# PAIRWORK ACTIVITY OF THE DEVELOPMENT ON STUDENTS' WRITING PARAGRAPH ABILITY AT SMA AL AMIEN BUGIH PAMEKASAN

**Sitti Mukamilah**
**Islamic University of Madura (UIM) Pamekasan**
*sitimukamilah@gmail.com*

**Abstract:** Writing is the one of the important ways to learn English language that involves students' ideas of the written text. One of the ways to write all students' ideas are used their ability by using pair work activity. The problem in this research is whether Is there any significant effect of using pair work activity on students' writing paragraph at the tenth grade of SMA Al Amien Bugih Pamekasan. In this study, the population is all of the students at the tenth grade of SMA Al Amien Bugih Pamekasan. While, research instruments which are used are test, observation, and documentation. The result showed that the effect is very significant. Theoretical statement above is supported by the result of research. It prove with $t_{value}$ is higher than $t_{table}$ either in 5%, or 1% (5% = 2.04 < 8.01) or (1% = 2.75 < 8.01). df 40, $t_{value}$ is higher than $t_{table}$ either in 5% , or 1% ( 5% = 2.03 < 8.01) or ( 1% = 2.72 < 8.01).

**Abstrak:** Menulis adalah salah satu cara penting untuk belajar bahasa Inggris yang melibatkan gagasan siswa tentang teks tertulis. Salah satu cara untuk menulis semua gagasan siswa digunakan kemampuan mereka dengan menggunakan *pair work activity*. Permasalahan dalam penelitian ini adalah apakah ada pengaruh signifikan dari penggunaan *pair work activity* pada paragraf menulis siswa di kelas X SMA Al Amien Bugih Pamekasan. Dalam penelitian ini, populasi semua siswa kelas X SMA Al Amien Bugih Pamekasan. Sedangkan instrumen penelitian yang digunakan adalah tes, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan penggunaan *pair work activity*. Pernyataan teoritis di atas didukung oleh hasil penelitian. Hal ini terbukti dengan $t_{hitung}$ lebih tinggi dari $t_{tabel}$ baik dalam 5%, atau 1% (5% = 2,04 < 8,01) atau (1% = 2,75 < 8,01). df 40, $t_{hitung}$ lebih tinggi dari $t_{tabel}$ baik dalam 5%, atau 1% (5% = 2,03 < 8,01) atau (1% = 2,72 < 8,01).

## INTRODUCTION

Writing is very important to teach in the classroom, because it can be used to achieve the ability to write about our feelings, ideas, opinions, and also to express anything which comes into our mind. Writing is also an alternative way to present feelings, ideas, opinions, or anything else. If people want to make a paragraph, they must be master many aspects of language skill. In applications of good writing, using grammar, vocabulary, diction punctuation, until the

paragraph development should be done in order to achieve a good quality of writing work. Besides that, we do not communicate face to face with others, so written language must be clear, easy to be understood and not ambiguous in order that the reader easily understands the writer means. Marry Manning and Jennifer O'Neill (1996:12), there are six main purpose of writing: giving information; describe an event, a person or place; explain the reason of something; argue a point of view; persuade the reader to agree with an idea; and tell what happened in real or fictional situation.

The purpose of writing is very important to know and to be master of it. We have to explain clearly about our purpose to write; in order to we can avoid some understanding in writing process. Therefore it will help students know and understand the purpose of their writing especially in writing paragraph. According to Oshima and Hogue (2007:3), paragraph is a group of related statements that a writer develops about a subject. The first sentence states the

specific point, or idea of the topic. The rest of the sentences in the paragraph support that the point. It means that Paragraph is one of elements of writing, where before we will write paragraph, we have to understand how combine the words to be sentence and some sentences to be a paragraph.

There are many problems that faced by students to increase their writing paragraph. Especially on students' writing paragraph at the tenth grade of SMA Al Amien Bugih Pamekasan. The students cannot make a paragraph perfectly. Writing aims to enable the students to write some sentences be a good paragraph. In teaching learning process, the teacher needs teach students systematically because the students do not have enough competence to explain and describe an object in written form, although they have many experiences and ideas in their minds. So, it is not excited if students always complain and feel boring when their teacher orders them to write a paragraph. The teachers should make the students interest with their teaching and they

does not only give a motivation, text book and message, but the teacher also applies an interesting and suitable activities to stimulate in teaching learning especially on writing paragraph. Pavlina Bercikova (2007:12) stated that pair work is a type of classroom interaction when students are working with another student to check answers, and do a communicative activity. Pair work is a very useful and efficient way of working in language teaching that mean pair work is kind of activity have been done by the teacher in teaching learning process, it can make students easier of writing paragraph composition.

