

Chapter Four

Result and Discussion

After the researcher conducted this research to apply the treatments for weeks, the researcher found the result of this research and discussed it into this chapter. This chapter presents the finding and the discussion about the use of Pair-taping in improving students' speaking performance at *SMK N 1 Godean*. There are four components that would be discussed. The first one is about students' speaking performance before the treatment. The second one is students' speaking performance after the treatment. The third one is the effect size of using Pair-taping in improving students' speaking performance. Lastly, this chapter reports the possible factors which affect the students' speaking fluency.

Experimental group involved one group and once pretest and posttest. According to Sugiyono (2010), the group that receives treatment is called Experimental group. Experimental group consisted of 32 students from class XI *API*. The procedures during the experiment are explained as following.

Pretest Condition VS Posttest Condition

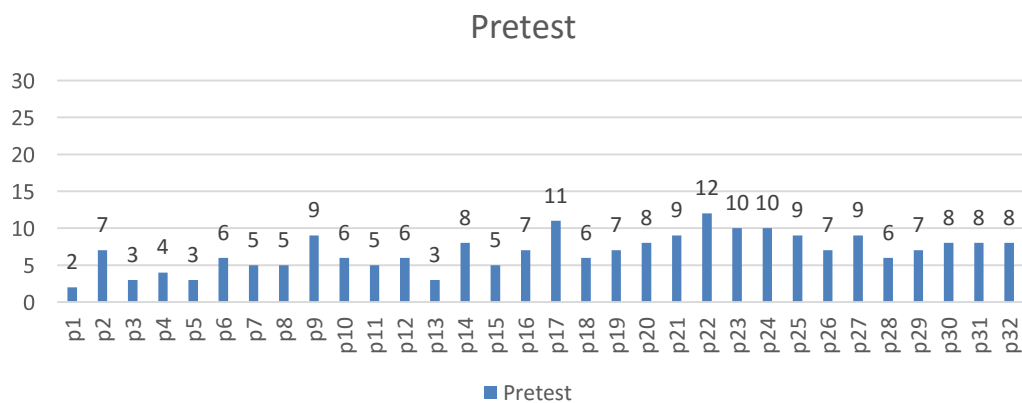


Figure 4.1 Pretest Condition

Pretest Condition. The chart above indicated that there were students who could not reach an optimal performance because the data showed that the score of the pretest were about 2 points until 12 points. The mean score of the pretest was on 6.84. It means that the students' speaking performance were poor.

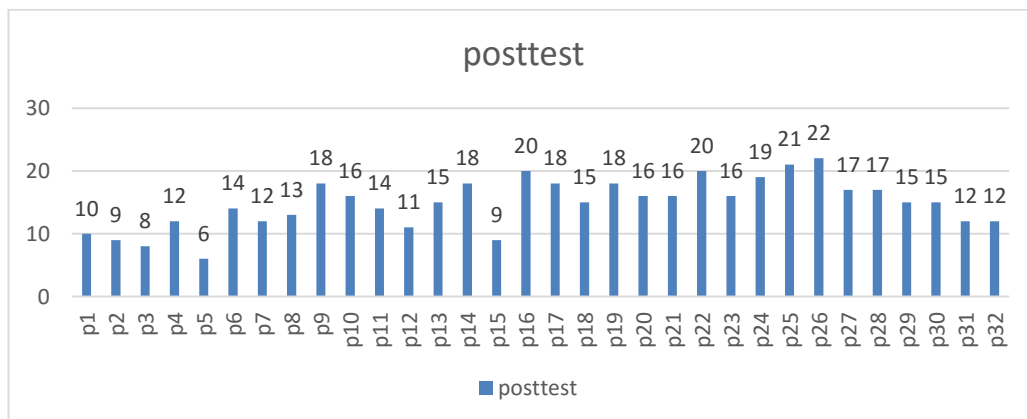


Figure 4.2 Posttest Condition

Posttest Condition. The chart above showed that there were significant difference after the students got the treatments. The score of posttest was on 6 points to 22 points start from 0 until 30. The data indicated that 32 students at class *XI API* had improved on their speaking performance. The mean score of the posttest was on 14.81.

To sum up, whether some students did not get same number of the treatment, the data showed that all students' speaking performance improved significantly after getting full of the treatment. However, four students who just got two and three treatments (please see Appendix 8. for details) but they also got a significant score. It means that some students did not get maximal treatments, but they could perform better in the posttest.

The analysis of data distribution. In this part, the researcher analyzed the data using SPSS version 22. Six speaking elements (grammar, vocabulary, comprehension, fluency, pronunciation and task) were scored. Based on the data of the gain score, the normality, reliability and checking the hypothesis would be analyzed in this part.

Distribution of Gained Scores. To get the effect of using Pair-taping method in teaching speaking for Vocational High School Students and the improvement score of students' speaking performance, the researcher subtracted the posttest and pretest scores (Cohen, 2011). Hence, the scores can be used to answer the research question of this research.

Referring to the Appendix 3, in scoring students' oral interview pretest and posttest, the researcher took the standard score 0 to 30 points including 0 to 5 points for each element.

The chart below showed that the students' pretest score were low. There were 30 students who had score less than 10 points and it could be qualified that students in class XI *API* had low ability in speaking. Moreover, the students' pretest score got 2 to 12 points. It means that students had low speaking performance score with the mean score of pretest was on 6.84. The score of the pretest before the treatment could be seen the chart below.

