



The Effectiveness of Pairs Teaching In Teaching Vocabulary at SMA Kristen Mercusuar Kupang

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Abstract

This thesis is aimed at finding out the effectiveness of pairs teaching in teaching vocabulary to the tenth grade students at SMA Kristen Mercusuar Kupang. This research used pre-experimental research. The population of this research was the first year students of SMA Kristen Mercusuar Kupang in 2018-2019 academic years. The researcher took one class as a sample of the research. Therefore, the total number of sample was 30 students. The procedure that was used to collect data was vocabulary test. Furthermore, the data of this research was analyzed by using SPSS program version 20. The finding of this research shows that the use of pairs teaching is effective in building students' vocabulary of the tenth grade students of SMA Kristen Mercusuar Kupang. It was proven by the significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 49.33 and the students' score in posttest is 84.96. Moreover, it also could be seen by the result of p.value 0.000. It means that the use of pairs teaching is effective in teaching vocabulary.

Keywords: *vocabulary, pairs teaching*

Introduction

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Vocabulary plays an important role in learning English. It is a core component of language proficiency. In mastering English well, students should have sufficient vocabulary because vocabulary is needed in four language skills; they are listening, speaking, reading and writing. Those skills support each other.

The students will be able to catch information that they hear from teacher's explanation, understanding the message sent by the speaker and be able to arrange their idea into a good sentence if they have sufficient vocabulary. Learning vocabulary in English as foreign language seems easy but some students feel fear to make mistake because they do not have a good common vocabulary in their mind and make them worry to make a conversation with others. Mastering vocabulary is a difficult task to do, especially English vocabulary. English vocabulary is complex. This complexity brings difficulties; it is probably caused by the word form and various meanings.

Certainly, there are many approaches that can help students to improve and to master English vocabulary. The students can choose one to help them in learning vocabulary. Teaching young learners needs more patience, more attention and more variation activities in teaching learning process. The teacher that uses an interesting media or teaching method will make the students more enthusiasts in learning and the knowledge they got will be retained better in their memory.

Based on the researcher's observation in teaching vocabulary at SMA Kristen Mercusuar Kupang, he assumes that the students of that school still have low capability in vocabulary. It is proven by most of them still have difficulties to understand what the teacher mean and to arrange their idea in doing task. Based on that situation, the researcher concludes that it is necessary to improve their vocabulary.

One of the methods that can be used to teach vocabulary is pairs teaching. Pairs teaching are a classroom activity in which the whole class is divided into groups. Pairs teaching as method which provides a great review and enables students to gather information from each other. The students not only silent in the class but they are sharing idea to get information especially sharing vocabulary. It was first organized as a theory by Scotsman Andrew Bell in 1795, and later implemented into French and English schools in the 19th century. Over the past 30-40 years, pairs teaching have become increasingly popular in conjunction with mixed ability grouping in public schools and an interest in more financially efficient methods of teaching.

Concerning the explanation above, the researcher tries to apply pair teaching Strategies to teach vocabulary to the tenth grade students at SMA Kristen Mercusuar Kupang. The researcher formulates the problem statement of this research: "Is the application of pair teaching method effective in building the students' vocabulary to the tenth grade students of SMA Kristen Mercusuar Kupang?". The objective of this research is : "to find out whether the application of pair teaching method is effective or not to build students' vocabulary to the tenth grade students of SMA Kristen Mercusuar Kupang".

Theoretically, the result of the research is expected to give contribution for theory development for teachers and learners about one way of improving students' vocabulary in teaching English as a foreign language. The result of this research is also expected to be useful information for the next researcher who wants to conduct a further research in teaching

vocabulary. Practically, for the teachers this research is expected to be able make the teachers easier in teaching vocabulary to the students. For the students this research is expected to be able building the vocabulary of tenth grade students at SMA Kristen Mercusuar Kupang and make the students interested to learn vocabulary.

