



**A COMPARATIVE STUDY BETWEEN PAIRWORK AND
GROUPWORK ACTIVITIES TO SPEAKING MASTERY
AT GRADE XI STUDENTS OF SMA NEGERI 3
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of Graduate
Education (S.Pd) In English Program*

Written By:

DEDY SYAHPUTRA SIREGAR

Reg. Number. 13 340 0009

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN PADANGSIDIMPUAN**

2017



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2017

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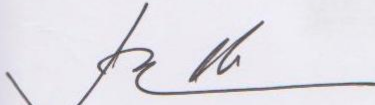
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revises on the thesis belongs to **DEDY SYAHPUTRA SIREGAR**, entitled "**A Comparative Study Between Pairwork And Groupwork Activities To Speaking Mastery At Grade XI Students Of SMA Negeri 3 Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikum wr.wb.

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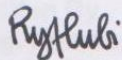
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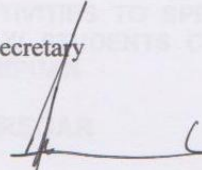
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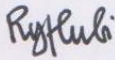
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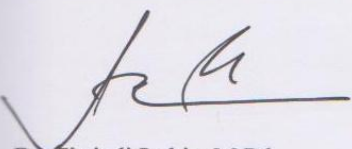
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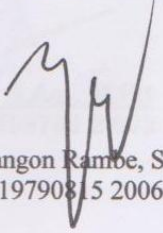
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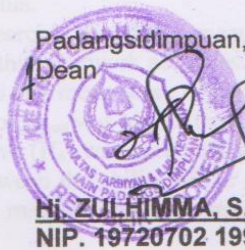

LEGALIZATION

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ABSTRACT

This research focused on the comparative study between pairwork and groupwork activities to speaking mastery at grade XI students of SMA Negeri 3 Padangsidimpuan. The students problems in this research were : 1) Students feel shy when they are speaking because they do not have a lot of chances to practice English in communication or for interaction in their daily life 2) Students are from rural areas, sometimes they had worse speaking skills than the students are from big cities, 3) Students come from different ethnic groups. The purpose of this research was to know of how significant differences between the ability of the grade XI students of SMA Negeri 3 Padangsidimpuan in speaking mastery by using pairwork and groupwork activities.

The method was used in this research was experimental research. Two classes were chosen randomly as the sample. They were XI – IPA 4 that consisted of 30 students and XI – IPA 5 that consisted of 32 students. It was taken after conducting normality and homogeneity test. The data was derived from post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of class after using groupwork activities was higher than pairwork activities. Mean score of class by using groupwork activities was 60.6 and mean score of class by using pairwork activities was 55.7. Besides, the score of t_{count} was higher than t_{table} ($3.062 > 2.000$). It meant that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant differences between the ability of the grade XI students of SMA Negeri 3 Padangsidimpuan in mastery speaking by using pairwork and groupwork activities.

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Firstly, the researcher would like to convey his grateful to Allah SWT. The most Creator and Merciful who has given researcher the health, time and chance for finishing the thesis entitled “*A Comparative Study Between Pairwork And Groupwork Activities To Speaking Mastery At Grade XI Students Of SMA Negeri 3 Padangsidempuan*”. Besides, Shalawat and Salam be upon to the prophet Muhammad SAW that has brought the human from **the darkness era into the lightness era**.

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Padangsidimpuan, June 9th 2017

Writer,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a global language that is used by people as a medium to communicate with the other people in many countries around the world. So that is why English is one of international language. Moreover, English is applied in many aspects of life like book are written in English, information about technology is often using English. Therefore, Indonesian government obligates English is being taught in every school from elementary school until university.

Because of English is obligated in Indonesia, so the position of English in the curriculum especially for Senior High School or Sekolah Menengah Atas (SMA) is a compulsory subject which is taught and learnt in a formal education. It is caused by English is used as a tool of communication to express ideas and information as stated in Standar Kompetensi dan Kompetensi Dasar (SK - KD) in School Based on Kurikulum 2013 of SMA: English is a tool of communication orally or written form. Communication is an understanding and giving ideas, thoughts, and developing knowledge, technology and culture. The communication skills is completely defined as the skill of understanding and producing orally and written form text which are listening, speaking, reading and writing that is used to communicate with others in daily life activity.

Next, English has four major language skills. They are listening, speaking, reading, and writing. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It as a part of work or academic study may involve presenting reports or presenting a view point on a particular topic. So, speaking

is the most important skill, because it is one of the abilities to carry out conversation and communication.

There are some other essentials of speaking beside carrying out conversation and communication. *First*, people can deliver information. Many people around the world deliver the information to another people through speaking, because it is easier and more efficient. *Second*, speaking can establish the relation. Speaking is done in human life every time and everywhere, in family life, community, and also in the world. *Third*, people can learn from a lot of speaking. Trying to influence attitudes and listen opinion of the person they speak can make people getting knowledge.

To improve speaking mastery, government have done some efforts to make them more capable in speaking. The efforts are *First*, government has managed the learning devices, especially for the devices of English subject. The devices are like the curriculum, syllabus, and lesson plan. Besides, the government also has set up that schools must have or receive the qualified and experienced teachers so the English mastery especially in speaking aspects can be increased rapidly. *Second*, the school elements have applied what the government set up, such as, the teachers have prepared their learning devices as well as they have to do. Then, the headmaster has considered to choose the qualified teachers, but also because of based on nepotism.

However, there are many problems facing by the students at the grade XI SMA Negeri 3 Padangsidempuan when they speak English. Among them, the problems of oral communication seem to be the most serious one because speaking is totally necessary for everybody in daily activity especially English students. The evidences are based on the private interview with the English teacher, he is Mr. Syarifuddin Siregar. He says that most

students do not have enough opportunities to speak English in environment that is why speaking English has not had the best result.

The reasons are *the first* is that the students feel shy when they are speaking because they do not have a lot of chances to practice English in communication or for interaction in their daily life. *The second* is that the students are from rural areas, sometimes they had worse speaking skills than the students are from big cities. *The third*, students come from different ethnic groups. Some of them are Batakese, Nias, Javanese and Malay. The accent is different each other. The phenomenon in the field, the Batakese is difficult to speak English smooth. It relates to the students pronunciation. Actually, not only Batakese has the problem in accent but also Javanese, Nias, and Malay.¹ So that the students' fluency and the accuracy are bad. Many students feel tremble, tight, and worry. Then, they do not practice it lots. So, the researcher concludes that the students' main problem to be solved in speaking ability is high anxiety.

Therefore, there are many activities of speaking to solve the poor conditions of speaking mastery. The activities are hoped be able to promote speaking mastery of students. Those activities have the important roles in improving speaking mastery. The roles are helping students to get many ideas for a broad spectrum of challenges. Then, the kinds of activities are story completion, list making, ranking, giving directions, group interview, story telling, show and tell, debate, problem solving, and fantasy.² Those activities can be conducted by individual activities, pairwork activities, and group activities.

¹*Private Interview in Pre-Research to the English Teacher of Grade XI Students*, (Padangsidempuan: SMA Negeri 3 Padangsidempuan on Monday, September 26th, 2016 at 9 a.m). .

²A Journal of Fazildinova Sevara Nematovna, "Activities to Promote Speaking in a Second Language", p. 4-6, accessed on Monday, december 19th 2016, retrieved from <http://www.apriori-journal.ru/serial1/1-2016/Fazildinova.pdf>.

Here, the researcher focuses on pairwork and group work activities. Pairwork is a situation which enables two learners to work independently and interactively without teacher involvement. While, group work is designed as any classroom activity in which learners perform collaborative tasks with one or more speakers.

Pairwork and groupwork activities have important role to develop students speaking mastery. By doing pairwork, students will speak independently and interactively both of them without afraid of doing mistakes. So both of students will speak like doing conversation and of course speak English is not feel difficult. While, groupwork will make students in group also speak independently and interactively without afraid to do a mistake and there will be much idea that is uttered by each member of group that stimulate another member to speak and uttered the idea.

Based on the explanation above, this both activities have the same role in speaking mastery, but the researcher assumes that groupwork is better than pairwork, because in groups gave students the opportunity to create more complex dialogues, explore relationship between character, pool knowledge together, and have a more social learning environment. Additionally there is a better chance for self correction or peer correctin and for a discussion on a wider range of thoughts and opinions with larger group sizes.³

Therefore, the researcher wants to do a research which is compare 2 activities entitle: “*A Comparative Study between Pairwork and Groupwork Activities to Speaking Mastery at Grade XI Students SMA Negeri 3 Padangsidempuan*”.

³ <http://m.busyteacher.org/4265-pair-work-vs-group-work-whats-better-for-the.html>. accessed on 4th February 2017 at 10.00 a.m

B. Identification of the Problems

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is a part of work or academic study may involve presenting reports or presenting a view point on a particular topic. There are many activities of speaking to solve the poor conditions of speaking mastery.

There are many kinds of activities that be able to promote speaking mastery of students. Those activities have the important roles in improving speaking mastery. The kinds of activities that is meant are story completion, list making, ranking, giving directions, group interview, story telling, show and tell, debate, problem solving, and fantasy. Those activities can be conducted by individual activities, pairwork activities, and group activities.

C. Limitation of the Problems

As mentioned above there are many kinds of activities that be able to promote speaking mastery of students. The kinds of activities that is meant are story completion, list making, ranking, giving directions, group interview, story telling, show and tell, debate, problem solvig, and fantasy. Those activities can be conducted by individual activities, pairwork activities, and group activities.

Here, the researcher did not discuss all the activities. Based on above identification , the researcher limited the discussion into two activities only, they are pairwork and groupwork. Pairwork is a situation which enables two learners to work independently and interactively without teacher involvement. While, group work is designed as any classroom activity in which learners perform collaborative tasks with one or more speakers.

There were some reasons why the researcher chose both this activities First, the researcher was easier to do a research in group than individually. Second, the researcher

believed that by comparing between both activities, the researcher found whether the better one between pairwork and groupwork.

D. Formulations of The Problem

To make the problem clear, the researcher formulates the problem based on identification above as follows:

1. How far is the ability of the grade XI students of SMA Negeri 3 Padangsidempuan in mastery speaking by using pairwork activity?
2. How far is the ability of the grade XI students of SMA Negeri 3 Padangsidempuan in mastery speaking by using groupwork activity?
3. Is there any significant differences between the ability of the grade XI students of SMA Negeri 3 Padangsidempuan in mastery speaking by using pairwork and groupwork activity?

E. Objectives of the Research

In conducting the research, the researcher describes the formulation of the problem as follows:

1. To describe the ability of the grade XI students of SMA Negeri 3 Padangsidempuan in mastery speaking by using pairwork activity.
2. To describe the ability of the grade XI students of SMA Negeri 3 Padangsidempuan in mastery speaking by using groupwork activity.
3. To examine whether there is any significant differences between the ability of the grade XI students of SMA Negeri 3 Padangsidempuan in mastery speaking by using pairwork and groupwork activities.

F. Significances of the Research

The research is expected to be significance as follows:

1. Theoretical Signification of Research

Theoretically, this research gives information about student's speaking mastery after doing paiwork and groupwork activities at the grade XI of SMAN 3 Padangsidimpuan.

2. Practical Signification of Research

- a. For the teacher as information to improve the quality of teaching English language in senior high school.
- b. For the headmaster as information to improve the quality of English teachers at SMA Negeri 3 Padangsidimpuan.
- c. For other readers as an input to conduct further research.

G. Outline of the Research

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters and they are drawn as follows:

The first chapter consists of The Background of Problem includes what the problems faced by the students and the reasons why the researcher was interested conducting this research, Identification of the Problem means limited problems that taken by the researcher, Limitation of the Research, The Formulations of Problem, Aims of the Research is the researcher aims to conduct the research, Significances of the Research and The Outline of the Research.

The second chapter is Literature Review which is consisted of Theoretical Description of Pairwork, Advantages of Pairwork, and The Procedures Implemetation of Pairwork in the

Classroom. Then, Theoretical Description of Groupwork, Advantages of Groupwork, and The Procedures Implementation of Groupwork in the Classroom, and Theoretical Description of Speaking Mastery, Types of Speaking, The Elements of Speaking, Purpose of Teaching Speaking Mastery, Testing Speaking. The last is Review of Related Findings that as similar variables with this research.

The third chapter is Research Methodology consists of Place and Time of Research, Research Design Planning, Population and Sample, Definition of Operational variable, Instruments of Data Collecting, Procedures of Research, Validity of Instrument, Data Collecting, and Data Analysis.

The fourth chapter is Result of Research that consists of The Speaking Mastery at Grade XI Students of SMA Negeri 3 Padangsidempuan based on Pairwork Activities and The Speaking Mastery at Grade XI Students of SMA Negeri 3 Padangsidempuan based on Groupwork Activities.

The fifth chapter is conclusion consists of researcher's conclusions and suggestion about the speaking mastery at grade xi students of SMA Negeri 3 Padangsidempuan.