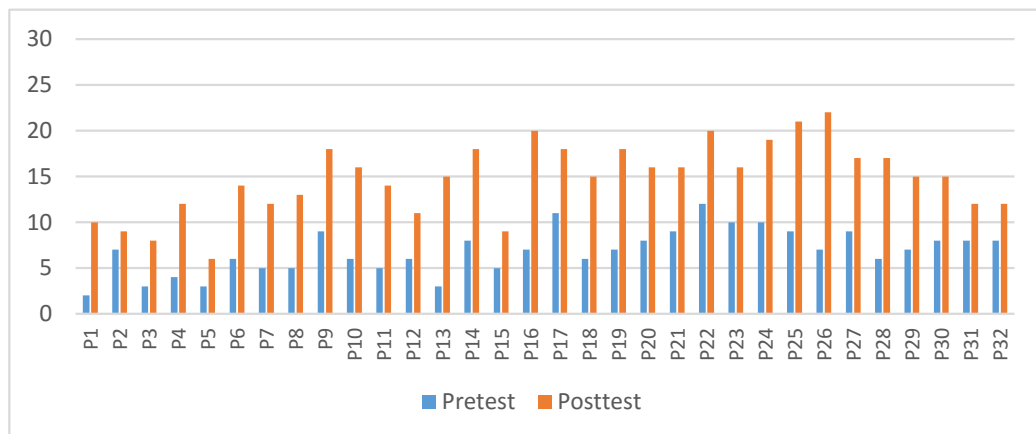


Figure 4.3 Data Distribution of Gained Score

The chart above showed that the gain score of pretest and posttest from the Experimental group. The scores indicated that there were difference score between the pretest and posttest from 32 participants. The difference score in each students were 2 to 15 points.

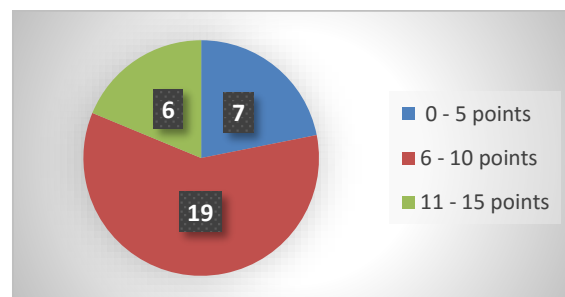


Figure 4.4 The Students' Difference Score

The chart above showed that there were 7 students who improved their score around 0 – 5 points, 19 students who improved 6 – 10 points and 6 students who improved around 11 – 15 points. Moreover, there was 1 student who had improved 2 points, 3 points, 6 points, 13 points and 15 points in each point. 2 students who improved 5 points, 10 points, 11 points and 12 points in each point. 3 students who improved 4 points. There were 4 students who improved 7 points

and 9 points in each point. In addition, there were 8 students who improved 8 points. Therefore, the use of Pair-taping as a teaching method had a significant effect in increasing students' speaking performance.

Result

The Use of Pair-taping in Improving Students' Speaking Performance

Students' Speaking Performance before the treatment. Based on the researcher's observation, students' speaking performance before the treatment were poor. It could be proved that the gained mean score of pretest was in 6.84 out of 30 points. When oral interview test was conducted, some students faced linguistic difficulties. First, some students still used their mother tongue to answer and asked a clarification about the meaning of the questions in the oral interview test. Second, they felt afraid and nervous to speak English because they never had any experience in doing an oral interview test. Third, some students could not either pronounce some words clearly or had a trouble to read years and times. Lastly, they also had some difficulties to distinguish yes-no questions and questions which needed an explanation.

After gaining the pretest score, the mean, the normality and the reliability of the pretest score were calculated, as the following:

The normality of pretest score could be seen through Skewness and Kurtosis value. The data are considered normal if the Skewness and Kurtosis values are -1 to 1. Based on the result above, the data was normal. It could be seen that the data of Skewness was -.037 to 0.76 and Kurtosis was -.346 to .471. Hence, the researcher could use the data to analyze other data in this research.

The Reliability of The Pretest Score:

Table 4.3 *The Reliability of The Pretest Score*

Reliability Statistics	
Cronbach's Alpha	N of Items
.754	7

The data above showed that oral interview pretest was reliable. Those tests had a good Cronbach's Alpha. Guildford (1956) argued that Cronbach's alpha value of 0.70 - < 0.90 is accepted value of reliability of the data. The students' condition was reliable, so that the researcher would continue the result of this research.

The pretest analyses showed that the pretest mean had low achievement level in oral interview test. Therefore, the students need an improvement on students' speaking performance.

Students' Speaking Performance after the Treatment

There were some improvements that the students made after the treatment. At the subsequent condition, students were given posttest that aimed to know the newest condition after the treatment. The mean, the normality and the reliability of posttest score were calculated, as the following:

The Mean of The Posttest Score:**Table 4.4 The Mean of The Posttest Score**

Descriptive Statistics										
	N	Minimum	Maximum	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest	32	2	12	6,84	,429	2,424	-,037	,414	-,346	,809
Posttest	32	6	22	14,81	,698	3,947	-,301	,414	-,436	,809
Valid N (listwise)	32									

The mean total of posttest was 14.81. Based on Brown's level of achievement, students' speaking ability had interval achievement level 2plus. The criterion of the interval was able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The pretest and posttest result would be compared through their averages. It is aimed to compare between the posttest and pretest mean. Finally, the treatment effect is gotten in this result.

