Promoting Students’ Speaking Skill by Using Pair Taping to the Eleventh Grade Students of SMK PGRI Kayuagung

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Abstract. The fact that speaking is difficult for students is still being the problem of the teachers. Nazara (2011:28) says that students tend to avoid speaking due to their fear of lecturers’ scolding and classmates’ laughing. Besides, many teachers worldwide have to teach mainly grammar and vocabulary because this area is tested in the examinations and most of schools and many language institutes aim to help their students pass local, national, and international examination (Baker, 2003:5). Therefore, this study tried to investigate whether pair taping could improve students’ speaking skill or not. Based on theoretical framework stated by Thornburry (2002:43 & 108), it is stated that pair taping is one way to raise or expose learners’ awareness of speaking language and is outside-class speaking to cope students’ problem in speaking and can take responsibility for developing their speaking skill. The samples were the two classes of eleventh grade students of SMK PGRI Kayuagung. To collect the data, oral test was used in which the students were asked to choose one situation and perform a dialogue in front of the class. Then, the data were analyzed by using t-test. It was found that t-obtained was higher than t-table at the significant level of p<0.05. It meant that pair taping could improve students’ speaking skill because they got hours of extra practice and developed fluency and ease in speaking. They could practice speaking by using pair taping in their house, listened to their speaking, and checked their pronunciation and content of the recording.

Keywords: pair taping technique, speaking.

1. Introduction
Communication is an essential need for human being. One of the ways to communicate is through speaking. Bailey (2002:124) explains that speaking is the productive oral or aural skill. Speaking is a crucial part of second language learning and teaching because it is used as interaction, transaction, and performance (Richards, 2008: 21-27). Bahrani and Soltani (2012:26) also explain that in daily lives, most of people speak more than write, but many English teachers still spend the majority of class time on reading and writing practice and almost ignore speaking skill. Consequently, it is important to learn speaking because it is primary mode of communication and a person who has the ability to speak well would be able to communicate effectively with others.

However, Oradee (2012:533) states that speaking English is the most difficult for learners and students often stammer when speaking. Nazara (2011:
28) also says that students tend to avoid speaking due to their fear of lecturers’ scolding and classmates’ laughing. Meanwhile, Morozova (2013) describes that speaking is a skill that our students less in learning compared to other language skills. Baker (2003:9) also explains that many teachers worldwide have to teach mainly grammar and vocabulary because this area is tested in the examinations, most of schools and many language institutes aim to help their students pass local, national, and international examination. Many examinations are in the form of written test meanwhile the oral test is neglected. It could be concluded that speaking skill was neglected by the teacher to be taught in the classroom.

Furthermore, Bahrani and Soltan (2012) say that the common problem in EFL contexts is where language learners have less chance to speak English; language learners in EFL context have only limited speaking activities inside the classrooms. Besides, Nawshin (2009:17-20) explains that there are some reasons behind speaking problems namely size of the class, anxiety of making mistakes, lack of motivation, teacher’s talk dominated, lack of opportunity to use the target language, students do not get chance to speak, lack of interesting topic, peer response, and grammar item teach in deductive manner. Bashir (2011:35) also states that students do not get any chance either in the class room or outside to speak English so that students are shy to speak English. In other words, students do not have enough time to practice speaking English either in the classroom or outside the classroom. Besides, Chainago (2011:121) explains that our learners in Indonesia often get troubles in speaking specially in front of class such as students lost their words and sentences, students’ heart is suddenly trembling and beat quickly, students are nervous, and can not say what they want to say although they have prepared it. It can be concluded that speaking in front of people using a foreign language seems to contribute the most to language classroom anxiety (Maclntyre :1999) cited in (Liu:2012). In other words, it is hard to speak English fluently in front of the class because of lack of knowledge and self confidence.

