THE EFFECTIVENESS OF PAIR WORK ACTIVITY ON STUDENTS SPEAKING SKILL IN ASKING AND GIVING OPINION

(A Quasi-experimental Study at Eleventh Grade of SMK Pandawa Budi Luhur Jakarta in Academic Year 2019/2020)

A Skripsi Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S. Pd (Strata 1) in English Education

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY OF JAKARTA
2019
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ENDORSEMENT SHEET

The examination Committee of the Faculty of Educational Sciences certifies that the *skripsi* (Scientific Paper) entitled **The Effectiveness of Pair Work Activity on Students Speaking Skill in Asking and Giving Opinion (A Quasi-experimental Study at Eleventh Grade of SMK Pandawa Budi Luhur Jakarta Selatan in Academic Year 2019/2020)**, written by **Raudhatul Jannah Assubaidi**, student’s registration number **11150140000060** was examined by the Committee on Tuesday, October 29th 2019 The *skripsi* has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (S-1) in English Education.

Jakarta, October 29th 2019

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ABSTRACT

RAUDHATUL JANNAH ASSUBAIDI (1115014000060). The Effectiveness of Pair Work Activity on Students Speaking Skill in Asking and Giving Opinion (A Quasi-experimental Study at Eleventh Grade of SMK Pandawa Budi Luhur Jakarta Selatan in Academic Year 2019/2020), Skripsi of Department of English Education, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University of Jakarta.

Advisor I : Dr. Nida Husna, M.Pd., MA TESOL
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Key Words: Pair Work Activity, Speaking Skill in Asking and Giving Opinion,

The objective of this study was to obtain the empirical evidence of the effect of pair work activity on students speaking skill. The method used in this study was quantitative through quasi-experimental research. The total sample was 48 from 24 students of XI-APH4 (experimental class) and 24 students of XI-UPW2 (controlled class) that were taken by using purposive sampling technique. Instrument of this study was speaking test. The instruments used to gather the data were students’ pre-test and post-test scores that were calculated and analyzed by using IBM SPSS 24. The results were used to see if there was a significant effect given by the variable x towards the variable y. The result of the study showed that the post-test means score of the experimental class was 75.83 while the post-test means score of the control class was 58.50. It showed that there is a significant difference between the two classes’ posttest mean scores. The test of hypotheses showed that sig 2 tailed (p) was 0.000 while alpha (a) was 0.050 (0.000 < 0.050) which means that H0 (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. Therefore, it can be proved that the use of pair work activity was effective on students’ speaking skill in asking and giving opinion of eleventh grade at SMK Pandawa Budi Luhur South Jakarta.
ABSTRAK


Pembimbing I : Dr. Nida Husna, M.Pd., MA TESOL
Pembimbing II : Dadan Nugraha, M.Pd.

Kata Kunci: Strategi Talking Stick, Kemampuan Berbicara

Penelitian ini bertujuan untuk memeroleh data empiris mengenai ada tidaknya efek dalam penggunaan pair work activity (variable x) terhadap kemampuan berbicara siswa (variable y). Metode yang di aplikasikan pada penelitian ini adalah metode kuantitatif dengan desain kuasi eksperimen. Sample keseluruhan pada penelitian adalah 48 murid yang terdiri dari 24 orang murid kelas XI- APH4 (kelas eksperimen), dan kelas XI- UPW2 (kelas kontrol) yang berjumlah 24 murid yang diambil dengan menggunakan tehnik sampel purposive. Instrument yang di gunakan dalam penelitian ini adalah tes berbicara. Datanya adalah nilai pre-test dan post-test para siswa yang kemudian dihitung dan dianalisa dengan menggunakan software IBM SPSS 24. Kemudian, hasilnya di gunakan untuk melihat apakah ada efek signifikan yang diberikan oleh variabel x terhadap variable y. Hasil penelitian menunjukan bahwa nilai rata-rata post-test dari kelas eksperimen adalah 75.83 sedangkan nilai rata-rata post-test dari kelas control adalah 58.50. Ini membuktikan bahwa ada perbedaan signifikan diantara nilai rata-rata kedua kelas. Test hipotesis menujukkan bahwa sig 2 tailed (p) adalah 0.000 sedangkan alpha (a) adalah 0.050 (0.000 < 0.050) yang berarti bahwa H0 (Hipotesis Nol) ditolak dan Ha (Hipotesis Alternatif) diterima. Oleh karenanya, ini dapat dibuktikan bahwa penggunaan pair work activity memberikan efek pada kemampuan berbicara siswa dalam bertanya dan memberikan pendapat pada kelas sebelas di SMK Pandawa Budi Luhur Jakarta Selatan.
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In the name of Allah, the Beneficent and the Merciful

All praises be to Allah, the Lord of the World, who has given the writer his mercy, guidance and strength to finish this research paper. Peace and salutation be upon to the prophet Muhammad, his family, his companions, as well as his followers.

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Jakarta, 10th October 2019
The writer

Raudhatul Jannah Assubaidi
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CHAPTER I
INTRODUCTION

In this chapter, the writer would like to introduce this study. It starts from background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study. Those would be explained below:

A. Background of the Study

According to the current curriculum in Indonesia named 2013 curriculum, learning English has a goal that focus on increasing competence of students to be able to use English in order to achieve communication goals in various contexts both oral and written.\(^1\) Furthermore, English is a foreign language that should be taught and become a compulsory subject for junior high school and senior high school. In addition, based on the regulation Ministry of Republic Indonesia about national standard education, English is one of the subjects that consist in national examination for junior high school and senior high school.\(^2\)

In this 2013 curriculum, teaching and learning English uses text as the based in learning because it aims to support others subject that is expected can help students to expand their knowledge about some topics of several subjects taught in international scale.\(^3\) Generally, the main competence of English language subject for senior high school is the ability of communication through skills of listening, speaking, reading, and writing which consist in three types of texts, such as; interpersonal, transactional, and functional. In Transactional text has a function to changing any information.\(^4\) Actually, there are several kind of texts include in transactional texts for example; expression of suggestion, expression, expression of thanking, asking and giving opinion.

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\(^1\) A syllabus of English Learning at Senior High School (Ministry of Education and Culture: Jakarta 2017), p. 1 (https://kemendikbud.go.id)

\(^2\) A Copy of Regulation of Ministry of Republic Indonesia No. 32 (2013: National Standard of Education. P. 16 (https://kelembagaan.ristedikti.go.id)


\(^4\) Ibid., p. 6
Based on the English syllabus of senior high school, asking and giving opinion is a topic that must be learned by eleventh grade students. In this topic that explained in the text book of eleventh grade focused on discussing about opinion on social issues such as; bullying, corruption, and pollution. However, the basic competence of asking and giving opinion in curriculum is students are demanded to be able to practice and construct shortly simple in asking and giving opinion based on the context in writing and speaking.

Furthermore, similar to other skills in learning English language, speaking is also important for students to practice especially in asking and giving opinion. Assatriyan stated that speaking is essential part of second language learning and teaching. She also explained that speaking is a process of learners to utter the language in communication through the use of verbal in a variety of contexts or in certain purposes in order to express idea, opinions, hope, and intention. However, asking and giving opinion is unavoidable thing for human because human is created as social creature which means people need other people to exchange any information even from their opinions. In addition, speaking is able to help students to achieve the goal of learning language which give students chance to communicate by practicing or producing the language through oral. In hence, Speaking in language skill is very needed for the learner.

Evidently, speaking as the target language is not easy to teach because to speak the target language needs more than knowing its grammatical and semantic rules. Harmer added that language feature and mental or social processing is

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5 Ministry of Education and Culture, 2014. Bahasa Inggris; Stop Bullying now Stand up and Speak out. Jakarta. P. 27
6 Susanna Asatryan. Activities contributing a great deal to the students’ interactive skill in foreign language classes. Education Provision to Every One: Comparing Perspectives from Around the World BCES Conference Books, 2016, Volume 14, Number 2. P. 16
necessary for ability to speak in fluent.\textsuperscript{9} Hence, it was found lots of problems that were faced by the students especially in speaking of asking and giving opinion. The first problem is from the language feature. Nina et.al in their research discovered that students of junior high school in Pontianak had difficulties in choosing the words to ask and give opinion which is caused by the lack of vocabulary.\textsuperscript{10} It also happened when the writer was observing in SMK Triguna Ciputat. Students only had limited vocabulary in asking and giving opinion which made students reuse the same expression in asking or giving opinion. Based on Oktaviana, et.al research after interviewed, it was found that students had difficulties in expressing their idea. It caused their answer was not related to the question and the structure also was not good.\textsuperscript{11} Second is from the mental of processing. This problem was found from students of SMPN 1 Talaga by Swary in her study that students were unable to speak English in the class. Because of students were too shy to speak in front of class. They were afraid of being laughed by their friends if they made a mistake.\textsuperscript{12} Besides that, problems are not always faced by the students only but the teachers are also faced problems in teaching speaking. Novita stated in her study that teacher couldn’t find ways to solve students’ problem because the teacher had limited time to know students problems and the teacher also felt difficult to communicate in English language with the students.\textsuperscript{13} It also discovered by the writer’s personal experienced when conducted an observation English teacher. The teacher only called one student to come in front of class to speak about his opinion with her but she did not care


\textsuperscript{12} Swary, Devi Novita. 2014. A Study of Students Problems in learning and speaking English at the second grade of SMP Negeri 1 Talaga. Faculty of Tarbiyah and Teaching science of syaikh nurjati state institute for Islamic studies Cirebon p. 1-2

with others students even though they were noisy. After that, the teacher asked the students to do some tasks in their book. In fact, students did not understand what they learn when the write asked in English. This teaching and learning process made students lack motivation and interest in learning English which were claimed by the students as a difficult subject.

In line with what have explained above, These problems will give many impact for the students and teacher such as; students will received bad score in speaking besides that both teacher and students are not able to be achieved the purpose of the syllabus which is students should be capable to write and speak in English language. Because teachers is a planer which plays an important role in teaching and learning, for this reason teacher should apply suitable strategy in teaching which is appropriate to the students, material, and the times, so, that make the students more interested in learning English. Therefore, in order to solve those problems above, teachers should have appropriate way in teaching and learning in order to build cooperative and communicative in the class. In addition, Zang interposed that trough cooperative learning helps students improving productivity and providing opportunities for communication because it is acquired in any kind of language classroom. Actually, there are many strategies in cooperative learning such as; pair-work, group-work, jigsaw, talking stick, and so on. Those strategies are good for students to apply in teaching and learning but it should be check first whether it is appropriate to the students need or not.

Many studies have applied cooperative learning on their studies. Some of the previous studies that have been done indicate that pair work which is one of the cooperative learning. It is found that pair work is effective on increasing students’ speaking skills. According to Moaza in her study that pair-work is an effective strategy to apply in EFL classroom. She found that her students were able to use some of the language in their daily life after they had learned it during the pair

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14 Jatmiko, The implementation of pair work to improve students’ English speaking to the second semester at pharmacy program of health science faculty of Kadiri University. Journal of teaching English and research. Vol. 2. No. 1, may 2017. P. 41
work activity in the classroom. Then, students got more knowledge and experience from their pairing about the language. This strategy also gives opportunity for students to learn the language in a meaningful way.

Pair work is also used by Yulitrinisya and Narius in their study. This study was done at second grade of junior high school with the topic of asking and giving opinion. The result from their study is shown that students has more participation, motivation and efficient. The other studies which are applied pair work strategy is done by Jatmiko. It is shown from the result that the speaking score of her student of pharmacy program in Kadiri University increased after applying the pair work strategy. Besides that, it made classroom situation is active, enjoyable and comfortable. Thus, it can be concluded that pair work is the strategy that has a positive impact for students especially in speaking. Because of that pair work is the strategy that used as the method in this research.

Concerning with the discussion above, the writer want to find out whether pair work strategy effective to increase students speaking ability in conducting this study under the title is “The effectiveness of pair work activity on students speaking skill in asking and giving opinion” (A Quasi Experimental Research at at eleventh grade of SMK Pandawa Budi Luhur South Jakarta in academic year 2019/2020).

B. Identification of the Problem

Based on the background of the study above, the writer concludes the problems as follows:

1. Students have lack of vocabulary in choosing the words for asking and giving opinion
2. Students have lack of ideas in expressing their opinion
3. Students have lack of grammatical structure in giving their opinion

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4. Students have lack of confidence in delivering their opinion with friends
5. Teacher have lack of interesting way of teaching speaking in asking and giving opinion

C. Limitation of the Study

To make this research becomes specific, the writer have to limit the study only on finding the effectiveness of pair work activity on students speaking skill in asking and giving opinion at eleventh grade of SMK Pandawa Budi Luhur South Jakarta in academic year 2019/2020.

D. Formulation of the Problem

Based on the limitation problem above, the writer formulates the study as follows:

1. Is pair work activity effective on students speaking skill in asking and giving opinion at eleventh grade of SMK Pandawa Budi Luhur South Jakarta in academic year 2019/2020?
2. To what extent is the effectiveness of students speaking skill in asking and giving opinion using pair work activity?

E. Objective of the Study

The study aims at finding out whether pair work activity is effective on students speaking skill in asking and giving opinion at eleventh grade of SMK Pandawa Budi Luhur South Jakarta in academic year 2019/2020.

