

The effect of pair work to student's ability on writing recount text for junior high school students

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Article Info

Article history:

Received March 12, 2024

Revised May 20, 2024

Accepted June 26, 2024

Keywords:

writing

recount text

method

pair work

ABSTRACT

The research aim at investigating the effect of pair work to students ability in writing recount for junior high school students. The quasi-experimental research used in this study. The participants were the students of MTsN Kota Madiun. The researchers used writing test to collect the data. In analyzing the data, the researchers use independent t-test. The result shows that there is a significant difference in writing skills of students taught using pair work and conventional teaching between the experimental class and the control class. Students who are taught using pair work gain higher scored than students who are taught using conventional teaching. The results obtained that the significance value of equal variances is assumed to be 0.001, it could be concluded that it is smaller than 0.05 ($0.001 < 0.05$). This means that pair work method brings many benefits for students to write their writing skills.



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1. INTRODUCTION

Writing is one of the language skills that allows us to express our thoughts, feelings, and arguments in the form of words. It is the process of expressing thoughts, feelings, and arguments in the form of words. It is the process of expressing them in sentences. writing is the process of expressing ideas, thinking or feeling in words on the piece of paper. In the process of writing, the students need to have enough ideas, organize the well and express them in appropriate style. As Munjiah (2014) cited in Nunan (2007) stated that writing is the mental work of inventing ideas, thinking about to express them, and organizing them into statement and paragraphs that will be clear to a reader.

Teaching writing involves guiding students to express themselves effectively in written form, which includes emphasizing skill elements like using appropriate vocabulary, constructing grammatically correct sentences and ensuring accurate spelling. This approach differs from teaching other skills. Teaching English writing skill provides numerous benefits for students to be able to communicate in this circumstance. It increases their confidence in the language and forces them to use a regular or bilingual dictionary, which expands their vocabulary. Other skills are honed and enhanced as they consider how words are formed and spelled.

Learning shouldn't be uninteresting in the modern world like it was a few decades ago. According Al- Hafizh (2014), there are some points that should be prepared by the teacher before teaching and learning process, such as material, method and lesson plan. The use and selection of appropriate methods is important in the educational adjustment process because the use of methods can increase student interest in the teaching

and learning process. Teachers must also be more creative because by using the right method to explain the lesson, students can more easily understand the material provided by the teacher.

In addition, to help students in mastering English, many teachers have used different methods for the same purpose, to understand, to learn and to remember vocabulary more easily. There are many methods that can be used in teaching writing, one of methods that can be used in teaching writing is using pair work method.

Pair work is a learning activity which involves learners to work together in pairs. According to Supiani (2017) teaching writing through collaborative writing is a suitable technique to improve the students' writing ability. In live collaboration, students have the opportunity to share ideas, give feedback and correct each other. Direct interaction between students discussing ideas and correcting mistakes together can create a more structured outcome. By better understanding the dynamics and outcomes of pair work, teachers can design more effective learning strategies to improve students' writing skills.

Pair work can also be challenging, especially when there are differences of opinion or when it is difficult to reach agreement. However, the ability to overcome differences and work together even when faced with obstacles are valuable lessons that can be learned from the pair work experience. We can learn to listen, understand others' perspectives, and work effectively in teams. The outcomes of pair work include not only the final product, the writing, but also a valuable learning process in developing collaboration skills that are essential for everyday life.

In this study, the researcher found inspiration from previous research studies that discussed similar topics, there were several researchers conducted in English writing by Styati et al (2021). The aim of the study is to find out the effect of using pair work in on students' writing skill for Junior High School. The similarity between previous research and the researcher use of the same method, namely pair work. Meanwhile, the results are also not perfect because the interaction between partners makes the class very crowded, so the students cannot use the time maximally. In this study, researcher want to know the effectiveness of using pair work to investigate the students' writing skills not only in the process but also in scores or results. The similarity between previous research and researchers lies in the object of research, namely writing. The previous researchers are suggested to develop a study of pair work, especially those applied to other grade junior high school students. From the description above, I am interested in conducting research entitled "The Effect of Pair Work on Students' Ability in Writing Recount Text For Eighth Grade Students of MTsN Kota Madiun"

2. RESEARCH METHOD

This study aims to determine the effectiveness of using pair work as a method for learning to write recount text for 8th grade students of MTsN Kota Madiun. Based on the problems and expectation to finds out the effectiveness of using pair work as a methos in writing recount texts, it is assumed that the research method used in this study is an experimental design with a quantitative approach, with a pretest posttest design.

The dependent variable in this research is learning to write recount text through pair work and the independent variable is the 8th grade students of MTsN Kota Madiun. There are two classes that were chosen randomly, namely the experimental class and the control class. The experimental class received treatment using pair work and the control class did not apply the treatment but used conventional teaching. In the post-test the researcher compared the scores of the two groups.