Based on the explanation about the problems in speaking, therefore, teachers should find the right and optimal application of instructional technique to promote and facilitate students in learning speaking. One of the technique that can be applied is pair taping. Pair taping is an excellent option technique to give students an equal amount of time and opportunity for oral production and feedback (Mendez, 2010: 17). According to Schneider (1993) cited in Kluge (2000), pair taping is requiring students to record free conversation outside of class and turn in their tapes as homework. Besides, Schnieder (2001) explains that pair taping which is a fluency practice in which learners record themselves speaking in pairs. Pair taping is an effective technique to increase the motivation and achievement of EFL learners and can make students practice fluency by recording themselves while speaking in pairs (Schneider, 1993). Moreover, Sibai (2004: 12) says that the common technique used to supplement L2 learners’ limited opportunity to speak outside the classroom is through the use of tape recorders. Through pair taping, students can check their own pronunciation and can reduce their nervous
because they do not speak in front of class or using minimal respond. In addition, pair taping is a technique that effective to improve speaking skill because it uses minimal respond (Schneider, 2001). Minh (2012:152) also explains that pair taping is one technique that used technology in enhancing the quality of education. Therefore, in teaching speaking using pair taping teachers should use mobile phone to record students’ voice.

Based on the previous explanation, therefore, this study tried to investigate whether pair taping could improve students’ speaking skill or not.

2. Literature Review

2.1 Concept of Speaking

Speaking is an indispensable tool for thinking and achieving academic success (Goh, 2012:21). In addition, speaking is one of the four major skills necessary for effective communication in any language (Morozova, 2013). Moreover, Sari (2008:9) says that speaking is skill that uses the word and produces the sound to express ourselves either ideas, feeling, and thought and needs orally in an ordinary voice. Besides, Chaney (1998:13) cited in Kayi (2006) explains that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. It could be concluded that speaking is an ability to express, ideas, thoughts, and feelings orally and the purpose of speaking is to express opinions, to persuade someone about something, and to clarify some information.

Moreover, Mahendra (2012: 5-7) describes that there are some aspects of speaking such as grammar which is needed for students to arrange a correct sentence in conversation, vocabulary which can easily generate the idea by using word, content which means students’ ability to understand the topic from speaker, fluency which means students’ ability to speak smoothly and only a small number of pauses, and pronunciation which means students’ ability to pronounce a word based on standard of the sound and stress patterns of a syllable, word, phrase, and so on. In short, when speaking English, students should consider some aspects of speaking such as grammar, vocabulary, fluency, and pronunciation so as to speak well.

Furthermore, Thornbury (2005:13) mentions that there are two functions of speaking; transactional and interpersonal. Transactional means the way to convey information and facilitating the exchange of goods and to service while interpersonal means the way to establish and maintain social relation such as the conversation between friends that take place at the restaurant. Thornbury (2005:13) also explains that there are four speaking genre namely (1) interactive; involving communication between people, for example, casual conversation between friends and the conversation that take place when buying a newspaper at a news kios, (2) non-interactive; without involving communication between people directly, for example, a television journalist’s live report and when leaving a voice-mail message, (3) planed; typically planned because they might be completely scripted in advance certain speech genres, for example, public speeches, business presentations, wedding speech, and (4) unplanned; happens spontaneously, for
example, the conversation that take place when bumping into someone on the street. In other words, students speak English in order to get information which functions as transactional and students tend to have interactive which involves communication between students.

2.2 Concept of Pair Taping Technique

According to Kubo (2000), pair taping is a technique designed by Schneider (1993) which is used in L2 conversation courses, offers student pairs regular opportunities to record L2 conversations at length, and allows teachers equal opportunities to monitor student progress and to provide feedback. Schneider (2001) also explains that pair taping is a fluency practice in which learner’s record themselves speaking freely in pairs. In addition, Sibai (2004:13) explains that pair-taping is a simple technique of getting students to develop more fluency in a foreign language. Besides, Schneider (1993:60) describes that students involved in self-instruction tend to be more confident and less inhibited and learners became perceptibly more open and confident about speaking. Mahendra (2012) also describes that pair taping has been used in several studies because it is considered as an effective way to encourage students to speak, helps motivate EFL learners, offers solutions to other related problems that teachers faced such as students are lazy to learn, do not make much effort, do not speak English in class, and do not use the native language. Moreover, pair taping is an effective tool for error correction in teaching and learning speaking skills for EFL students (Minh, 2012:143). Mendez (2010:11) also explains that regardless of class size, for language learners, there is insufficient class time to develop oral skills. It is accordance with KTSP 2006 mention that vocational Indonesian’s students learn English four hours a weekend Curriculum 2013 describes vocational Indonesian’s students only learn English two hours a week, therefore students only have limited opportunity to improve speaking skill. Meanwhile, pair taping is an excellent option to solve those problems. It means by using pair taping, the common problems faced by the teachers in Indonesia like class size, students’ mother tongue and limited time to learn English can be solved. Moreover, Kubo (2007:55) explains that pair taping makes students being relaxed, confident and motivated when studying on their own, suggesting students learned to speak fluently. After students do pair taping, students will feel relaxed and confident. Then students will have higher motivation so that students’ speaking will improve significantly. In addition, Washburn and Christianson (1995:43) say that in pair taping, students are required to tape their conversation with their pair and are forbidden to stop their taping before the time up.