F. Significance of the Research

For the teachers, this can be a great tool to teach speaking. In promoting the student-centered learning, pair work strategy can make them busy in learning, yet so meaningful. Meanwhile, the teacher will no longer get tired of teaching speaking. The pairwork, later on, can also be combined with other techniques of teaching English.

For students, the result of this study is expected to give them a valuable input about how to develop their speaking ability in English. It is important because one
of the aims of teaching English in Indonesia is to get them use the language. It can train them and deal with the real situation. Other than that, this can be useful for the classroom environment which makes the class enjoyable.

For further researchers, this study can be used as a reference to conduct in further research when teaching speaking, in order to give a variety of teaching strategy to apply.
CHAPTER II
LITERATURE REVIEW

This chapter presents the definitions and theories which are related to the variables of this research. The supporting theories are needed to help in conducting this research. The theories consist of the definition of speaking, the elements of speaking, the classroom speaking activity, the nature of opinion, the ideology of opinion, the type of opinion, the expression in asking and giving opinion, definition of pair work, the advantages of pair work, the disadvantages of pair work, teaching speaking through pair work, previous related studies, thinking framework, and research hypothesis.

A. Speaking
1. Definition of Speaking
   There are definitions of speaking that have been proposed by many experts in language learning. Further, if we discuss about speaking, it is unavoidable to speak about communication because speaking relates to communication.

   As human being, we need communication. People need to express their idea or exchange any information. In addition, people who are the listener could understand the idea and received the information clearly. As stated by McDonough, Shaw, and Masuhara that speaking is a skill that is used to produce languages which include the communication goal such as expressing idea or opinion.¹ The ability of speak is the main basic of communication which commonly used by people in interaction to understand the meaning of the information.

   Regarding to interaction which plays important role for human in social life, Richard and Willy argue that actually, speaking is used for many different purposes which depends on the context and situation where and when the speech

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occurs. Thus when we are going to speak we already have our purposes. Richards added some example in speaking goals such as; the purpose of using casual conversation is for having social contact with people, it is like having a chit chat with friend. Besides that, when we have a discussion with others, it might be ask or share opinion. In some situation, we may use speaking to ask someone to do and get something or tell some story or joke and so on.

Furthermore, according to Brown and George stated that learning to speak in a foreign language is often assumed as one of difficult aspect of language learning. Bailey added that in order to produce the language effectively, second language learner must pay attention not only to social culture factor but linguistic competence also important to be master such as; the sounds, words, and grammar. Thus, Speaking is called as productive skill or oral skill because it needs practice or utter the language fluently.

From all the discussion above, it can be concluded that speaking is a way of communication between speaker and listener in transferring idea which include the meaning for understanding each other’s. In addition, in every speaking activity have different purposes so the communication goal can be achieved. However, people as human life need express their opinion, ideas, hope, or feeling besides people also must have good speaking skill in order to deliver the massage in the most effective way.

2. **Element of Speaking**

Speaking has many components or elements which is the reason it is called as a complex activity. According to Brown there are five aspects that should be concerned by a speaker. It consists of grammar, vocabulary, comprehension, comprehension,
fluency, and pronunciation. These elements commonly used to be the assessment test in speaking.

a. Grammar

Grammar element is the main rule of the language which contains many parts such as phonology, morphology, syntax, and so on. It is important for language learner to know then they will are able to produce the language. There are two classifications in viewing grammar. They are formal grammar and functional grammar. The formal grammar focuses on the rule set of the grammar in structure to be good sentences. On the other hand, the functional grammar tends to describe the sentences with attention in the linguistic form such as the semantics and pragmatics rule in order to deliver the communication meaningfully.

b. Vocabulary

Another important element in teaching and learning speaking is vocabulary. Vocabulary is list or collection of words that are used by people in languages. Carter stated that the more you active or productive the language is the more you receive many words. In this mind, when students have memorized more the foreign language, it will help students to speak the language easily. Hence, students need to be able to learn vocabulary in order to receive many words with variation meaning in order to speak the language in contextual.

c. Comprehension

Comprehension is the other element that is needed to be considered in speaking. The goal of speaking itself is to deliver massages or information while the listener is hoped to be understood from the massages. In this mind, comprehension is important for speaker in order to convey the idea or

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7 Ibid, p.43
information meaningfully. Thus, speaker has to understand what are the content and the context of what we are going to say then we can get feedback from the listener appropriately.

d. Fluency

In speaking activity has a goal to speak easily and effectively. Thornbury explained that fluency is the ability of speaking of people as fast as well but fast is not the most important one in speaking, pausing also needed.\(^8\) According to Brown that fluency is the ability to speak smoothly and flow well in order to give understanding.\(^9\) He added that in communication language teaching, fluency and accuracy are both important goals. Accuracy focuses on the articulation, phonology, and grammar correct for students spoken out put while fluency is the main goal in language teaching.\(^10\) Thus, teacher should teach the student to speak or more practice the language in the end they accustom to produce the language naturally.

e. Pronunciation

Pronunciation refers to the using of sound system inn speaking. The sound system relates to how the sounds are produced. Anne and Christine argue that pronunciation has important part in conveying meaning because it used to get the idea through the sounds which are used in communication.\(^11\) According to Nunan that suprasegmental phonology is needed to know which is as the element of pronunciation. It consists of three aspects which are stress, rhythm, and intonation.\(^12\) In line with these, when students has a good pronunciation, the listener are able to understand the massage easily because

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\(^8\) Thornbury, Scott. How to Teach Speaking. (London; Longman, 2005) p. 6


\(^10\) Ibid, p. 268


\(^12\) David Nunan. 2015. *Teaching English to speaker of others language*. Routledge; New York. P. 96
the communication is running well. Thus, teacher should be more aware to teach pronunciation for students in order to create better communication.

3. Classroom Speaking Activity

There are many kind of activity in teaching and learning English language especially in speaking but that all depend on the teacher planning and also student need. Further, Harmer purposes some of speaking activity which can be applied in classroom to expose students speaking ability. They are:

a. Acting from a script

This type of activity allows the teacher to ask the students to act out scenes from plays, course books or dialogues written by their own. Sometimes it can be followed by filming the result. By giving students practice in these things before they gave their performances, it means that acting out is both learning and language producing activity. The example of this activities are playscript; which provide students to play a drama which directed by the teacher, and acting out a dialogue; which the teacher facilitate the students to perform in front of the class in order to build the atmosphere of the teaching and learning process.

b. Communication games

This type of activity makes use of games which are designed to provoke communication between students. There are many games that can be used in the classroom. It frequently depends on an information gap, so that one student has to talk to the partner in order to do the required tasks.

c. Discussions

This activity need to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achieved by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion.

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d. Prepared talks

This activity allows a student (or group of students) make a presentation on a topic of their own choice. The talks are not designed for informal spontaneous conversation. This activity represents a defined and useful speaking genre and can be extremely interesting for both speaker and listener if it is properly organized.

e. Questionnaires

This type of activity allows the students to design questionnaires of any appropriate topic. The questioner and respondent have something to say each other using the natural use of certain repetitive language patterns and thus are situated in the middle of our communication continuum. The results obtained from questionnaire can form the basic of written work, discussions, or prepared talks.

f. Simulation and role play

This type of activities can be used to encourage the general oral fluency or to train students for specific situations by simulating a real-life world. They are suitable for students of English for Specific Purposes (ESP). It has three distinct advantages. First, they can be good fun and motivating activities. Second, it allows hesitant students to be more confident in speaking since they do not have to take responsibility for about they are saying. Third, they allow the students to use a much wide range of language.

B. Asking and Giving Opinion

1. Nature of Opinion

Every human factually needs other people in every single part of life because human is social creature. Therefore, people interact with others people in around them. For instance, when we meet family, friends or even teachers, we often speak about what is happening now. In addition, people is curious about others response. Then they ask their opinion to know their thought. As stated by Mitchell
in his book that opinion is an implicit verbal response or answer that an individual gives response to a particular stimulus in which some general question is raised.\textsuperscript{14}

According to John Locke that knowledge seems just perception of the connection and agreement, or disagreement and incompatibility of one of our ideas.\textsuperscript{15} He added that every single thoughts and reasons has no goals but its’ own ideas. It means that where the perception occurs, there is knowledge and where it does not, it comes short of knowledge which may be fancy, guess, or believe. Furthermore, Iswandi stated that opinions are understood as the answer of questions or problems which is faced in certain situations although, the validity is weaker than positive knowledge and opinion is stronger than expected or just an impression.\textsuperscript{16} In addition, there are many differences among opinion, knowledge, perception, or impression which depend on the objective mean.

Thus, learning asking and giving opinion is needed in order to know how to deliver opinion to the right persons and also in the right way. It can be concluded that asking opinion is a sentence or statement which asking opinion or argument of other people in order to satisfy someone. Then, giving opinion is a statement which gives an argument to someone or other people with reasons. Shortly, asking and giving opinion is expressions that are used for speaking about opinion for two people or more.

2. Ideology of Opinion

People has many kind of necessary in order to get it, communications is one of the way. In this mind, people fight to have their right which is giving opinion. According to the book of \textit{Pendapat Umum} which is written by Phil Astrid there are three kind of theory:\textsuperscript{17}

\begin{footnotesize}
\begin{itemize}
  \item Mitchell, Malcolm. 1977. Propaganda, polls, and public opinion. Prentice-Hall; Englewood. P. 67
  \item Locke, John. 2004. An Essay Concerning Human Understanding; Knowledge and opinion. P. 198 retrieved from \url{http://gen.lib.rus.ec}
  \item Syahputra, Iswandi. 2018. Opini Publik. Sambiosa Rekatama Media; Bandung. P. 1
  \item Astrid S. Susanto, \textit{Pendapat Umum}, (Bandung : PT Karya Nusantara, 1975 ) p. 48
\end{itemize}
\end{footnotesize}
a. Coherence theory

According to coherence theory, among someone opinions’ must be compatibility approved. It means those opinions finally all at once. Because of this coherence theory become the base of ideology development in 19th century.

b. Correspondence theory

Correspondence theory believes that humans’ statements should be in accordance with the truth. If not, then the statements can be proven wrong. This theory is the base of philosophy, that believes winning opinion is the right opinion.

c. Pragmatism

Pragmatism existed by the end of 19th century and was popularized by William James. Pragmatism holds onto principles that human is responsible for their opinions because the opinions will lead to people action.

3. Types of Opinion

Everyone has their own opinion which can be different or similar with others’ opinion. Information exchange is able to change others perspective in some cases. It happens in a social environment. In addition, opinion can be distinguished into several types such as; 18

a. Personal Opinion

Personal opinion or individual opinion is original opinions of person about a problem. Personal opinion is able to be said comes from the point of view of individual. For instance, in my honest opinion, learn English language is not easy for second language learner.

b. Group Opinion

Group Opinion is opinion group on social issues that concern the interest of many people. In this opinion doesn’t come from personal argument but come from the collecting idea from several persons which become a group of

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people. For example; punishment for corrupors should be more severe than punishment for a thief.

c. Majority opinion

Majority opinion is the most opinion related to a problem that is pro, contra, or other judgment. For example; some of Javanese people who live in Bandung should follow the rule and culture of Sundanese people.

d. Minority Opinion

Minority opinion is a relatively small number of opinions relating to a social problem. This problem is able to be caused from the characteristic of religion, ethnics, culture, tradition, or language. In other word, minority does not always lose in opinion but minority opinion also can lead the majority if the minority is stronger to expand in knowledge, consideration, and action. For example; the village people will have different perspective on an immigrant who moves from town to village. They think that an immigrant have more knowledge and skills than the village people. In addition, an immigrant people have more powerful in the village because an immigrant has good knowledge and skill.

e. Public Opinion

Public opinion is the same opinion of all people in a society regarding problems that concern to the public interest. Public opinion appears from a discussion of some problem which give conclusion that become the public opinion. Public Opinion also have free and open characteristic in expressing idea or giving constructive criticism. For example; the presence of motorcycle gang makes anxious. In addition, every parents ban their children from going out of the house because they think motorcycle gang will harm their children.

f. Mass Opinion

Mass Opinion is a mass opinion that can switch to destructive physical action if it is not successfully controlled. Besides that, Mass opinion is a view of many people which is obtained from the understanding of common people.
In other words, mass has perspective on issues where there is no pro or contra in it. For example; everyone who has skin body doesn’t like eat much.

4. **Expressions in Asking and Giving Opinion**

People have different opinion for varieties occasions or issues. Therefore, people also have many ways to present or even to express their opinion. Based on the explanation in the text book of Eleventh grade of Senior high school which is published by the Ministry of Education and Culture of Republic Indonesia, there are four ways such as; Personal point of view, general point of view, agreeing with an opinion, and disagreeing with an opinion.\(^{19}\)

a. **Personal Point of View**

People use these expression when they want to express their personal opinion, it can be use in formal and informal situation.

- Personally, I think …
- I strongly believe that …
- In my humble opinion
- According to me …
- In my opinion …
- I would like to point out that …

b. **General Point of view**

People use these words and phrases to express a point of view that is generally thought by people.

- Generally it is accepted …
- Some people say that …
- Majority disagree with …
- It is considered …
- While some people believe …

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c. Agreeing with an opinion

People use these words and phrases to agree with someone else’s point of view.

- That is a good point.
- This is absolutely right.
- I agree, I never thought of that.
- I think so too.
- I agree with this opinion

d. Disagreeing with an opinion

People use these words and phrases to disagree with someone else’s point of view.

