity to practice the language that have been learnt in the pair with their partners independently without teacher intervention and dominated by smarter students. Hill (2000) says that pairwork is the staple of the 'communicative' classroom, and the fundamental way for teachers to provide learners with the opportunity to practice what they have been exposed meaningfully.

According to Phipps (1999), pair-work is "for any form of pupil-pupil interaction without the intervention of the teacher". Consequently, pair-work interactions are when students work independently, face-to-face and communicate to one another with minimal involvement from the teacher.

Through pairwork, students can do interaction one another in the classroom activity intensively. Byrne (1987: 31) adds that pairworks is an apart from open pairs where the students talk to one another across the class, under teachers' control. They have more opportunities to talk with the partners. Actually, pairwork is a technique that should be applied in teaching and learning process especially in speaking class, because by using this technique,

the students will acquire widely opportunities to practice the language being learnt, they are expected to be familiar with any tasks given. then, they are also required to perform it directly. Based on those explanations, the purposes of the research are:
1. To find out whether teaching speaking by using pairwork technique give better in speaking skill than the one by using oral presentation technique.
2. To find out whether the students with high motivation who are taught by using pairwork technique have better speaking skill than those who are taught by oral presentation techniques.
3. To find out whether the students with low motivation who are taught by using pairwork technique have better speaking skill than those who are taught by oral presentation technique.
4. To find out whether there is any interaction between both techniques (pairwork and oral presentation techniques) and students' motivation toward students' speaking skill.

METHOD
        This research was conducted by using quasi-experimental with post test only design. It was occurred because it was not possible for researcher to assign participants to groups randomly and the entire classrooms were assigned to treatments that provide with adequate control.
        This research had two independent variables as factor; pairwork and oral presentation technique. It had moderator variable as subdivision of a factor; high and low motivation called as level. Therefore, the factorial 2x2 design was utilized.
        This research was conducted at English Department Students of STAIN Kerinci. The Population of this research was the second semester students of English Department. They were classified into three classes; class A, B and C with 62 total number of students
        The sample was taken by using cluster random sampling, after doing normality and homogeneity testing. The sample was class A as experimental class and B was control class. The researcher also chose class C for try out in order to know the validity and reliability of the instrument. This research had conducted for two months, since January 5th, 2016 till March 8th, 2016.
        The data was collected by administering monologue speaking test and students' motivation questionnaires. The test was administered at the end of research after treatment for both classes; experimental and control class. And the questionnaire was administered before treatment. In analyzing the data, it was done by using statistical analysis to identify whether teaching speaking by using pairwork technique gave better students' speaking skill than the one by using oral presentation technique.
        For the hypothesis testing, hypotheses 1 to 3 were computed by using t-test and hypothesis testing 4 was computed by using two ways ANOVA.

FINDINGS
        Findings of the research based on statistical analysis of the hypotheses testing that pairwork technique was more effective for students' speaking skill and their motivation than those who were taught by conventional teaching.
1. Teaching speaking by using pairwork technique gave better result in students' speaking skill than the one by using oral presentation technique. it could be seen from the result of t-test below:

Table 1. the summary of T-test Hypothesis 1

t$_{observed}$	t$_{table}$	**Note**
2.235	**1.684**	t$_{observed}$ > t$_{table}$ H$_1$: accepted

From the table above, it could be concluded that $t_{observed} > t_{table}$. It means that Ho was rejected and H_1 was accepted.

2.   Students with high motivation who were taught by using pairwork technique had better speaking skill than those who were taught by using oral presentation technique. The finding showed that the students with high motivation who were taught by pairwork techique had better speaking skill than those who were taught by using oral presentation technique. It was showed in the table 2 below:

Table 2. The Summary of T-test Hypothesis 2

$t_{observed}$	t_{table}	Note
2.857	**1.860**	$t_{observed} > t_{table}$ H_1: accepted

From the table above, it could be concluded that $t_{observed} > t_{table}$. It meant that Ho was rejected and H_1 was accepted.

3. Students with low motivation who were taught by using pairwork technique had better speaking skill than those who were taught by using oral presentation technique. The finding showed that the students with low motivation who were taught by pairwork techique had better speaking skill than those who were taught by using oral presentation technique. It was showed in the table below:

Table 3. The Summary of T-test for Hypothesis 3

$t_{observed}$	t_{table}	Note
1.936	1.860	$t_{observed} > t_{table}$ H_1: accepted

From the table 3, it could be concluded that $t_{observed} > t_{table}$. It means that Ho was rejected and H_1 was accepted.