CHAPTER II

LITERATURE REVIEW

In arranging a research, theories are very important to explain some concepts or terms are used in concerned research. The terms are as follows:

A. Theoretical Description

1. Speaking

a. Definition of Speaking

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test”.¹ More, according to I. S. P. Nation, and Jonathan Newton, “Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic”.²

So, it can be concluded that speaking is an interactive process that was usually called by productive skill in which the speaker is producing, receiving, and processing information to the listeners for instance presenting a paper and a report in a certain topic.

b. Purposes of Speaking

Teaching speaking as learning centered is seen as a process in which learners use what knowledge or skills they have in order to make a sense of the flow of new

¹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: Longman, 2003), p. 140.

²I. S. P. Nation, and Jonathan Newton, *Teaching ESL/ EFL Listening and Speaking*, (New York: Routledge, 2009), p. 122.

information. Silberman commented that when learning was active, the learner was seeking something, that called by learning centered as had been proposed to be conducted in teaching oral skill.³

Then, the purposes of speaking mastery generally is communicative efficiency.

The National Capital Language Resource Center cited that,

In speaking activities learner should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.⁴

Meanwhile, the purposes of speaking specifically for senior high school based on syllabus of English Language for senior high school (SMA/ MA) there are some purposes of speaking for students:

- 1) Students can explain meaning in transactional dialogue and interpersonal dialogue in order they can interaction in their environmental.
- 2) Students can explain meaning short simple text in order interaction in their environmental.
- 3) Students can explain short text and short monologue in descriptive text and procedure text in order interaction in their environmental.⁵

So, the researcher concludes the purposes of speaking mastery as a communicative efficiency involved the pronunciation, grammar, and vocabulary while the students are speaking the have to understand the rules of culture where they speak.

Additionally, in speaking, there must be 3 elements so that the purpose of speaking

³Mel Silberman, *Active Learning*, (Massachusetts: Allyn& Bacon, 1996), p. 4.

⁴NCLRC, Teaching Speaking: Goals and Techniques for Teaching Speaking, *The Essentials of Language Teaching*, 2003.

⁵“Purposes of Speaking”, retrieved from <http://www.boundless.com/june06> 2016/elements of speech communication on Saturday February 25th, 2017 at 04.00 am.

can be reached, namely rehearsal means practice, practice, and practice of speaking, then feedback means there must be a response between a teacher and learner/ students or between a speaker and listener, the last is engagement means the motivation for students to always be speaking so the speaking mastery is satisfaction.

c. Types of Speaking

As told above, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It as a part of work or academic study may involve presenting reports or presenting a view point on a particular topic. In presenting the ideas and opinions, some types of spoken language are used in the classroom activities.

There are five similar categories apply to the kinds of oral production that students are expected to carry out in the classroom. That is imitative, intensive, responsive, transactional (Dialogue) and extensive (Monologue). So, to be clear explanation about it researcher will explain more in below.

1) Imitative

A very limited portion of classroom speaking 4time may legitimately be spent generating “human tape recorder” speech, where for example learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitative of this kind as carried out not for the purpose of meaningful interaction, but for focusing on particular elements of language forms.⁶

⁶H. Douglas Brown, *Op. Cit.*, p. 271

From explanation above, the researcher concludes that imitative types is one of many type of speaking performance that the students just practice an intonation for trying to pinpoint a certain sound from the teacher.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is .designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.⁷

In brief, intensive is like imitative but in this the students can be self-initiated or it can be even from part of some pair work activity. It includes any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

A good deal of students' speech in the classroom is responsive: short replies to teacher or students-initiated questions or comments. These replies are usually sufficient and do not extend in dialogues. Such speech can be meaningful and authentic:

T: How are you?

S: Pretty good, thanks' and you?

T: what is the main idea in this essay?

S: The United Nations should have more authority⁸

From explanation above, researcher concludes that responsive is a good deal of students speech in the classroom, short replies to teacher or students initiated question or command.

⁷ H. Douglas Brown, *Op. Cit.*, p. 273

⁸ H. Douglas Brown, *Log. Cit.*

4) Transactional (Dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiative nature to them than does responsive speech: such conversation could really be part of group work activity as well.⁹

From explanation above, the researcher concluded that transactional is carried out for the purpose of conveying of exchanging specific information.

5) Extensive (Monologue)

Finally, students' at the intermediate to advance levels are called on to give extended monologues in the forms of oral reports, summarize or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.¹⁰

Finally, extensive can be conclude as monologue in the forms of oral report, summaries, or perhaps short speech.

Based on explanation above it can be conclude that in the classroom the teacher always use all of types of classroom because, it can so far to students good speaking. It is from begin imitative, intensive then there are responsive from students, here the students give response if teacher give or ask to her. Then, transactional is carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Finally, students' at the

⁹ H. Douglas Brown, *Op. Cit.*, p. 274

¹⁰ H. Douglas Brown, *Op. Cit.*, p. 275

intermediate to advance levels are called on to give extended monologues in the forms of oral reports, summarize or perhaps short speeches

d. The Elements of Speaking

There are some kinds of elements of speaking, they are; speaker, message, channel, audience, feedback, noise and interference, presentation, situational and environmental context, context of culture and gender.

1) Speaker

The speaker is one of the key elements of the basic speech communication model.

2) Message

The message is the most important and intrinsic element of all speech communication model.

3) Channel

The channel is the method (auditory and visual) that is used to transmit the message to the receiver.

4) Audience

Your audience represents one very important third in the basic model of communication.

5) Feedback: visual and verbal cues

Your audience can provide you with immediate feedback; pay attention to the visual and verbal cues they give you in the moment.

6) Noise and interference

Noise and interference can block you audience's ability to receive your message.

7) Presentation

How your deliver your speech presentation may be just as important as the speech itself.

8) Situational and environmental context

It is important to understand the environmental and situational context in which you are giving speech.

9) Context of culture and gender

Understanding the cultural and gender context of your speech is vital to making a connection with your audience.¹¹

According to Harmer, there are three elements of speaking as follows:

1) Connected Speech

¹¹Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p. 41.

Connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech.

2) Expressing Devices

Expressing devices is native speakers of English change the pitch and stress of particular parts of utterances, very volume and speed and show by other physical and non- verbal means how to convey meanings.

3) Lexis and Grammar

Lexis and grammar is spontaneous speech that is marked by the use of a number of common lexical phrases, especially in the performance of contain language functions.¹²

Based on explanation above it can be concluded that there are nine elements of speaking they are: speaker, message, channel, audience, feedback: visual and visual cues, noise and interference, presentation, situational and environmental context, context of culture and gender. Beside that Harmer says there are three elements of speaking they are: connected speech, expressing devices, lexis and grammar.

e. Indicators of Test Speaking

Brown states “A test is a method of measuring a person's ability or knowledge in agivendomain”.¹³ Next, testing is the practice of making objectives judgement regarding the extent to which the system (device) meets, exceeds or fails to meet stated objective. So it can be said that test is used to measure students' achievement in an objective judgement or in an objective score based on studnets'

¹² *Ibid*, p. 43

¹³ H. Doughlas Brown, *Op. Cit.*, p. 384.

ability or knowledge. Some important points in testing speaking are knowing the students' proficiency level. The students of Grade XI SMA N 3 Padangsidempuan are the intermediate categories students. It was based on their speaking achievement that was observed by researcher and also the degree of study. A test has the purpose of measuring, it measures a person's ability or knowledge and competence. Finally, a test measures a given domain. There are three criteria for testing a test:

1) Practically

A good test is practical. It is within the means of financial limitations, time constrains, ease of administration, scoring, and interpretation.

2) Reliability

A reliable test is consistent and dependable. If you give the same test to the same subject on two different occasions, the test itself should get similar result, and it should have test reliability.¹⁴

3) Validity

Validity is the degree to which the test actually measures what it is intended to measure. The researcher will give oral test to measure students' achievement. B. Knight describes that oral test is a fascinating workshop in which teachers investigate how to measure students' speaking skill.¹⁵

So, that is all to know how far students' achievement after giving the explanation about the material. Then, Arthur Hughes explains that there are five categories to measure speaking skill. They are accent, grammar, vocabulary, fluency, and performance or comprehension.¹⁶ The further explanation is as the following:

1) Accent

¹⁴*Ibid.*, 385.

¹⁵Jeremy Harmer, *Op. Cit.*, p. 334.

¹⁶Arthur Huges, *Op. Cit.*, p. 110-113.

The term accent is “used to refer to the speech of someone who speaks a language non-natively.”¹⁷ The students’ accent can be known from their speech and how they pronounce the words. Furthermore, Arthur Hughes stated that accent can be identified looks like this:

- a) Pronunciation frequently unintelligible.
- b) Frequent gross errors and a very heavy accent make understanding difficult.
- c) “Foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d) Marked “Foreign Accent” and occasional mispronunciations, which do not interfere with understanding.
- e) No conspicuous mispronunciations, but would not be taken for a native speaker.
- f) Native pronunciation, with no trace of foreign accent.¹⁸

2) Grammar

According to Cambridge Encyclopedia “Grammar deals with the abstract system of rules in terms of which a person’s mastery of his native language can be explained”.¹⁹In addition, grammar also refers to the students’ achievement of arrange the words into a good sentence.

Furthermore, Arthur Hughes stated that grammar can be identified looks like this:

- a) Grammar almost entirely inaccurate phrases.
- b) Constant errors showing of very few major patterns and frequently preventing communication.
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.

¹⁷Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

¹⁸Arthur Huges, *Op. Cit.*, p. 110.

¹⁹Crystal, D., *The Cambridge encyclopedia of the English language*, (Cambridge: Cambridge University Press, 1995), p. 5.

- f) No more than two errors during the interview.²⁰

3) Vocabulary

Nunan states “Vocabulary is more than a list of target language words”.²¹ A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words. In addition, vocabulary refers to the student's achievement to build up the words using some related vocabularies.

Furthermore, Arthur Hughes stated that vocabulary can be identified looks like this:

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- f) Vocabulary apparently as accurate and extensive as an of the educated native speaker.²²

4) Fluency

Nunan states “Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, and so on.”²³ Furthermore, Arthur Hughes stated that fluency can be identified looks like this:

²⁰Arthur Huges, *Op. Cit.*, p. 287.

²¹David Nunan, *Op. Cit.*, p. 258.

²²Arthur Huges, *Op. Cit.*, p. 110.

²³David Nunan, *Op. Cit.*, p. 55.

- a) Speech is no halting and fragmentary that conversation is virtually impossible.
- b) Speech is very slow and uneven except for short or routine sentences.
- c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
- e) Speech is effortless and smooths but perceptibly non-native in speed and evenness.
- f) Speech all professional and general topic as effortless and smooth as a native speaker.²⁴

5) Performance/ Comprehension

Performance is the capacity for understanding ideas, fact, and so on. performance in think aloud technique capture preference data simultaneously rather than having to ask preferences questions later.

Then, think aloud in performance may help some participants focus by falling of working and talking.

Moreover, Arthur Hughes stated that performance can be identified looks like this:

- a) Understands too little for the simplest type of conversation.
- b) Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.
- c) Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.
- e) Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
- f) Understands everything in both formal and colloquial speech to be expected of an educated native speaker.²⁵

²⁴Arthur Huges, *Loc. Cit.*, p. 111.

²⁵Ibid. p. 113.

2. Pairwork Activities

a. Definition of Pairwork

Pair work is a situation which enables two learners/ students to work independently and interactively without teacher involvement. Pair work, typically two students sitting next to each other do something together. This could range from discussing the answer to a comprehension question to working for several minutes on a complex and well structured task. Since only two students are involved, it is not easy for either of them to switch off. So pair work is also quite effective in keeping students actively involved in learning tasks.

According to Jeremy Harmer,

In this activity it is assumed that many students can interact with other students. With older children, give map to one student and the other student ask him about the palace on the map, for example; *where is bakery or how to get to hospital?*. In the other hand, with younger children, picture can be given without color. They should color the picture and student 1 asks about the color of the picture to student for example: *what is the color of shirt?*. In these activities, the teacher plays a non-dominant role-that of organizer. The same is true for all these sorts of activities, whether pupils are matching cards, playing happy families, describing a picture for other pupils or doing a 'find the differences' activity in pairs'.²⁶

While, many theories and language teaching approaches highlight the importance of pairwork (e.g. communicative approach, task based learning) as a form of collaborative learning. As Lightbown and Spada state that students are able to develop their language competence and achieve a better performance in a collaborative environment than they would be capable of independently.²⁷ According to Richards and Schmidt, "Pairwork is a learning activity which involves learners to work together

²⁶Jeremy Harmer, *Op. Cit.*, p. 114.

²⁷Lightbown, P., and Spada, N, *How Languages are Learned*, (Oxford: Oxford University Press (1999), p.

in pairs. Longman dictionary of language teaching defines pairwork as putting students in small groups of twos or threes to do an activity together. These two definitions introduce the term from a mechanical point of view.²⁸

So, the researcher states from those definitions, pairwork seems more convenient to the purpose of this research as the researcher aims to focus more on the technique rather than the formation of students during pairwork activities. Therefore, working in pairs enriches and promotes meaningful interaction between the students and as a result will increase their language production that is speaking skill. Hence, introducing pair work as an effective technique increases students' language production in terms of speaking tasks.

b. Purposes of Pairwork

As stated above, the pairwork activities are where two students are working together in doing learning task. Pairwork activities are fundamental in promoting and pushing students in pair to interact their language production and to communicate and share something related to speaking topics so that is why there are many purposes of pairwork that can be gotten by applying this activity.

