Does Pair Work Card Contribute the Effect on the Students' Speaking Achievement?
[Apakah Kartu Kerja Berpasangan Berkontribusi pada Efek Prestasi Berbicara Siswa?]

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Abstract. *Speaking is a crucial language skill that allows individuals to express thoughts, feelings, and ideas. This study focuses on the speaking achievement of junior high school students, aiming to explore the effect of using Pair Work Card as a teaching media to enhance their speaking skills. The research is conducted at SMP Muhammadiyah 4 Porong, especially in the eighth grade, employing a pre-experimental design with one group for pre-test and post-test designs. The researchers implement the Pair Work Card as the media for teaching speaking. Students work in pairs, utilizing conversation cards with specific topics of recount text. The results showed that the use of pair work cards significantly improved students' speaking achievment, with the average score increasing from 74,56 to 81,80. Pair work cards showed positive effect on improving students' speaking achievment.*

Keywords -; Speaking, pair work card, speaking achievement

Abstrak. *Berbicara adalah keterampilan bahasa yang penting yang memungkinkan seseorang untuk mengekspresikan pikiran, perasaan, dan ide. Penelitian ini berfokus pada prestasi berbicara siswa sekolah menengah pertama, yang bertujuan untuk mengeksplorasi efek penggunaan Kartu Kerja Berpasangan sebagai media pengajaran untuk meningkatkan keterampilan berbicara mereka. Penelitian ini dilakukan di SMP Muhammadiyah 4 Porong, khususnya di kelas delapan, dengan menggunakan desain pra-eksperimental dengan satu kelompok untuk desain pre-test dan post-test. Para peneliti menerapkan Kartu Kerja Berpasangan sebagai media pengajaran berbicara. Siswa bekerja secara berpasangan, menggunakan kartu percakapan dengan topik tertentu dari teks recount. Hasil penelitian menunjukkan bahwa penggunaan kartu kerja berpasangan secara signifikan meningkatkan prestasi berbicara siswa, dengan nilai rata-rata meningkat dari 74,56 menjadi 81,80. Kartu kerja berpasangan menunjukkan efek positif dalam meningkatkan prestasi berbicara siswa.*

Kata Kunci -; Berbicara, kartu kerja berpasangan, pencapaian berbicara

I. INTRODUCTION

By using words, one speaks. Speaking is one of the four language skills: reading, writing, and listening. Allows students to communicate with others or share their ideas, intentions, hopes, and viewpoints. Many students want to get better at speaking while learning a second or foreign language. [1]. Speaking is the way a person interacts with others, and it can be found everywhere and has become an important part of our daily lives. By speaking, one can communicate through language and communicate their ideas, feelings and thoughts through language, and can share information with others.

One of the important abilities that junior high school students should master when learning English is speaking, as it is important for them to communicate orally and demonstrate their concepts in real situations. According to Suri, speaking skills are very important to be mastered by the students [2]. In line with this, Rao states that speaking ability is key in learning a foreign or second language. [3]. In other words, speaking ability is one of the four main language skills that required to be learnt by foreign or second language learners. Additionally, Nematov claims that most students who make an effort to get better at speaking skills will probably be able to converse confidently with hundreds of people [4]. There are several efforts that can be made to improve English-speaking ability, such as regular practice of speaking every day.

However, students often face problems in improving the speaking ability of the language they are learning, such as the fear of speaking. Some students feel awkward or afraid of speaking in the language they are learning, mainly for fear of making mistakes or being underestimated by others because of their imperfect speaking ability. According to Mauludiyah, students in Indonesia often dread going to foreign language classes, they believe that speaking English is difficult to learn because most of them don't know how to start [5]. Moreover, Pratiwi and Ayu stated that students usually do not know how to pronounce their words, students who have studied English for several years may not necessarily be able to speak well [6].

For this reason, Oktaviani and Mandasari suggest that using learning media in the classroom can increase students' desire to learn English [7]. Teachers should choose teaching and learning media based on the material and what is needed to achieve the learning objectives. There are many types of media that can be used by teachers in teaching speaking. According to Zahroul and Windy, the use of pairwork card game as a learning media to interact the student with pairs and it can make learning process interesting and fun [8]. With playing pairwork card , students can improve their speaking skills.