The use of treatment using pair work is intended to prove there is a significant difference in student scores before and after treatment. So, the effectiveness is known from the significant score when teaching students to use pair work as a method in teaching. In addition, the research design can be described as follows:

Table 2.1 Research Design

Experimental Class	Pre-test	Pair Work	Post-test
Control Class	Pre-test	Conventional Teaching	Post-test

In this study, The researcher used student's score writing test to collect the data. The researcher used a writing test to measure the extent of students understanding of the material. In this research, the researcher used two techniques in collecting the data, that is pre-test and post-test. The pre-test was given to the experimental class and the control class in the same way. While the post-test was given to the experimental and control classes. In the control class the test has not been given treatment.

The data obtained from the research results are the results of student tests which are analyzed quantitatively. This information was collected from the experimental and control classes at MTsN Kota Madiun. The researcher used statistical calculations from the T-test (SPSS) to analyze the data from the pre-test and post-test. After completing the pre-test, treatment, and post-test processes, the researcher analyzed the data statistically. The researcher calculated the data using the independent t-test to determine the mean difference between the control and experimental classes. Independent t-test is a statistical test used to detect whether there is a significant difference between two samples. This technique was used to find significant differences in students' writing abilities after being taught to use Pair work as a method in teaching writing

recount texts. Before conducting the hypothesis testing using independent sample t-test, there are three test requirements that must be carried out, namely normality and homogeneity.

3. RESULTS AND ANALYSIS

In this section, the researcher describes the results of the pre-test and post-test data. Collecting data in the form of student score data through the experimental class and the control class. The data in this study are obtained from 8C class students as the experimental class and 8F students as the control class. The results of the pre-test shows the students' basic ability in writing.

Homogeneity test is used to determine the homogeneity of the data. The homogeneity of the data can be seen using the Statistical Package for Social Science (SPSS) version 29. The results of the homogeneity test are shown in table 3.1.

Table 3.1 Group Statistics

Group Statistics						
	Class	N	Mean	Std. Deviation	Std. Error Mean	
Score	pretest experimental	26	65.50	2.518		.494
pretest	pretes control	22	68.14	2.077		.434

Table 3.1 shows that there are significant differences in the pre-test writing ability of the experimental class and control class students. From the table, it can be seen that the experimental class sample is 26 students and the control class sample is 22 students. Then, the mean of the two classes is significantly different. The average of the experimental class is 65.50 and the average of the control class is 68.14. The average value of the experimental class is lower than the control class. In addition, to see whether the data is homogeneous or not, the researcher calculates the data using the independent sample t-test. By using this test, the researcher found out the difference in the significance of the two classes.

Table 3.2 The result of Independent sample t-test of pre-test data

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
Score pretest	Equal variances assumed	.289	.593	-3.911	46	<.001	<.001	-2.636	.674	-3.993	-1.279
	Equal variances not assumed			-3.975	45.978	<.001	<.001	-2.636	.663	-3.971	-1.301

Table 3.2 above shows the homogeneity of the pre-test data for the experimental class and the control class. The table shows the significance value (Sig) based on the score, the significant value of the assumption of Equal variances is 0.593. So it can be concluded that the data is homogeneous because the significance is greater ($0.593 > 0.05$).

Table 3.3 Test of Normality

Tests of Normality	
Kolmogorov-Smirnov ^a	Shapiro-Wilk

	Statistic	df	Sig.	Statistic	df	Sig.
pretet experimental	.122	26	.200	.951	29	.247
pretet control	.179	22	.065	.933	28	.142

From table 3.3 above, the researcher concludes that the data is normal. From the table, it can be seen that the significant value of the experimental class is 0.247. This means that the experimental class data is normally distributed because the significance value is greater than the value ($0.247 > 0.05$). Then the results of the control class scores were also higher, namely 0.142 higher than 0.05 ($0.142 > 0.05$). So it can be concluded that the significance of the post-test data for both classes is normal because the results are more than 0.05.

Hypothesis testing is a test based on data analysis. Hypothesis testing required in this study is to use the independent sample t-test. Before the researcher analyzed the data, there were two hypothesis formulations. Formulate the hypothesis test as follows: Hypothesis null (H_0): There is no significant difference in the writing skills of students who are taught using pair work and conventional teaching. Alternative hypothesis (H_1): There is a significant difference in the writing skills of students who are taught using pair work and conventional teaching.

Table 3.4 Group Statistics
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score post-test	Experimental Class	26	84.15	2.493	.489
	Control Class	22	69.05	1.362	.290

Table 3.4 shows the post-test group statistics for both classes. From the table above, the researcher sees that the average value of the experimental class is 84.15. Then, the average control class is 69.05. The data above shows that the average value of the experimental class is higher than the average value of the control class. Based on the data above, the mean results of the two classes have significantly different mean values. Meanwhile, the researcher cannot conclude the success of this research treatment directly with this table, especially in the experimental class. So to determine the success of the treatment and also the significance of the two classes, an independent sample t-test is needed to determine the significant difference between the experimental class and the control class, as follows:

Table 3.5 The result of independent sample t-test of post-test data

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.			Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				t	df	One-Sided p	Two-Sided p			Lower	Upper
Score post-test	Equal variances assumed	7.736	.008	25.374	46	<.001	<.001	15.108	.595	13.910	16.307
	Equal variances not assumed			26.569	39.845	<.001	<.001	15.108	.569	13.959	16.258