2.3 The Advantages of Pair Taping Technique

According to Kluge (2000), pair taping has several benefits; 1) develop real fluency and ease in using English, 2) get hours of extra practice, 3) have a concrete record of their progress, 4) gain a sense of responsibility for their
progress beyond the classroom, 5) maintain personal accountability for that 
learning, 6) enjoy the taping and recognize its value, 7) teach speaking one 
another, and 8) have an added incentive to speak continuously in English because 
the teacher will monitor their conversations through listening the recording.

Moreover, according to Schneider (1993, 2001), Washburn and Christianson 
(1995), and Kluge and Taylor (2000), pair taping motivates students to speak 
more. Schneider (2001) also says that most pair tapers reported significant 
improvement and speaking had become easier and more enjoyable. Students are 
more relaxed, confident, and enthusiastic than before. Finally, Kluge and Taylor 
(2000) assert that partner taping outside the classroom offers a simple and 
practical technique of getting students to develop more fluency in a foreign 
language as well as to take responsibility for their own oral language practice.

3. Method

Quasi-experimental method was applied in conducting the study. Ary et.al 
(2010:316) says that a quasi-experimental design is an experimental design that 
nonrandomized control group, pretest-posttest design. Its purpose to approximate 
the condition of the true experimental in setting which does not allow the control 
and or manipulation of all relevant variables.

Quasi experimental method and pretest-posttest non equivalents control 
group design were applied. The samples of this study were the two classes of the 
eleventh grade students at SMK PGRI 1 Kayuagung in academic year of 
2013/2014 that consisted of 60 students. To determine the experimental group and 
control group, the flipping of coin was used. After flipping the coin, XI AP1 was as 
the experimental group, while XI AP 2 was as the control group.

The students who were as the experimental group were taught by using pair 
taping while the students who were in the control group were taught by using 
lecturing. The students in the experimental group should follow the procedures of 
teaching speaking by using pair taping as follows (Kluge, Washburn and 
Schneider, 2001); 1) Preparation; Teacher gives the explanation about some rules 
of pair taping to the students such as; Giving a topic which is based on textbook, 
Asking students to make manuscript about their conversation, Using mobile 
phones that have facility recording or taping, Speaking using their own words, 
without using written material (when record, they do not see or read written 
material), Forbidden to use any language other than English, Do not allow leave 
long pauses in their conversations, and Listening the explanation about the 
benefits of pair taping in developing speaking skill, 2) Students’ Activities; 
Choosing taping partners or pair, Making the manuscript based on their topic, 
Submitting their manuscript about conversation to the teacher, Practicing their 
conversation with their pair using pair taping, and 3) Teacher’s activities: Labeling 
the finished recording, Sending students’ file after all students have recorded, and 
Giving correction about students’ practice such as grammar, pronunciation, 
content, fluency and vocabulary (after all the materials have already taught).
To collect the data, oral test was used which was in the form of essay consisted of three situations given. The students were divided into pair and had to choose one situation given. Then, they practiced it in front of the class. To avoid the bias test, the test, then, was measure by two raters which was based on the rubric that consisted of five criteria of assessment, namely: quantity of information communicated, fluency, pronunciation, vocabulary and grammar. Before giving the test, the test had been tried out to the non samples. The try out was done in order to check the reliability of the test. The reliability coefficient was calculated by Pearson Product Moment Correlation. The reliability coefficient was 0.87, it meant that the test had coefficient correlation. To check the validity of the test, content validity was used in which the test was estimated by relating it to the syllabus of SMK eleventh grade in the second semester and the table of specification was provided.