The pairwork card is an interesting media to learning English speaking skills. Pairwork card is a teaching media used in classrooms where students work in pairs to complete specified learning goals. Here, Nugraha urges the students to cooperate and compete while interacting with a set of cards containing material or information to succeed in the learning [9]. When using a pairwork card in class, it can allow students to collaborate with a range of peers, allows teachers to keep an eye on things independently, and encourages all students to speak, not just the talkative ones.

To teach speaking skills using the pairwork card, there are several steps and activities to take. The teacher makes conversation cards containing topics or questions related to the subject matter or topic being studied. Each card contains one question to be answered. Then the teacher divides the student into pairs. Eeach pair will cooperate with each other. The teacher explains to the student the rules of the pair work card. Next, the teacher gives an example of playing and chooses one of the students to be the pair. The teacher and the student demonstrate how to using the pairwork card. Each student chooses one card in turn and then read the question to be answered by their pair. The teacher acts as a facilitator to ensure the continuity of the game and provide feedback, while students play an active role in carrying out card instructions and communicating with their partners.

Pairwork card media in previous studies also produced a positive effect. Luh, et al., conclude in their study that there is an improvement of the students' achievement after using the pairwork card media. Before using pairwork card media in their learning, the students understanding were 62.5% and after using pairwork card they increased to 87.5% [10]. The result of the study performed by Azmi, et al. indicate that the ability of repeated addition of grade II students is influenced by the Make A Match learning model with the help of paired cards [11]. Setyorini's research results show that paired cards can be used as a media to increase students' learning motivation and their enthusiasm during the learning process [12].

The previous research focuses on elementary school level, but the researchers in this study focus on junior high school level. This research focuses on students' speaking skills specifically. The research can provide insights into how the use of pair work card games affects or improves students' speaking skills in secondary schools. After the researchers made a pre-observation in the school, the teacher had never used pairwork card game media during the learning process. So far, the learning carried out at the school only uses the blackboard media, and student worksheets. The use of pairwork card media also aims to measure changes or improvements in speaking skills before and after using pairwork card media.

Therefore, the researchers focus on Pair Work Card for teaching speaking skill at SMP Muhammadiyah 4 Porong. Thus, the research question can be formulated as the following: *Is there any effect to the use of Pair Work Card in students' speaking achievement?*

II. METHOD

Every research method has a research design. This design describes the steps to be taken, the time required for the research, the sources and conditions of the data collected, and the methods used to collect and process the data. According to Cresswell, quantitative methods involve collecting, analyzing, interpreting, and writing up research results [13]. Survey and experimental methods differ in how they identify the population and sample, determine the type of design, collect and analyze data, present results, make interpretations, and write up the research. This study used a quantitative method with a pre-experimental design, one group was used for the pre-test and post-test. The study was conducted at SMP Muhammadiyah 4 Porong during the second semester of the 2023–2024 academic year. It lasted for four weeks. The researchers chose the school as the research subject because the teacher who taught in English still used the blackboard and student worksheets. In addition, the respondents were 25 students of SMP Muhammadiyah 4 Porong who were in the eighth grade.

The three phases of the data collection procedures are as follows:

1. Pre-Test

The researchers explained the topic of Recount Text to the students, telling them how to construct sentences using past simple verbs as it discusses activities that have been done in the past. The sub topic explained to the students was Indepedence Day. Then, the researchers gave questions such as:

1. Have you ever attended or watched any events to celebrate Independence Day?
2. Do you have any memorable moments or events from the Independence Day celebrations?
3. Can you share a story about a memorable moment or event from the Independence Day celebration?

The instructions above are already validate by the validator by using criteria adept from Pipit Ambarsari [14]:

- Clarity of each question item
- Language accuracy with vocabulary level in the reading passage

- The question items are related to the material
- The level of correctness of the question items
- The language used is easy to understand

The researcher asked the students to work individually to describe their activities on Independence Day, which consisted of one paragraph with 70–100 words. Then present it in front of the class. Each student was given 3 to 5 minutes to present. After the pre-test, the researchers evaluated the students' speaking skills.

2. Treatment

The treatment was conducted in two meetings. In the first meeting, the researchers explained to students how to use the paired work card media. With the following steps:

- The researchers distributed ten cards containing ten questions to one pair of students.
- Each pair of students wrote questions and answers that would become a dialogue on the paper.
- Student A asked a question from the paired card, then student B answered the question.
- Each pair of students then dialogued in front of the class..