4. There was no interaction between technique used and students' self-confidence on students' speaking skill.

The result of ANOVA showed that score of Fo was 0.036 and the score of F table was 4.49. It was indicated taht Fo < Ft, it meant Ho was accepted, it could be said that there was no interaction between both of techniques and motivation to students' speaking skill.

Table 4. The Sumary of Two Way ANOVA

Sum of Variance	SS	Df	Variance	$F_{observed}$	F_{table}
Row	561.8	1	561.8	11.21	4,49
Colum	605	1	605	12.08	4,49
Interaction	1.8	1	1.8	**0.036**	4,49
Within cell	801.6	16	50.1		

Based on the result of students' motivation and speaking skill test and also analyzing of hypothesis testing, it was concluded that pairwork technique was significantly more effective for teaching speaking than oral presentation technique. The detailed interpretations were as fallow:

1. Teaching Speaking by Using Pairwork Technique Gave Better Result in Speaking Skill than Teaching Speaking by Using Oral Presentation Technique.

Based on the statistical analysis of first hypothesis testing, It indicated that teaching speaking by using pairwork technique gave better result in speaking skill than using oral presentation technique. It was caused by the more opportunities for students to speak up freely in the classroom with their partners without teacher intervention and dominated by smarter students. It engaged them to be active in speaking activity. As suggested by Nunan (2003: 54-56), one of the basic principles in teaching speaking is providing opportunities for students to talk by using pairwork and limiting the teachers' talk time.

Furthermore, Pairwork technique provided students' with many opportunities to practice their speaking skill. Students were trained to communicate their idea in pairs and also discussed the topic or material given with partners in order to share their ideas, information each other. As stated by Harmer (1998: 116), in pairwork, students can practice language together, study a text, take part in information-gap activities. They can write dialogues or compare notes on what they listened to or seen. It should be a suitable procedure for any intermediate foreign language students.

In contrast, students in control class that was taught by using conventional teaching technique (oral presentation technique) were not able to develop their ideas and communicate independently others students in the class, so that they got difficulties in doing communicating with their own words orally. It was due to the teacher only asked to complete the task given and did whole class discussion and then asked them to present the topic individually in front of the class. Consequently, the students felt bored and frustrated in learning English especially speaking skill. As reported by Ross (2007), using oral presentations in the classroom was the time-consuming, and during much of the time when the students were presenting then, the audience was passive that could lead to boredom. The result showed that the students did not prepare to present a topic yet and it also did not make the presentations be a positive learning experience.

From the explanations above, it was concluded that teaching speaking by using pairwork technique gave better speaking skill than those who were teaching by conventional teaching (oral presentation technique).

2. The Students with Higher Motivation who were Taught by using Pairwork Technique Had Better Speaking Skill than Those who were Taught by Using Oral Presentation Technique

Based on the statistical analysis by using t-test, it was found that the students with high motivation in experimental class who were taught by using pairwork technique got higher score than the students with high motivation in control class who were taught by using conventional technique (oral presentation technique). The mean score of high students' motivation in experimental class was 85.6 and the mean score of high students' motivation in control class was 84. Whereas, the mean score of high motivated students for speaking test in experimental class was 88.4 and control class was 76.8. It proved that the pairwork technique had effect toward students' speaking skill.

Actually, motivation was an essential thing to get students engages in learning activities, to increase their achievement. As stated by Ugurogh and Wallnerg (1997: 56), motivation was essential for learning and achievement in all fields of human endeavor. It showed that motivation was highly necessary for human to make an effort in all activities of their life to do and learn the whole thing.

Moreover, students in experimental class who were taught by using pairwork got a lot times to develop and to share their ideas in pairs independently. They also had more chance to practice their target language with their partners. It was different with the control class who were taught by using oral presentation technique, where students in the control class did not get the many chance to develop and share their ideas with their partner. They were tended to work individually and the learning was dominated by some students who were smarter than others.

Therefore, it could be concluded that students with higher motivation who were taught by using pairwork technique gave better speaking skill than those who were taught by conventional teaching (oral presentation technique).

3. Students with Low Motivation who were Taught by Using Pariwork Technique Had Better Speaking Skill than Those who were Taught by Using Oral Presentation Technique

Based on the statistical analysis, it indicated that the mean score of low motivation students in experimental class was 66.8 and the mean score of low motivation students in control class was 62.6. While, the speaking score for low motivated students in experimental class was 77.2 and 66.8 for the control class. Although, both of the classes had low motivation students, the low motivated students in experimental class were reached the higher score in speaking skill. It meant that students who learnt speaking through pairwork technique gave better result in speaking skill than those who learnt speaking through oral presentation technique.