The Normality of The Posttest Score:**Table 4.5 The Normality of The Posttest Score**

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Grammar	32	1	4	2,50	,916	-,134	,414	-,698	,809
Vocabulary	32	1	4	2,41	,979	,170	,414	-,878	,809
Comprehension	32	1	4	2,41	,756	-,377	,414	-,403	,809
Fluency	32	1	4	2,50	,950	,000	,414	-,818	,809
Pronunciation	32	1	4	2,66	,937	-,235	,414	-,697	,809
Task	32	0	4	2,34	1,125	-,018	,414	-,873	,809
Posttest	32	6	22	14,84	3,903	-,267	,414	-,393	,809
Valid N (listwise)	32								

The normality of posttest score could be seen through Skewness and Kurtosis value. The data are considered normal if the Skewness and Kurtosis values are -1 to 1. The result showed that Skewness was .000 to -.267 and Kurtosis was -.393 to -.878. It means that the data of the posttest was normal. On the other hand, the researcher could use the data to analyze other data in this research.

The Reliability of The Posttest Score:**Table 4.6 The Reliability of The Posttest Score**

Reliability Statistics	
Cronbach's Alpha	N of Items
,775	7

The data above showed that oral interview posttest was reliable. Those tests have a good Cronbach's Alpha. Guilford (1956) pointed out that Cronbach's alpha value of $0.70 < 0.90$ is accepted value of reliability of the data. Consequently, students' condition was reliable during this research.

As the result, the posttest mean was 14.81. It means that posttest mean had improved as a new condition after the treatment using Pair-taping method. The point of improvement is around 7.97 (14.81 to 6.84). Therefore, applying Pair-taping method in teaching speaking for Vocational High School students, in the case of *SMK N 1 Godean* can enhance students' speaking performance.

Hypothesis. After checking the mean, the normality and the reliability of the data, the researcher checked the hypothesis test. According to Sugiyono (2015), if $t\text{-value} > t\text{-table}$, it could be calculated that Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_0) was rejected or if the sig. (2-tailed) were under or same with 0.05, then (H_a) was also accepted.

The Effect Size of Using Pair-taping method in Improving Students' Speaking Performance.

After collecting the data, the researcher analyzed the mean of posttest and pretest score. The data showed that there was a significant difference score between posttest mean score and pretest mean score. The mean score of posttest was 14.81 and the mean of pretest was 6.84. The data showed that students' posttest score was higher than students' pretest score. It could be calculated from $14.81 - 6.84 = 7.97$. Therefore, the increasing points of students' speaking performance was 7.97 points.

The significance of the treatment can be measured by T-test paired sample.

The T-test result is shown in this table below.

Table 4.7 Paired Samples Statistic

Descriptive Statistics										
	N	Minimum	Maximum	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest	32	2	12	6,84	,429	2,424	-,037	,414	-,346	,809
Posttest	32	6	22	14,81	,698	3,947	-,301	,414	-,436	,809
Valid N (listwise)	32									

Table 4.8 Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest – pretest	7,969	2,957	,523	6,903	9,035	15,247	31	,000

From the table result, the hypothesis could be checked by analyzing the p value of Sig. (2-tailed). It could be seen that the mean had significant difference at Sig. (2-tailed) (Sig ≤ 0.05) between the posttest score and pretest score. The result of the data above showed that the Sig. value was 0.000. The data indicated that the Sig. (2-tailed) was 0.000 which was less than 0.05. It means that this research was significant. Furthermore, the T-value is higher than T-table. The T-value (t) was 15.247 by degree of freedom (df) 31, the nearest (df) from 31 was 30. T-table was

2.042 at the confidence level 95% (0.05) and then the result was $15.24 > 2.042$. It means that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. Thus, this research had a good result and then answered that the use of Pair-taping as a teaching method gave a significant difference on students speaking performance at *SMK N 1 Godean*.

To know the effect of using Pair-taping method in improving students' speaking performance, the *Effect Size* method was used. It was used to calculate the size of an effect and whether there was a connection between independent and dependent variables. Cohen (2011) argued that here the criteria of *Effect Size* which is made as the complement dimension of *Effect Size* to know the effect of some treatments. The criteria is presented below.

Table 4.9 The Effect Size

Effect size	Level
0.0 - 0.20	Weak effect
0.20 - 0.50	Modest effect
0.51 - 1.00	Moderate effect
>1.00	Strong effect

The researcher measured the *Effect Size* of this research by using standardized way to know the importance of an effect. The *Effect Size* could be calculated as below.

$$Effect\ Size = \frac{\sqrt{t^2}}{\sqrt{t^2 + df}}$$

$$Effect\ Size = \frac{\sqrt{t^2}}{\sqrt{t^2+df}} = \frac{15.247^2}{15.247^2+31} = \frac{232.48}{263.48} = 0.89$$

As the result above, *Effect Size* of this research was 0.89. It could be seen that the *Effect Size* of this research was moderate effect. The data was statistically significant based on Cohen's division showed that more than 0.51.

To sum up, the result above showed that there was a significant difference in students' speaking performance which taught using Pair-taping as a teaching method. Hence, Pair-taping can be used as an alternative teaching method which can increase students' speaking performance.

The Possible Factors which Affect the Students' Speaking Performance

Pair-taping method is not the only factors which affected students' speaking fluency. It is acknowledged that Pair-taping method may not be solely accounted for the result the significant increase of the score. To review the possible factors which affect on students' speaking performance, oral interview test were conducted. The researcher tried to know the possible factors which affect in students' speaking performance by asking the question about their factors which affect on their speaking fluency. The question is on cooling-down question of the pretest and posttest (see Appendix 5 for details). The question do not have score because the scoring is only on level check and probing question. The questions are shown on appendix. There could be several factors such as students' hobbies including watching movies, reading English books, novels or learning materials, listening English songs, playing games, practice their speaking with their friend. The second factor was the fact that the students were doing some extra activities out of the class such as joining an English Course, joining an

English Extra Curricular, some students had mastered higher level of English. The next factor was feedback and the last factor was the familiarity of the questions.