Next, the purposes of pairwork in the speaking class are as follow:

- 1) Increasing students' talking time.
- 2) Encouraging learner independence.
- 3) Allowing for individual differences in learning style.
- 4) Encouraging co-operation (not competition).
- 5) Decreasing stress by allowing students to interact in the most usual human format.²⁹

c. The Advantages and Disadvantages of Pairwork

²⁸Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education LTD, 2002), p. 381.

²⁹Byram M, *Encyclopedia of Language Teaching and Learning*, (London: Routledge), p. 55.

Pair work is therefore a valuable method to implement in EFL classrooms, and it has many advantages. Harmer says that in pair work students can practice language together, study a text, research language or take part in information – gap activities.³⁰ They can write dialogue, predict the content of reading texts, or compare notes on what they have listened to or seen. He adds,

Pair work is a way of increasing student participation and language use. It can be used for enormous number of activities whether speaking, writing or reading by face two face between two people, pair work can increase the amount of speaking time any one student gets in the class. It also allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learning independence.³¹

Besides that, the teacher can give help students when some of them having a problem in material without disturb other students' activities. It allows the teachers to work with one or two pairs while the other students continue working. Pair work is better than personal/ individual. 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. If we get students to make decision in pairs (such as deciding on the correct answers to questions about a reading text), we allow them to share responsibility rather having to bear the whole weight themselves.

In addition, Harmer states that pair work allows students to use language (depending of course on the task set by the teacher) and also encourages student co-operation which is the self-important for the atmosphere of the class and for the motivation it gives to learning with other.³² In the last statement, Harmer also defines pair work is relatively quick and easy to organize so that the students have enthusiasm

³⁰Jeremy Harmer, *Op. Cit.*, 116.

³¹*Ibid.*, p. 117.

³²Jeremy Harmer, *Log. Cit.*

in their study. Another advantage of pair work is that it gives learners more opportunities to use the language. It is valuable in providing more opportunities for children to get more language exposure. Hence, students in pairs get the chance to interact frequently with the language and to express their ideas. Pair works help students build positive interpersonal relationships and create a high level of academic solidarity and confidence.

While, the disadvantages of pairwork is below:

- 1) Pairwork is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class.
- 2) Students in pairs can often veer away from the point of an exercise, talking about something else completely, often in their first language. The chances of “misbehaviour” are greater with pairwork than in a whole class setting.
- 3) It is not always popular with the students, many of them 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.
- 4) The actual choice of paired partner can be problematic especially if students frequently find themselves working with somebody they are not keen on.³³

d. The Implementation of Pairwork in Teaching Speaking

The implementation of pairwork in teaching speaking is in before activity or pre-teaching, during or while teaching and after activity or post teaching. In before activity, which the teacher needs to tell the students about the topic about what they are going to do also give them enthusiastic. While, during the activity, the teacher has to observe the students or stands away to look at the students are doing, keep on eye of them to know what is happening to check whether they finish or not. The last is after the activity, the teacher and pairs are doing feedback whether they complete their task right or wrong, or successfully or not.

³³*Ibid.*, p. 116-117.

Then, here are the detailed explanation about pre-teaching, while teaching and post teaching in pairwork implementation activity in speaking classroom:

Table 1
The Implementation of Pairwork in Teaching Speaking

	Activity	
	Teacher	Students
P R E - T E A C H I N G	1. Teacher says greeting, introduces patiently and prays Basmalah together.	Students respond the teacher's greeting, listen to the teacher's introduction and pray Basmalah together
	2. Teacher tells the topic about " <i>Simple Present Tense</i> ".	Students listen to the teacher explanation
	3. Teacher elicits vocabularies relate to the topic "verb"	Students listen to the teacher explanation
	4. Teacher divides students into pairs and gives them an alphabets.	Students in pairs have to arrange alphabets based on teacher's spelling.
	5. Teacher checks pairs' answer	Students in pairs listen to the teacher's correction
	Activity	
W H I L E - T E A C H I N G	1. Teacher explains about <i>Simple Present Tense</i>	Students listen to the teacher explanation
	2. Teacher gives to A students pictures	Students A take and try to understand their pictures for 5 minutes. Students A can not show their pictures to students B
	3. Teacher gives to B students different pictures with A	Students B take and try to understand their pictures for 5 minutes. Students B can not show their pictures to students A
	4. Teacher tells to pairs that A and B will talk each other or exchange information based on their pictures	Students A and B are talking about their pictures using <i>present continuous tense</i> without showing their each picture
	Activity	
P O S T - T E	1. Teacher asks a few students about their partner's picture, teacher asks student A about his/ her partner's picture and vise versa.	Students tells the class about their partner's picture.
	2. Teacher gives some	Students in pair try to fill the

A	exercises about <i>Simple</i>	blanks by using the tense based on
C	<i>Present Tense</i>	10 pictures given
H	3. Teacher tells the next topic	Students listen to the teacher's
I	lesson.	telling
N	4. Teacher closes the lesson	Students say Hamdalah
G	by saying hamdalah.	

3. Groupwork Activity

a. The Definition of Groupwork

Groupwork can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. Use these suggestions to help implement groupwork successfully in the classroom. Groupwork is considered as one of the important factors to improve learners' communication. Different individuals have developed many approaches to groupwork over the last time. Groupwork is defined by Johnson and Smith as "Groupwork in language class; is a co-operative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in groups or in pair".³⁴ According to Nunan and Lamb;

Group work is designed as any classroom activity in which learners perform collaborative tasks with one or more speakers. It has been considered one of the main changes to the dynamics of classroom interaction wrought by students-centered teaching.³⁵

In conclusion, group work is the best way to have success in learner - centered approach. This kind of speaking activities has had more and more emphasis in language classroom and it is used in encouraging learners' oral practice. Participating

³⁴Johnson, D. W., Johnson, R. T and Smith, K. A., *Cooperative Learning: Increasing College Faculty Instructional Productivity*. ASHE - FRIC Higher Education Report No. 4, (Washington, D. C.: School of Education and Human Development, George Washington University, 1991), p. 15.

³⁵Nunan, D., & Lamb, C., *The Self - Directed Teacher: Managing the Learning Process*, (Cambridge: Cambridge University Press, 1996), p. 142.

in group, learners can join actively in the learning process. They do not have to sit passively and listen to their teacher.

b. Purposes of Groupwork

In groupwork, 3 students or more share the different ideas, learn to discuss something and learn to express opinions from each members so that is why every member has chance to talk their idea. This kind of speaking activities has had more and more emphasis in language classroom and it is used in encouraging learners' oral practice. Participating in group, learners can join actively in the learning process. They do not have to sit passively and listen to their teacher.

Therefore, numerous studies has found the purposes of pairwork in the speaking class are as follow:

- 1) For higher academic achievement
- 2) For long term retention
- 3) For higher level reasoning
- 4) For critical thinking
- 5) For teamwork skills
- 6) For interpersonal communication
- 7) For group problem solving and decision making
- 8) For conflict resolution
- 9) For improving racial/ ethnic relations
- 10) For improving sexual difference relations
- 11) For higher self esteem
- 12) For individual empowerment in a group.³⁶

c. The Advantages and Disadvantage of Groupwork

Group work provides more opportunity for practice, an increased variety of activities is possible, increased student creativity. The use of small group work is posited to have a number of advantages over individual practice. Next, there are many sorts of activities in speaking lesson which are; discussions, dialogues, simulations,

³⁶British Columbia Institute of Technology, *Effective Use of Groupwork*, (Canada: Burnaby), p. 2.

role plays, and debates. These activities are often used in groupwork and have a lot of benefits. They are as follows:

Firstly, students' responsibility and autonomy are promoted through groupwork activities. All students work together, share their thoughts, and always want to reach the goal in group activities. In addition, one of their main tasks is being in charge of their group activities. Every learner is in charge of his own and each others' speaking, so there is a friendly help and high personal interdependence between them. Those ideas are stated by Doff,

“Groupwork and pairwork encourage students to share ideas knowledge. In a reading activity, students can help each other to explore the meaning of a text, in a discussion activity; students can give each other new ideas”.³⁷

Secondly, learners' participation, talking time and oral fluency are improved through groupwork.

As Penny Ur statement,

“Students can have a learning task during small interaction in group work and it is considered as a kind of their activation and is very valuable for practicing of fluency in speaking. There are 5 groups in a class; students can get 5 times as some chance to speak as in a big class.”³⁸

Finally, the students' motivation is improved through groupwork activities. Groupwork activity can allow participants to use the language. Moreover, it is one of the most effective ways to motivate participants to become more involved. As Richards and Lockhart point out that students not only play more active roles in the learning process but also get the benefits of sharing ideas with their team member through taking part in groups.

³⁷A. Doff, *Teach English; A Training Course for Teachers*, (Cambridge: Cambridge University Press, 1988), p. 121.

³⁸Penny Ur, *A Course in Language Teaching*, (UK: Cambridge University Press, 1996), p. 232.

Doff states;

*"Students fell less anxiety when they are privately than when they are on shown in front of the whole class. Pair work and group-work can help shy students, who would never say anything in a whole class activity"*³⁹

The source of benefits of group-work can be seen in many different fields, consists of improving students speaking skill. In the best group-work activity in a language classroom, the participants of a learning group can benefit in several ways. By dividing the class into group, a new social context is created whereby learners get the opportunity to share individual cognitions with their group mates and decide on a conclusion based on the sum of these cognitions.

So, from those above benefits of groupwork, the researcher concludes that group work has had a lot of focus in language classroom and its activities are taken place in some ways of the second language instructions, especially in encouraging learners' face to face practice. Using groupwork effectively can help students become more independent, confident and responsible. This is very good because they can have and use many suitable learning strategies in their studying for a long time and it contribute to develop a lot of skills like using cooperative work in writing and speaking.

Then, the disadvantages of groupwork are detailed below:

- 1) It is likely to be noisy (though not necessarily as loud as pairwork can be). Some teachers feel that they lose control and the whole class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.
- 2) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers. Sometimes students find themselves in uncouragenial groups and wish they could be somewhere else.

³⁹A. Doff, *Op. Cit.*, p. 141.

- 3) Individuals may fall into group roles that become fossilised so that some are passive whereas others may dominate.
- 4) Groups can take longer to organise than pairs, beginning and ending groupwork activities, especially where people move around the class. So it can take time and be chaotic.

d. The Implementation of Groupwork in Teaching Speaking

Teacher's role in groupwork does not end when the teacher has decided which students should work together, of course, the teacher has other matters to get the target language too, not only before the activity starts but also during and after it. It is suitable with Jeremy Harmer statement said that there 3 steps of procedures for groupwork implementation in the speaking classroom; before teaching, during teaching and after teaching.⁴⁰ The more explanation as follows;

1) Pre-Teaching

In pre-teaching, the teacher needs to boost the students' mood, because may be some of the students are still sleepy as in the beginning. The alternative good way to make the students interest in starting the lesson is greeting the students whether they are well or not in a good feeling. Then, the teacher start the class by praying basmalah or praying based on the students' belief. Moreover, teacher leads the lesson by telling the topic that will be learnt. In introducing the topic, the teacher needs to elicits the vocabularies first. Because it is impossible if they learn tenses but they are lack of vocabulary of verbs, so that it will be hard to connect it.

⁴⁰Jeremy Harmer, *Op. Cit.*, p. 122.

Then, to make each student involve in speaking or sharing the idea, teacher divides them into groups. Groups' member has the same chance to discuss the different idea. All of the students are working if they are divided into group. The students will not be afraid if they are sharing with friends first in a group. The teacher should remember that the important thing about instruction is that the students should understand and agree on what the task is. To check that the students do the teacher may ask the students to repeat the instructions, or, in monolingual classes, to translate them into their first language.

Further, the easiest activity is common in pre-teaching such as giving the students game of vocabulary building. It means the students in group are given the alphabets then they have to arranging those letters into the verbs.

2) While Teaching

While students are working in groups the teacher has a number of options. The teacher could, for instance, stand at the front or the side of the class (or at the back or anywhere else in the room) and keep an eye on what is happening. An alternative procedure is to go around class watching and listening to specific groups, the teacher acts as an observer, picking up information about students' progress. But, however, the teacher takes part in the work of group it is vital that the teacher bear in mind the most appropriate way to do. The activities are like; the students in groups are ordered to tell their opinions about the pictures given or they have to put the random pictures into the correct order. After finishing about discussing the pictures relate to the topic, the students in groups one by one share their ideas that they have discussed first with their members of group.

3) Post Teaching

When the groups discuss about a certain topic, the teacher encourage the students to talk about their group conclusions. By comparing different solutions, ideas, and problems, every student gets a greater understanding about the topic. More, where the students have produced a piece of work, the teacher can give them a chance to demonstrate this to other students in the class. The students can stick written material on notice boards, they can read out dialogues they have written or play the audio or video they have made.

When groups stop working together, the teacher needs to organise feedback. The teacher wants to let the students discuss what occurred during the groupwork session and where necessary is adding the teacher own assessments and make the correction. The teacher is meant to check the students' in group answers and at the end they are asked to conclude the lesson just learnt. If there are still much time, the teacher gives some exercise to check whether the students have understood or not about the topic given just time.