Table 3.5 shows the independent sample t-test from the post-test data of the two classes taught using pair work and those taught using conventional teaching. It can be seen from the table above that based on the test scores, it can be seen that the significance value of equal variances is assumed to be 0.001 and it can be concluded that it is smaller than 0.05 ($0.001 < 0.05$). From the data results on independent simple t-test, it can be concluded that (H_0) "there is no significant difference in the writing skills of students taught using Pair Work and Conventional Teaching" is rejected and (H_1) "there is a significant difference in the writing skills of students taught using Pair Work and Conventional Teaching" is accepted. So, in this study there is a significant difference in writing recount text between the two classes.

From the independent sample t-test results presented, there is an effect on students' ability by using Pair Work as a learning method in teaching recount text. This means that in this study there is a significant positive impact on the use of Pair Work as a learning method on students' writing ability before and after implementation. So, this study proves that the use of Pair Work as a learning method is an effective way to improve the writing ability of recount text for 8th grade students of MTSN Kota Madiun.

The results show that using Pair Work has a significant effect compared to using Conventional Teaching as a learning method to teach recount text. Based on the data description in the previous section, both

classes took the pre-test, the results were different: the experimental class got 16.84 points with an average of 65.50, while the control class got 14.39 points with an average of 68.14. From this, the total score of the experimental class was higher than the control class, and the average of the experimental class was lower than the control class. Furthermore, the Levene's test was conducted with a significance result of 0.563. So, it can be said that the data is homogeneous because the significance is greater ($0.563 > 0.05$). then the normality test results for the pre-test of both classes are normal because the significance value of the experimental class is 0.247 ($0.247 > 0.05$), while for the control class it is 0.142 ($0.142 > 0.05$).

Then the researcher conducted treatment for the experimental class. After the pre-test and material distribution, researchers conducted a post-test. The post-test results for the experimental class were 2188 with an average of 84.15, and the control class was 1518 with an average of 69.05. This shows a significant difference between the two classes, where the experimental class has a higher total score and average than the control class. Furthermore, a normality test was conducted for the post-test data of both classes with significant results. The experimental class value is 0.111 ($0.111 > 0.05$), while the control class value is 0.218 ($0.218 > 0.05$), which indicates that the post-test data of both classes is normal. The independent sample t-test test is needed to determine the success of the treatment as well as the significance of the two classes, and the result obtained that the significance value of equal variances assumed is 0.001, it can be concluded that the value is smaller than 0.05. Meanwhile, based on the fundamental decision previously made in the independent sample t-test, (H1) "There is a significant difference in the writing skills of students taught by using Pair Work and Conventional teaching" is accepted and (H0) "There is no significant difference in the writing skills of students taught by using Pair Work and Conventional Teaching" is rejected. There is a significant difference in students' recount text writing skills between the experimental and control classes. Students taught by using Pair Work were better than students taught by using conventional teaching. This means that Pair Work as a learning method can help students in improving their writing skills.

The study reveals that Pair Work significantly improves students' writing abilities compared to conventional teaching. This is due to the creative and in-depth ideas generated during discussions between pairs, which enrich the content of the writing. Pair work activities are also more engaging and fun, increasing student engagement. It also enhances collaboration, communication, and problem-solving skills. The method also fosters social skills like empathy and teamwork, essential in everyday life. According to Jhonson & Jhonson (2013), Collaborative learning, including pair work, has been shown to improve information retention. The study highlights the benefits of Pair Work in junior high school education, highlighting its effectiveness in creating an interactive, engaging, and supportive classroom environment. In conclusion, students treated with Pair Work showed better writing performance, indicating that it is a more effective learning strategy than conventional teaching. The study highlights the importance of creating interesting, fun, and interactive learning conditions to enhance students' writing skills.

4. CONCLUSION

The post-test results for the experimental class were 1684 with an average of 84.15 and the control class is 1439 with an average of 69.05. From this, it can be seen that there is a significant difference between the two classes, namely the experimental class has a higher total and mean score than the control class. Furthermore, the results of the test of normality for the post-test experimental class were 0.247 ($0.247 > 0.05$), while for the control class it is 0.142 ($0.142 > 0.05$), so it can be said that the post-test data from both classes were normal. To find out the success of the treatment and also the significance of the two classes, an independent sample t-test is needed and the results obtained that the significance value of equal variances is assumed to be 0.001, it could be concluded that it is smaller than 0.05 ($0.001 < 0.05$). Meanwhile, based on the basic decisions that have been formulated previously in the independent sample t-test, (H0) "there is no significant difference in the writing skills of students taught using Pair Work and Conventional Teaching" is rejected and (H1) "there is a significant difference in the writing skills of students taught using Pair Work and Conventional Teaching" is accepted. There is a significant difference in students' recount text writing skills between the experimental and control classes. Students taught by using Pair Work were better than students taught by using conventional teaching. This means that Pair Work as a learning method can help students in improving their writing skills.

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