- I am sorry, I don’t agree with you
- I do not believe that.
- I disagree with you.
- It is not justified to say so.
- I think you are wrong.

C. Pair Work

1. Definition of Pair Work

Pair work is one of collaborative learning approach. It is an activity of communicating which is done in order to transfer and receive idea or information in pair. Harmer Purposes, that there are no limit way of teaching in grouping students in classroom activity though many factors that can be problem to applied. Nevertheless, Harmer stated four kind of activity in classroom such as; teaching a class as a whole, individual work, group work, and pair work.\(^{20}\) Harmer define that pair work is one of the way to give opportunities for students to use or practice the language together.\(^{21}\) Pair work can be used for various kinds of activities whether speaking, writing, reading, and listening. Furthermore, Moon argues that pair work is a technique of teaching which organize them in ways that

\(^{21}\) Ibid, p.116
will maximize opportunities for learning. Therefore, it helps students increase the language input, pupil practice and greater involvement in language learning because through pair work, children are very social and natural tendency.\textsuperscript{22}

By the statement above, the writer concludes that in pair work activity, students is being paired with other student to cooperate each other in order, they can work and solve the task from the teacher in the classroom.

2. **The Advantages of Pair Work**

a. It dramatically increases the amount of the speaking time anyone students get in class  
b. It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence  
c. It allows teacher times to work with one or two pairs while the other students continue working  
d. It recognizes the old maxim that two heads are better than one, and in promoting cooperation helps the classroom to become a more relaxed and friendly place  
e. It is relatively quick and easy to organize\textsuperscript{23}

In short, pair work gives amount opportunity for students which emphasize on activities and interaction between students to learn and motivate each other. Besides, this learning strategy is suitable with teaching English goals in 2013 curriculum that builds students to achieve communicative competence.

3. **The Disadvantages of Pair Work**

a. Pair work is frequently very noisy and some students and teachers dislike this. Teachers in particular worry that they will lose control of their class.  
b. Students in pairs can often veer away from the point of an exercise, talking about something else completely, often in their first language.

\textsuperscript{22} Moon, Jayne,. 2000. Children Learning English. Macmillan; Hainemann. P. 53  
The chances of misbehavior are greater with pair work than in a whole class setting.

c. It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.

d. The actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.24

Thus, it is important for the teacher to pay more attention to pair work activity because the role of the teacher depend on how clear teacher explains the rule of the activity in order to make the students understand and follow the activity sequentially.

D. Teaching Speaking through Pair Work

Within the teaching speaking, as the treatment of this study, the writer considered to use pair work activity regarding to the material of the lesson. Actually, there are variety ways in teaching speaking by using pair work. According to Harmer when we are going to apply pair work in class, it does not end after we have made pairs. On the other hand, teacher have to care what should to do before, during, and after it. Here are some procedures of pair work by Harmer;25

1. Students are divided into pairs following ‘engage-instruct-initiate’ sequence
2. Teachers give instruction about what students are going to do
3. Teacher pay attention and keep an eye on what is happening during activity
4. Teachers go around watching, listening, and helping students in trouble
5. Teachers give constructive feedback and sometimes correction after students’ performance

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24 Ibid p.117
6. Students discuss their performance where necessary.

Meanwhile, the steps of teaching speaking in asking and giving opinion lesson by using pair work. It is believed by the writer will help students active and develop their English speaking. Here are some procedures that are going to apply in this study:

1. Teacher explains about pair work clearly
2. Teacher divides the students into some of pairs.
3. Teacher ask the pairs group to find out about giving and asking opinion.
4. Each pair groups discussed about the material in asking and giving opinion
5. Teacher pay attention to the students when they are doing the pair work activity
6. Teacher calls each pair work to perform in front of the class.
7. Teacher collects the correcting note from each pair team.
8. Teacher discusses the correcting note.
9. Teacher and students share feedback each other.

E. Previous Related Study

There are many researchers who have conducted pair work strategies in their study. The writer takes three researchers to support the writer’s study in order to show the originality of the research.

First, Shima Farhesh was done her research with the tittle is The Impact of Pair Work on EFL Learners’ Motivation. The study conducted at Shahid Bahesto University in Iran. The aim of her study is not only focus on examines the effect of pair work on EFL learners’ motivation but also investigate the teacher’s attitude toward pair work. Shima did the study by using qualitative and quantitative design study. The instruments of the study are class observation, motivation questionnaire, and teacher interviews. The result of using pair work to 30 participants which is done by t-test was found that pair work was more motivated
than those who did same tasks individually. And, the response between the teacher and students was good and effective to motivate students to speak up.²⁶

Second study is done by Nida Annisa entitled The Use of Pair Work and Mini Research Activity to Improve Students’ Writing Skills. This study was conducted at 10th grade students of MAN 1 Magelang. This research was intended to find out the implementation and the significant improvement of pair work and mini research activity to improve students’ writing skills. This study was done on 23 students of Senior High School by using classroom action research following two cycling which start the step through planning, action, observing, and reflecting. Results revealed that there was significant difference between before and after the use of pair work and mini research activity. Annisa concluded in her study that producing descriptive text by using pair work and mini research activity can improve students’ writing skill.²⁷

The last previous study was conducted by Jatmiko entitled The Implementation of Pair Work to Improve Students’ English Speaking to The Second Semester at Pharmacist Program of Health Sciences Faculty of Kadiri University. The aims of this research is to identify whether pair work can improve students speaking skill and to describe the process of applying pair work in teaching speaking. The research applied classroom action research model which covered planning, implementing, observing, and reflecting. The result revealed by implementing and interesting teaching technique, pair work can improve the students’ classroom situation. Then, Pair work increases the students’ motivation and concentration. Besides, pair work creates classroom dynamics speaking to the classmates individually will help the students to get to know them better and make

²⁷ Nida Annisa, 2016. The Use of Pair Work and Mini Research Activity to Improve students’ writing skills at Tenth grade students of MAN 1 Kota Magelang in the academic year of 2016/2017. Skripsi, IAIN SALATIGA 2016
the atmosphere in class nicer and the communication between the students in all classroom activity more natural.28

Regarding to three previous studies above made the writer eager increased to conduct this research. In three of previous studies above can be seen that those studies are done using varieties methodology. For the first study is done using qualitative and quantitative to measure the motivation of students speaking skill. And two of them are using the classroom action research method. But in this study, the writer will done the study by using quantitative research in specific lesson that is asking and giving opinion. Then, the writer would try to solve the problems that occur in the classroom and help the students to improve their speaking skill through pair work activity in asking and giving opinion.

F. Thinking Framework

As has been stated above that, Speaking is a part of the language skill which has meaning as a way of learners to utter the language in communication through oral for certain purposes or to express their idea, opinions, hope, and intention. In addition, Speaking in language skill is very needed for the learner because the main purpose of learning language itself is practice. Thus, speaking is a skill which demands more practice in daily life. Nevertheless, there are various problems in teaching speaking. Students have limited vocabularies and it makes them shy or less of confidence to speak. Beside that, they lack of opportunity to practice the language in the class. In this case, teaching strategies can help students to produce the language moreover in through cooperative learning.

One of strategies in cooperative learning which can be applied in teaching speaking is pair work that is believed can help improving student’s speaking skill. Pair work is learning process that is done with two people or more which can be applied both of teacher and student or both of student and student. This activity is very commonly used in classroom interaction which one of the student is speaking

while others are listening and it is done based on the topic of the lesson and also the limited time from the teacher.

Through pair work activity, the writer expects that the improvements of students’ speaking skill can be achieved. Besides that, pair work also give students opportunity to practice the language in classroom or communicate in English depend on the instruction are given. According to the statement of the problem above, this research is conducted to find out whether pair work is effective on students speaking skill in asking and giving opinion.

G. Theoretical Hypothesis

Based on the theories that have been elaborated in the previous chapters, from the basic problem of the study and theoretical framework which have been stated, the writer draws the hypothesis of the study as follows: —There is a significant effect of using pair work activity on students’ speaking ability in asking and giving opinion at eleventh grade of SMK Pandawa Budi Luhur South Jakarta at 2019/2020 academic years.
CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Study

This study conducted at SMK Pandawa Budi Luhur South Jakarta which is located at Jl. Komp. Hankam Cidodol RT. 10/RW. 6, Grogol Selatan, Kec. Kebayoran Lama, South Jakarta. 12220. The writer took the data in first semester of eleventh grade students. The study started on August - September 2019.

B. Research Method and Design

The writer used quantitative method in this study. Quantitative method is characterized by analysis statically which comparing groups, or relating variables and the result will be interpreted by comparing between the first predictions and the past research.\(^1\) In addition, quantitative method is typically presented the data in statistics, tables, and graph because it is analyzed numerically.\(^2\)

This study consisted of two variables in this study. They are pair work activity as the independent variable and students’ speaking skill as the dependent variable. In addition, quasi-experimental is used as the design in this study because quasi experimental design is commonly used in evaluation educational program when random assignment is not possible to be applied.\(^3\) Further, the writer selects students of eleventh grade of MA Manaratul Islam as the participant of the study. Then, the writer takes two classes; one is as experimental group and other is as control group.

The writer has conducted pre-test, treatment, and post-test for investigating the effectiveness of pair work activity on students speaking skill. During the treatment in the experimental class, the writer applied pair work activity in

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\(^2\) ACAPS. Qualitative and Quantitative Research Techniques for Humanitarian Needs Assessment, (New York: ACAPS Better Assessment Better Aid, 2012), P. 4
teaching asking and giving opinion. Meanwhile, the experimental class was taught by using regular teaching method. The pre-test was done before the teaching-learning activity and the post-test was done after the treatment has given to experimental and control class. The result of pre-test and post-test from both classes were compared and calculated to find out whether pair work activity is effective or not on students speaking skill in asking and giving opinion.

C. Population and Sample

In this study, the populations were the eleventh grade of students SMK Pandawa Budi Luhur South Jakarta at academic year 2019/2020. The writer chose the eleventh grade students because the material of asking and giving opinion is learnt at this grade. The writer took two classes from this grade because this study was applied by using quasi experiment. The writer considered in choosing the two classes which are experimental class and control class, the writer used purposive sampling because purposive sampling is a sampling technique nonrandom where the researcher determines the sampling in specific characteristics that are suitable with the objective of the study. Therefore, it is expected to answer the problem of the study. Furthermore, The writer considered several things to choose the sample such as; the students who learn asking and giving opinion, recommendation from the teacher, and students speaking skill.

D. Research Instrument

To collect the data in this study, the writer did an observation as the preliminary data before conducting the study in order to know the characteristic of the students for choosing the classes as the experimental and control. Furthermore, the writer did interview as the secondary data. This interview is given only to the students of experimental class at the end of the learning activity which also have given the treatment of pair work. The interview is done in order to know the response and the judgment of students about learning asking and giving opinion by using pair work activity.

The primary data of this study contains an oral test because the data is gotten from students’ speaking score in asking and giving opinion. The test will be done
in twice, firstly is given before the treatment and the second will be given after the treatment or after implementing pair work in teaching and learning of speaking in asking and giving opinion. The pre-test was done in order to know the capability of speaking skill of the sample in this study while the post-test was done to check whether the pair work activity have effect or not on students’ speaking skill in asking and giving opinion.

The pre-test and post-test were given to experimental and control class and both of them have the same test. The topic of the pre-test and post-test were different. In pre-test, students given some pictures and they should pick it randomly. The teacher gave 2 minutes to the students. After that, the teacher gave them a question about some picture whether they agree or disagree and ask them to tell the reasons. During the students were answering the question, the teacher was recording it. It is also done in the post test. Meanwhile, in the post-test, teacher gives 3 minutes for students to answer some questions. In the post test, students got two questions. First is asking their favorite things and ask them to tell the reason. The second was giving opinion about some issues randomly based on some pictures.

The writer used a rubric of oral rating guide which is adopted from Harris. This rubric provides rating scale in five criteria which consist of speaking elements. The criteria are pronunciation, grammar, vocabulary, fluency, comprehension.4

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Table 3.1
Rubric of Scoring Speaking

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pronunciation is clear and understandable</td>
<td>There are some pronunciation problems, but still intelligible</td>
<td>Pronunciation problem require concentrated listening and occasionally lead a misunderstanding</td>
<td>Very hard to understand because of pronunciation problem</td>
<td>Pronunciation problem so severe as to make speech virtually unintelligible</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely make errors in grammar and word order</td>
<td>There are few grammatical errors but do not obscure meaning</td>
<td>Makes frequent errors of grammar and word order occasionally obscure meaning</td>
<td>Grammar and word order errors make comprehension difficult</td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabularies are broad and in a proper use</td>
<td>Vocabularies are satisfactory even though sometimes there is inappropriate terms or vocabulary</td>
<td>Vocabularies are sufficient and frequently uses the wrong word, the speech somewhat limited because of inadequate vocabulary</td>
<td>Misuse of words and very limited vocabulary makes comprehension quite difficult</td>
<td>Vocabulary limitation so extreme as to make conversation virtually impossible</td>
<td></td>
</tr>
</tbody>
</table>
Fluency

<table>
<thead>
<tr>
<th>The speech is fluent and effortless, rare skip, and the speed of speech are at the normal rate</th>
<th>Speed of speech seem to be slightly affected by language problem</th>
<th>Usually hesitant often forced into silent by language limitation</th>
<th>Speech is so halting and fragmentary as to make conversation virtually impossible</th>
</tr>
</thead>
</table>

Comprehension

<table>
<thead>
<tr>
<th>Understanding the speech without difficulty</th>
<th>Understand what is said at average speed, but occasional repetition may be necessary</th>
<th>Understand what is said is at slower than average speed repetition</th>
<th>Has great difficulty following what is said. Can comprehend only on slowly speech and with frequent repetition.</th>
<th>Cannot be said to understand even simple conversational English</th>
</tr>
</thead>
</table>

E. Data Collection Technique

In collecting the data of this study the writer had two data which are from primary data and secondary data. In primary data, the writer conducted tests which contain two tests such as pre-test and post-test for all experimental and control classes. For the secondary data, the writer did an interview only for experimental class.