The detail explanation is below.

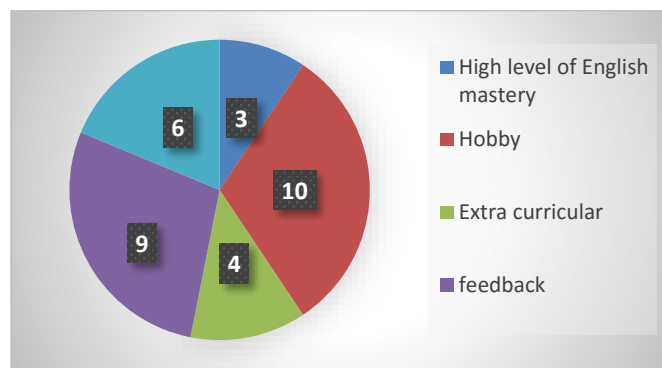


Figure 4.5 The Possible Factors that Contribute Students' Speaking Performance

The chart above showed that there were five factors which affected on students' speaking performance including higher level of English mastery, hobby, extra activity, feedback and familiarity of the questions (See Appendix 13 for details). The majority of the factor was higher level of English mastery because 3 students had a good speaking performance although after and before the treatment. Moreover, 3 students of class *XI API* achieved score in English subject higher than *KKM* score. Hobby also contributed on the improvement of students' speaking performance. 10 students stated that their hobby contribute on their improvement. There were several hobbies that improved students' speaking performance such as reading English novels, books or learning materials, watching English Movies or Indonesian movies with English subtitle, listening English songs and always practice their speaking with their friend. Extra activity also effect on students' speaking performance. There were 4 students who do an

extra activity out of the class including joined a course in some English courses since they were in Junior High School and joining extracurricular activities. They could practice their speaking and learn English more outside of the class.

Other factors which affect the students' speaking performance was feedback. In teaching speaking using Pair-taping method, some students could get some feedback although from their friends and teacher. Giving and receiving feedback as the one of cycle activity in conducting Pair-taping method. It could make students to aware their errors on speaking and could evaluate their performance (See Appendix 12 for details). There were 9 students who stated that giving and receiving feedback on the treatments helped them to know and evaluate their ability. Giving and receiving feedback also influenced on students' speaking performance. And the last factor was familiarity of the questions. Some students were familiar with the questions of the test, so they could do a better performance in the posttest. There were 6 students who stated that they were familiar with the questions of the pretest and posttest, so they could answer the question fluently. Thus, it could be proved that Pair-taping method is not the only factor which contribute in the improvement of students speaking performance.

The Elements of Speaking are affected in The Use of Pair-taping

In scoring six elements of speaking, the researcher took a standard score test of 0-5 points for each element. The scoring of each element did not more than 0-5 points. Brown (2001) stated that the score at ranging from 0 to 5 for each six categories that is used to make accurate assessment of oral production in the six

categories. The sum of the score in each categories was used to pinpoint the distinction the students' levels of the oral proficiency.

Grammar. Students had a significant score on grammar in the posttest. Before the treatment, the students' grammatical use were poor. It could be seen on the mean score of pretest which was on 1.13. Students could not control their grammar on their speaking. They did not have a confident control in selecting and choosing an appropriate grammar. However, the grammar result was increase after the treatment where the mean score of posttest was 2.50. The significant improvement of grammar score could be calculated from $2.50 - 1.13 = 1.37$, so the data showed that the improvement of grammar score was 1.37. It means that students could control their grammar, even though they were still confused in the using of appropriate grammar but they were able to use basic sentence structures and simple sentences quite perfectly.

Vocabulary. After students practiced their speaking for four meetings and got a feedback from their friends, students got new vocabularies. In the earlier condition before the treatment, students did not have a lot of vocabularies collection. It could be seen that the mean score of pretest was 1.41. Students had enough vocabulary knowledge to express the simple expression. Consequently, students' vocabularies had some improvements. The mean score of posttest was 2.41, so it could be calculated that $2.41 - 1.41 = 1.00$. It means that the significant improvement of vocabulary score was 1.00. The students were able to speak English with more various vocabularies to contribute on daily conversation effectively, although in most formal and informal conversations.

Comprehension. Using Pair-taping method gave some practices to push students to be more active in the class. By using Pair-taping method, students could practice their speaking continually and there were giving and receiving feedback activity which was applied to know their speaking performance and aspect of speaking that should be improved and corrected. It could be seen from the mean score of pretest was 1.13. Students' comprehension was enough complete in the normal basic of dialogue. Hence, students had limited language experience at the condition before the treatment. Consequently, they could understand a simple question and conversation if it was delivered with slow dialogue or need a repetition in asking the question. The mean score of the posttest was 2.41. It could be calculated that $2.41 - 1.13 = 1.28$, so the improvement score of comprehension after the treatment was 1.28.

Fluency. Teaching speaking using Pair-taping method was an effective method in improving fluency because students were frequently practice their speaking to try their speaking performance. Thus could make students to be familiar in speaking English as a daily activity. Consequently, they were be confident to speak English and felt easy to express their feeling, share their idea and aims using English. Moreover, they always practiced their speaking in the class and got a feedback to revise their speaking performance. Students' condition before and after the treatment had a significant difference. The mean score of the pretest was 0.94 and the mean score of posttest was 2.50. The significant difference of the fluency score was $2.50 - 0.94 = 1.56$, so the improvement score

of fluency was 1.56. It means that students could speak English fluently although it was not included on the rule of a good fluency.