There are ten questions in the pair work card media, and it is still about Independence Day.

- What do you remember about the Independence Day celebration?
- What games did you join during the Independence Day celebration last year?
- Did you win the game?
- What did you do to win the game?
- How do you feel about celebrating Independence Day every year?
- What do you like the most about the Independence Day celebration at school?
- How do you express your patriotism on Independence Day?
- How do you usually celebrate Independence Day in your home?
- What should you do to commemorate Independence Day in your home?
- What does celebrating Indonesian Independence Day mean to you?

The researchers asked the students to work together to write questions and answers on their paper, which would be used as a dialog. On the second day of treatment, students would present them in pairs in front of the class. Each pair was given four to five minutes to give their presentation.

3. Post-Test

After that, before the post-test, the researchers reviewed the recount text they had learned the previous week. Then, they were asked about their best experiences at school, such as:

- Tell us about your best experience at school. What made that experience so memorable?
- Tell me about one activity at school that you enjoyed the most. Why did you enjoy it?

The instructions above have been validated by the validator using the same criteria as during the pre-test. After the explained, the students completed a treatment designed by the researchers to

evaluate how well the students' speaking skills had improved since the pairwork card was used. Then, the researchers ask the students to write individually their best experience in the school, which consist of two paragraphs. Each student given 3-5 minutes to present it in front of the class.

Data Analysis

Quantitative analysis was conducted on the collected data regarding the test. Fluency, pronounciation, grammar, and fcomprhension were the four elements that the researchers used to assess students' speaking ability. After conducting the pre-test and post-test, the researchers compared the pre-test and post-test scores using a sample t-test. IBM SPSS v.27 Windows application was used by the researchers to analyse the data.

Scores	Fluency	Pronounciation	Grammar	Comprehension
1	(No Specific fluency description. Refer to other to four language areas for implied level of fluency).	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confidents control of grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grop for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speech.
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	Errors in pronunciation are quite rare	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker.

(Source Brown and Lee [15])

III. FINDINGS AND DISCUSSION

Findings

The purpose of this study is to find out how the use of paired work cards impacts the speaking ability of Muhammadiyah 4 Porong Junior High School students who are in grade eight. After the pretest and posttest data were collected, Microsoft Excel was used to organise and calculate the students' total and average scores. Table 1 displays the results of the analysis with the scores before and after the treatment.

Table 1. Result of Pre-Test and Post-Test

NO	NAME	PRE-TEST	POST-TEST
1	AR	73	85
2	ANA	70	78
3	AAF	68	78
4	BS	73	80
5	FDS	82	88
6	GME	75	80
7	IAF	73	85
8	KRA	78	85
9	LNAA	73	83
10	MAW	80	88
11	MTNF	73	78
12	MRYP	80	78
13	MIG	75	80
14	MAB	70	78
15	MFA	78	88
16	MMI	75	85
17	MMZ	68	75
18	MSA	78	83
19	NA	73	78
20	NSP	80	85
21	NF	78	83
22	SAR	75	83
23	SR	80	88
24	TKN	78	83
25	ZNAR	75	80

Table 2. Descriptive Statistics

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Mean Std. Error	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic	Kurtosis Std. Error
Pretest	25	15	65	80	1864	74.56	.829	4.144	17.173	-.511	.464	-.301	.902
Posttest	25	13	75	88	2045	81.80	.746	3.731	13.917	.144	.464	-1.036	.902
Valid N (listwise)	25												

Table 2 displays the post- and pretest scores of 25 pupils. On the pretest, a score of 65 was considered poor, while an 80 was considered high. On the follow-up exam, participants averaged an 81 and a 3.731 standard deviation. Scores ranged from 75 on the posttest to 88 on the highest. Students' proficiency in public speaking has grown, according to the findings of the study.

Prerequisite Analysis

Two types of analysis must be performed, normality test and homogeneity test.

1) Normality Test

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Pretest	,157	25	,115
Posttest	,166	25	,074

The normality test results above show that the English proficiency data in the pre-test has a sig level of 0.115 and in the post-test has a sig level of 0.074. Therefore, both data are considered to have a normal distribution with a significant level above 0.05.