1. Primary Data
   a. Pre-Test

   The pre-test will was given to two classes; experimental class and control class. The pre-test was given to the sample of the study before the treatment
while the post-test was given after the treatment has done. The pre-test was
decided as an activity to test capability of students in speaking. The objective
of pre-test is to find out the initial of speaking skill if the sample in this study.
b. Post-Test

Meanwhile, the post test administered to the both classes after giving the
treatment. The post-test was done as an activity to measure student speaking
skill after the treatment. It is intended to know how far effective pair work
activity in students’ speaking skill of asking and giving opinion. In addition,
the result of pre-test was compared with the result of post-test and the result
of both of them was conducted in this study.

2. Secondary Test
a. Interview

Interview was done at the end of the learning process which the treatmen
ted to the students of experimental class. The interview was done in
order to know students’ response by using pair work activity in asking and
giving opinion. The interview consisted of several questions, as follow;
1. What do you think about pair work activity? Did you enjoy or not?
2. What do you like from the pair work activity?
3. Do you get any difficulties in learning English language by using
pair work? If you do, mention it!
4. What do you think about your speaking score after you are learned
by using pair work activity?

F. Data Analysis Technique

The result of pre-test and post-test was analyzed statically by using IBM
SPSS version 24. In order to find out the differences score from experimental
class and control class, the writer analyzed with normality and homogeneity test.
Further, the writer did analysing the data using t-test to find out the effect of pair
work activity on students speaking skill in asking and giving opinion.
1. **The Normality Test**

The normality test aims to see and check whether the distribution data of both experimental and control class is normal or not. In this study, the writer will use Kolomogorov-Smirnov because this normality test is based on the maximum difference between the observed distribution and expected cumulative-normal distribution which the sample mean and the standard deviation is used to calculate the expected normal distribution.\(^5\) This calculating was done by using IBM SPSS for analyzing the normality. Data is considered normal if \( p > \alpha \), and \( \alpha \) as the significance level is 0.050. Here are the steps to calculate the normality test by using spss:

   a. Open the IBM SPSS version 24 program
   
   b. Click **variable view** below the screen and complete some columns. The columns are:

      1) **Name**: in the column name write class to indicate the experimental and controlled class. Next, in the second row after class write score.

      2) **Type of column**: is numeric

      3) **Width column**: is 8

      4) **Change decimal column**: become 0

      5) **Label column**: is empty

      6) **Value column**: is none

      7) **Missing column**: is none

      8) **Column**: is filled with 8

      9) **Align column**: is right

     10) **Measure column**: is unknown

     11) **Role column**: is filled with input

   c. After finish, click **data view**. In score column, fill the score of students from experimental and controlled class.

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d. In class column, type “1” for experimental class and “2” for controlled class.

2. **The Homogeneity Test**

A test of homogeneity tests the null hypothesis that different populations have the same proportions of some characteristics.\(^6\) In addition, the aimed of homogeneity test in this study is to find out whether the population of the data which consist of experimental and control class that have same of some characteristics are homogeneous or not. Furthermore, the data could be homogeneous if the significance or probability score was higher than 0.050. It is conducted by using IBM SPSS version 24. The steps to calculate homogeneity are presented as follows:

a. Open SPSS program and open file which already complete.

b. Click **analyse >> descriptive statistics >> explore.**

c. There will be a dialogue box; the **dependent list** is filled with score of both classes. Then, the **factor list** is filled with the class. The **score** and **class** can be moved by dragging or pressing the button

d. After that, click **plots**, then checklist the “**power estimation**”, then click **continue** and **ok** to see the homogeneity score of the data.

3. **T - Test**

The data result of pre-test and post-test are analysed and calculated by using t-test which is conducted by using IBM SPSS version 24 in order to know the effect of pair work activity on student speaking skill in asking and giving opinion in asking and giving opinion. It is done to determine whether null hypothesis or alternative hypothesis is accepted or rejected. In calculating the data, it is used independent sample t-test with a two-tailed test of significance. In this test, if the p-value or sig (2 tailed) is lower than the significance level of sig \(\alpha = 0.050\), it means that the alternative hypothesis (Ha) is accepted. Thus, it can be said there is effectiveness of pair work

---

activity on students speaking skill in asking and giving opinion. Here are some steps that should be done in conducting t-test, as follow;

a. Open SPSS program and open file which already made
b. Click analyze >> compare means >> independent sample t-test
c. Then, fill in the test variable with post-test and the group variable with group, enter 1 for group 1 as the experimental class and enter 2 for group 2 as the controlled class.
d. Click continue >> ok.

4. The Effect Size

After the t-test is done, the writer can measure the effect size of the result of this study by using Cohen’s formula.\(^7\)

\[
d = \frac{M^1 - M^2}{Pooled \ standard \ deviation}
\]

\(d\) = The significance effect of method
\(M^1\) = The mean score of the experimental group
\(M^2\) = The mean score of the control group

After getting the results, it can be interpreted according to this criteria 0.00-0.20 = small effect size; 0.21-0.50 = medium effect size; and 0.51 - \(\geq\) 1.00 = large effect size.

G. Statistical Hypothesis

The writer was intended to know whether if any effects of pair work activity on students’ speaking skill in asking and giving opinion. In addition, the writer calculated the data from experimental and control class by using T-test formula as follows:

1. \( t_0 > t_\text{t} \) : The null hypothesis (\( H_0 \)) is rejected and the alternative hypothesis (\( H_a \)) is accepted which means that there is a significant effect of pair work activity on students’ speaking skill in asking and giving opinion.

2. \( t_0 < t_\text{t} \) : The null hypothesis (\( H_0 \)) is accepted and the alternative hypothesis (\( H_a \)) is rejected which means that there is no significant effect of pair work activity on students’ speaking score in asking and giving opinion.
CHAPTER IV

RESEARCH FINDING

This chapter discusses the result of data from pre-test and post-test which had been given to the students of experimental class and control class in eleventh grade of SMK Pandawa Budi Luhur South Jakarta in 2019-2020 academic years. This chapter has two parts such as research findings and data interpretation. The research findings consist of the description of data and also analyzing data.

A. Research Findings

1. Description of Data

This chapter would present the result of tests which have given to the sample, eleventh grade students of SMK Pandawa Budi Luhur South Jakarta. This section describes the data taken from the sample of study and analysis. The result was used to get the empirical evidence about the effectiveness of pair work activity on students speaking skill in asking and giving opinion at eleventh grade of SMK Pandawa Budi Luhur South Jakarta 2019-2020. In this study, the test has divided into two tests, pre-test and post-test. Those tests have given to two classes, experimental class and control class. The two classes were XI-APH4 and XI-UPW2. The selection both of classes were determined by considering from previous performance through preliminary data and also discussion from the English teacher from both classes.

a. The score of Pre-test and Post-test from the experimental class

The experimental class of this study was class XI-APH 4 which consists of 24 students. Further, the sample of this study is given the pre-test and after that this class was taught by using pair work activity in teaching speaking of asking and giving opinion while, in the end of the meeting followed by the post-test. The result of the tests score are presented in table 4.1.
Table 4.1
Score of Experimental Class Data

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>48</td>
<td>88</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>60</td>
<td>92</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>60</td>
<td>64</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>52</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>52</td>
<td>76</td>
<td>24</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>56</td>
<td>76</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>48</td>
<td>64</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>52</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>48</td>
<td>60</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>64</td>
<td>76</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>68</td>
<td>88</td>
<td>20</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>56</td>
<td>72</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>52</td>
<td>88</td>
<td>36</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>44</td>
<td>64</td>
<td>20</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>52</td>
<td>76</td>
<td>24</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>60</td>
<td>88</td>
<td>28</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>60</td>
<td>88</td>
<td>28</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>64</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>48</td>
<td>72</td>
<td>24</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>48</td>
<td>84</td>
<td>36</td>
</tr>
<tr>
<td>23</td>
<td>Student 23</td>
<td>48</td>
<td>72</td>
<td>24</td>
</tr>
<tr>
<td>24</td>
<td>Student 24</td>
<td>72</td>
<td>92</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1312</td>
<td>1820</td>
<td>508</td>
</tr>
</tbody>
</table>

N=24

Maximum Score 72 92
Based on the table 4.1 above, it shows the score of 24 students of XI-APH4 class of SMK Pandawa Budi Luhur South Jakarta as the experimental class. The sum of the pre-test score is 1312 with the average score is 54.67. The maximum score that is gotten from the pre-test in this class is 72 while the lowest score is 40. Further, the data shows the post-test score of 24 students of XI-APH4 of SMK Pandawa Budi Luhur South Jakarta after having the treatment of pairwork in speaking skill of asking and giving opinion. The sum score of post-test is 1820 with the average score is 75.83. The lowest score from this group is 56 and the highest is 92 after applying the treatment that is pair work activity in speaking skill of asking and giving opinion. Therefore, it can be concluded from the table 4.1 that the students have increased their speaking skill achievement on speaking skill in asking and giving opinion significantly after being treated by the talking strategy.

b. The score of Pre-test and Post-test from the control class

The control class of this study consists of 24 students of XI-UPW2 of SMK Pandawa Budi Luhur South Jakarta. This class also has given the same tests as the experimental class which consist of pre-test and post-test. The pre-test is done before learning the asking and giving opinion while the post-test is given after the learning. However, the difference between the experimental class and the control class is the control class is not giving the treatment as the experimental class which is using pair work activity. After the learning proses have done, the post-test is given. The result of tests shows in table 4.2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>40</td>
<td>48</td>
<td>8</td>
</tr>
</tbody>
</table>

**Table 4.2**

*Score of Controlled Class Data*
<table>
<thead>
<tr>
<th></th>
<th>Student 2</th>
<th>48</th>
<th>48</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student 3</td>
<td>56</td>
<td>52</td>
<td>-4</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>52</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>48</td>
<td>64</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>72</td>
<td>64</td>
<td>-8</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>60</td>
<td>56</td>
<td>-4</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>52</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>56</td>
<td>52</td>
<td>-4</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>44</td>
<td>80</td>
<td>36</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>48</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>56</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>64</td>
<td>64</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>48</td>
<td>60</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>56</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>64</td>
<td>64</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>52</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>40</td>
<td>44</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>56</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>64</td>
<td>72</td>
<td>8</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>64</td>
<td>64</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>Student 23</td>
<td>56</td>
<td>52</td>
<td>-4</td>
</tr>
<tr>
<td>24</td>
<td>Student 24</td>
<td>52</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td>N=24</td>
<td>Total</td>
<td>1300</td>
<td>1404</td>
<td>104</td>
</tr>
</tbody>
</table>

According to the table 4.2 above, it shows 24 students score of XI-UPW2 as the controlled class. The sum of the pre-test is 1300 with the mean is
54.17, while the highest score in the pre-test is 72 and the lowest one is 40. The data above also shows the post-test score of 24 students of XI-UPW2 as the controlled class. The sum score of the post test is 1404 with the average is 58.5. The lowest score in post-test is 44 and the highest one is 80. It can be stated from the table above that there is a lower effect on students speaking skill in asking and giving opinion.

2. Analysis of the Data

In this study, the writer calculates the data by using T-test. In other words, before the writer did the T-test, the writer has to do several steps in analyzing the data. It consists of normality test and homogeneity test. Those tests are done before calculating the T-test. The normality test and homogeneity test are intended to see whether the data is normally distributed and homogeneous or not. Further, this study analyzes the data by using software IBM SPSS version 24. The result can be seen as follow:

a. The Normality Test

Normality test is one of the requirements to process the data. It is done to check whether the data from the populations that consist of the two classes have been distributed normal or not. This study used Kolmogorov-Smirnov and Shapiro-Wilk to do the normality test. Software IBM SPSS version 24 was used to analyze the data.