## METHOD

### A. Research Design

This research is designed by using experimental research, the researcher wants to establish possible cause and effect between dependent and independent variables. Then the researcher wants to know the effectiveness of pair work activity on student's writing paragraph. This research is conducted by using true-

experimental design of pretest – posttest. The researcher uses pretest to know the result of two groups before the treatment and use posttest to know the result of the group after treatment.

There are two groups that have been observed of this research. The first group is experimental group that will receive special treatment of teaching writing by using pair work activity, and the second group is control group that does not receive special treatment. The experimental design describes as follow systematically

**Table 1:**
**Pre-test and Post-test true experimental design**

| Class/Group | Pre-test | Treat-ment | Post-test |
|---|---|---|---|
| Experimental Group | Y1 | X | Y2 |
| Control Group | Y1 | - | Y2 |

Y1 : Student's writing paragraph of experimental group in pre-test.

Y1 : Student's writing paragraph of control group in pre-test.

Y2 : Student's writing paragraph of control group in post-test.

X : Treatment (Teaching writing by using pair work activity)

**Table 2:**
**Pre-test and Post-test true experimental design**

| Sample | Pre-test | Treat-ment | Post-test |
|---|---|---|---|
| Experimental Group | Y1 | XI,X2, X3,X4,X5 | Y2 |
| Control Group | Y1 | 0 | Y2 |

The students is given a treatment by implementing pair work activity in teaching writing paragraph, and the treatment is done for about 5 times meeting because there is no particular time to conduct the pair work activity exactly. So the researcher makes a statement that five meeting is enough that have been taken by using "*The steps to set up pairwork activity*". In this research, the researcher finds out the differences of treatment's result (the implementation of pair work activity in teaching writing) against the other in controlled condition.

**B. Instrument**

In this research, the researcher uses two kinds of instruments. They are primary and secondary instruments. In this case, the primary instrument is test. The researcher uses two kinds of test. Namely, pre-test and post-test.

a) The Primary Instrument
  1. Test
    a. Pre-test

Pretest is used to know the student's writing descriptive paragraph before implementing the pair work activity, and the aim is to measure the student's ability in writing descriptive paragraph. The researcher gives test by giving the exercise to make paragraph about a descriptive paragraph in written form. Pre-test is given to the experimental and control classes in same way.

    b. Post – test

Post- test is used to know the student's writing descriptive paragraph after implementing the pair work activity in experimental group and without implementing pair work activity in control group, and the aim is to know the student's ability to write a paragraph about a descriptive paragraph is higher than before or contrasly. The result of the post-test is used to compare with the data of the pre-test and analyze the effectiveness of pair work activity on writing

descriptive paragraph. The procedure is the researcher gives test by giving the exercise to make paragraph about a descriptive paragraph in written form. Post-test is given to the experimental and control classes in same way.

The kind of test that is used to measure student's writing descriptive paragraph is *"essay".* It is used on pre-test and post-test. The reason why the researcher chooses this kind of research because its make the researcher easy to score it.

b) Secondary Instruments
   1. Observation
Observation is the foundation implies the collection of information by the way of investigator's own observation, without interviewing the respondents.

   2. Documentation
Documentation is one of the techniques that used to obtain the data from documents and written materials. The documentation will be used to collect data about the English teacher's preparation, the picture of classroom interaction in large class, and media is used by English teacher in classroom interaction. The researcher takes

student's name list that become the target of research, lesson plan and student's score list of pre-test and post-test, and use photos of this research.

## C. Data Collection Procedures

In this case, the researcher has some steps to collect the data at tenth grade of SMA AL AMIEN Bugih Pamekasan, they are:

1. Entering to the classroom.
2. Conducting the test (pretest and posttest).
3. Collecting the answer of the entire test (pretest and posttest).
4. Observing the teaching learning process by applying pair work activity through implementing the treatment in experimental class.
5. Collecting data from documentations (the scores of pretest, posttest and also lesson plan).
6. Analyzing the data through effect both variables X and Y by using t test.
7. Designing the report of research.

## D. Data Analysis

In this research, the researcher is analyzed data by using statistical analysis that suitable with quantitative data characteristic, namely numerical form. The researcher is analyzed data by using t-test formula is:

$$t = \frac{M_{x-M_y}}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Explanation:
M : average of every class
N : the number of subject
X : Experiment of class
Y : Control of class

The researcher have to interpret the result of statistical analysis above, the researcher took interpretation by using $t_t$ (t critic value table) as the appointment :

If $t_0 > t_t$, Ha is accepted
If $t_0 < t_t$, Ho is rejected.