Pronunciation. Students had a significant improvement on their pronunciation. Students' accent were poor that they often imperfect to pronounce some words. Sometimes they felt hard to pronounce the words like famous "ou", called "ed" and born "rn" at the prior condition before the treatment. The mean score of pretest was 1.19. In the latest condition after the treatment, students' pronunciation had good improvement. The mean score of posttest was 2.66. The significant difference of pronunciation score could be calculated by posttest – pretest ($2.66 - 1.19 = 1.46$). It means that there was significant difference after the treatment on students' pronunciation and the score of improvement was 1.46. Students' errors in pronunciation were quite rare.

Task. In this elements, students' communicative competence also enhanced after students practiced their speaking continually. It could be seen from this element that students indicated that they were able to ask and answer question on some topics. In the early condition before the treatment, students were able to ask and answer question relate to the social routine and work requirements. The mean score of the pretest was 1.06. At the new condition after students got the treatments, students could get good improvement in asking and answering the questions even if formal and informal conversations. The mean score of the posttest was 2.34. The significant difference of task was 1.28, it could be seen by posttest – pretest ($2.34 - 1.06 = 1.28$).

Based on the result above, the researcher tried to examine elements of speaking that were affected by teaching speaking using Pair-taping method. Here is the data analysis relate to the elements of speaking.

Table 4.10 *The Data of Paired Samples Test*

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Grammar2 - Grammar1	1,375	,907	,160	1,048	1,702	8,576	31	,000
Pair 2	Vocabulary2 - Vocabulary1	1,000	,984	,174	,645	1,355	5,750	31	,000
Pair 3	Comprehension 2 - Comprehension 1	1,281	,888	,157	,961	1,602	8,158	31	,000
Pair 4	Fluency2 - Fluency1	1,563	,948	,168	1,221	1,904	9,321	31	,000
Pair 5	Pronunciation2 - Pronunciation1	1,469	,950	,168	1,126	1,811	8,747	31	,000
Pair 6	Task2 - Task1	1,281	1,085	,192	,890	1,672	6,682	31	,000

Based on the T-test result above, it showed that all speaking elements were affected by teaching using Pair-taping method. Moreover, the T-value (t) was higher than T-table. The T-computed value (t) was 9.321 to 5.750 by degree of freedom (*df*) 31 and the T-table was 2.042 at the confident level 95% (0.05). On the other hand, the element of speaking which had the highest effect was fluency in this research. In addition, the Sig. (2-tailed) is 0.000 at (Sig \leq 0.05). It means

that this research was significant because the sig. (2-tailed) was 0.000. Therefore, this research could be possible that teaching speaking using Pair-taping method for Vocational High School students can improve students' speaking performance. It was because students always practiced their speaking with different topic in every meeting and got feedback from their friend.

After that, the researcher used *Effect Size* to know the effect using Pair-taping method that improve the elements of speaking. The result are:

Table 4.11 Elements of Speaking are Affected of Using Pair-taping

No.	Elements of Speaking	Effect Size	Level
1.	Grammar	0.704	Moderate effect
2.	Vocabulary	0.517	Moderate effect
3.	Comprehension	0.683	Moderate effect
4.	Fluency	0.738	Moderate effect
5.	Pronunciation	0.712	Moderate effect
6.	Task	0.591	Moderate effect

Referring to table 4.10, the *Effect Size* of all elements was in moderate level. The table above showed that the elements of speaking had been affected in the use of Pair-taping method in teaching speaking. The data indicated that fluency elements took the greatest level where the *Effect Size* was on 0.738. The second element which was affected in the using of Pair-taping method was pronunciation. The *Effect Size* of pronunciation element was 0.712. The grammar was on the third position where the *Effect Size* was 0.704. The next position was

comprehension element where the *Effect Size* was 0.683. The fifth position was task with the *Effect Size* was 0.591 and the latest position of all elements was vocabulary where the *Effect Size* was 0.517. As the result, teaching speaking using Pair-taping in Vocational High School for students could affect all elements of speaking especially fluency.

This result showed that using Pair-taping method in improving students' speaking performance was an effective method in improving all elements of speaking. Students' speaking performance in Vocational High School were significantly greater (mean of posttest = 14.81, standard error of posttest = 0.698), $t(31) = 15.247$, $\alpha \leq 0.05$, *Effect Size* = 0.89. Consequently, Pair-taping method could be applied as a teaching method to enhance students' speaking performance.

Discussion.

This research is purported to identify whether using Pair-taping method improves the students' speaking performance. After getting the result, the researcher discussed the result in this part based on research question.

Students' speaking performance taught using Pair-taping method.

Pretest was used to know students' speaking performance before the treatment. The researcher used oral interview test to know students' speaking performance. Test material was used as a guideline to ask a question to the students orally. There were fifteen questions which were categorized into five steps. Those were warm-up questions, level check questions, probing questions, and the last cooling-down questions with the same questions in the pretest and posttest. Speaking difficulties were faced by the students in oral interview test including they could

not answer the question in the level check and probing questions. Second, they still confused to understand the question. The third, they could not distinguish which was yes-no question and questions that needed explanation. Fourth, they also asked to translate the questions into Indonesian. Moreover, students were not able to ask and answer the questions and they also had errors and mistakes in grammatical use, spelling some vocabularies and poor of vocabularies.

After the students did pretest, the students were given some treatments through Pair-taping method to enhance students' speaking performance. Pair-taping method was used because it helped students to improve their enthusiasm and students' motivation in learning speaking in the class. Furthermore, students could practice their speaking intensively and got feedback after their performance as a correction (Schneider, 1993). The treatments were given as following.