**Table 4.3**  
Result of Normality Test of Pre-test and Post-test

<table>
<thead>
<tr>
<th>Result of Data</th>
<th>Class</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Pre-test</td>
<td>Experimental</td>
<td>0.174</td>
<td>24</td>
</tr>
<tr>
<td>Post-test</td>
<td>Experimental</td>
<td>0.154</td>
<td>24</td>
</tr>
<tr>
<td>Pre-test</td>
<td>Controlled</td>
<td>0.141</td>
<td>24</td>
</tr>
<tr>
<td>Post-test</td>
<td>Controlled</td>
<td>0.157</td>
<td>24</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.  

a. Lilliefors Significance Correction
Looking at the table above, the data can be said as normal if the significance value is higher than significance $\alpha$. The table shows that $p \geq \alpha$ which are the significant value of pre-test in experimental was $(0.058 \geq 0.050)$ and the significant value post-test was $(0.146 \geq 0.050)$. Meanwhile, the significant value of pre-test in controlled was $(0.200 \geq 0.050)$ and the significant value of post-test was $(0.128 \geq 0.050)$. The result shows that the significant value from both classes of pre-test and post-test are normally distributed.

b. The Homogeneity Test

Homogeneity test is a test that used to check the similarity of the sample from the homogenous populations. This test is done after calculating the normality test. As this test is one of the processes in analyzing the data, it purposed in order to test the similarity of the sample in both classes. The writer used the Levene statistic test to calculate the homogeneity test. It took the significance data based on the mean to determine whether the sample is homogeneous or not. The results are presented as:

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>0.090</td>
<td>1</td>
<td>46</td>
<td>0.765</td>
</tr>
<tr>
<td>Based on Median</td>
<td>0.013</td>
<td>1</td>
<td>46</td>
<td>0.909</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>0.013</td>
<td>1</td>
<td>45.593</td>
<td>0.909</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>0.084</td>
<td>1</td>
<td>46</td>
<td>0.773</td>
</tr>
</tbody>
</table>

The homogeneity data can be said homogeny when the significance value is higher than significance level $\alpha = 0.050$. According to the table 4.4 above, it can be stated from the Pre-test from two classes which are experimental class and controlled class. It show that the significance values based on mean
was 0.765 which is higher than 0.050. Thus, it can be said that the pre-test was homogeneous.

Table 4.5
Result of Homogeneity Test of Post-test

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>2.416</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>Based on Median</td>
<td>2.392</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>2.392</td>
<td>1</td>
<td>45.951</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>2.376</td>
<td>1</td>
<td>46</td>
</tr>
</tbody>
</table>

Looking at the table 4.5 above, it shows that the significance value based on mean was 0.127. It means that 0.127 was higher than the significance $\alpha = 0.050$. Thus, it can be stated that the post-test was homogenous. In addition, the significance value between the pre-test and post-test showed that both of the tests are homogeneous because those data were higher than 0.050.

c. The Hypothesis Test

After the pre-test and post-test were proved normally distributed and homogeneous, the last calculation was to test the hypothesis test. The hypothesis test is required in this study in order to check whether there is significance different between the students’ speaking ability in experimental class and control class. To test this hypothesis test in this study, it was used by using the software IBM SPPSS version 24. However, in to measure and calculate the data, the mean score of pre-test and post-test were input. Afterwards, the significance value or alpha ($\alpha$) was determined from the formula that is 0.050 or 5%. The result of the t-test is previewed in the table below.
Table 4.6

Group Statistic

<table>
<thead>
<tr>
<th>Score</th>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-test</td>
<td>24</td>
<td>75.83</td>
<td>11.158</td>
<td>2.278</td>
</tr>
<tr>
<td></td>
<td>Eksperimental</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>24</td>
<td>58.50</td>
<td>8.490</td>
<td>1.733</td>
</tr>
<tr>
<td></td>
<td>Controlled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the table 4.6 above is the result of post-test of experimental and controlled class. Every class has the same sample or students which is 24 that symbolized with N. The mean table showed was the average score of each group that was taken from the post-test score. The mean score that is obtained by experimental class was 75.83 while the mean score that obtained by controlled class was 58.50. It can be seen that the average score of post-test of experimental class was higher than the average score of post-test of controlled class.

Table 4.7

The Result of Independent Sample Test

<table>
<thead>
<tr>
<th>Score</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>T</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>2.416</td>
<td>0.127</td>
<td>6.056</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>6.056</td>
<td>42.948</td>
<td>0.000</td>
</tr>
</tbody>
</table>

According to the table 4.7, the independent sample test resulted in p-value or sig (2-tailed) was 0.000. From the result, it proved that the null hypothesis was rejected and the alternative hypothesis was accepted because the p-value (0.000) was lower than sig \( \alpha = 0.050 \) or 5%. It means that there was a
significant difference statistically in the result post-test between the experimental and controlled classes. In other words, there was a significant effect of pair work activity on students speaking skill in asking and giving opinion.

d. Test of Effect Size

The formulation was used in order to calculate the effect size level of this study by using Cohens’ formula which is presented as follows:

\[
d = \frac{M^1 - M^2}{\text{Pooled standard deviation}}
\]

\[
\text{Pooled std. deviation} = \frac{\text{Std. Deviation of group A} + \text{Std. Deviation of group B}}{2}
\]

\[
d = \text{The significance effect of method} \\
M^1 = \text{The mean score of the experimental group} \\
M^2 = \text{The mean score of the control group}
\]

\[
Pooled std. deviation = \frac{11.158 + 8.490}{2} = 19.65
\]

\[
d = \frac{75.83 - 58.50}{19.65} = 0.88
\]

According to Cohen, there are four criteria of effect size. The criteria is described as follows:

0 – 0.2 = Weak effect
0.21 – 0.5 = Modest effect
0.51 – 1.0 = Moderate effect
>1.00 = Strong effect

Based on the Cohen’s criteria above, it can be seen that the effect size of this study had moderate effect, 0.88. Therefore, it means that the study had a quite effect on students’ speaking skill in asking and giving opinion.
B. Data Interpretation

After collecting and analyzing the data above by using IBM SPSS version 24, it is evidently showed from the pre-test and the post-test between the two classes which are experimental and controlled class that pair work activity had positive effect on students speaking skill in asking and giving opinion at eleventh grade students of SMK Budi Luhur South Jakarta. Thus, the research question that has stated in the background of the study had answered positively. In the beginning of this study is started by doing pre-test, it is aimed to know the students’ initial speaking skill in asking and giving opinion. Because of this study was using quasi-experimental design, the sample of this study is divided into two classes that are experimental class and controlled class. Both of classes have given the same pre-test. Afterward, the treatment was given to the sample in three times meeting. The experimental class was applied pair work activity in teaching and learning speaking in asking and giving opinion. In other words, the controlled class had different treatment it was group work technique which usually teacher does. In the end of the meeting that is after the treatment has done, the post-test is given to the both classes. It can be seen from the tables above, the mean of pre-test in experimental class got 54.66 and controlled class got 54.16. Further, the mean score of post-test which is gotten from experimental class is 75.83 while the controlled class is 58.50. The mean score of post-test from both of classes have improvement but the mean score post-test of experimental class is very higher than the controlled class. It means that the experimental class had increased more fairly points than the control class.

Additionally, the writer conducted independent sample t-test in order to know whether there was any significant effect in pair work activity on students speaking skill in asking and giving opinion by using IBM SPPSS version 24. It showed the result data has proven that in p-value or sig (2-tailed) = 0.000. It means that the null hypothesis was rejected and the alternative hypothesis was accepted because the p-value was lower than sig $\alpha = 0.50$ or 5%. Hence, it can be said that there was significant effect in pair work activity on student speaking skill in asking and
giving opinion. Furthermore, the writer also analyzed the size effect of pair work activity on students speaking skill in asking and giving opinion by using the formulation Cohen’s criteria. It is done in order to find out the level significance of this study. The effect size in this study was 0.88 which was on the moderate effect criteria. Thus, it can be said that pair work activity is moderately effective on students speaking skill in asking and giving opinion.

Afterwards, the writer conducted an interview as a secondary data in order to support the result of statistical data in this study. The interview was about students’ impression after having pair work activity as the treatment in teaching and learning asking and giving opinion. The writer interviewed 5 students in experimental class. According to the interview, it was found that students were enjoying their time in learning English with pair work. They thought that learning with pairing was quiet fun because they could share their idea each other. They thought learning in pair help them in pronouncing the words and knowing the meaning. They also thought when learning dialog in pair, they felt more confident to speak rather than to speak alone. They also felt more comfortable learning with their friends because it increased their curios in learning. They thought when they learned in pair they felt more understand to the material. In general, the students thought the activity was interesting because they had opportunity to speak English with their pairs. Meanwhile, there were some students thought that learning in pair was making the class noisy because all over the students spoken up. Some students also had problem when learning in pair because their pair friends did not help and had no curiosity in learning.

Evidently, supporting to the previous related studies, it is proven that pair work is effective on students speaking skill. It is found in the result study of Shima Faresh under the tittle The Impact of Pair Work on EFL Learners Motivation and also the result study of Jatmiko with the title The Implementation of Pair Work to Improve Students’ English Speaking to the Second Semester at Pharmacist Program of Health Science Faculty of Kadiri University that their studies showed pair work activity helped students to improve their speaking skills.
Additionally, it is also found that pair work activity is not only effective on students speaking skill but also in other skill that is writing. It showed in the result study of Nida Annisa entitled The Use of Pair Work and Mini Research Activity to Improve Students’ Writing Skill.

In short, it can be concluded from the finding data which is the statistical data showed that pair work activity had effectiveness on students speaking skill in asking and giving opinion at the eleventh grade of SMK Budi Luhur Pandawa in academic year 2019-2020. Additionally, the effect size test result shows that it was 0.88 which is in a moderate level. Furthermore, from the interview that is done by the writer to support the data, it indicated that most of students were interested in learning speaking through pair work. Although, some students might not feel comfortable in it, hence, to reduce it teacher should more prepare before the pair work is applied in class and the teacher also should make the rules clearer.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This Study is done by implementing quasi-experimental design which was considered to get the empirical evidence of the effectiveness of pair work activity on students speaking skill in asking and giving opinion at eleventh grade of SMK Budi Luhur Pandawa South Jakarta at 2019-2020 academic years. Based on the result data testing by using t-test formula, it showed that the students’ achievement on speaking after being taught by using pair work activity is better than before the students learning without pair work activity. It can be seen that the sig 2 tailed score was 0.000 which was lower than the significance value 0.050. It means that \( p < \alpha = (0.000 < 0.050) \). Therefore, the null hypothesis as \( H_0 \) was rejected and the alternative hypothesis as \( H_a \) was accepted. Further, the writer also did the effect size of this study according to Cohen’s \( d \) formula. It is done in order to know the extent of the effectiveness of pair work activity on student speaking skill. From the calculation, it proved that the effect size of this study was 0.88 which means the effect size level is at moderate level. In hence, it can be concluded that the applying pair work activity was proven to be effective moderately on students speaking skill in asking and giving opinion at eleventh grade of SMK Pandawa Budi Luhur South Jakarta in academic year 2019-2020.

B. Suggestion

Based on the conclusion above, it can be delivered that pair work activity is appropriate and applicable in teaching speaking especially in asking and giving opinion for foreign language students. Therefore, the writer would like to give some suggestions as follows:

1. For students

Pair work is expected can be used in order to help students in building their self-confidence to speak English in front of the class so they can reduce their shy or afraid of being mistaken. Further, the students are supposed to be more
active in teaching and learning processes because they have same opportunities in speaking activities.

2. For English Teacher

Pair work activity is able to help students increasing their speaking skill. Thus, the teacher can apply this activity in teaching English language especially in speaking skill. By applying this activity, the teacher should more prepare in choosing the best procedures which appropriate for the students. It is also important for the teacher to think the duration time that the teacher has in order to make the learning activity runs effectively. Therefore, the students can follow the rules in pair work activity as well as the students can be easier to understand the lesson and be more interactive each other in the classroom.

3. For other Researcher

It is hoped that the result of this study can be used as additional information or reference about pair work activity for the next researcher in conducting similar study. In addition, the imperfection found in this study can be covered through the innovation of the use of pair work activity in another skill or another level of participants.
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Swary, Devi Novita. *A Study of Students Problems in learning and speaking English at the second grade of SMP Negeri 1 Talaga*. Faculty of Tarbiyah and Teaching science of syaikh nurjati state institute for Islamic studies Cirebon, 2014.