This research was restricted to the teaching vocabulary by using pairs teaching method to the tenth grade students of SMA Kristen Mercusuar Kupang. The kind vocabulary that will be taught to the students is noun which is in the form of thematic vocabulary. The noun will be divided into 6 themes they are animals, part of body, things in the class room, things in the house and tools in the kitchen.

Review of Related Literature

Cambridge Academic Content Dictionary (2009:1065) states vocabulary as all the words used by a particular person, or all the words that exist in a particular language subject. While Hatch and Brown (1995:1) say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. Hornby (1995:1331) states vocabulary as:

- 1) The total number of words in a language
- 2) All the words known to a person or used in a particular book, subject, etc.
- 3) A list of words with their meanings, especially one that accompanies a textbook in a foreign language.

Meriam-Webster (2013) state vocabulary as: 1) the words that make up a language 2) all of the words known and used by a person 3) words that are related to a particular subject. Based on the definition above, the researcher defines vocabulary as a group of words or phrases which have an important role in language and vocabulary form a language.

Harmer (2013:11) says that if you want to describe how you feel at this very moment you have to be able to find a word which reflects the complexity of your feeling. Besides, by a good command of vocabulary or language, one can express ideas effectively and efficiently. Having an adequate vocabulary is one way to succeed in comprehending a reading text. Goodman and Mohr (1991:12) state that vocabulary is a basic part in reading comprehension. It means that we are going to have trouble to understand the text if we do not know most words in the text, thus our comprehension will suffer. Based on the explanation above, it can be concluded that vocabulary is very important in our life. It is needed to describe feeling and it is a basic part in reading comprehension.

Noun is a word used to name or identify any of a class of things, people, places or ideas, or a particular one of these. (Horn by1995:791). Furthermore Cambridge Academic Content Dictionary (2009:642) states noun as a word that refers to a person, place, thing, event, substance, or quality. While Parrot (2010:9) states the popular definition of noun is that it 'describes a person, place or thing' and Altenburg and Vigo (2010:3) state nouns are commonly defined as words that refer to a person, place, thing, or idea. Beside of the explanation above, Eckersley (1958:4) also defines noun is the name of anything, e.g. book, desk, teacher, knowledge, while Ellsworth and Higgins en.bookfi.org a noun is a word that names a person, place or thing (including a quality or idea).

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According to Yogendra in Raslia (2013:6) teaching strategies is a phrase use to indicate application of various methods and techniques of teaching to achieve the objective of teaching in a given situation. Therefore, the teacher has to decide which the combination one or more methods and techniques of teaching need practical application in a given situation.

According to Stressed (1964) teaching strategies are generalized plan for a lesson or lessons which include structure, desired learner behavior, in terms of goals of instruction, and an outline of tactic necessary to implement the strategy.

Based on definitions above the researcher concludes that teaching strategy as generalized plan or tactic strategy to implement the strategy.

Deutsch (1949:45) states that Cooperative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it. Collaborative learning represents a significant shift away from the typical teacher centered or lecture-centered milieu in college classrooms. In collaborative classrooms, the lecturing/ listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material. Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students-as coaches or midwives of a more emergent learning process. Though cooperative learning takes on a variety of forms and is practiced by teachers of different disciplinary backgrounds and teaching traditions, the field is tied together by a number of important assumptions about learners and the learning process. Deutsch (1976) states that cooperative learning covers a broad territory of approaches with wide variability in the amount of in-class or out-of-class time built around group work. Collaborative activities can range from classroom discussions interspersed with short lectures, through entire class periods, to study on research teams that last a whole term or year. The goals and processes of collaborative activities also vary widely. Some faculty members design small group work around specific sequential steps, or tightly structured tasks. Others prefer a more spontaneous agenda developing out of student interests or questions. In some collaborative learning settings, the students' task is to create a clearly delineated product; in others, the task is not to produce a product, but rather to participate in a process, an exercise of responding to each other's work or engaging in analysis and meaning-making.