Generally, the low motivation students did not pay much attention to the teacher and the material given. They also were not interested to join the teaching and learning process. They were tended to be passive in class. As explained by Wlodkowski and Jaynes (1990: 76), Students' low motivation might be easily distracted when listening to their teacher. They did not put much effort into assignment and felt difficult to complete tasks. They also had difficulties in doing their homework or other class projects and faced difficulties to participate in class and to stay focused on learning the information being taught. Consequently, students were often less successed since they might not accept responsibility for their performance.

It was different between experimental and control class, low motivated students in both class had different mean score of speaking skill. Students in experimental class who were treated by using pairwork technique had better speaking skill than students in control class who were treated by using oral presentation technique. It referred that different treatment gave different result. From the discussion above, it was concluded that students with low motivation who were taught by oral presentation technique gave better speaking skill than those who were taught by using oral presentation technique.
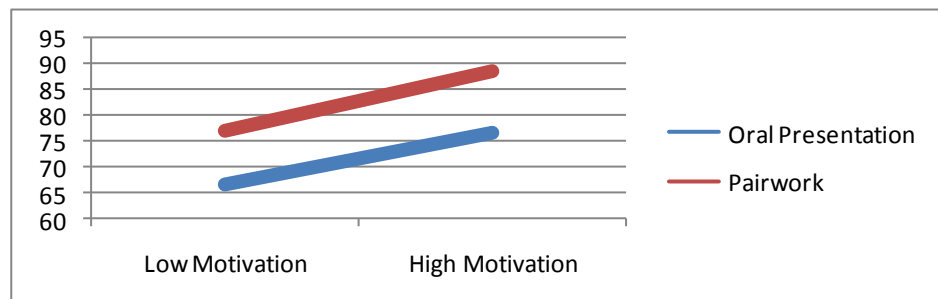
4. There was no any Interaction between Both Techniques and Students' Motivation toward Students' Speaking skill.

Based on the statistical data of the fourth hypothesis, it showed that the $F_{observed}$ 0.036 was lower than the F_{table} 4.49. It meant that Ho was accepted, there was no interaction between both techniques and students' motivation toward students' speaking skill. This result indicated that pairwork technique can be used in teaching speaking without considering the prerequisite of students' motivation. In this case, it showed that motivation was not one of the variables that influence students' speaking skill.

Pairwork technique was more effective than oral presentation technique in teaching speaking. It was supported by Yanita (2012:21), "teaching speaking by using pairwork can improve the students' speaking skill". In pairwork, the students could work independently with partners and share ideas or information each other and it was relatively easy to organize.

The significant interaction both of techniques used and motivation could be seen from the interactive graph,

**Figure 1. The Graph of Interaction between Both Techniques and Students'
Motivation**

The graph showed that there were two ordinal lines, not diagonal lines. It can be concluded there was no interaction between the use teaching techniques and students' motivation toward students' speaking skill. It also indicated that teaching speaking by pairwork technique had significant effect on the students' speaking skill**.**

CONCLUSION
Based on the result of the data analysis and the research finding that was conducted at the second semester students of English Department of STAIN Kerinci, it could be concluded that:
1. Teaching speaking by using pairwork technique gave better result on students' speaking skill than the one by using oral presentation technique. It was proven by the analysis of mean scores and the total scores in both groups and also the result of first hypothesis testing.
2. Students with high motivation who were taught by using pairwork technique had better speaking skill than those who were taught by using oral presentation technique. The finding showed that the students with higher motivation in pairwork technique had higher mean score of speaking achievement than students with higher motivation in oral presentation technique.
3. The students with low motivation who were taught by using pairwork technique had better speaking skill than those who were taught by using oral presentation technique. It was proven by the statistical data of students mean score in experimental class who were treated by using pairwork technique, it was significantly higher than students in control class who were treated by using oral presentation technique.
4. There was no interaction between techniques (pairwork technique and oral presentation technique) and students' motivation toward students' speaking skill.

SUGGESTION
Based on the findings and conclusions above, the researcher would like to make suggestions as follows:
1. From the research findings of this research, pairwork technique is the effective way to improve students' speaking skill of English Department. Therefore, it is suggested that English teachers to apply pairwork technique as a variation of teaching speaking techniques.
2. It is suggested that the English teachers to apply this technique because it provides students with a lot time to practice the target language, so that the students can speak up with their partners independently.
3. The moderator variable in this research is motivation. It is suggested to the other researcher to conduct a research on other moderator variable like participation, habit, interest and so on. While in teaching speaking, the teachers need to find the appropriate technique for students, by considering that the students become the center of learning.

4. It is suggested for further researchers to develop this research on larger population and sample to get the knowledge and the empiric data. Besides that, they also were suggested to conduct the same research for other skill.

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