Whereas, based on the explanation above, here are the detailed implementation of groupwork in teaching speaking;

Table 2
The Implementation of Groupwork in Teaching Speaking

P R E - T E A C H	Activity	
	Teacher	Students
	1. Teacher says greeting, introduces patiently and prays Basmalah together.	Students respond the teacher's greeting, listen to the teacher's introduction and pray Basmalah together
	2. Teacher tells the topic about " <i>Simple Present Tense</i> ".	Students listen to the teacher explanation

I N G	3. Teacher elicits vocabularies relate to the topic “verb”	Students listen to the teacher explanation
	4. Teacher divides students into groups and gives them an alphabets.	Students in groups have to arrange alphabets based on teacher’s spelling.
	5. Teacher checks groupworks’ answer	Students in groups listen to the teacher’s correction
Activity		
W H I L E - T E A C H I N G	1. Teacher explains about <i>Simple Present Tense</i>	Students listen to the teacher explanation
	2. Teacher gives to 5 groups same 10 random pictures	Students in groups put the random pictures to be the good order pictures
	3. Teacher checks groups’ answer	Students in groups tells their opinion why they put the pictures based on their opinion
	4. Teacher asks groups to tell the each picture using <i>Simple Present Tense</i>	Groups one by one share the class their opinions
	5. Teacher gives the sentences using <i>Simple Present Tense</i> based on the pictures	Students in groups match the sentences to the pictures
Activity		
P O S T - T E A C H I N G	1. Teacher checks groups’ answers	Students in groups check their answers by listening to the teacher explanation
	2. Teacher gives some exercises about <i>Simple Present Tense</i>	Students in groups try to fill the blanks by using the tense based on 10 pictures given
	3. Teacher tells the next topic lesson.	Students listen to the teacher’s telling
	4. Teacher closes the lesson by saying hamdalah.	Students say Hamdalah

B. Review of Related Findings

There are some related findings towards the thesis as follows: Rokhimatul Hamidah in her script: *A Comparative Study between Pairwork and Groupwork to Students' Ability in Analyzing Narrative Text of the Second Year Students of in SMP N 1 Beringin of Academic Year 2012/ 2013*. She found from quantitative research with experimental method after giving different treatment, the students were given post test. The students' average score of experimental group after treatment is 76, 97 and the students' average score of control group is 76,83. Then the result of t – test, the post test shows 5,14. It is compared with the t – table 1 % of significance 57 shows 2,65. Based upon the analysis, it can be seen that the result of t – test is lower than t – table. It means that there is no different and significant different of pair works and group works students' ability in analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013⁴¹.

While, Siti Aisyah also got the result of research data entitled “Improving Students' Speaking Ability through Work in Pairs at Grade VIII SMP N 5 Siabu”. She found that after analyzing the data, it was found out that the students' score increased from the first cycle to the second cycle. It means there was an improvement on the students' speaking ability by using work in pair. It based on the mean score in which students' speaking ability in cycle 1 was 70 and became 92 in cycle 2.

Then, Syamsuddin in 2011/2012 did a research entitled “A Contribution of Pair and Groupwork Activities the the Improvement of Students' Speaking Performance”. The result of his script is: The use of pair/work group activities is better in teaching English to increase the students' performance in speaking English. It was proved by the mean score of the

⁴¹ Rokhimatul Hamidah, “A Comparative Study between Pairwork and Groupwork to Students' Ability in Analyzing Narrative Text of the Second Year Students of in SMP N 1 Beringin of Academic Year 2012/ 2013”, (Salatiga: STAIN Salatiga, 2014), p. viii.

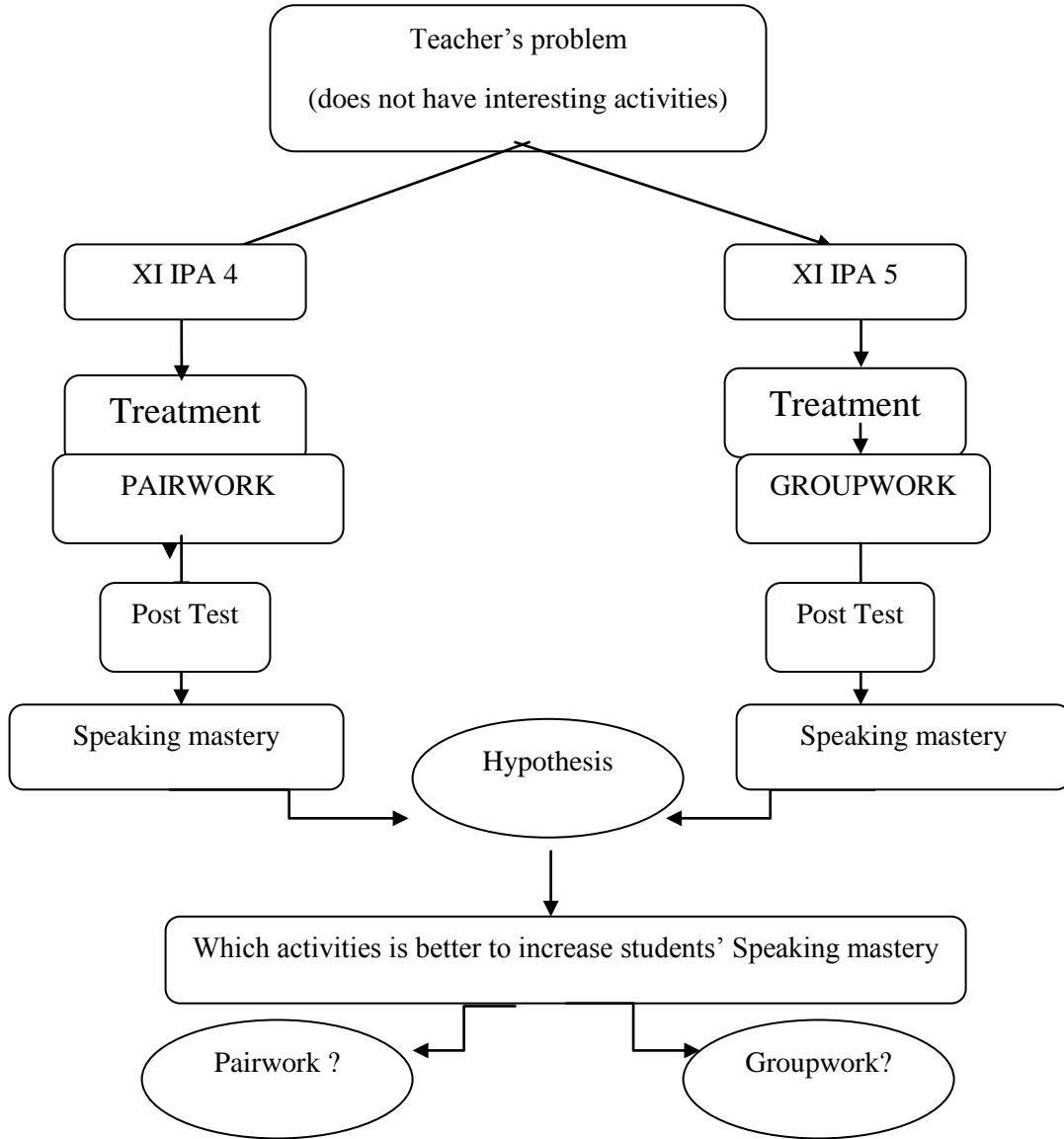
students in post test 7.05. Then, the alternative hypothesis is accepted, there is a significant difference of the speaking performance between the students who were taught by using pair/work group activities and those who were taught through conventional method. The last is that the students had favorable attitude towards the use of pair/work group activities in learning English to increase their speaking performance. The intensity of their attitude is categorized as strongly positive. It means that the students get improvement in speaking performance if they are taught English by using pair/work group activities, because they can directly practice their English with their friends and they have self confidence in speaking English. there is significant effect of using picture sequences to students' speaking skill between control class and the class that used the picture sequences.⁴²

So that, from the above descriptions, the researcher concludes that many activities can increase the students' speaking skill. Then, the researcher hopes that pairwork and groupwork are the good activity in teaching and learning speaking skill. But, the focus of the researcher here is in comparing those 2 techniques, pairwork and groupwork, which one is better to be applied in speaking classroom. So that, the researcher interested to make the research about "A Comparative Study between Pairwork and Groupwork Activities to Speaking Mastery at Grade XI Students of SMA Negeri 3 Padangsidempuan".

C. Frame of Thinking

The successful of teaching speaking mastery depends on many factors. One of them is how the teacher chooses the suitable activities applied in a classroom. Based on the literature review of related theories above, conceptual framework need to be figured to explain more about the theories used. Here is the conceptual framework related to the theory:

⁴² Syamsuddin, "A Contribution of Pair and Groupwork Activities the the Improvement of Students' Speaking Performance", (Padangsidempuan: STAIN Padangsidempuan, 2011).



D. Hypothesis

Hypothesis of this research is “There is any significant differences between the ability of the grade XI students of SMA Negeri 3 Padangsidimpuan in mastery speaking byb using pairwork and groupwork activities”.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the methods and the procedures of the research that will be used by the researcher to answer the problem of the research in the previous chapter. The procedures consist of the time and place of the research, research design, population and sample, instrument of data collecting, procedures of research, testing of instrument, data collecting and data analysis. They are as follows:

A. Place and Time of Research

This research will be done at SMA Negeri 3 Padangsidimpuan. It is located at Jl. Perintis kemerdekaan, Padangsidimpuan. It is number 56 in Padangmatinggi. It is about 4 kilometres from the central town. It is in the Southeast from Padangsidimpuan town. The subject of research is at the grade XI students at SMA Negeri 3 Padangsidimpuan 2016/2017 Academic years. This research is done from arranging proposal until finishing the thesis.

B. Research Design

The kind of this research is Quantitative research. It can be classified to experimental research. L. R. Gay says, "Experiment research is the only type of research that can test hypothesis to establish cause and-effect relationship".¹

Then, S. Margono explains that experimental research is research which done the test to experiment group, experiment group is given specific ways with control condition.² Next, Ibnu Hajar considers that experimental research is research designed scientific which more

¹L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (America: Prentice-Hall, Six Editions, 2000), p. 367.

²S. Margono, *Metode Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2004), p. 10.

careful and appropriate to do research the effect of something variable and another variable.³ So, the researcher concludes that experimental research is the research using a test which have been special design to experimental group with condition which able control.

The research design is used by giving pre-test and post-test control to experimental class and control class. In this case, both of these classes will be given different treatment; to experimental class will be given pairwork and control class will be given groupwork. It will be done to know the comparative of experimental research both of those techniques to students' speaking skill at Grade XI SMA Negeri 3 Padangsidempuan.

Table 3
Table of Design of Research

Class	Treatment	Post-test
Control group	Pairwork	√
Experimental group	Groupwork	√

So, from the quotations above, the researcher concludes that the experimental research is a kind of research which has the aim to know causal effect relationship between one variable or more to other variable. The experimental research controls the selection of participant for the study and divides the select participant into more groups having similar characteristic at the start of experiment.

C. Population and Sample

1. Population

Suharsimi Arikunto says, "A population is a set (collection) of all elements processing one or more attributes of interest."⁴ Based on the quotation, the population of

³Ibnu Hajar, *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, (Jakarta: Raja Grafindo Persada, 1999), p. 321.

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), p. 108.

research consists of all of the students at SMA Negeri 3 Padangsidempuan. So that, it can be seen the following table:

Table 4
Population of Research
SMA Negeri 3 Padangsidempuan

NO	CLASS	Male	Female	TOTAL
1	XI IPA 1	16	10	26
2	XI IPA 2	12	21	33
3	XI IPA 3	17	21	38
4	XI IPA 4	13	17	30
5	XI IPA 5	15	17	32
6	XI IPA 6	19	20	39
7	XI IPS 1	15	17	32
8	XI IPS 2	15	17	32
9	XI IPS 3	15	17	32
10	XI IPS 4	17	16	33
TOTAL		154	173	327

2. Sample

Arikunto says, “Sample is a part of population which will be researched.”⁵ In this research, the researcher used random sample to take the class research. The researcher take two classes as a sample. Ranjit Kumar says that with draw the entire sample by using simple random technique, each element in the population has equal opportunities and probabilities to chose.⁶ So, the researcher’s reason uses random sampling technique is because of all the sample has the same chance to be chosen. Then, the researcher used the trick to take the sample using a lottery technique of taking random sampling. All the population or all the grade XI class are folded, then, the researcher shake them. After that, the researcher took 2 folded classes.

⁵*Ibid.*, p. 109.

⁶Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3rd ed, p. 208.

Finally, the researcher got two classes of grade XI IPA, they are XI IPA 4 (30 students) and XI IPA 5 (32 students). They are 62 students. Then, the researcher decides grade XI IPA 4 as the control group is treated by using pairwork and XI IPA 5 is treated by using groupwork as the experimental group. The detailed sample is in the table below.