4. Findings and Discussions

Before using t-test, the normality of the data were used. Based on the calculation using Shapiro-Wilk test, it was found that the normality of the pretest in the experimental group was 0.084 and the normality of the post-test of the experimental group was 0.153. Since the significance of the pretest (0.84) was higher than (0.05) and the significance of posttest (0.153) was higher than (0.05) in the post test, it could be concluded that data obtained were considered normal. Meanwhile, the normality of the pre-test of the control group was 0.139 and the normality of the post-test of the control group was 0.863. Since the significant (0.863) was higher than (0.05) in the pre-test and the significant (0.139) was higher than (0.05) in the post-test, it could be concluded that data obtained were considered normal.

From the results of the pretest and posttest in the experimental group, it was found that the means difference between pretest and posttest of experimental group was 8.633, standard deviation 3.980, the value of t-obtained were 11.880 with df=29, and the critical value of t-table 2.0452. Since the value of t-obtained (11.880) was higher than critical value of t-table (2.0452) at the significant level of p<0.05, it could be inferred that the students had progress after learning speaking using pair tapping. Students’ achievement improve after the treatment this might be caused some factors students have new motivation in learning, students are more active than before because pair tapping emphasize to practice if the time is up they practice it in break time or next time.

Meanwhile, the result of the pretest and posttest in the control group showed that the students’ mean difference between the posttest and pretest was 1.990, standard deviation was 1.519, the value of t-obtained was 7.177 with df=29, and the critical value of t-table was 2.0452. Since the value of t-obtained (7.177) was higher than critical value of t-table (2.0452) at the significant level of p<0.05, it could be inferred that the students had progress after learning speaking using lecturing. Students’ achievement improved after giving lecturing about
material because students had got knowledge in speaking dialogue. Based on the pre-test and post-test of the experimental and control groups, it showed that the groups had the same chance to improve students speaking achievement.

Based on the independent samples t-test, it was found that the mean difference between posttest in the experimental and control groups was 29.70, the mean scores of posttest in control the group was 23.59, the value of t-obtained was 5.322, at the significant level p<0.05 in two tailed testing with df = 58, the critical value of t-table = 2.0017. Based on calculation above, it was found that the score posttest of experimental group was higher than the score posttest in the control group and the value of t-obtained was higher than t-table. It meant that the Null hypotheses (Ho) was rejected and Alternative hypotheses (Ha) was accepted. In other words, pair taping could improve the eleventh grade students’ speaking achievement at SMK PGRI 1 Kayuagung. The result of the study is lined with the result conducted by Sibai (2004:13) who says that that pair-taping has an effect on improving ESL learners’ speaking as well as their motivation and achievement. Kubo (2007:55) also mentions that pair taping makes students being relaxed, confident, and motivated when studying on their own, suggesting students learned to speak fluently. In addition, Minh (2012:143) also says that pair taping is effective technique in teaching and learning speaking skill for EFL students.

5. Conclusion
Based on the analysis of the data, it was found that t-obtained (11.880) was higher than t-table (2.0452) at the significant level of p<0.05, it could be concluded that teaching speaking by using pair taping was very helpful the students to speak English up actively and freely in the experimental group. For that reason, the students in this group felt more relaxed and be fun in speaking English with their partner or pair without interference from the teacher. Pair taping helped the students in improving their oral communication. It can be seen from the highest and the lowest score of the experimental group in the pre-test were 29 and 8. The highest and the lowest score of the experimental group in the post-test were 39.5 and 22.5. Whereas, in the pre-test of control group, the highest and the lowest were 31.5 and 8.5, While in the post-test of control group, the highest and the lowest score were 32.5 and 15.5. It also showed that there was an improvement of students’ score even though they were not taught by using pair taping.

Besides, the mean score of post-test in the experimental group (29.70) was higher than the mean score of post-test in the control group (23.59), and the difference of both means was (6.110). The value of t-obtained was 5.322, at the significant level p<0.05 in two tailed testing with df = 58, the critical value of t-table = 2.0017. Since the value of t-obtained was higher than t-table, the Null Hypotheses (Ho) was rejected and Alternative hypotheses (Ha) was accepted. It means that pair taping effective to improve the eleventh grade students’ speaking achievement at SMK PGRI 1 Kayuagung.
References