Thornbury, Scott. *How to Teach Speaking*. (London; Longman, 2005) p. 6

APPENDICES

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (Experimental Class)

Satuan Pendidikan : SMK Pandawa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI APH 4 / I
Materi Pokok : Asking and Giving Opinion
Alokasi Waktu : 3 x 80 menit

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktaual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Menghayati dan mengamalkan ajaran agama yang dianutnya</td>
<td></td>
</tr>
</tbody>
</table>
2.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*)

| 3.2.1 Mengidentifikasi fungsi sosial terkait teks meminta dan memberikan pendapat |
| 3.2.2 Mengidentifikasi ungkapan terkait meminta dan memberikan pendapat |
| 3.2.3 Mengidentifikasi unsur kebahasaan dalam meminta dan memberikan pendapat |
| 3.2.4 Menyebutkan ungkapan yang digunakan saat meminta pendapat |
| 3.2.5 Menyebutkan ungkapan yang digunakan saat memberikan pendapat |
| 3.2.6 Membedakan antara ungkapan meminta dan memberikan pendapat |
| 3.2.7 Mengklasifikasikan ungkapan-mungkapan dalam meminta dan memberikan pendapat |

4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran,

| 4.7.1. Menerapkan unsur kebahasaan dan ungkapan meminta dan memberikan pendapat dalam sebuah teks sederhana |
| 4.7.2. Mempraktikan ungkapan |
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks meminta dan memberikan pendapat ke-
dalam bentuk conversation
4.7.3. Menampilkan ungkapan meminta dan memberikan pendapat dalam kegiatan conversation yang dibaca atau diperdengarkan

C. Tujuan Pembelajaran

1. Peserta didik dapat menggunakan struktur teks dan unsur kebahasaan terkait meminta dan memberikan pendapat
2. Peserta didik dapat menggunakan ungkapan-ungkapan dalam meminta dan memberikan pendapat
3. Peserta didik dapat membedakan ungkapan antara meminta dan memberikan pendapat
4. Peserta didik dapat mempraktekkan ungkapan meminta atau memberikan pendapat dalam bentuk conversation
5. Peserta didik dapat mengekspresikan opininya kedepan kelas

D. Materi Pembelajaran

1. Pengertian “asking and giving opinion” adalah suatu ungkapan yang digunakan untuk menyatakan atau jawab / merespon suatu pendapat.
2. Tujuan mempelajari “asking and giving opinion”
   - Memahami cara menyampaikan pendapat yang benar
   - Memahami dan mengucapkan pendapat dan responnya secara tepat.
3. Macam-Macam Ungkapan dalam menanyakan pendapat :

<table>
<thead>
<tr>
<th>Asking Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of ....?</td>
</tr>
<tr>
<td>Do you think ....?</td>
</tr>
<tr>
<td>Do you have any idea ?</td>
</tr>
<tr>
<td>What is your opinion ?</td>
</tr>
<tr>
<td>What do you think about ?</td>
</tr>
</tbody>
</table>
4. Macam-Macam contoh ungkapan memberi pendapat

### Giving Opinion

<table>
<thead>
<tr>
<th>Personal Point of View</th>
<th>General Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personally, I think …</td>
<td>Generally it is accepted …</td>
</tr>
<tr>
<td>I strongly believe that …</td>
<td>Some people say that …</td>
</tr>
<tr>
<td>In my humble opinion</td>
<td>Majority disagree with …</td>
</tr>
<tr>
<td>According to me …</td>
<td>It is considered …</td>
</tr>
<tr>
<td>I would like to point out that …</td>
<td>While some people believe …</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agreeing</th>
<th>Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is a good point.</td>
<td>I am sorry, I don’t agree with you</td>
</tr>
<tr>
<td>This is absolutely right.</td>
<td>I do not believe that.</td>
</tr>
<tr>
<td>I agree, I never thought of that.</td>
<td>I disagree with you.</td>
</tr>
<tr>
<td>I think so too.</td>
<td>It is not justified to say so.</td>
</tr>
<tr>
<td>I agree with this opinion.</td>
<td>I think you are wrong.</td>
</tr>
</tbody>
</table>

5. Contoh teks terkait memebri dan menanyakan pendapat dalam teks conversation

| Percakapan Asking and Giving Opinion tentang Kota Lampung | Percakapan Asking And Giving Opinion Tentang Pelajaran Dan Jadwal Pelajaran |
Marry : What do you think about Lampung?

(Apa yang kamu fikirkan tentang Lampung?)

Lisa : In my opinion, Lampung is the beautiful city. There are so many beautiful beaches there. Lampung is also famous with its tapis or songket. It is traditional cloth in Lampung.

Marry : How about its food? Do you think it is delicious?

Lisa : I think… Yes! Do you know seruit? It’s delicious.

Marry : Yes I know seruit. By the way… Which one is more delicious? Seruit or sate of mushroom?

Lisa : According to me, seruit is more delicious than sate of mushroom.

Marry : I don’t think so.

Lisa : Hm… I think it’s even better.

Marry : No, really. I think seruit is better.

Lisa : Hmm… I think it’s delicious too. But I think it’s better if you eat them together.

Marry : Okay, I understand.

John : George, do you think that English is difficult lesson?

George : I don’t think so. I think there is no difficult lesson. Yes, I think if we learn seriously, there is no difficult lesson. It’s depend on our seriously.

John : I don’t think so, in my opinion, it’s difficult because I hard to do every tasks that are given by our teacher.

George : According to me, it is because of you are lack of vocabularies. So, try to enrich your vocabulary then.

John : Em… I think so. Anyway, English in our class is scheduled at the last class, right?

George : Yes. What do you think about it?

John : It’s good. There is no problem about it.

6. Poster terlampir

E. Strategi dan metode pembelajaran

Strategi : Discovery learning
Metode : Pair Work

F. Media, alat, dan sumber

Media : Video dan Poster

Alat : laptop, speaker, dan projector.

Sumber pembelajaran :

- website : www.bukuinggris.co.id
- Youtube : https://youtu.be/T0fvRPeiVZw
### G. Kegiatan pembelajaran

**Pertemuan 1**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
</table>

*Menanya*<br>*Mengamati*<br>*Mengasosiasi*<br>*Mencoba*
<table>
<thead>
<tr>
<th>Kegiatan akhir</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari</td>
<td></td>
</tr>
<tr>
<td>3. Guru memberikan informasi mengenai pertemuan selanjutnya</td>
<td></td>
</tr>
<tr>
<td>4. Guru dan siswa berdoa kemudian ditutup dengan salam</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pertemuan 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kegiatan</strong></td>
<td><strong>Deskripsi Kegiatan</strong></td>
</tr>
<tr>
<td>Kegiatan awal</td>
<td>1. Guru masuk ke dalam kelas dan memberi salam atau <em>greeting</em> (<em>good morning, good afternoon</em>)</td>
</tr>
<tr>
<td>2. Guru dan siswa berdoa</td>
<td></td>
</tr>
<tr>
<td>3. Guru menceck absensi siswa</td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td>60 menit</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>1. Guru meminta siswa untuk berpasang-pasangan</td>
<td>Mengasosiasi</td>
</tr>
<tr>
<td>2. Guru menampilkan beberapa poster mengenai sebuah kejadian</td>
<td>Mengamati</td>
</tr>
<tr>
<td>3. Guru meminta masing-masing pasangan memilih poster yang berbeda-beda secara acak</td>
<td>Mengasosiasi</td>
</tr>
<tr>
<td>4. Guru meminta siswa mendiskusikan dan memberikan opininya dalam bentuk dialog tentang kejadian tersebut</td>
<td>Mengasosiasi</td>
</tr>
<tr>
<td>5. Siswa secara berpasangan berdiskusi tentang kejadian yang ada digambar tersebut</td>
<td>Mengasosiasi</td>
</tr>
<tr>
<td>6. Guru memperhatikan siswa dan membantu siswa yang kesulitan dalam kegiatan diskusi berpasangan</td>
<td>Mengkomunik asikan</td>
</tr>
<tr>
<td>7. Guru meminta siswa untuk menampilkan opininya dalam dialog di depan kelas</td>
<td>Mengamati</td>
</tr>
<tr>
<td>8. Guru dan siswa saling memberi masukan terhadap kelompok yang maju ke depan</td>
<td>Mengasosiasi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan akhir</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru bersama siswa menyimpulkan materi</td>
<td>Mengkomunik asikan</td>
</tr>
</tbody>
</table>
yang sudah dipelajari.
2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari
3. Guru memberikan informasi mengenai pertemuan selanjutnya
4. Guru dan siswa berdoa kemudian ditutup dengan salam

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td></td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam atau greeting (good morning, good afternoon)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru dan siswa berdoa bersama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru mengecek absensi siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru melakukan brainstorming dengan cara menanyakan tentang materi apa saja yang sudah dipelajari sebelumnya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td></td>
<td>60 menit</td>
</tr>
<tr>
<td>1. Guru membagi siswa secara berpasang-pasangan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru meminta siswa secara berpasangan untuk mengamati video percakapan yang akan ditayangkan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru menampilkan video tentang giving and asking opinion dalam bentuk conversation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru bertanya kepada siswa apa yang sedang dibahas dalam video percakapan tersebut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guru bertanya ekspresi apa saja yang digunakan dalam video tersebut dalam asking dan giving opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Guru meminta siswa untuk berdiskusi secara pair dalam sebuah issue yang berbeda seperti yang ditanyangkan dalam video</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mengasosiasi
Mengamati
Menanya
Mencoba
7. Guru meminta team pair work untuk maju kedepan kelas dan menampilkannya
8. Guru dan murid saling sharing dan memberikan feedback

Mengekplorasi

Mengasosiasi

Menalar

Mengkomunikaskan

<table>
<thead>
<tr>
<th>Kegiatan akhir</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Guru memberikan informasi mengenai pertemuan selanjutnya</td>
<td></td>
</tr>
<tr>
<td>4. Guru dan siswa berdoa kemudian ditutup dengan salam</td>
<td></td>
</tr>
</tbody>
</table>

H. Penilaian Hasil Belajar

1. Teknik Penilaian
   a. Sikap : Observasi
   b. Keterampilan : Unjuk kerja
2. Bentuk : Tes lisan mengenai asking and giving opinion
3.Instrumen
   a. Pertemuan 1 : Tugas Pair Work; murid mencari definisi, fungsi, tujuan, dan macam-macam ekspresi dalam asking and giving opinion
b. Pertemuan 2 : Tugas pair work; murid berdiskusi suatu masalah dalam bentuk gambar dan membuat dialog

c. Pertemuan 3 : Tugas pair work; murid mempresentasikan perbedaan atara dialog yang dibuat dengan video

4. Rubrik Penilaian Speaking

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>The pronunciation is clear and understandable</td>
<td>There are some pronunciation problems, but still intelligible</td>
<td>Pronunciation problem require concentrated listening and occasionally lead a misunderstanding</td>
<td>Very hard to understand because of pronunciation problem</td>
<td>Pronunciation problem so severe as to make speech virtually unintelligible</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Rarely make errors in grammar and word order</td>
<td>There are few grammatical errors but do not obscure meaning</td>
<td>Makes frequent errors of grammar and word order occasionally obscure meaning</td>
<td>Grammar and word order errors make comprehension difficult</td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Vocabularies are broad and in a proper use</td>
<td>Vocabularies are satisfactory even though sometimes there is inappropriate terms or vocabulary</td>
<td>Vocabularies are sufficient and frequently uses the wrong word, the speech somewhat limited because of inadequate vocabulary</td>
<td>Misuse of words and very limited vocabulary makes comprehension quite difficult</td>
<td>Vocabulary limitation so extreme as to make conversation virtually impossible</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The speech is fluent and effortless, rare skip, and the speed of speech are at the normal rate. Speed of speech seem to be slightly affected by language problem. Usually hesitant often forced into silent by language limitation. Speech is so halting and fragmentary as to make conversation virtually impossible.

<table>
<thead>
<tr>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the speech without difficulty</td>
</tr>
</tbody>
</table>

Jakarta, 30 Juli 2019

Mengetahui,
Guru Pamong Pengajaran

Musfiroh, M. Pd.

Mahasiswa Praktikan

Raudhatul Jannah Assubaidi
Terlampir:
RENCANA PELAKSANAAN PEMBELAJARAN (Controll Class)

Satuan Pendidikan : SMK Pandawa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI UPW 2 / I
Materi Pokok : Asking and Giving Opinion
Alokasi Waktu : 3 x 80 menit

A. Kompetensi Inti
KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Menghayati dan mengamalkan ajaran agama yang dianutnya</td>
<td></td>
</tr>
</tbody>
</table>
2.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*)

| 3.2.1 Mengidentifikasi fungsi sosial terkait teks meminta dan memberikan pendapat |
| 3.2.2 Mengidentifikasi ungkapan terkait meminta dan memberikan pendapat |
| 3.2.3 Mengidentifikasi unsur kebahasaan dalam meminta dan memberikan pendapat |
| 3.2.4 Menyebutkan ungkapan yang digunakan saat meminta pendapat |
| 3.2.5 Menyebutkan ungkapan yang digunakan saat memberikan pendapat |
| 3.2.6 Membedakan antara ungkapan meminta dan memberikan pendapat |
| 3.2.7 Mengklasifikasikan ungkapan-ungkapan dalam meminta dan memberikan pendapat |
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

4.7.1. Menerapkan unsur kebahasan dan ungkapan meminta dan memberikan pendapat dalam sebuah teks sederhana
4.7.2. Mempraktikan ungkapan meminta dan memberikan pendapat ke-dalam bentuk conversation
4.7.3. Menampilkan ungkapan meminta dan memberikan pendapat dalam kegiatan conversation yang dibaca atau diperdengarkan

C. Tujuan Pembelajaran
1. Peserta didik dapat menggunakan struktur teks dan unsur kebahasaan terkait meminta dan memberikan pendapat
2. Peserta didik dapat menggunakan ungkapan-ungkapan dalam meminta dan memberikan pendapat
3. Peserta didik dapat membedakan ungkapan antara meminta dan memberikan pendapat
4. Peserta didik dapat mempraktekan ungkapan meminta atau memberikan pendapat dalam bentuk conversation
5. Peserta didik dapat mengekspresikan opiniya kedepan kelas

D. Materi Pembelajaran
1. Pengertian “asking and giving opinion” adalah suatu ungkapan yang digunakan untuk menyatakan ataupun menjawab / merespon suatu pendapat.
2. Tujuan mempelajari “asking and giving opinion”
   - Memahami cara menyampaikan pendapat yang benar
   - Memahami dan mengucapkan pendapat dan responnya secara tepat.
3. Macam-Macam Ungkapan dalam menanyakan pendapat:

-
4. Macam-Macam contoh ungkapan memberi pendapat

<table>
<thead>
<tr>
<th>Asking Opinion</th>
<th>Giving Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of ….?</td>
<td>Personally, I think …</td>
</tr>
<tr>
<td>Do you think ….?</td>
<td>I strongly believe that …</td>
</tr>
<tr>
<td>Do you have any idea?</td>
<td>In my humble opinion</td>
</tr>
<tr>
<td>What is your opinion?</td>
<td>According to me …</td>
</tr>
<tr>
<td>What do you think about?</td>
<td>I would like to point out that …</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Point of View</th>
<th>General Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personally, I think …</td>
<td>Generally it is accepted …</td>
</tr>
<tr>
<td>I strongly believe that …</td>
<td>Some people say that …</td>
</tr>
<tr>
<td>In my humble opinion</td>
<td>Majority disagree with …</td>
</tr>
<tr>
<td>According to me …</td>
<td>It is considered …</td>
</tr>
<tr>
<td>I would like to point out that …</td>
<td>While some people believe …</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agreeing</th>
<th>Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is a good point.</td>
<td>I am sorry, I don’t agree with you</td>
</tr>
<tr>
<td>This is absolutely right.</td>
<td>I do not believe that.</td>
</tr>
<tr>
<td>I agree, I never thought of that.</td>
<td>I disagree with you.</td>
</tr>
<tr>
<td>I think so too.</td>
<td>It is not justified to say so.</td>
</tr>
<tr>
<td>I agree with this opinion.</td>
<td>I think you are wrong.</td>
</tr>
</tbody>
</table>

5. Contoh teks terkait memeberi dan menanyakan pendapat dalam teks conversation
<table>
<thead>
<tr>
<th>Percakapan Asking and Giving Opinion tentang Kota Lampung</th>
<th>Percakapan Asking And Giving Opinion Tentang Pelajaran Dan Jadwal Pelajaran</th>
</tr>
</thead>
</table>
| Marry : **What do you think about Lampung?**  
Apa yang kamu fikirkan tentang Lampung?) | John : **George, do you think that English is difficult lesson?** |
| Lisa : **In my opinion, Lampung is the beautiful city. There are so many beautiful beaches there. Lampung is also famous with its tapis or songket. It is traditional cloth in Lampung.** | George : **I don’t think so. I think there is no difficult lesson. Yes, I think if we learn seriously, there is no difficult lesson. It’s depend on our seriously.** |
| Marry : **How about its food? Do you think it is delicious?** | John : **I don’t think so, in my opinion, it’s difficult because I hard to do every tasks that are given by our teacher.** |
| Lisa : **I think… Yes! Do you know seruit? It’s delicious.** | George : **According to me, it is because of you are lack of vocabularies. So, try to enrich your vocabulary then.** |
| Marry : **Yes I know seruit. By the way… Which one is more delicious? Seruit or sate of mushroom?** | John : **Em… I think so. Anyway, English in our class is scheduled at the last class, right?** |
| Lisa : **According to me, seruit is more delicious than sate of mushroom.** | George : **Yes. What do you think about it?** |
| Marry : **I don’t think so. I think sate of mushroom is more delicious than seruit because sate of mushroom is my favorite food.** | John : **It’s good. There is no problem about it.** |

**E. Strategi dan metode pembelajaran**
- Strategi : Cooperative Learning
- Metode : Group work

**F. Media, alat, dan sumber**
- Media : Video dan Poster
- Alat : laptop, speaker, dan projector.

Sumber pembelajaran :
**G. Kegiatan pembelajaran**

Pertemuan 1

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Kegiatan awal    | 6. Guru masuk ke dalam kelas dan memberi salam atau *greeting* (*good morning, good afternoon*)  
7. Guru dan siswa berdoa  
8. Guru mengecek absensi siswa  
9. Guru melakukan brainstorming dengan cara menanyakan sesuatu yang viral pada saat itu atau *hot issues* yang menimbulkan respon pada siswa untuk memeberikan pendapat. (bagaimana dengan liburannya?)  
10. Guru bertanya kepada siswa untuk menebak apa yang akan dipelajari. | 10 menit |
| Kegiatan inti    | 11. Guru memberikan teks percakapan tentang asking and giving opinion  
12. Guru meminta siswa untuk mengikuti apa yang guru bacakan  
13. Guru menjelaskan definisi, fungsi, dan tujuan dari asking dan giving opinion  
14. Guru menjelaskan macam-macam ekspresi dalam asking and giving opinion  
15. Guru menampilkan kembali teks percakapan asking and giving opinion  
16. Guru membantu siswa untuk mencari ekspresi asking and giving opinion dalam teks tersebut | 60 menit |

**Mengamati**

**Mencoba**

**Mengamati**

**Mengamati**
<table>
<thead>
<tr>
<th>Kegiatan awal</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Kegiatan awal| 5. Guru masuk ke dalam kelas dan memberi salam atau *greeting* (*good morning, good afternoon*)  
6. Guru dan siswa berdoa  
7. Guru mengecek absensi siswa  
8. Guru melakukan brainstorming dengan cara menanyakan tentang materi yang sudah dipelajari di pertemuan sebelumnya | 10 menit |
<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Guru menampilkan poster mengenai sebuah kejadian</td>
<td>Mengamati</td>
</tr>
<tr>
<td>10. Guru meminta pendapat siswa mengenai situasi yang ada pada gambar tersebut</td>
<td>Menanya</td>
</tr>
<tr>
<td>11. Murid mencoba menjawab dan memerikan opininya</td>
<td>Mengeksporasi</td>
</tr>
<tr>
<td>12. Guru meminta murid untuk berkelompok yang terdiri dari empat atau lima</td>
<td>Mengasosiasikan</td>
</tr>
<tr>
<td>13. Kemudian guru meminta tiap-tiap kelompok membahas gambar dan memberikan opininya</td>
<td>Mengkomunikasikan</td>
</tr>
<tr>
<td>14. Guru berkeliling sambil mengamati murid yang sedang berdiskusi secara berkelompok</td>
<td>Mengamati</td>
</tr>
<tr>
<td>15. Guru meminta siswa untuk maju ke depan menyampaikan opini dan juga alasan atas pendapatnya.</td>
<td>Mengkomunikasikan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan akhir</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>6. Guru memberikan motivasi dan juga manfaat dari materi yang sudah</td>
<td></td>
</tr>
<tr>
<td>Kegiatan awal</td>
<td>Deskripsi Kegiatan</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>5. Guru masuk ke dalam kelas dan memberi salam atau greeting (good morning, good afternoon)</td>
<td></td>
</tr>
<tr>
<td>6. Guru dan siswa berdoa bersama</td>
<td></td>
</tr>
<tr>
<td>7. Guru mengecek absensi siswa</td>
<td></td>
</tr>
<tr>
<td>8. Guru melakukan brainstorming dengan cara menanyakan tentang materi apa saja yang sudah dipelajari sebelumnya</td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td></td>
</tr>
<tr>
<td>9. Guru menampilkan video tentang giving and asking opinion dalam bentuk conversation.</td>
<td>Mengamati</td>
</tr>
<tr>
<td>10. Guru bertanya kepada siswa apa yang sedang dibahas dalam video percakapan tersebut.</td>
<td>Menanya</td>
</tr>
<tr>
<td>11. Guru bertanya ekspresi apa saja yang digunakan dalam video tersebut dalam asking dan giving opinion</td>
<td>Mengeksporasi</td>
</tr>
<tr>
<td>12. Guru meminta murid untuk menghafal ekspresi “asking and giving opinion” dalam video tersebut</td>
<td>Mengasosiasikan</td>
</tr>
<tr>
<td>13. Guru meminta murid maju kedepan kelas satu persatu untuk menyetor ekspresi yang sudah mereka hafal</td>
<td>Mengkomunikasikan</td>
</tr>
</tbody>
</table>

dipelajari
7. Guru memberikan informasi mengenai pertemuan selanjutnya
8. Guru dan siswa berdoa kemudian ditutup dengan salam
Kegiatan akhir
5. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.
6. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari
7. Guru memberikan informasi mengenai pertemuan selanjutnya
8. Guru dan siswa berdoa kemudian ditutup dengan salam

H. Penilaian Hasil Belajar
1. Teknik Penilaian
   a. Sikap : Observasi
   b. Keterampilan : Unjuk kerja
2. Bentuk : Tes lisan mengenai asking and giving opinion
3. Instrumen
   a. Pertemuan 1 : Tugas Individu murid menulis dan mengekspresikan expression of asking and giving opinion
   b. Pertemuan 2 : Tugas kelompok; murid berdiskusi suatu masalah dalam bentuk gambar dan mempresentasikannya
   c. Pertemuan 3 : Tugas Individu; murid menghafal ekspresi asking and giving opinion di depan kelas
4. Rubrik Penilaian Speaking

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pronunciation is clear and understandable</td>
<td>There are some pronunciation problems, but still intelligible</td>
<td>Pronunciation problem require concentrated listening and occasionally lead a misunderstanding</td>
<td>Very hard to understand because of pronunciation problem</td>
<td>Pronunciation problem so severe as to make speech virtually unintelligible</td>
</tr>
</tbody>
</table>

| **Grammar** | | | | |
| Rarely make errors in grammar and word order | There are few grammatical errors but do not obscure meaning | Makes frequent errors of grammar and word order occasionally obscure meaning | Grammar and word order errors make comprehension difficult | Errors in grammar and word order so severe as to make speech virtually unintelligible |
### Vocabulary

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Vocabulary</th>
<th>Vocabulary</th>
<th>Vocabulary</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabularies are broad and in a proper use</td>
<td>Vocabularies are satisfactory even though sometimes there is inappropriate terms or vocabulary</td>
<td>Vocabularies are sufficient and frequently uses the wrong word, the speech somewhat limited because of inadequate vocabulary</td>
<td>Misuse of words and very limited vocabulary makes comprehension quite difficult</td>
<td>Vocabulary limitation so extreme as to make conversation virtually impossible</td>
</tr>
</tbody>
</table>

### Fluency

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Fluency</th>
<th>Fluency</th>
<th>Fluency</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>The speech is fluent and effortless, rare skip, and the speed of speech are at the normal rate</td>
<td>Speed of speech seem to be slightly affected by language problem</td>
<td>Speed of speech seem to be slightly affected by language problem</td>
<td>Usually hesitant often forced into silent by language limitation</td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible</td>
</tr>
</tbody>
</table>

### Comprehension

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Comprehension</th>
<th>Comprehension</th>
<th>Comprehension</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the speech without difficulty</td>
<td>Understand what is said at average speed, but occasional repetition may be necessary</td>
<td>Understand what is said is at slower than average speed repetition</td>
<td>Has great difficulty following what is said. Can comprehend only on slowly speech and with frequent repetition.</td>
<td>Cannot be said to understand even simple conversational English</td>
</tr>
</tbody>
</table>

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Mengetahui,
Guru Pamong Pengajaran

Jakarta, 30 September 2019

Musfiroh, M. Pd. 

Raudhatul Jannah Assubaidi
APPENDIX 2

The Instrument of Study (Pre-test and Post-test)

Instructions:

1. Please pick one of cards
2. Each card contains an instruction
3. You need to answer the questions with your opinion it in front of the teacher
4. The score will not affected your school report

Pre-Test Questions

1. What do you think about a good friendship is?
2. Do you agree or disagree if …
   a. Mother is a hero in your life
   b. West movie are forbidden in cinema Indonesia
   c. Gado-gado is the best Indonesian food
   d. Students are forbidden bring hand phone to school
   e. Indonesia raya song must be sung every ceremony at school
   f. Smoking is forbidden at School
   g. Sport lesson is banned at school
   h. School orientation is good for new students

Post-Test Questions

1. Tell me about your favorite (book, place, teacher, subject of study, thing) and the reason why you like it?
2. Do you agree or disagree if …
   a. your school is the best place to learn
   b. students being allowed playing video game like mobile legend or PUBG in school
   c. students must read a book a day
   d. students couldn’t buy anything except in school canteen
   e. all students should joint all extracurricular in school
   f. female students are allowed having bold make up to school
   g. students being able ride bike or car to school
APPENDIX 3

STUDENTS SPEAKING TRANSCRIPTIONS
POSTTEST TRANSKRIP EXPERIMENTAL CLASS

Student 3
Tell me about your favorite place and the reason why you love it?
I think my favorite place is beach because we can see the sunset. We can playing sand, snorkeling, play banana bout. We also can have a picnic on the beach and burning camp fire, burning fish on it with our family. We can swim in sea too.

Do you agree or disagree if your school is the best place to learn and tell the reason why?
I agree that school is the best place to learn because at school, we can meet friends and socialize with each other. We are taught good manners. We can also ask the teacher if we don’t understand anything we don’t understand at school. We also have facility well.

Students 2
Tell me about your favorite subject of study? And tell the reason why you like it!
I like Indonesian language because the teacher is pretty, smart, and can explain it until the massage is delivered to me. Because the teacher can explained and embrace his students like his own children and vice versa we as students are more comfortable to take Indonesian language lesson. And Indonesian language lesson are easier to understand and understandable.

Do you agree or disagree if female students are allowed having bold make up to school?
I am of course disagree because we are just a student whose job is learning. And vise versa if you are a new worker I agree because we are no longer student. Not I disagree but we must be able to distinguish between a student and a worker and I am sure in time you all will definitely use make up at a predetermined time according to age.