Table 5
The Sample of Research

No	Grade	
	XI IPA 4	XI IPA 5
	Control Group	Experimental Group
	Treatment A: <i>Pairwork</i>	Treatment B: <i>Groupwork</i>
Total of Students	30 students	32 students

So, the total of sample was 62 students; 30 students of XI IPA 4 will be for Control group and 32 students of XI IPA 5 will be for experimental group, they will be given 2 treatment; pairwork and groupwork. For control group, the researcher will give pairwork activities and the experimental group will give groupwork activities.

1) Normality Test

Normality test is used to know whether the data normal or not. The data can be tested by using Chi-quadrante, as follow:⁷

$$x^2 = \sum \frac{f_o - f_h}{f_h}$$

Where;

x^2 = Chi-quadrante

f_0 = Frequency is gotten from sample/result of observation (questioner).

f_h = Frequency is gotten from sample as image from frequency is hoped from population.

⁷ Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p.85.

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k-1$). If result $x^2_{count} < x^2_{table}$, it can be concluded that data is distributed normal.

2) Homogeneity

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it can be called homogenous. To test it, the researcher used formula as follow:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$.

D. Definition of Operational Variables

Based on the explanation of variables, the meaning of pairwork, groupwork and speaking are detailed below:

1. Pairwork Activity

Pairwork is cooperative activity which enables two students/learners work independently and interactively .

2. Groupwork Activity

Group work is cooperative activity which enables two students or more share aims and responsibilities to complete a task assigned.

3. Speaking

Speaking is a productive skill in which the speaker is producing, receiving, and processing information to the listeners for instance presenting a paper and a report in a certain topic.

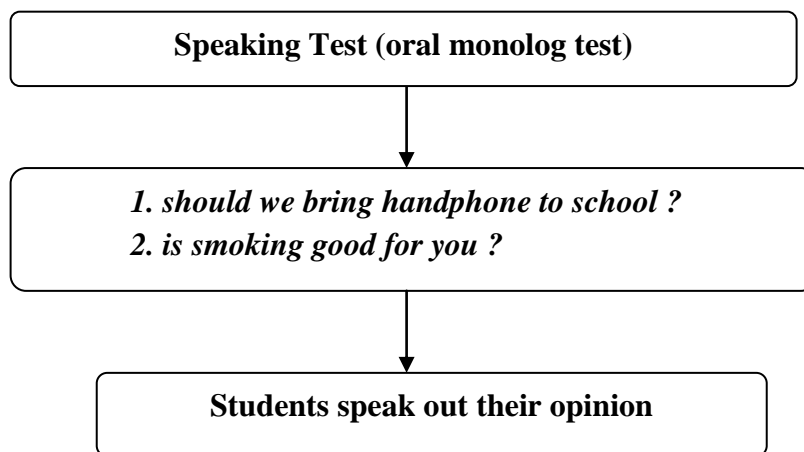
E. Instrument of The Research

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. In addition, Suharsimi Arikunto says, “Instrument of the research is a tool of facility is used by the researcher in collecting data,⁸ So that the process is easier and better with the more careful, complete and systematic ways.

In this research, the reseacher will give the test; speaking test or oral test as an instrument. The oral test is in monolog technique.

Further, record is used to take the data and then it is used to analyze students’ result score. Record means that the researcher record the students’ speaking skill related to the researcher’s technique assessing. So, every student had to be recorded by the researcher. The researcher will record the students’ speaking skill in giving opinions about the topic given.

The test is showed below:



Then the students’ speaking skill will be directly measured used by the criterions of speaking skill below:

⁸Suharsimi Arikunto, *Op. Cit.*, p. 106.

Table 6
Indicators of Speaking Test:

NO.	The Indicators of Speaking Skill	Score
1.	<p>Accent :</p> <ol style="list-style-type: none"> 1. Pronunciation frequently unintelligible. 2. Frequent gross errors and a very heavy accent make understanding difficult. 3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding. 4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding. 5. No conspicuous mispronunciations, but would not be taken for a native speaker. 	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
2.	<p>Grammar :</p> <ol style="list-style-type: none"> 1. Grammar almost entirely inaccurate phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication. 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 5. Few errors, with no patterns or failure. 	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
3.	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas. 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non-technical subject with some circumlocutions. 5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
4	<p>Fluency :</p> <ol style="list-style-type: none"> 1. Speech is so halting and fragmentary that conversation is virtually impossible. 2. Speech is very low and uneven except for short or routine sentences. 	<p>1-5</p> <p>1</p> <p>2</p>

	3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	3
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
	5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	5
5.	Performance/Comprehension :	1-5
	a) Understands too little for the simplest type of conversation.	1
	b) Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	2
	c) Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
	d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	4
	e) Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. ⁹	5
	MAXIMAL SCORE: 25 x 4	100

Based on the above indicator, Riduwan explains in his book “*Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*” there are four range of score of the result test. they are Excellent, good, average/enough and poor.¹⁰ It is shown at table below:

Table 7
Score of the Result Test

Range of Real Score	Frequency
80-100	Excellent
61-80	Good
41-60	Average/ enough
21-40	Poor

(source : Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*)

⁹ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113.

¹⁰ Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*, (Bandung: Alfabeta, Cet. 1, 2005), p. 89.

F. Validity and Reliability Instrument

a. Validity

Suharsimi Arikunto said that “validity is standard that show the level of validity or legally of instrument.¹¹ Validity is when a test must measures what it is intended to measure and what has been taught.¹² In this research, the researcher uses construct validity to establish validity of the instrument. *Construct validity* concerns the qualities that the task measures, how far it actually represents speaking abilities.¹³

So in this research, the speaking test was validated by checking the test to the expert person. The expert person is the English teacher of grade XI students itself of SMA N 3 Padangsidempuan. The English teacher will check and recheck whether the speaking test topic has been suitable to the syllabus, curriculum, and the English textbook of the English subject or not to the grade XI students of SMA N 3 Padangsidempuan. More, the test will be signed by the English teacher.

b. Reliability

Reliability is also needed to create a good test because a test must be reliable as a measuring instrument.¹⁴ The instrument is said reliable when the instrument believable to use as an instrument of collecting data because the instrument is good.

G. Data Collection

To get the data from the students, the researcher will collect the data by post-test to students. Test is some of question or view and other tool is used for measure skill, knowledge and intelligence ability. The further explanation is as follows:

¹¹ Suharsimi Arikunto, *Op. Cit.*, p. 169

¹² Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.217

¹³ *Ibid.*, p. 218

¹⁴ *Ibid.*, p. 219.

a. Treatment

The grade XI IPA 4 of experimental class will be given a material, which is consisted of speaking skill aspects that is taught by the teacher (researcher) in different ways (2 different activity: pairwork and groupwork).

b. Post-test

After giving treatment, the researcher will conduct the post. This post test is the final test in the research, especially measuring the treatment, whether it is significant or not. After conducting the post-test, the researcher will analyze the data by using mean score and then tested by using t-test formula. Then, the researcher will find out the effect of using pairwork and groupwork technique in teaching speaking skill.

H. Data Analysis

The analysis of data is done to find out the ability of the three groups that have been divided into three groups. To analyze the data, the researcher use “ t” test. Anas Sudjiono said “t” test was one of statistic examine which be used in comparative research which done comparing between two variable, that was: Was there compare significant two variable.¹⁵ After, the researcher got the data, it will be enter in frequency table with the formula as follows:

$$Tt = \frac{X_1 - X_2}{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}$$

- T : The value which the statistical significance
X₁ : The average score of the experiment class
X₂ : The average score of the control class
n₁ : Variant of experiment
n₂ : Variant of control¹⁶

¹⁵Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada,1987), p. 78.

¹⁶ *Ibid.* p.80

CHAPTER IV

RESULT OF THE RESEARCH

To analyze the data, the researcher has collected data through giving a test in post test in the both classes of experimental class.. To find out the comparative between Pairwork and Groupwork on students' speaking mastery of SMA N 3 Padangsidimpun, the researcher has calculated the data by using quantitative analysis. The researcher used the formulation of t-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Speaking Mastery in Pairwork

The researcher gave the oral test to the students in experimental class is post-test. Based on the students' answer in post-test, the researcher has calculated the students' score. The total score of experimental class (pairwork) in post-test was 1664 with highest score was 68 and lowest score was 40. The students mean score was 55.7, median was 55.5, modus was 54, range was 28, interval was 6, standard deviation was 6.37. The calculation can be seen in appendix 7. Then, the researcher drawn the table sum in the following:

Table 8
The Score of Control Group (Pairwork)

Total	1664
Highest score	68
Lowest score	40
Mean	55.7
Median	55.5
Modus	54
Range	28
Interval	6
Standard deviation	6.37

The calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Control Group (Pairwork)

No	Interval	Mid-Point	F	Percentages
1	40-45	42.5	2	6.67%
2	46-51	48.5	5	16.67%
3	52-57	54.5	12	40%
4	58-63	60.5	7	23.33%
5	64-69	66.5	2	6.67%
Jumlah			30	100%

From the table above, it can be concluded that the most students are in interval 52 – 57 (12 students / 40%). The least of students is 40 – 45 (2students/6.67%). and interval 64 – 69 (2 students/ 6.67%). Clear description of the data is presented in histogram on the following figure:

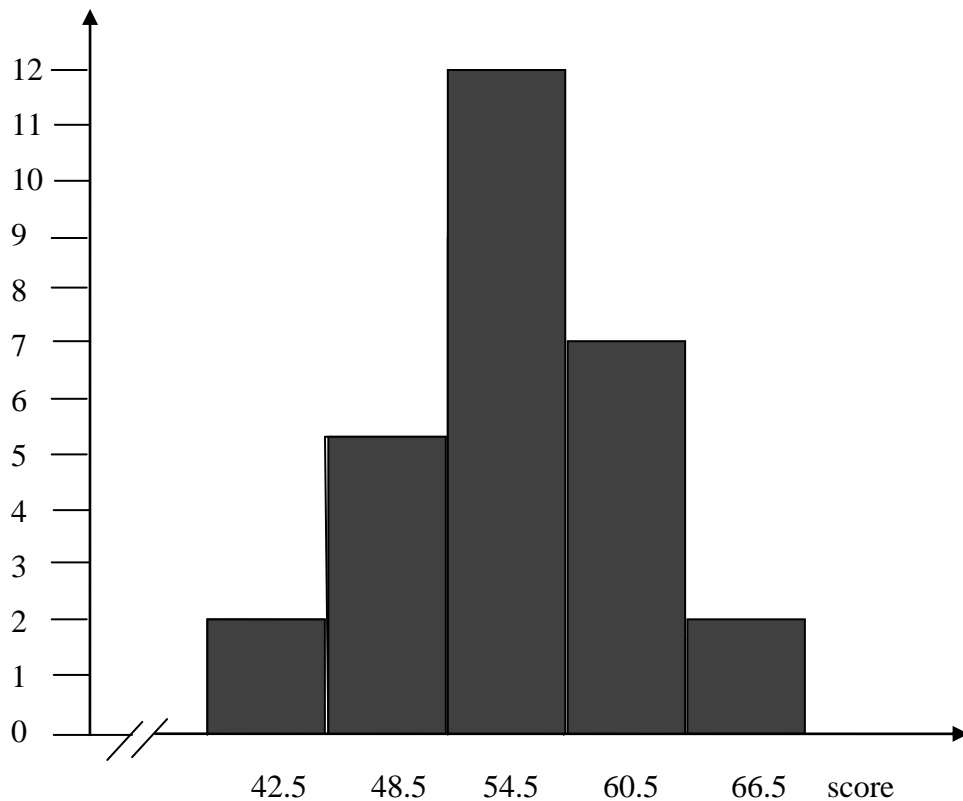


Figure.1 Students' Score in Experiment Class (Pairwork)

Based on the figure above, the frequency of students' score from 42 up to 45 was 2; 46 up to 51 was 5; 52 up to 57 was 12; 58 up to 63 was 7; 64 up to 69 was 2.