2) Homogeneity Test

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.006	1	48	.940
	Based on Median	.004	1	48	.953
	Based on Median and with adjusted df	.004	1	46.930	.953
	Based on trimmed mean	.001	1	48	.972

In the homogeneity test, the English-speaking achievement data is considered homogeneous if Fcount < Ftable or Sig > 0.05. The Sig. value is 0.940, which indicates that the data is homogeneous. With homogeneous results, the t-test has met the requirements.

3) T-Test

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest - Posttest	-7.240	3.179	.636	-8.552	-5.928	-11.387	24	.000

T-test findings support the study hypothesis (Ha) with an Asymp sig (2-tailed) value of 0.000. Based on the decision-making foundation, the hypothesis is accepted if the value is less than 0.05 and rejected if it is more. The paired work cards had a significant impact on students' speaking abilities. The pre-test and post-test results of each student showed that their abilities improved significantly after using paired work cards.

Discussions

The results showed that paired work cards improved the speaking achievement of eighth grade students at SMP. During the pre-test, the researchers tested the basic speaking skills of eighth grade students at SMP Muhammadiyah 4 Porong. Students were asked to write a paragraph about their activities during Independence Day and present it in front of the class. The pre-test scores varied, with a mean of 74.56 and a standard deviation of 4.144, indicating that the students had moderate speaking proficiency. In addition, some students remained unconfident when presenting.

After the pre-test, students performed the treatment phase with paired work cards. The performance was conducted in two meetings. The researcher introduced the paired work card

media containing ten questions about Independence Day at the first meeting. Students worked in pairs to write questions and answers and create a dialog. The second meeting involved students presenting the dialogue in pairs, which provided an interactive environment and helped them practice speaking English. From the treatment activities, many students began to be confident enough to speak English in front of the class.

After therapy, pupils took a speaking exam to assess their skills. This post-test required pupils to share their finest school memories in class. Post-test scores improved significantly; the best score was 88 and the lowest was 75; the mean score was 81.80 with a standard deviation of 3.731. Paired work cards dramatically enhanced eighth graders' speaking skills. The post-test mean score rose from 74.56 to 81.80, proving that this strategy enhanced students' speaking skills. The interactive nature of the paired work cards made students more engaged and made English communication more productive.

Statistical study confirmed this. The homogeneity and normality tests indicated that pre- and post-test data had identical variances and were normally distributed. Both pre- and post-test scores were considerably different (Asymp sig = 0.000), so the paired sample t-test was acceptable. These statistical results support the conclusion that paired work cards help students' speaking achievement.

According to this study, the paired working cards also increased students' participation and eagerness. The interactive nature of the card has the potential to reduce students' anxiety towards speaking in English, as it makes fun and supportive place to practice. According to Wilson this improvement in speaking ability is closely related to the teacher's role in improving students' communication skills by using the paired card method, which can be seen from the improvement shown in each period of time [16]. This method improved their speaking proficiency and boosted their confidence, which is crucial for language learning. Students' learning experience is enhanced by the opportunity to interact with peers and receive immediate feedback.

The results of this study are in line with and extend previous research on how effective pair work and interactive learning media are in language education. The study was performed by Zahroul and Windy [8] on the Make A Match method shows that interactive and cooperative learning models improved the students' engagement and learning outcomes in a variety of subjects. In addition, the use of paired work cards in this study showed an improvement in students' speaking skills, as indicated by an increase in the average score from pre-test to post-test.

III. CONCLUSION

This study aims to find out how paired work cards impact students' speaking achievement. The results showed that the use of paired work cards had a significant effect on the level of students' speaking ability.There are several important implications of this study. First, this study shows that paired work cards improve students' speaking ability. It shows that interactive and collaborative learning can help students overcome fear and anxiety about speaking English. Secondly, this study emphasises the importance of the teacher's role in creating a supportive learning environment and encouraging students' active participation.

This study shows that paired work cards are an effective media for improving students' speaking skills. In addition, this study expands readers' understanding of the importance of interactive approaches in language education. These results can be used by educators to build better teaching methods to improve students' speaking skills. Overall, this study shows that the use of working cards in pairs not only improves students' speaking ability, but also makes them more confident in using English in the classroom. These results are expected to encourage more teachers to use this approach in their teaching. This will help improve students' overall learning outcomes.

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Conflict of Interest Statement:
The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.