Pairs teaching are a classroom activity in which the whole class is divided into pairs. (It is really a type of group work, using 'groups' of two.). Because the point of pairs work is to get students speaking and listening and sharing vocabulary, the content of a pairs work session should be mainly oral. (For some types of pair work, it is best if students have no books, papers, or pencils.)

Anna and Lily (2010) states that Pairs teaching was first proposed by Lyman (1981) this is a relatively low-risk and short collaborative learning This types of learning activities is connected to theory of Gardner's Multiple Intelligences, Vygotsky's Zone of Proximal

Development, Inductive Learning. Furthermore, Anna and Lily (2010) states that the main benefits of pairs teaching include students have the chance to work with and learn from their pair; struggling students can learn from more capable pair; it is especially useful for students who prefer interpersonal learning settings. Then it can contribute in giving it and getting it activities or in Inductive learning activities.

Method

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research was as follow:

O₁ X O₂

Where:

- O₁ = pre-test
- X = treatment
- O₂ = post-test

(Best 1997:103)

This research was conducted in SMA Kristen Mercusuar Kupang especially at the seventh grade students. The population of this research was the first year students of SMA Kristen Mercusuar Kupang in 2018-2019 academic years. To determine the sample of this research, the researcher used random sampling technique. The researcher took one class as a sample of the research

The instruments that were used in collecting data in this research were:

1. Vocabulary test: It was used in pre-test and post-test. It aimed at finding out the student's vocabulary. The test was in essay and matching forms. Then, the number of item in test was 30 and the students should finish the test in 60 minutes.
2. Questionnaire: to find out the students responses to the application of pairs teaching in building their vocabulary.

Procedure of collecting data in this research consisted of two techniques: test, test techniques are vocabulary test (matching and essay test) and non test, questionnaire.

In this research, the researcher gave treatments in 6 meetings. Each meeting consisted of 80 minutes. The procedures of this research was:

1. Giving pretest

The pretest was in vocabulary test especially noun form, the test was in 30 numbers and students had to finish it in 60 minutes, it was given to the students to measure their basic ability before giving treatment. The vocabulary test was included some basic vocabulary such as animals, fruits, parts of body.

2. Giving treatment

The treatment was conducted in six meetings. In every meeting, the researcher taught different themes of the vocabulary of noun in giving treatment by using pairs teaching method by diving

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the students into pairs. The meeting was had different themes as follows:

- a. First meeting : Things in the classroom
- b. Second meeting : Things in the house
- c. Third meetings : Animals
- d. Fourth meetings : Bathroom
- e. Fifth meetings : Part of body
- f. Six meetings : Kitchen

The steps of the treatment as follows:

1. The first meeting (things in the class room)
 - a. The researcher divided students into fifteen groups.
 - b. The researcher asked short questions to students for connecting their pervious knowledge with the material that would be studied.
 - c. The researcher explained the learning material of the things in the class room.
 - d. The researcher delivered the learning material and gave a little bit explanation about the material that had studied about things in the class room.
 - e. The researcher gave students example about things in the class room such as: Table, chair, whiteboard, marker, and book. And the students continued it with their friends in pairs.
 - f. The first students in pairs mentioned five words in Indonesian and then the second students in pairs mentioned five words in English and then continued it with the second students mentioned in Indonesian.
 - g. After completing five words the pairs went back to their seat, and then continued with the next pairs.

Example:

- A: what is the meaning of meja in English?
B: the meaning of meja in English is table.
A: what is the meaning of kursi in English?
B: the meaning of kursi in English is chair.
A: what is the meaning of papan tulis in English?
B: the meaning of whiteboard in English is papan tulis.
A: what is the meaning of guru in English?
B: the meaning of guru in English is teacher.
A: what is the meaning of buku in English?
B: the meaning of buku in English is book.