2. Speaking Mastery in Groupwork

The researcher also gave the test to the students in control class (groupwork). Based on the students' answer, the researcher has calculated the students' score. The total score of control class in was 1940 with highest score was 72 and lowest score was 48. The students mean score was 60.6, median was 60.5, modus was 59.5, range was 24, interval was 5, standard deviation was 6.46. The calculation can be seen in appendix 8. Then, the researcher drawn the table sum in the following:

Table 10
The Score of Experimental Group (Groupwork)

Total	1940
Highest score	72
Lowest score	48
Mean	60.6
Median	60.5
Modus	59.5
Range	24
Interval	5
Standard deviation	5.4

The calculation of the frequency distribution of the students' score in control class can be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Speaking Mastery (Groupwork)

No	Interval	Mid-Point	F	Percentages
1	48 – 52	50	3	9.375%
2	53 – 57	55	4	12.5%
3	58 – 62	60	15	40%
4	63 – 67	65	6	18.75%
5	68 – 72	70	4	12.5%

Jumlah	32	100%
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From the table above, it can be concluded that the most students are in interval 58 – 62 (15 students / 40%). The least of students is 48 – 52 (3students/9.375%). Clear description of the data is presented in histogram on the following figure:

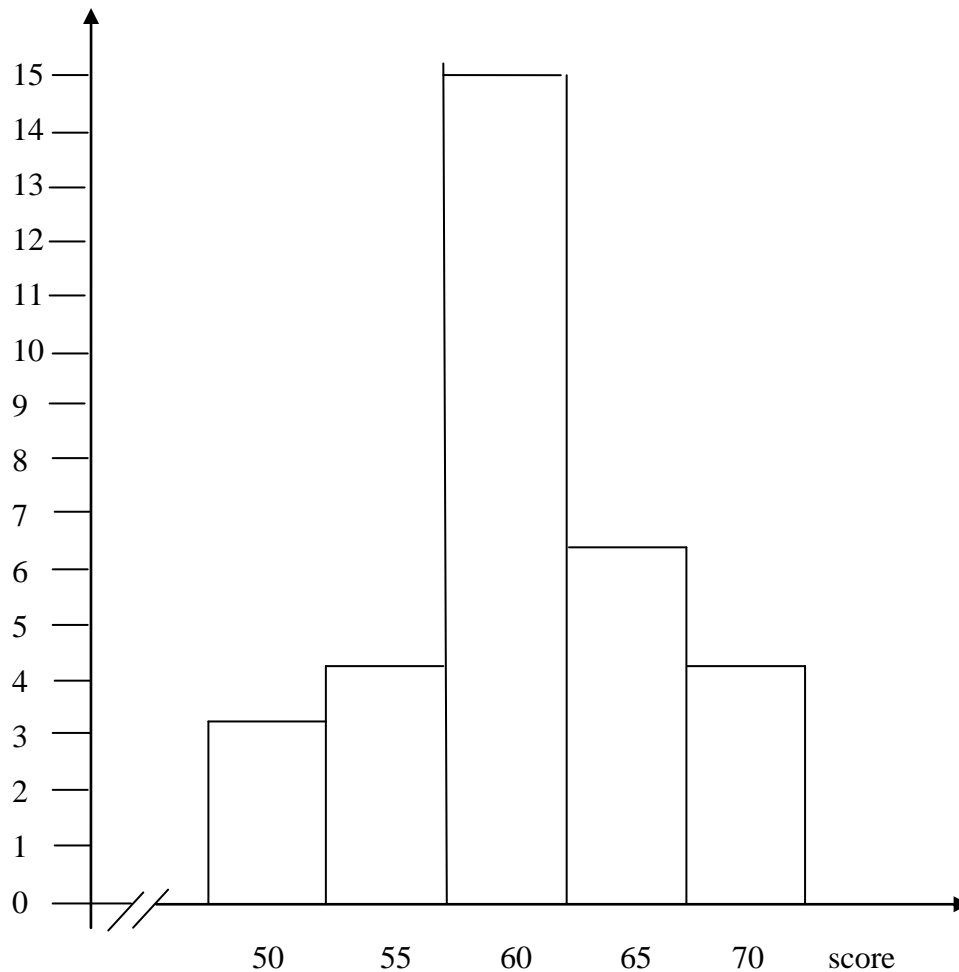


Figure.2 Students' Score in Control Class (Groupwork)

Based on the figure above, the frequency of students' score from 48 up to 52 was 3; 53 up to 57 was 4; 58 up to 62 was 15; 63 up to 67 was 6; 68 up to 72 was 4.

B. Testing of Hypothesis

The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was there was any significant differences between the ability of the grade XI students of SMA Negeri 3 Padangsidempuan in mastery speaking by using pairwork and groupwork activities.”

The calculation can be seen on the appendix 11. The result of t-test was as follow:

Requirement Test

Table 12
Normality and Homogeneity Data X and Data Y

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	f_{count}	f_{table}
Data X	4.64	9.488	1.913 < 2.000	
Data Y	5.44	9.488		

Based on the table above, the score of data X = 4.64 < 9.488 with n = 30 and Data Y = 5.44 < 9.488 with n = 32, and real level α 0.05. It means that data X and Y were distributed normal. It can be seen in appendix 9 and 10

The coefficient of $F_{count} = 1.913$ was compared with $F_{table} = 2.000$. Where F_{table} was determined at real α 0.05, and the different numerator dk = N-1 = 30-1 = 29 and denominator dk N-1 = 32-1 = 31. So, by using the list of critical value at F distribution is got $F_{0.05} = 1.980$ It showed that $F_{count} 1.913 < F_{table} 2.000$. It shows that both variable X and Y were homogeneous. The calculation can be seen on the appendix 9 and 10.

$$Tt = \frac{X \square_1 - X \square_2}{\frac{S1^2}{n_1} + \frac{S2^2}{n_2}}$$

$$Tt = \frac{60.6 - 55.7}{\frac{51.57}{30} + \frac{26.95}{32}}$$

$$Tt = \frac{4.9}{1.719 + 0.842}$$

$$Tt = \frac{4.9}{2.561}$$

$$Tt = \frac{4.9}{1.600}$$

$$Tt = 3.0625$$

$$Tt = 3.062$$

Based on calculation above, it was found that $t_{\text{count}} = 3.062$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 32 - 2 = 60$, researcher found that $t_{\text{table}} = 2.000$, cause $t_{\text{count}} > t_{\text{table}}$ ($3.062 > 2.000$). It means that H_a was accepted, it means that there was a significant difference average between pairwork and groupwork. It can be concluded that there was a significant differences between the ability of the grade XI students of SMA Negeri 3 Padangsidimpuan in mastery speaking by using pairwork and groupwork activities.

C. Discussion

After did the research, the researcher discussed the result and compared it with result in research related findings:

The first, Rokhimatul Hamidah in her script: *A Comparative Study between Pairwork and Groupwork to Students' Ability in Analyzing Narrative Text of the Second Year Students of in SMP N 1 Beringin of Academic Year 2012/ 2013*. She found the result of t – test, the post-test shows 5,14. While, Siti Aisyah also got the result of research data entitled “*Improving Students' Speaking Ability through Work in Pairs at Grade VIII SMP N 5 Siabu*”. She found that after analyzing the data, it was found out that the students' score increased from the first cycle to the second cycle. It based on the mean score in which

students' speaking ability in cycle 1 was 70 and became 92 in cycle 2. Then, Syamsuddin did a research entitled "*A Contribution of Pair and Groupwork Activities to the Improvement of Students' Speaking Performance*". The result of his script is: The use of pair/work group activities is better in teaching English to increase the students' performance in speaking English. It was proved by the mean score of the students in post test 7.05. Meanwhile in this research, researcher found t test : 3.062. This result showed that there are significant differences between pair work and groupwork. Where in this research, groupwork was more dominant than pairwork that proved by $X_{\text{groupwork}} 60.6 > X_{\text{pairwork}} 55.7$.

Based on explanation above it was proved that this research about pairwork and groupwork was rather same with the other research and showed that pairwork and groupwork have an important role in increasing learning process.

In this case, it showed that the result of researcher suitable with theory previous that said groups gave students the opportunity to create more complex dialogues, explore relationship between character, pool knowledge together, and have a more social learning environment. Additionally there is a better chance for self correction and for a discussion on a wider range of thoughts and opinions with larger group sizes.

Then, the researcher hopes that pairwork and groupwork are good activities in teaching and learning speaking mastery. But, the focus of the researcher here is in comparing those 2 activities, pairwork and groupwork, which one is better to be applied in speaking classroom. So that, the researcher interested to make the research about "*A Comparative Study between Pairwork and Groupwork Activities to Speaking Mastery at Grade XI Students of SMA Negeri 3 Padangsidempuan*". Then, the result was the groupwork activities is higher

than pairwork activities. It is proved by the mean score of pairwork is lower than mean score of groupwork.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research work, the research came to describe the data as follows:

1. Speaking mastery in pairwork the grade XI (XI IPA 5) students of SMA Negeri 3 Padangsidempuan was “low” getting mean score were 55.7.
2. Speaking mastery in groupwork the grade XI (XI IPA 4) students of SMA Negeri 3 Padangsidempuan was “low” getting mean score were 60.6.
3. Based on calculation of testing hypothesis, it was found that $t_{\text{count}} = 3.062$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 32 - 2 = 60$, reseacher found that $t_{\text{table}} = 2.000$, cause $t_{\text{count}} > t_{\text{table}} (3.062 > 2.000)$. It means that H_a was accepted, it means that there was a significant difference average between pairwork and groupwork. It can be concluded that there was a significant differences between the ability of the grade XI students of SMA Negeri 3 Padangsidempuan in mastery speaking by using pairwork and groupwork activities. From the result of mean score between both of pairwork and groupwork, it can be said that speaking mastery in pairwork was better than speaking mastery in group work.

B. Suggestion

Here, the researcher gave information as follows:

1. Headmaster of SMA N 3Padangsidimpuan to support all English teachers to teach well and provide place for students group discussion as intra or extra curricular.
2. English teachers can apply students centre strategy by giving students much opportunity to make group discussion in pair work and group work.
3. Other researchers, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others technique of speaking mastery in order to motivate readers more critics and consider whatever they read.

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APPENDIX 1

Speaking Test for Pairwork

Discuss the topic below with your partner for 15 minutes. Then, you will tell the researcher about your opinions related to the topic. The topics are:

“Should We Bring Mobile Phone to School ?”

Validator,

The English Teacher of XI IPA

**Siti Zubaidah Pemilu, S.Pd
NIP. 19700907 200701 2 007**

STUDENTS RESPONSES

Should The Students Bring Mobile Phone ?

NO	NAME	ANSWER
1.	AAH	I think it has bad side and good side to students easier to do task and bad side is some students em used by playing games on studying time
2	ALF	No I sold I think bring mobile phone to school ooo make students disturb oo when he planning
3	AMN	I think I agree that student can bring mobile phone to school because if we can bring mobile phone to school we can happen easy information
4	AKS	I think, that is not good idea. If students bring handphone to school, it will disturb the concentration of students when teacher is teaching at the class. Beside that, students will searching and open their social media when they study.
5.	ANF	I think bring phone to the school is good because we can help inside study
6.	AHS	I don't agree bring mobile phone to school. It can be make negative effect such as disturbing concentration students at the process learning study
7.	AAL	I don't agree because in interrupt the learning process
8.	CNS	I don't agree if student bring handphone to school. Because my teacher will angry and handphone will endure. And also student will searching to the internet when teacher is teaching in front of the class.
9.	CAP	I think bring phone to school is better.
10.	CIL	I disagree if the student brings mobile phone de school because if the break the law in the school
11.	EMS	In my opinions bringing a mobile phone to school has too effect for wise user mobile use ability has benefits . In addition to searching for information is use also to add inside. For users who un less wais the phone can be bad, so the use mobile phone in school defend on the user.
12.	EFY	I agree if student bring hand phone school. Because with hand phone I can call my parents to pick up me to school after back from school. I also don't agree if student bring handphone to

		school because student will open social media like facebook, bbm, instagram, end etc.
13.	FSDR	My opinion, students bring mobile phone is not good job. Because mobile phone will ringing and disturb the concentration of students in the class. Beside that student can not focus in studying the lesson.
14.	FIH	I have too opinion the first I agree because bring phone to the school can give easily to get information and the second I don't agree because the phone can disturb concentration studies student and maybe get to bed effects as play game and play selfie
15.	GRS	I think because if they school bring hand phone to de school they will get aditing problem
16.	HNA	I think bringing the phone to school have many benefits , they are as media for learning study to help students at the process of learning study
17.	HMP	I disagree if students bring handphone to school. It will make students be lazy in studying because students will open handphone when they feel boring. And then if teacher know students bring handphone.
18.	IAF	My opinion mobile phone is not good bring to school because can be disturb person in learning process in the classroom
19.	IMS	I do not agree because mobile phone be make student in pocket
20.	INW	I don't agree bring the mobile phone to school make the students lazy to study because busy playing game online
21.	IHN	I am very agree if it students bring handphone to school. Because I can open my handphone when I feel boring. I can openn my instagram, and another social media. But it will not distrubed my concentration. Because before go to school I drink Aqua.
22.	JUL	My opinion, students bring mobile phone is not good job. Because mobile phone will ringing and disturb the concentration of students in the class. Beside that student can not focus in studying the diligent.
23.	MAS	Course smoking is not good for me because can be relax and forget many problems . it will make Indonesian high economic.
24.	NAS	In my opinion it forbidden to students. Student will break the law and teachers will angry
25.	PIK	Student bring hand phone to school , because my teacher will angry and happen will endure. And also student will searching to the internet when teacher is teaching in front of the class.
26.	RAA	I think bring phone to school is proper because can happy in process study

27.	RPP	My opinion, students can not bring handphone to school because at my school forbid to bring handphone. And students will not focus when teacher teach the lesson in front of the class.
28.	RIT	I think can be dangerous of safety self. Example losing handphone in the class
29.	RTH	I am very agree if students bring handphone to school. Because I can open my handphone when I feel boring. And I can open my instagram, and another social media. But it will not disturb my concentration. Because before go to school I....., I, because before to school , I drink Aqua.
30.	RWS	I think can be broken physicologies students and patterns thinking because students access internet to watch pornografi video and other at the rest time , teacher doesn't come lazy time

STUDENTS RESPONSES

Is Smoking Good For You ?