In the first meeting, the students obtained yes-no Questions materials and example of conversation video about self-introduction. To motivate students in speaking, the researcher tried to play a video and gave a handout as an exercise to train students' speaking skill, listening skill and pronunciation skill. The students were asked to practice their speaking through a pair group discussion for three until five minutes. They also recorded their conversation into their hand phone. Their recording was used to give and receive a feedback about their speaking performance. Students could rewriting their friends' speaking to check the grammar and pronunciation errors.

In the second meeting, the topic of the students' conversation was retelling a previous experience. The students were asked to share their previous holiday or

experience and explained the tenses that should be used. The researcher divided students into pair group and gave a picture sequence as an exercise to make a paragraph. Next, students were asked to read the paragraph in front of the class randomly. In addition, they also speak English to their friend in the same topic for three until five minutes and recorded their conversation by using their hand phone. For the last activity, the students changed their recorder to each group to give and receive feedback about their friends' speaking performance.

In the third meeting, students were given a topic about hobby, interest or happiness. Playing a video and giving an exercise relate to the topic were also given to stimulate students' knowledge. Students were asked to make a group consist of four members to discuss a picture. For the last activity, students were asked to practice their speaking in a pair and record their conversation for three to five minutes. Giving and receiving feedback were given by the researcher and English teacher in the class about students' speaking, vocabulary, pronunciation and grammar.

In the last meeting, students were taught speaking with the topic of conversation in a hotel, restaurant and travel agency. Students were given an example about conversation in a hotel, restaurant and travel agency by playing a video and doing an exercise based on the video. For the next activity, students were asked to make a pair group to discuss the different picture. The students should find the differences between two picture and they should use English as a communication language to ask and answer the questions. Lastly, students were asked to do a conversation relate to the topic and record their conversation in a

pair for three to five minutes. Giving and receiving feedback about students' speaking performance were needed to improve students' speaking performance, students' critical thinking and their responsibility

After the students finished the treatments, they were more engaged to do the best performance in speaking. Then the students did the posttest to know their improvement after getting the treatments. To know the students' improvement, the researcher use Oral interview test to measure students' speaking performance in the posttest. The questions of the posttest were the same as pretest questions. It is shown that the students felt easier to answer the questions in the posttest than in the pretest, although some students also still faced difficulty. They were more confident and relax because they had practiced their speaking in every treatments.

The result showed that the students got a better performance in the posttest than in the pretest. It was because using Pair-taping method could try students to be more active and push students to practice their speaking everyday (Kluge and Taylor, 2000). They were not only speak using English, and finished without doing some activities but also students could revise and gave their suggestion as a giving and receiving feedback activity to evaluate their mistake (see Appendix 12. for details). It could make students to know and aware that they did a mistake, so they could revise themselves. This activity could make the situation of the class more active and motivate students to be the best performance for next meeting. Thus, students were able to speak English fluently and make them to become easier in sharing and giving their opinion using English.

Based on the result, the researcher calculated the mean score of the posttest and the pretest of experimental group. The total number of the participants were 32 students with the mean score of posttest was 14.81 from the total mean score of pretest was 6.84. Therefore, students who always practice their speaking through Pair-taping method and get a feedback on their speaking performance can improve their speaking performance.

The Effectiveness of The Using of Pair-taping in Improving Students' Speaking Performance.

Students' speaking performance before the Treatment.

The condition of the students' pretest before giving the treatments were poor because the students faced some difficulties in six elements of speaking. The rest of students had low speaking performance score in the pretest. They felt hard to share a simple idea and sometimes they needed more time to build sentences. They also could not manage their speaking fluency, because they were still confused to know the meaning of the questions and how to answer using English. Consequently, they made some mistakes in grammatical use and sometimes in pronouncing some words. Based on the students' speaking difficulties in the pretest, it could be indicated that students need some improvements by using different way to enhance their speaking performance.

Afterward, the students were given four treatments to enhance their speaking performance in a month. For the first meeting, students were taught speaking materials with the topic "self-introduction". The second meeting, the students were given material about retelling their previous experience. For the

third and fourth meeting, students obtained some materials relating the daily activity and doing a conversation as a professional secretary like doing a conversation in a hotel, restaurant and travel agency. These activities and materials were suitable with their levels and syllabus. It was related to the interactive speaking design from (Brown, 2004).

The activity using Pair-taping method in the class were designed for learning activities. Students tried to make a pair group discussion during the learning process. The group consisted of two students and then they practiced their speaking by doing a conversation related to the topic and gave feedback in a pair. Therefore, students should practice their conversation and record their conversation without making a note. Feedback and reflection were also given to the students. In giving and receiving the feedback were related to the students' performance including pronunciation and grammatical use. The researcher hoped that students' speaking performance could enhance through the treatment. Pair-taping method was used to enhance students' speaking performance. By using a different way, it could make them being challenged.

Students' speaking performance after the treatment.

After all of the treatments had been given to the students, the researcher tried to motivate students to do the best performance in oral interview posttest. The posttest design was oral interview test (Brown, 2004). The posttest result indicated that students did better performance. It was caused by using Pair-taping as a teaching method that could help students to enhance students' speaking performance (Kubo, 2007). In enhancing students' speaking performance,

students were divided into some groups. The groups consisted of two students where they could practice and learn how to respond to some expressions based on the topic of conversation. It tried students to practice their speaking every day and decreased the quantity of teacher talking time. The result showed that all the activities of the treatment helped students in learning speaking.

The result showed that students' speaking performance had improved after getting the treatment using Pair-taping method, although some students did not get the same number of the treatment and did not get maximal treatment. It could be possible that if all students got full treatment, they could improve their maximum oral proficiency level. In conclusion, this method is one of the teaching methods which can be used in order to encourage students' speaking performance effectively.