## DISCUSSION
### a) The Result of Obtaining Information

The researcher do the pre-test to measure the student's ability on students' writing descriptive paragraph based on sample the researcher have

chosen. After that, the researcher can determine whether can be an experimental group that it got a treatment and control group that it did not get a treatment.

**Table 3:**
**The score of pre-test at the experimental and control group**

| Experimental Group | | Control Group | |
|---|---|---|---|
| No | Score | No | Score |
| 1 | 69 | 1 | 78 |
| 2 | 55 | 2 | 56 |
| 3 | 71 | 3 | 86 |
| 4 | 52 | 4 | 52 |
| 5 | 65 | 5 | 60 |
| 6 | 55 | 6 | 78 |
| 7 | 47 | 7 | 54 |
| 8 | 63 | 8 | 82 |
| 9 | 62 | 9 | 71 |
| 10 | 59 | 10 | 58 |
| 11 | 75 | 11 | 82 |
| 12 | 45 | 12 | 78 |
| 13 | 60 | 13 | 84 |
| 14 | 52 | 14 | 78 |
| 15 | 62 | 15 | 57 |
| 16 | 50 | 16 | 82 |
| 17 | 70 | 17 | 58 |
| 18 | 47 | 18 | 78 |
| $\sum x$ | 1059 | $\sum x$ | 1272 |

Based on the table above, the total score is 1059, to calculate mean of pre-test on experimental group the researcher uses the following formula:

$$X = \frac{\sum X}{N} \qquad X = \frac{\sum X}{N}$$
$$= \frac{1059}{18} \qquad = \frac{1272}{18}$$
$$= 58,8 \qquad = 70.7$$

**Table 4:**
**The mean of experimental and control group in the pre-test achievement**

| Group | Number of students (N) | Score | Mean |
|---|---|---|---|
| Experimental | 18 | 1059 | 58,8 |
| Control | 18 | 1272 | 70,7 |

Based on the result above, the researcher determines group A class is as experimental group that gave a treatment, and group B class is as control group because mean value of group A class higher than group B class. The difference both are 11, 9 points.

### b) Data Analysis

The researcher is analyzed data by using t-test of the result of pre-test and post-test of experimental and control group.

**Table 5:**
**The value of pre-test and post-test in Experimental and control group**

| No | Experimental group | | | | No | Control Group | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Pretest | Posttest | Gain (X) | $X^2$ | | Pretest | Posttest | Gain (Y) | $Y^2$ |
| 1 | 69 | 80 | 11 | 121 | 1 | 78 | 78 | 0 | 0 |
| 2 | 55 | 80 | 25 | 625 | 2 | 56 | 60 | 4 | 16 |
| 3 | 71 | 88 | 17 | 289 | 3 | 86 | 88 | 2 | 4 |
| 4 | 52 | 88 | 36 | 1296 | 4 | 52 | 66 | 14 | 196 |
| 5 | 65 | 87 | 22 | 484 | 5 | 60 | 62 | 2 | 4 |
| 6 | 55 | 87 | 32 | 1024 | 6 | 78 | 80 | 2 | 4 |
| 7 | 47 | 84 | 37 | 1369 | 7 | 54 | 65 | 11 | 121 |
| 8 | 63 | 84 | 21 | 441 | 8 | 82 | 85 | 3 | 9 |
| 9 | 62 | 84 | 22 | 484 | 9 | 71 | 76 | 5 | 25 |
| 10 | 59 | 84 | 25 | 625 | 10 | 58 | 60 | 2 | 4 |
| 11 | 75 | 95 | 20 | 400 | 11 | 82 | 85 | 3 | 9 |
| 12 | 45 | 95 | 50 | 2500 | 12 | 78 | 80 | 2 | 4 |
| 13 | 60 | 81 | 21 | 441 | 13 | 84 | 85 | 1 | 1 |
| 14 | 52 | 81 | 29 | 841 | 14 | 78 | 80 | 2 | 4 |
| 15 | 62 | 90 | 28 | 784 | 15 | 57 | 60 | 3 | 9 |
| 16 | 50 | 90 | 40 | 1600 | 16 | 82 | 85 | 3 | 9 |
| 17 | 70 | 90 | 20 | 400 | 17 | 58 | 63 | 5 | 25 |
| 18 | 47 | 90 | 43 | 1849 | 18 | 78 | 81 | 3 | 9 |
| $\sum x$ | 1059 | 1558 | 499 | 15573 | $\sum x$ | 1272 | 1339 | 67 | 453 |