NO	NAME	ANSWER
1.	AB	Yes, smoking is good for me. Because were smoking I can relax and fun. Were smoking I can forget the money problems so I don't stress.
2.	AMAS	Yes of course smoking is good for me. Because I can relax and forget the problems. There is something less if after eat don't smoke. And if many people smoking it will make visa of Indonesia high. .
3.	ASH	I think smoking should be far from the children. Smoking had many effects to us . cancer, lung , and many disease again.
4.	AP	Yes, smoking is good for me. Because with smoking I can relax and fun. With smoking I can forgot the many problems so I don't stress.
5.	AAS	My opinion, smoking is not good idea. By smoking we will kill ourself. We difficult to breath, we have many disease and of course slowly we will die. Not only that, if someone smoking it will disturb another people that called passive smoker. So I think smoking is not good job.

6.	AGS	I think I disagree that smoking is good because smoking can broke him hurt
7.	AP	Yes, Smoking can be adult dependence to do, cause can be relax, gaul , and had many friends in the rural areas.
8.	AJ	I think I disagree that smoking is good for him because it can make many people addiction
9.	BMTS	Yes, Smoking can be lost problems , very strong , and gaul. Smoking also can be add friends in environment.
10.	DSS	Yes, smoking can be relax , enjoy our life , and free to do whatever we want to do. With smoking a passive smoker more large interact to others.
11.	DNI	I don't agree smoking is not good because can be someone lung , cancer , and heart attack
12.	DFY	I don't agree smoking is good for us. A somenone smoke earlier to die than someone doesn't smoke in daily
13.	ESN	In my opinion smoking is not very good especially for me . smoking is not only waste but also very helpful to the health. Smoking is not only solve difeating . so I think smoking is not good
14.	FRS	No, because smoking is dangerous. It can cause cancer, hypotence, and die. If someone smoking, beside him will get the affect. Someone will caught and I don't like smoker.
15.	HAR	I think smoking is not good for our body because have nicotin and bad to our body
16.	HNA	I don't agree. Because smoking will make us die. We will suffer lung cancer and can not breath. Like the logo of smoking. Smoking can cause cancer, heart attack, disturb pregnant, impotence and die.
17.	HEY	I think Smoking should be far away from the children . Adult can be learn negative to them. Such as try to do smoke.
18.	IMSB	I disagree about that. Because it disturb or health. And waste many money. With smoking will make us near with drugs that will make us to the die.
19.	MAH	No, smoking is not good. Because smoking will make we sick. Smoking is not good job. With smoking our hill will disturb.
20.	MGS	I think smoking make us be bad cause can be cancer , lung , heart attack and smoking also being rubbish to our enviroentment.
21.	MIM	I disagree smoking can be broken our healt , cancer, lung , waste many money .
22.	MLR	I think smoking is not good to me because smoking is not

		healthy and danger to my body
23.	MUA	My opinions smoking is bad for our life cause can be shorter life and feel deasease continue
24.	MAA	I think smoking is not good cause can be cancer , lung , and heart attack
25.	NAL	I think smoking is not good because consist of nicotine, tar , and can be cancer and heart attack
26	NAS	I think smoking can be bad effects to us because had many nicotine and tar
27.	PTSN	No, it is very bad to do the job. Why ? because smoking can be suddenly kill someone to die.
28.	RDS	My opinion about smoking is not good for us especially for the students can be cancer , and dependence for continue.
29	RES	I don't agree smoking is good for the body why , because smoking can be heart attach , cough, breath narrow and etc.
30	RPH	I think smoking is better to stop before late cause many effects can be happened if we smoke the cigarette such as cancer, lung , and early die.
31	REG	No, because smoking is dangerous. It can cause cancer, hipotency, and die. If someone smoking, beside him will get the affect. Someone will caught and I don't like smoker.
32	SAA	I think smoking is not good for me because can be a cancer , lung , and breath disturb. Smoking can be waste money, broke the health and shorter life

APPENDIX 3

TEST RESULT OF SPEAKING MASTERY OF PAIRWORK

NO	Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	AAH	2	3	4	2	3	14 X 4 = 56
2	ALF	1	2	3	2	2	11X 4 = 44
3	AMN	2	3	3	3	3	14 X 4 = 56
4	AKS	2	4	4	3	4	17 X 4 = 68
5.	ANF	1	4	4	3	2	14 X 4 = 56
6.	AHS	2	2	3	3	2	12 X 4 = 48
7.	AAL	2	3	3	2	3	13 X 4 = 52
8.	CNS	2	4	3	2	4	15 X 4 = 60
9.	CAP	1	3	2	3	3	12 X 4 = 48
10.	CIL	2	2	3	3	2	12 X 4 = 48
11.	EMS	1	4	4	2	3	15 X 4 = 60
12.	EFY	1	2	4	3	2	12 X 4 = 48
13.	FSDR	2	4	4	3	4	17 X 4 = 68
14.	FIH	2	3	4	3	3	15 X 4 = 60
15.	GRS	2	3	3	2	2	12 X 4 = 48
16.	HNA	2	3	3	3	3	14 X 4 = 56
17.	HMP	2	4	4	3	4	15 X 4 = 60
18.	IAF	1	2	3	2	4	14 X 4 = 56
19.	IMS	1	3	2	2	2	10 X 4 = 40
20.	INW	2	2	4	3	2	13 X 4 = 52
21.	IHN	1	3	4	3	4	15 X 4 = 60
22.	JUL	3	3	4	4	3	17 X 4 = 68
23.	MAS	2	3	3	3	2	13 X 4 = 52
24.	NAS	2	3	4	2	2	13 X 4 = 52
25.	PIK	1	4	3	3	4	15 X 4 = 60
26.	RAA	2	3	3	3	3	14 X 4 = 56

27.	RPP	1	2	4	4	4	$15 \times 4 = 60$
28.	RIT	2	3	3	3	3	$13 \times 4 = 52$
29.	RTH	2	4	4	3	4	$17 \times 4 = 68$
30.	RWS	3	3	3	3	3	$13 \times 4 = 52$

APPENDIX IV

THE SCORE OF RESPONDENT SPEAKING MASTERY OF PAIRWORK

No	Initial of Students	Score of Students
1	AAH	56
2.	ALF	44
3.	AMN	56
4.	AKS	68
5.	ANF	56
6.	AHS	48
7.	AAL	52
8.	CNS	60
9.	CAP	48
10.	CIL	48
11.	EMS	60
12.	EFY	48
13.	FSDR	68
14.	FIH	60
15.	GRS	48
16.	HNA	56
17.	HMP	60
18.	IAF	56
19.	IMS	40
20.	INW	52
21.	IHN	60
22.	JUL	68
23.	MAS	52
24.	NAS	52
25.	PIK	60
26.	RAA	56
27.	RPP	60
28.	RIT	52
29.	RTH	68
30.	RWS	52
Total		1664

APPENDIX V**TEST RESULT OF SPEAKING MASTERY OF GROUPWORK**

NO	Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	AB	2	2	4	2	3	15 X 4 = 60
2.	AMAS	1	3	3	3	3	13 X 4 = 52
3.	ASH	1	3	3	2	3	12 X 4 = 48
4.	AP	2	4	3	3	3	15 X 4 = 60
5.	AAS	2	4	4	4	3	17 X 4 = 68
6.	AGS	2	3	4	3	3	15 X 4 = 60
7.	AP	2	3	4	3	2	14 X 4 = 56
8.	AJ	1	4	3	4	3	15 X 4 = 60
9.	BMTS	2	4	3	3	3	15 X 4 = 60
10.	DSS	1	3	4	3	3	14 X 4 = 56
11.	DNI	2	4	4	3	3	16 X 4 = 64
12.	DFY	2	4	4	4	2	16 X 4 = 64
13.	ESN	2	3	4	3	2	14 X 4 = 56
14.	FRS	3	3	4	3	2	15 X 4 = 60
15.	HAR	2	4	4	4	3	17 X 4 = 68
16.	HNA	3	4	4	4	3	18 X 4 = 72
17.	HEY	3	2	4	3	3	15 X 4 = 60
18.	IMSB	2	3	3	4	2	14 X 4 = 56
19.	MAH	2	4	4	3	3	16 X 4 = 64
20.	MGS	1	4	4	3	3	15 X 4 =

							60
21.	MIM	1	4	4	4	3	16 X 4 = 64
22.	MLR	3	4	4	3	2	16 X 4 = 64
23.	MUA	2	3	4	3	3	15 X 4 = 60
24.	MAA	2	3	4	3	3	15 X 4 = 60
25.	NAL	2	3	4	3	3	15 X 4 = 60
26	NAS	1	4	4	4	3	16 X 4 = 64
27.	PTSN	2	3	4	3	3	15 X 4 = 60
28.	RDS	2	3	3	3	2	13 X 4 = 52
29	RES	2	3	4	3	3	15 X 4 = 60
30	RPH	1	4	4	3	3	15 X 4 = 60
31	REG	3	4	4	4	3	18 X 4 = 72
32	SAA	3	4	3	3	2	15 X 4 = 60

APPENDIX VI

THE SCORE OF RESPONDENT SPEAKING MASTERY OF GROUPWORK

No	Initial of Students	Score of Students
1	AB	60
2.	AMAS	52
3.	ASH	48
4.	AP	60
5.	AAS	68
6.	AGS	60
7.	AP	56
8.	AJ	60
9.	BMTS	60
10.	DSS	56
11.	DNI	64
12.	DFY	64
13.	ESN	56
14.	FRS	60
15.	HAR	68
16.	HNA	72
17.	HEY	60
18.	IMSB	56
19.	MAH	64
20	MGS	60
21.	MIM	64
22.	MLR	64
23.	MUA	60
24.	MAA	60
25.	NAL	60
26.	NAS	64
27.	PTSN	60
28.	RDS	52
29.	RES	60
30.	RPH	60
31	REG	72
32	SAA	60
Total		1940

APPENDIX VII

SPEAKING MASTERY OF PAIRWORK

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

40	44	48	48	48	48	48
52	52	52	52	52	52	56
56	56	56	56	56	60	60
60	60	60	60	60	68	68
68	68					

2. High score = 68
3. Low score = 40
4. Range

$$R = \text{High score} - \text{low score}$$

$$= 68 - 40 = 28$$

5. The total of the class (BK) = $1 + 3.3 \log n$
 $= 1 + 3.3 \log(30)$
 $= 1 + 3.3 (1.47)$
 $= 1 + 4.85$
 $= 5.85$
 $= 5$

6. Interval (i)

$$I = \frac{\text{Range}}{\text{Many Class}} = \frac{28}{5} = 5.6 = 6$$

7. Mean score

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	40-45	2	42.5	85	30= N	4
2.	46-51	5	48.5	242.5	26	11
3.	52-57	12	54.5	654	19	23
4.	58-63	7	60.5	423.5	7	28
5.	64-69	4	66.5	266	2	30= N
Total		30		1671		

Mean (X)

$$\begin{aligned} X &= \frac{FX}{F} \\ &= \frac{1671}{30} \\ &= 55.7 \end{aligned}$$

8. Median

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	40-45	2	42.5	85	30= N	4
2.	46-51	5	48.5	242.5	26	11
3.	52-57	12	54.5	654	19	23
4.	58-63	7	60.5	423.5	7	28
5.	64-69	4	66.5	266	2	30= N
Total		30		1671		

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$\ell = 51.5 \qquad i = 6$$

$$f_i = 12 \qquad F_{kb} = 7$$

$$\frac{1}{2}n = 15$$

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$Me = 51.5 + \frac{15-7}{12} \times 6$$

$$= 51.5 + \left(\frac{8}{12}\right) \times 6$$

$$= 51.5 + 4$$

$$= 55.5$$

9. Modus

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	40-45	2	42.5	85	30= N	4
2.	46-51	5	48.5	242.5	26	11
3.	52-57	12	54.5	654	19	23
4.	58-63	7	60.5	423.5	7	28
5.	64-69	4	66.5	266	2	30= N
Total		30		1671		

$$Mo = l + \frac{fa}{fa+fb} \times i$$

$$l = 51.5 \quad i = 6$$

$$fa = 5 \quad fb = 7$$

$$\begin{aligned} Mo &= l + \frac{fa}{fa+fb} \times i \\ &= 51.5 + \frac{5}{5+7} \times 6 \\ &= 51.5 + 2.5 \\ &= 54 \end{aligned}$$

10. Standard Deviation

No	Class Interval	F	X	x'	fx'	x' ²	fx' ²
1.	40-45	2	42.5	+2	4	4	8
2.	46-51	5	48.5	+1	5	1	5
3.	52-57	12	54.5	0	0	0	0
4.	58-63	7	60.5	-1	-7	1	7
5.	64-69	4	66.5	-2	-8	4	16
Total		30			-6		35

$$\begin{aligned} SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'}{n}^2} \\ &= 6 \sqrt{\frac{35}{30} - \frac{-6}{30}^2} \\ &= 6 \sqrt{1.167 - 0.2^2} \\ &= 6 \sqrt{1.167 - 0.04} \\ &= 6 \sqrt{1.127} \\ &= 6 \times 1.061 \\ &= 6.37 \end{aligned}$$

APPENDIX VIII

SPEAKING MASTERY OF GROUPWORK

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

48	52	52	56	56	56	56
60	60	60	60	60	60	60
60	60	60	60	60	60	60
60	64	64	64	64	64	64
68	68	72	72			