The Effect Size of Using Pair-taping Method in Improving Students' Speaking Performance

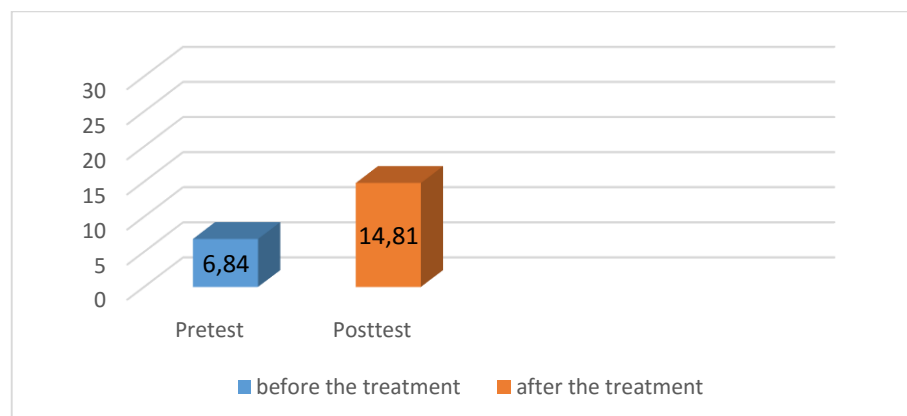


Figure 4.6 The Significant Difference between Pretest and Posttest Score

Based on the figure above, the researcher tried to identify the significant difference of two conditions statistically. The data was found that the new condition

after the treatment was better than the previous condition before the treatment.

The mean score of pretest was 6.84, with Standard Error 0.429 and the mean score of posttest was 14.81, with Standard Error 0.698. In addition, this research had large T-value, $t(32) = 15.247$, $\text{Sig.} \leq 0.05$, and had a good result in *Effect Size* = 0.89.

In conclusion, this research showed that this method gave positive result because Pair-taping method could engage students to be more confident in speaking and helped students to overcome their speaking difficulties especially in linguistic difficulties. This activity made them more concentrate on how to communicate which was intended the meaning of language and forms of language features. Hence, during Pair-taping activity, students were pushed to produce correct dialogue to minimize their mind barriers in speaking.

The Possible Factors which Affect the Students' Speaking Fluency.

Pair-taping was not the only factors which affect students' speaking fluency. There could be several factors which affect students' speaking fluency. Based on students' arguments, doing an extra activity was the greatest factors which affect the students' speaking performance.

The second factor was hobby including reading English novels, watching movies, listening music, practicing their speaking with their friend, playing games and the last factor was higher level of English mastery. Some students who have higher level of English mastery could speak English fluently without feeling nervous and had various vocabulary to express their feeling. They were also good in grammatical use and pronunciation.

Watching movies had effect in improving students' speaking performance. By watching movie, the students can improve their achievement such as students' accent, fluency, grammar, vocabulary, and comprehension. In line with Kalean (2013) who stated that watching movies have a good impact on students' speaking performance especially on grammar, pronunciation, vocabulary collection and comprehension.

Listening an English song was the other factors which affect students' speaking ability. Sometimes the song represent students' feeling, so they tried to search the meaning of the lyric. It could make them easier to improve their speaking, especially in vocabulary collection and pronunciation. In line with Romero, Bernal and Olivares (2012) who stated that by using song, students can be easier to improve their vocabulary knowledge and pronunciation because they always listen and try to sing like the singer sound by seeing the lyric and sing a song.

Playing a game was the other factor which affect in students' speaking ability. They liked to do these activities in every day because they would feel enjoy and they did not consider that they had learn English. Playing a game by using English could enhance students' speaking performance especially in students' speaking vocabulary. In line with Dehaan, Reed and Kuwada (2010) who stated that playing a game can improve students' vocabulary collection because they always face some conversations and directions in English.

Extracurricular was also another factor which affect students' speaking performance. Students stated that to improve their speaking performance, they

joined an extracurricular activity in the school. This activity could improve their speaking ability. In line with Yulianasari and Kusriandi (2016) who stated that joining some extracurricular activity can enhance students' speaking performance because there are some extra times to practice their speaking.

Feedback also could affect on students' speaking performance. They could evaluate their errors on their speaking by listening and rewriting their speaking on their recording. It could improve their responsibility to do better performance in the next treatment. In line with Patri (2002) who stated that feedback can develop students' understanding of their performance by giving and receiving feedback in a peer feedback activity.

Familiarity of the questions could be the factor which affect on students' speaking performance. They could speak English fluently without facing some trouble in answering the question because they could be familiar with the questions of the test. They learned with the previous test to do a better performance. Sometimes, some students remembered the questions and tried to prepare in answering the question best.

To sum up, there were several factors which affect students' speaking performance at *SMK N 1 Godean*. All students improved their speaking outside of the class and used different ways which depended on students' hobby, higher level of English mastery and extra activity. Feedback and familiarity of the questions also the other factors which contributed on the development of students' speaking performance. Hence, students could enhance their speaking performance and got a significant improvement on their ability.