Student 18
Tell me about your favorite book and the reasons why you love it?
I think, I like novel, this novel takes the form of a story with various plots and conflicts. This book tells about someone whether it is about love, friendship, social, culture, and others. This is one of the reasons why many people read it.
Do you agree or disagree if students should read a book a day?
My opinion, yes, I agree because reading has many benefits. The benefits of reading a book are building self-confidence, thinking power, increasing concertation, increasing vocabulary, increase knowledge, practice writing well. If you have free time you should use it for the useful by reading a book.
POST-TEST TRANSCRIPT OF CONTROLLED CLASS

Student 19
Tell me about your favorite place?
Dufan because to fill free time when are bored

Do you agree or disagree if female students are allowed having bold make up to school?
It is agree, because it is not good for our skin.

Student 4
Tell me about your favorite place?
My favorite is home because I can always be close to family and play with pets.
Hmm aaaa because hmmm sejuk hmm kreo

Do you agree or disagree if students being allowed playing video game like mobile legend or PUBG in school?
Disagree because it’s can interfere with the lesson. No.

Student 21
Tell me about your favorite teacher!
My favorite teacher is Mrs. Harola because is very good, very funny, always understand.

Do you agree or disagree if all students must joint all extracurricular in the school?
Agree, because the extracurricular makes us add to the activities of the day. Yes, tapi dulu. Karena ada kesibukan lain. Basket ball.
Student 3
What do you think about good friendship?
Friendship is but.. eh .. friendship is about feeling friend in need is a friend indeed. Ok friend is good I like aa make a friendship can relive in social media in aaa I have much more friend in the class in the house.

Do you agree or disagree if mother is a hero in your life?
I agree because my mother is born to me like a child in the .. and adult my mom is the best super hero ever aaa okay I think is enough thank you.

Student 2
What do you think about good friendship?
Hmmm. Menurut saya.. because because friendship forever love you. aaa friend I am like friendship. Friendship because good best.

Do you agree or disagree if smoking is forbidden at school?
No, because merusak paru-paru I don’t like smoking. Because berbahaya. Thank you.

Student 18
What do you think about good friendship?
I think good friendship who can support one another aaa because I am have one a good friendship is my life

Do you agree or disagree if mother is a hero in your life
I agree because my mother merawat my mother is carry for me in my life and my mother always support aaaa for me.
POSTTEST TRANSKRIP EXPERIMENTAL CLASS

Student 19
What do you think about good friendship?
*Sahabat adalah teman yang terbaik untuk kita* aaa bestfriend for aaa apa ya

Do you agree or disagree if Students are forbidden bring hand phone to school
Yes, aaa because *karena dilarang sama guru* hmm forbidden by the teacher aa
tidak baik untuk diri sendiri. Then aaa juga merusak mata

Student 4
What do you think about good friendship?
aaa happy aaa one one flag don’t know don’t angry aaa don’t cry *selalu bersama apaya* ... always together and aaa *selalu baik apa ya* .. aaa and happy.

Do you agree or disagree if gado-dado is the best Indonesian food?
Yes, because is *makanan tradisional apa ya* .. aa traditional eat aaa because aaa a very very good aa so *lezat apa* nice and crunchy and than like food kesukaan aku.

Student 21
What do you think about good friendship?
aaa she is a good girl aaa he is always understanding he is always support me aaa *terus itu* hmmmm *apa ya* aa *gimanan ya* she is very very cute she is a very very good boy

Do you agree or disagree if west movies are forbidden in cinema Indonesia?
aaa disagree aaa because aaa it a can cause aa hmmmm makes *karena dapat menyebabkan merugikan* and than *termasuk pembajakan film.*
APPENDIX 4
TRANSCRIPTIONS OF INTERVIEW

Student 1
T: Menurut kamu kegiatan pair work kemarin itu bagaimana? Apakah kamu enjoy atau tidak?
S: Menurut saya kegiatan kemarin itu cukup seru karena di kegiatan itu saya lebih tahu bahasa, kosa katanya dan cara berdialog dengan teman itu bagaimana.
T: Apa yang kamu sukai dari kegiatan pair work kemarin?
S: Saya lebih banyak belajar kosa kata, artinya, dan berdialog dengan teman. Dan saya dengan teman pair saya sama-sama enjoy belajar bersama karena kita saling ingin tahu.
T: Kesulitan apa saja yang kamu temui ketika pair work kemarin?
S: Ada kosa kata yang sama-sama kita belum ketahui.
T: Kira-kira skor speaking kamu setelah kegiatan ini meningkat atau tidak?
S: Cukup meningkat, kira-kira 50%.

Student 2
T: Menurut kamu kegiatan pair work kemarin itu bagaimana? Apakah kamu enjoy atau tidak?
S: Tentunya enjoy. Karena kita tidak belajar sendiri melainkan bersama. saya juga tipe orang yang suka belajar dengan cara praktik jadi menurut saya kegiatan kemarin itu cukup seru.
T: Apa yang kamu sukai dari kegiatan pair work kemarin?
S: Kegiatan pair work kemarin yang saya sukai bisa belajar berbicara di depan orang belajar dengan teman. Dan teman pair work yang saya dapat cukup cocok bagi saya.
T: Kesulitan apa saja yang kamu temui ketika pair work kemarin?
S: Kesulitan yang saya hadapi yaitu kosa-katanya, bagaimana cara mengucapkannya.
T: Kira-kira skor speaking kamu setelah kegiatan ini meningkat atau tidak?
S: Meningkat dari yang tidak tahu menjadi walaupun ada beberapa yang tidak. kira-kira 15%.

Student 3
T: Menurut kamu kegiatan pair work kemarin itu bagaimana? Apakah kamu enjoy atau tidak?
S: Menurut saya kegiatan kemarin itu sedikit enjoy.
T : Apa yang kamu tidak sukai dari kegiatan pair work kemarin?
S : Ada beberapa hal yang tidak saya sukai. karena ada hal yang saya tidak sukai pertama kelas menjadi ramai karena semua berbicara, kemudian ada teman saya yang jalan-jalan di kelas. Kemudian teman yang saya dapat ketika pair work itu tidak bisa diajak kerja sama.

T : Kesulitan apa saja yang kamu temui ketika pair work kemarin?
S : saya dan teman pair work saya menjadi tidak kompak satu sama lain dan pembahasan yang dibahas menjadi tidak nyambung. Jadi saya lebih suka belajar sendiri.

T : Kira-kira skor speaking kamu setelah kegiatan ini meningkat atau tidak?
S : Meningkat tapi sedikit karena tidak terlalu membantu. kira-kira 5%.
### APPENDIX 5

**STUDENTS' SPEAKING SCORE**

**SPEAKING SCORE EXPERIMENTAL CLASS**

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Peserta Didik</th>
<th>Pronunciation</th>
<th>Criteria</th>
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<tr>
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<td>1</td>
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<td>Adam Prasetyo</td>
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<td>Joseph Bent</td>
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</tr>
</tbody>
</table>
# SPEAKING SCORE CONTROLLED CLASS

| No | Nama Peserta Didik       | Pronunciation |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|    |                         | Pre-test      | Post test | Pre-test | Post test | Pre-test | Post test | Pre-test | Post test | Pre-test | Post test | Pre-test | Post test | Pre-test | Post test | Pre-test | Post test | Pre-test | Post test | Pre-test | Post test | Pre-test | Post test | Pre-test | Post test |
| 1  | Alifah Syahla           | 2             | 2         | 2         | 2         | 2         | 3         | 2         | 2         | 2         | 3         | 2         | 2         | 2         | 3         |           |           |           |           |           |           |           |           |           |
| 2  | Aliva Riyanti           | 3             | 2         | 2         | 2         | 2         | 3         | 2         | 2         | 2         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 3  | Dea Novita              | 3             | 3         | 2         | 2         | 3         | 3         | 3         | 2         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 4  | Deana Auwalidayah       | 3             | 3         | 2         | 3         | 3         | 3         | 2         | 2         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 5  | NOVA                    | 3             | 3         | 2         | 3         | 2         | 3         | 2         | 3         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 6  | Reva                    | 4             | 3         | 3         | 3         | 3         | 3         | 3         | 3         | 3         | 4         | 3         | 4         | 4         |           |           |           |           |           |           |           |           |           |           |           |           |
| 7  | Kapang Amaroso          | 3             | 3         | 2         | 4         | 4         | 3         | 2         | 2         | 4         | 4         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 8  | Istifa Amalia           | 3             | 2         | 2         | 3         | 3         | 2         | 2         | 3         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 9  | nurmila                 | 3             | 2         | 2         | 2         | 3         | 3         | 3         | 3         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 10 | M. Azuardi              | 2             | 4         | 2         | 3         | 3         | 4         | 2         | 3         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 11 | M. Fadli Subhan         | 2             | 3         | 2         | 2         | 3         | 3         | 2         | 2         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 12 | M. Fahrizi              | 3             | 2         | 2         | 2         | 3         | 3         | 3         | 3         | 3         | 4         | 4         |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 13 | M. Glufron              | 3             | 3         | 3         | 3         | 3         | 3         | 3         | 3         | 4         | 4         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 14 | Zulfikar                | 3             | 3         | 2         | 3         | 3         | 4         | 2         | 3         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 15 | Natasha                 | 2             | 3         | 3         | 3         | 2         | 3         | 2         | 3         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 16 | Rahmatika               | 2             | 2         | 3         | 3         | 3         | 3         | 3         | 3         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 17 | Mariatul                | 3             | 3         | 3         | 3         | 3         | 3         | 3         | 3         | 4         | 4         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 18 | Rihlah                  | 3             | 2         | 3         | 3         | 2         | 3         | 2         | 3         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 19 | Rika Fadliah            | 2             | 2         | 2         | 2         | 2         | 2         | 2         | 2         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 20 | LISA                    | 3             | 3         | 3         | 3         | 3         | 3         | 3         | 3         | 3         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 21 | Syahdat                 | 3             | 3         | 3         | 3         | 3         | 3         | 4         | 3         | 3         | 4         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 22 | Viamenta                | 3             | 3         | 3         | 3         | 3         | 3         | 3         | 3         | 3         | 4         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 23 | Nandita                 | 3             | 2         | 2         | 2         | 3         | 3         | 2         | 3         | 4         | 3         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| 24 | Regina                  | 2             | 2         | 2         | 3         | 3         | 3         | 2         | 3         | 4         | 4         |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
APPENDIX 6

RESEARCH DOCUMENTATION
SURAT PERMOHONAN IZIN PENELITIAN

Nomor : B-1107/F1/KM.01.3/07/2019
Lampiran : 1
Hal : Permohonan Izin Penelitian

Jakarta, 15 Juli 2019

Kepada Yth.,

Kepala SMK Pandawa Budi Luhur

Di tempat

Assalamu’alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa,

Nama : Rauchhatul Jannah Assubaidi
NIM : 11150140000060
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (delapan)

Judul Skripsi: The Effectiveness of Pair Work Activity on Students’ Speaking Skill in Asking and Giving Opinion

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

A.n. Dekan,
Ketua Pendidikan Bahasa Inggris

Didin N. Hidayat, MA, TESOL, Ph.D.
UNP 16980730 200912 1 001

Tembusan:
1. Dekan FITK
2. Wakil Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
APPENDIX 8

SURAT KETERANGAN PENELITIAN

Nomor : 707/SMK-PBL/VIII/2019
Lampiran : -
Hal : Penelitian

Kepada Yth,
DEKAN UIN Jakarta
FAKULTAS ILMU TARBIYAH dan KEGURUAN
DI
JAKARTA

Dengan Hormat,

Sehubungan dengan permohonan Izin penelitian yang dilakukan pada SMK Pandawa Budi Luhur Jakarta bahwa tersebut dibawah ini :

Nama : Raudhatul Jannah Assubaidi
NPM  : 11150140000060
Program studi : Pendidikan Bahasa Inggris

Benar nama yang tersebut telah melakukan penelitian pada Tanggal 01 Agustus - 31 Agustus 2019 dengan judul “THE EFFECTIVENESS OF PAIR WORK ACTIVITY ON STUDENTS SPEAKING SKILL IN ASKING ADN GIVING OPINION”.

Demikian Surat Keterangan Ijin Penelitian ini Kami berikan untuk dapat dipergunakan sepelemanya.

Jakarta 30 Agustus 2019
Kepala SMK Pandawa Budi Luhur

Sakimsan Wirotomo, S.H., M.M.
APPENDIX 9

SURAT BIMBINGAN SKRIPSI

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : B-0423/FI/KM.01.3/III/2019
Lamp. : I
Hal : Bimbingan Skripsi

Jakarta, 12 Maret 2019

Kepada Yth.

Dr. Nida Hasma, M.Pd., MA. TESOL
Peneliti
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknik) penulisan skripsi mahasiswa:

Nama : Raulhatul Jannah Assubaidi
NIM : 11150140000060
Jurusan : Pendidikan Bahasa Inggris
Semester : 8
Judul Skripsi : The Effectiveness of Pairwork Activity on Student Speaking Skill in Asking and Giving Opinion


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

Tanda tangan:

[Signature]

[Stamp]

[Seal]

91
Surat Bimbingan Skripsi

Nomor: B-0423/F1/KM.01.3/III/2019
Lamp. : 1
Hal : Bimbingan Skripsi

Kepada Yth.
Dadan Nugraha M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (matem/teknis) penulisan skripsi mahasiswa:

Nama : Raudhatul Jannah Assubahi
NIM : 1115014000060
Jurusan : Pendidikan Bahasa Inggris
Semester : 8

Judul Skripsi : The Effectiveness of Pairwork Activity on Student Speaking Skill in Asking and Giving Opinion.


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

Tambahan:
1. Dekan FITK
2. Mahasiswa ybs.