2. High score = 72
3. Low score = 48
4. Range

$$R = \text{High score} - \text{low score}$$

$$= 72 - 48 = 24$$

5. The total of the class (BK) = $1 + 3.3 \log n$
 $= 1 + 3.3 \log(32)$
 $= 1 + 3.3 (1.5)$
 $= 1 + 4.95$
 $= 5.95$
 $= 5$

6. Interval (i)

$$I = \frac{\text{Range}}{\text{Many Class}} = \frac{24}{5} = 4.8 = 5$$

7. Mean score

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	48 – 52	3	50	150	32= N	4
2.	53 – 57	4	55	220	28	10
3.	58 – 62	15	60	900	22	25
4.	63 – 67	6	65	390	7	29
5.	68 – 72	4	70	280	3	32= N
Total		32		1940		

Mean (X)

$$\begin{aligned} X &= \frac{FX}{F} \\ &= \frac{1940}{32} \\ &= 60.6 \end{aligned}$$

8. Median

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	48 – 52	3	50	150	32= N	4
2.	53 – 57	4	55	220	28	10
3.	58 – 62	15	60	900	22	25
4.	63 – 67	6	65	390	7	29
5.	68 – 72	4	70	280	3	32= N
Total		32		1940		

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$\ell = 57.5 \qquad i = 5$$

$$f_i = 15 \qquad F_{kb} = 7$$

$$\frac{1}{2}n = 16$$

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$Me = 57.5 + \frac{16-7}{15} \times 5$$

$$= 57.5 + \left(\frac{9}{15}\right) \times 5$$

$$= 57.5 + 3$$

$$= 30.5$$

9. Modus

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	48 – 52	3	50	150	32= N	4
2.	53 – 57	4	55	220	28	10
3.	58 – 62	15	60	900	22	25
4.	63 – 67	6	65	390	7	29
5.	68 – 72	4	70	280	3	32= N
Total		32		1940		

$$Mo = l + \frac{fa}{fa+fb} \times i$$

$$l = 57.5 \quad i = 5$$

$$fa = 4 \quad fb = 6$$

$$\begin{aligned} Mo &= l + \frac{fa}{fa+fb} \times i \\ &= 57.5 + \frac{4}{4+6} \times 5 \\ &= 57.5 + 2 \\ &= 59.5 \end{aligned}$$

10. Standard Deviation

No	Class Interval	F	X	x'	fx'	x' ²	fx' ²
1.	48 – 52	3	50	+2	12	4	12
2.	53 – 57	4	55	+1	7	1	4
3.	58 – 62	15	60	0	0	0	0
4.	63 – 67	6	65	-1	-7	1	6
5.	68 – 72	4	70	-2	-8	4	16
TOTAL		32			4		38

$$\begin{aligned} SD_t &= i \sqrt{\frac{fx'^2}{n} - \left(\frac{fx'}{n}\right)^2} \\ &= 5 \sqrt{\frac{38}{32} - \left(\frac{4}{32}\right)^2} \\ &= 5 \sqrt{1.1875 - 0.125^2} \\ &= 5 \sqrt{1.1875 - 0.015625} \\ &= 5 \sqrt{1.171875} \\ &= 5 \times 1.08 \\ &= 5.4 \end{aligned}$$

APPENDIX IX

NORMALITY TEST

RESULT OF NORMALITY DATA X

No	Class Interval	F	X	x'	fx'	x' ²	fx' ²
1.	40-45	2	42.5	+2	4	4	8
2.	46-51	5	48.5	+1	5	1	5
3.	52-57	12	54.5	0	0	0	0
4.	58-63	7	60.5	-1	-7	1	7
5.	64-69	4	66.5	-2	-8	4	16
Total		30			-6		35

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'}{n}^2} \\
 &= 6 \sqrt{\frac{35}{30} - \frac{-6}{30}^2} \\
 &= 6 \sqrt{1.167 - 0.2^2} \\
 &= 6 \sqrt{1.167 - 0.04} \\
 &= 6 \sqrt{1.127} \\
 &= 6 \times 1.061 \\
 &= 6.37
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0-f_h)^2}{f_h}$
64 - 69	69.5	2.17	0.4850				
58 - 63	63.5	1.22	0.3888	0.0962	2.88	4	0.43
52 - 57	57.5	0.28	0.1103	0.2785	8.35	7	0.21
46 - 51	51.5	-0.66	0.25463	0.14433	4.32	12	3.65
40 - 45	45.5	-1.60	0.05480	0.19983	5.99	5	0.16
	39.5	-2.54	0.00554	0.04926	1.47	2	0.19
X²							4.64

Based on the table above, the researcher found that $x^2_{\text{count}} = 4.64$ while $x^2_{\text{table}} = 9.488$. Because $x^2_{\text{count}} < x^2_{\text{table}}$ ($4.64 < 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$, distribution of data X (pairwork) is normal.

RESULT OF NORMALITY DATA Y

No	Class Interval	F	X	x'	fx'	x'^2	fx'^2
1.	48 – 52	3	50	+2	12	4	12
2.	53 – 57	4	55	+1	7	1	4
3.	58 – 62	15	60	0	0	0	0
4.	63 – 67	6	65	-1	-7	1	6
5.	68 – 72	4	70	-2	-8	4	16
TOTAL		32			4		38

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'}{n}^2} \\
 &= 5 \sqrt{\frac{38}{32} - \frac{4}{32}^2} \\
 &= 5 \sqrt{1.1875 - 0.125^2} \\
 &= 5 \sqrt{1.1875 - 0.015625} \\
 &= 5 \sqrt{1.171875} \\
 &= 5 \times 1.08 \\
 &= 5.4
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)^2}{f_h}$
68 – 72	72.5	2.20	0.4861	0.0881	2.81	4	0.50
63 – 67	67.5	1.27	0.3980	0.2612	8.35	6	0.66
58 – 62	62.5	0.35	0.1368	0.14754	4.72	15	2.38
53 – 57	57.5	-0.57	0.28434	0.21753	6.96	4	1.25
48 – 52	52.5	-1.5	0.06681	0.05905	1.89	3	0.65
	47.5	-2.42	0.00776				
X^2							5.44

Based on the table above, the researcher found that $x^2_{\text{count}} = 5.44$ while $x^2_{\text{table}} = 9.488$. Because $x^2_{\text{count}} < x^2_{\text{table}}$ ($5.44 < 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$, distribution of data X (groupwork) is normal.

APPENDIX X

HOMOGENEITY TEST

A. Variant data of Pairwork

No	Xi	Xi ²
1	40	1600
2	44	1936
3	48	2304
4	48	2304
5	48	2304
6	48	2304
7	48	2304
8	52	2704
9	52	2704
10	52	2704
11	52	2704
12	52	2704
13	52	2704
14	56	3136
15	56	3136
16	56	3136
17	56	3136
18	56	3136
19	56	3136
20	60	3600
21	60	3600
22	60	3600
23	60	3600
24	60	3600
25	60	3600
26	60	3600
27	68	4624
28	68	4624
29	68	4624
30	68	4624
Total	1664	93792

$$S1^2 = \frac{n \sum Xi^2 - (\sum xi)^2}{n(n-1)}$$

$$S1 = \frac{30 \times 93792 - 2768896}{30(30-1)}$$

$$S1^2 = \frac{44864}{870}$$

$$S1^2 = 51.56782$$

$$S1^2 = 51.57$$

B. Variant Data of Groupwork

No	Yi	Yi ²
1	48	2304
2	52	2704
3	52	2704
4	56	3136
5	56	3136
6	56	3136
7	56	3136
8	60	3600
9	60	3600
10	60	3600
11	60	3600
12	60	3600
13	60	3600
14	60	3600
15	60	3600
16	60	3600
17	60	3600
18	60	3600
19	60	3600
20	60	3600
21	60	3600
22	60	3600
23	64	4096
24	64	4096
25	64	4096
26	64	4096
27	64	4096
28	64	4096
29	68	4624
30	68	4624

31	72	5184
32	72	5184
	1940	118448

$$S^2 = \frac{n \sum X^2 - (\sum x)^2}{n(n-1)}$$

$$S^2 = \frac{32 \times 118448 - 3763600}{32(32-1)}$$

$$S^2 = \frac{26736}{992}$$

$$S^2 = 26.95161$$

$$S^2 = 26.95$$

The formula was used to test hypothesis was:

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$F = \frac{51.57}{26.95}$$

$$= 1.913$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.913$ with $\alpha 5\%$ and $dk = 62$ from the distribution list F, researcher found that $F_{\text{table}} = 1,913$ cause $F_{\text{count}} < F_{\text{table}}$ ($1.913 < 2.000$).
 .It means that the variant is homogenous.

Appendix XI

T_{test} OF THE BOTH AVERAGES PAIRWORK AND GROUPWORK

The formula was used to analyse homogeneity test of the both averages in post test was t-test, before testing hypothesis, first look for F count as below :

A. Variant data of Pairwork

No	Xi	Xi ²
1	40	1600
2	44	1936
3	48	2304
4	48	2304
5	48	2304
6	48	2304
7	48	2304
8	52	2704
9	52	2704
10	52	2704
11	52	2704
12	52	2704
13	52	2704
14	56	3136
15	56	3136
16	56	3136
17	56	3136
18	56	3136
19	56	3136
20	60	3600
21	60	3600
22	60	3600
23	60	3600
24	60	3600
25	60	3600
26	60	3600
27	68	4624
28	68	4624
29	68	4624
30	68	4624
Total	1664	93792

$$S1^2 = \frac{n \sum Xi^2 - (\sum xi)^2}{n(n-1)}$$

$$S1 = \frac{30 \times 93792 - 2768896}{30(30-1)}$$

$$S1^2 = \frac{44864}{870}$$

$$S1^2 = 51.56782$$

$$S1^2 = 51.57$$

B. Variant Data of Groupwork

No	Yi	Yi ²
1	48	2304
2	52	2704
3	52	2704
4	56	3136
5	56	3136
6	56	3136
7	56	3136
8	60	3600
9	60	3600
10	60	3600
11	60	3600
12	60	3600
13	60	3600
14	60	3600
15	60	3600
16	60	3600
17	60	3600
18	60	3600
19	60	3600
20	60	3600
21	60	3600
22	60	3600
23	64	4096
24	64	4096
25	64	4096
26	64	4096
27	64	4096
28	64	4096
29	68	4624
30	68	4624

31	72	5184
32	72	5184
	1940	118448

$$S2^2 = \frac{n \sum X^2 - (\sum x)^2}{n(n-1)}$$

$$S2^2 = \frac{32 \times 118448 - 3763600}{32(32-1)}$$

$$S2^2 = \frac{26736}{992}$$

$$S2^2 = 26.95161$$

$$S2^2 = 26.95$$

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

$$F = \frac{51.57}{26.95}$$

$$F_{\text{count}} = 1.913$$

$$F_{\text{Table}} = 1.834937$$

$$F_{\text{count}} = 1.913 > F_{\text{Table}} = 1.834937$$

$$Tt = \frac{X_1 - X_2}{\frac{S1^2}{n_1} + \frac{S2^2}{n_2}}$$

$$Tt = \frac{60.6 - 55.7}{\frac{51.57}{30} + \frac{26.95}{32}}$$

$$Tt = \frac{4.9}{1.719 + 0.842}$$

$$Tt = \frac{4.9}{2.561}$$

$$Tt = \frac{4.9}{1.600}$$

$$Tt = 3.0625$$

$$Tt = 3.062$$

Based on calculation above, the result of the homogeneity test of the both averages, it was found that $t_{\text{count}} = 3.062$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 32 - 2 = 60$, reseacher found that $t_{\text{table}} = 2.000$, cause $t_{\text{count}} > t_{\text{table}}$ ($3.062 > 2.000$). It means that H_a was accepted, it means that there was a significant difference average between pairwork and groupwork. It can be concluded that there was a significant differencess between the ability of the grade XI students of SMA Negeri 3 Padangsidimpuan in mastery speaking by using pairwork and groupwork activities.

Appendix XII

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix XIII

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551

-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753

0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986

3,0	0,4987	0,4987	0,4987	0,4988	0,4988	0,4989	0,4989	0,4989	0,4990	0,4990
3,1	0,4990	0,4991	0,4991	0,4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Appendix XIV

Percentage Points of the t Distribution

Two Tail Test						
	0,50	0,20	0,10	0,05	0,02	0,01
One Tail Test						
Dk	0,25	0,10	0,005	0,025	0,01	0,05
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707

7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX XV

RESEARCH DOCUMENTATION







CURRICULUM VITAE

A. Identity

Name : DEDY SYAHPUTRA SIREGAR
NIM : 13 340 0009
Place and Birthday : Pekanbaru, August 25th 1995
Sex : Male
Religion : Moslem
Address : Poken Salasa . Portibi. Kec. Padang Lawas Utara

B. Parent

1. Father's name : Puliaman Siregar
2. Mother's name : Almh. Rosminar Simamora

C. Educational Background

1. Elementary School : SD Negeri 001 Bagan Sinembah (2007)
2. Junior High School : SMP Negeri 1 Bagan Sinembah (2010)
3. Senior High School : SMK Teruna Padangsidimpuan (2013)
4. College : IAIN Padangsidimpuan (2017)