Before applied to the t test formula, the researcher had to determine the value of $M_X$, $M_Y$, $\sum X^2$, $\sum Y^2$ . The calculation of mean and deviation square in experimental and control group as follows:

$M_X$ $\qquad : \dfrac{\sum X}{N}$

$\qquad\qquad : \dfrac{499}{18}$

$\qquad\qquad : 27, 722$

$\sum X^2 \quad : \sum X^2 - \dfrac{(\sum X)^2}{N}$

$\qquad\qquad : 15573 - \dfrac{(499)^2}{18}$

$\qquad\qquad : 15573 - 13833, 388$

$\qquad\qquad : 1739, 612$

$M_Y \qquad : \dfrac{\sum Y}{N}$

$\qquad\qquad : \dfrac{67}{18}$

$\qquad\qquad : 3, 722$

$\sum Y^2 \qquad : \sum Y^2 - \dfrac{(\sum Y)^2}{N}$

$\qquad\qquad : 453 - \dfrac{(67)^2}{18}$

$\qquad\qquad : 453 - 249, 388$

$\qquad\qquad : 203, 612$

The researcher calculates of t test formula as follows:

$$t = \frac{M_{X} - M_{Y}}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

$$= \frac{27,722 - 3,722}{\sqrt{\left(\frac{1739,612 + 203,612}{18 + 18 - 2}\right)\left(\frac{1}{18} + \frac{1}{18}\right)}}$$

$$= \frac{24}{\sqrt{(57,153)(0,11)}}$$

$$= \frac{24}{\sqrt{6,286}}$$

$$= \frac{24}{2,507}$$

$$= 9, 573$$

df $\quad : (N_X + N_Y) - 2$

$\qquad : (18 + 18 - 2)$

$\qquad : (36 - 2)$

$\qquad : 34$

To know whether the alternative hypothesis (Ha) is accepted or rejected, the researcher has to consult the value of the obtained t $(t_0)$ to t table $(t_t)$. If the value of $(t_0)$ is higher or at least have the same with $(t_t)$, so the alternative hypothesis is accepted. The value of t table can be seen in the following table:

**Table 6:**
**Table of Coefficient Value of "t test" Comparison**

| Df | Significant Level | t-table | t-value |
|----|------|------|------|
| 30 | 5 % | 2,04 | 9, 573 |
|    | 1% | 2,75 | 9, 573 |
| 40 | 5% | 2,02 | 9, 573 |
|    | 1% | 2,71 | 9, 573 |

The researcher takes df 30 and 40. df 30, t-value is higher than t-table either in 5% , or 1% ( 5% = 2,04 < 9, 573) or ( 1% = 2,75 < 9, 573 ) . df 40, t-value is higher than t-table either in 5% , or 1% ( 5% = 2,02 < 9, 573) or ( 1% = 2,71 < 9, 573) . From the result above, it can be concluded that Ha

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(Alternative Hypothesis) is accepted, and the Ho (Null Hypothesis) is rejected.

### c) Interpretation

Based on the data above the researcher knows that the students taught using pair work activity have higher achievement than students who taught using non pair work activity on students' writing paragraph at the tenth grade of SMA Al Amien Bugih Pamekasan, and there is any significant effect of using pair work activity on students' writing paragraph at the tenth grade of SMA Al Amien Bugih Pamekasan. The statistical analysis on previous chapter that t-value is higher than t-table either in 5% , or 1% both df 30 and 40, in df 30 ( 5% = 2,04 < 9, 573) or ( 1% = 2,75 < 9, 573) . df 40, t-value is higher than t-table either in 5% , or 1% ( 5% = 2,02 < 9, 573) or ( 1% = 2,71< 9, 573) . From the result above, it can be concluded that the students taught using pair work activity have higher achievement than those taught using non pair work activity on students' writing paragraph at the tenth grade of SMA Al Amien Bugih Pamekasan, and there is any significant effect of using pair work activity on students' writing paragraph at the tenth grade of SMA Al Amien Bugih Pamekasan, so the significant effect of 9, 573.

The result of this reseach can give some benefits of teaching learning program, especially writing paragraph composition. This result of this research will be enriched the knowledge of language development by using pair work activity, and it can be used as reference for other who want to conduct a research in Teaching Learning Program. Besides that, the result of this research also can add the knowledge of English teacher to enrich the strategies of English teaching learning. The teachers can implement the writing activity better than before moreover the students can interest and easily understand to learn writing and can increase their capability in learning English especially on writing descriptive paragraph composition practice.

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