The Elements of Speaking are affected in The Use of Pair-taping method

To know the significant improvement in all speaking elements of using Pair-taping method, the data was identified after the treatment. In fact, the data showed that using Pair-taping method could get more benefits for students' speaking performance. From this method, students could solve their speaking difficulties and encourage their speaking performance. Moreover the table 4.12 and figure 4.2 showed elements of speaking by Brown (2001) that were affected in this research below:

Table 4.12 Elements of Speaking

Elements of speaking	Pretest score	Posttest score	Posttest-Pretest
Grammar	1,13	2,50	1,37
Vocabulary	1,41	2,41	1,00
Comprehension	1,13	2,41	1,28
Fluency	0,94	2,50	1,56
Pronunciation	1,19	2,66	1,46
Task	1,06	2,34	1,28

Based on the data result, the researcher found that all elements of speaking were affected by using Pair-taping method in this research. It could be seen on the posttest score was higher than the pretest. The data showed that there were significant improvement in all elements of speaking by seeing the posttest-pretest. The data indicated that there were improvement score 1.00 to 1.56 in all elements

of speaking. It means that using Pair-taping method had a significant effect on students speaking performance. Here the figure about all elements of speaking which are affected by the research:

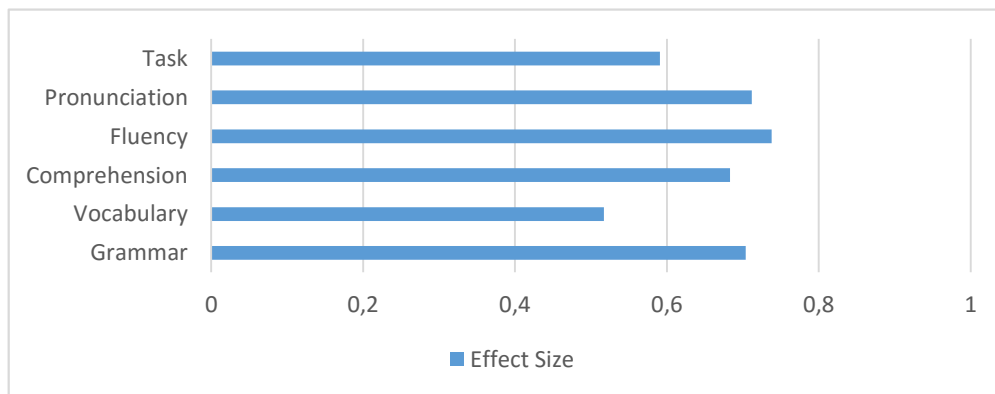


Figure 4.7 Elements of speaking which are affected by using Pair-taping method

Grammar. This aspect had affected by the using of Pair-taping method in the treatments. The mean score of Grammar in the Posttest was 2.50. It means that there was an effect on students' grammatical knowledge on their speaking performance after the treatment with the score of pretest was 1.13 because there were a significant difference score between pretest and posttest with the score of different was on 1.37. Furthermore, this improvement showed that students got knowledge in grammatical use. It could be seen on the *Effect size* score of grammar was on 0.704. Students could control their sentences in grammatical structure, so by using Pair-taping method in speaking activity could help students in improving students' grammatical knowledge because students got feedback after doing a conversation based on their recording. In line with Chu (2011) who stated that corrective feedback can improve students' oral English accuracy

because students always get feedback which involve them in giving and receiving feedback based on their performance.

Vocabulary. The posttest score of vocabulary was 2.41. The mean score of vocabulary was indicated that this elements had a better performance than before the treatment was on 1.41. Through Pair-taping method students had difference performance in vocabulary collections. By practicing their speaking in the class and recording their conversation, they could get new words and vocabularies relate to the transcribing the students' conversation recorder by listening and reading the transcribing. It could be supported by the *Effect Size* score of vocabulary was 0.517.

Comprehension. The comprehension had better performance. The mean score of the posttest was 2.41. It asserted that this aspect was got difference score after the treatment because the pretest mean score was 1.13. Through Pair-taping method in teaching and learning speaking could enhance students' speaking elements especially in comprehension. The *Effect Size* of this element was 0.683. It could be proved that this activity could push students to practice their speaking every day and took a responsibility on students' better performance. In line with (Minh, 2012) who stated that students will be motivated to improve their speaking performance and to do better performance because they always practice their speaking continually.

Fluency. From this research, fluency had a good effect. The mean score of the posttest was on 2.50. It could be indicated that there was a significant difference before and after the treatment with the mean score of the pretest was

0.94. This assumption could be proved with the *Effect Size* score was 0.738. The score indicated that fluency had a moderate effect in the using of Pair-taping as a teaching method to improve students' speaking performance. By using Pair-taping method, students can improve their speaking confident and speaking fluency (Washburn and Christianson, 1995). Moreover, students could get more hours to practice their speaking and develop their fluency.

Pronunciation. This element had high effect in this research. It was caused by the students always evaluate and revise their pronunciation after they finished in recording their conversation. The mean score of pretest was 1.19 and the mean score of posttest was 2.66. There were peer feedback to evaluate students' pronunciation, grammatical use. It can make students know that they have made mistakes or errors and what kind of aspects that should be improved. The total of *Effect Size* score was 0.712. In line with (Schneider, 1993) who stated that applying Pair-taping method in teaching speaking could make students to be more responsible about their performance and their knowledge.

Task. This element had moderate effect in this research. The mean score of the posttest was 2.34. Through Pair-taping students could try their skill in asking and giving question relate to the topic in small group. This activity can improve students' task ability to keep their conversation successfully. The mean score of pretest was 1.06. By applying this activity, students can train their ability and improve their ability by evaluating their value. The *Effect Size* of this element was in 0.591. Pair work discussion on students' practice in speaking was very effective to increase the amount of speaking time anyone students in the class

(Harmer, 2001), so they can practice their speaking or interact independently without the necessary guidance of the teacher.

In conclusion, the result of this research showed that how effective the using Pair-taping method to enhance students' speaking performance. In brief, the results of this research asserted that all elements of speaking have a moderate effect in improving speaking performance by seeing the *Effect Size* score higher than 0.51. It could be summarized that the using of Pair-taping as a teaching method in enhancing students' speaking performance was proved, because this method could improve students' speaking proficiency in formal or informal conversation.