After finishing the treatment, the researcher gave post-test in vocabulary test form. The posttest was in vocabulary test especially noun form, the test was in 30 numbers and students had to finish it in 60 minutes, it was given to the students to measure their basic ability before giving treatment. The vocabulary test included some basic vocabulary such as animals, things in the class room, things in the house, part of body, and kitchen. In this research, the researcher analyzed the data that had been collected from the sample by using following techniques.

- a. Scoring the students answer from the vocabulary test that will give

$$\text{score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

(Adapted from Tira 2012:28)

b. Classifying the students' score into the following classification:

- a. 96 – 100 is classification as Excellent
- b. 86 – 95 is classification as Very good
- c. 76 – 85 is classification as Good
- d. 66 – 75 is classification as Average
- e. 56 – 65 is classification as Fair
- f. 46 – 55 is classification as Poor
- g. 0 – 45 is classification as Very poor

(Depdikbud in Tira, 2012: 28)

c. In determining the mean score, standard deviation, test of significance and standard significance used SPSS Program Version 20.

d. In analyzing the students' responses toward the use of pairs teaching method, the researcher analyzed the students' answer the questionnaire qualitatively. Then, the researcher classified the students' responses into positive or negative response.

Results

After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in the next table:

Type of Test	Mean Score	Standard deviation
Pretest	49.33	8.78
Posttest	84.96	7.29

Table 1 shows the mean score of the students pretest was 49,33 and the mean score of posttest was 84,96. Standard deviation of pretest was 8.78 and the standard deviation of posttest was 7.29. It means that using pairs teaching in teaching vocabulary can improve the students' vocabulary ability.

The result of statistical analysis for level of significance ($\alpha=0.05$) with degree of freedom (df)= N-1, where N = 20. The value of (α) was higher than (p) ($0.05 > .000$). It could be conclude that, null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest by applying pair teaching in building students' vocabulary. In other words, applying pairs teaching strategy could be used to build the students' vocabulary ability.

The result of students' of pretest is low. In this case the writer could establish that most

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of the students were poor classification. While in posttest, the students' vocabulary ability is improved. By using spss program version 20, the writer got and used t-test to find out the significance of the research. The p. value was 0.000. It could be concluded that it is significantly effective to use pairs teaching in teaching vocabulary.

According to Cambridge Academic Content Dictionary (2009:1065) vocabulary as all the words used by a particular person, or all the words that exist in a particular language subject. Hatch and Brown (1995:1) said that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. Furthermore Harmer (2013:11) said that if you want to describe how you feel at this very moment you have to be able to find a word which reflect the complexity of your feeling. Besides, by a good command of vocabulary or language, one can express ideas effectively and efficiently.

According to those explanations, it has been a must for the English learner to enrich their vocabulary to communicate in English well which is an international language that has a significant role in the various fields of activities, and wide influences in the world. Nevertheless, based on the data at the findings above, the result of this research in pretest shows that vocabulary mastery of the students in SMA Kristen Mercusuar 4 Kupang is still low. It could be seen in their achievement in the pretest.

Related to the fact in this research, it is supported by experts such Anna and Lily (2010) who stated that the main benefits of pairs teaching include students have the chance to work with and learn from their pair; struggling students can learn from more capable pair; it is especially useful for students who prefer interpersonal learning settings. Then it can contribute in giving it and getting it activities or in Inductive learning activities..

Furthermore, Pairs is a strategy designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Pair encourages a high degree of pupil response and can help keep students on task.

Conclusion

The use of pairs teaching is effective in building students' vocabulary to the tenth grade students of SMA Kristen Mercusuar Kupang. It was proven by the significant difference between the students' mean score of pretest and posttest. In the pretest, the students' mean score is 49.33 and in the posttest, the students' mean score is 84.96. Moreover, it also could be seen by the result of p.value 0.000. It means that the use of pairs teaching is significantly effective in teaching vocabulary.

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