

# THE INFLUENCE OF THE APPLICATION OF PAIRS CHECK TECHNIQUE (PCT) TOWARDS STUDENTS' WRITING ABILITY AT GRADE TEN OF SMA CATUR KARYA TULANG BAWANG 2014

Siti Nuryati

Bandar Lampung University, Bandar Lampung, Indonesia

Corresponding email: sity.nury@yahoo.co.id

---

## Abstract

This is an experimental research that aimed to find out the influence of the application of pairs check technique towards students' writing ability at grade ten of SMA Catur Karya Tulang Bawang 2014. Pairs check was applied to increase the students' ability in writing that is still lack. Data were collected by incorporating two pre-tests and two post-tests in experimental group and control group. In experimental group, the treatment was given by using pairs check technique while control group received traditional teaching (TT). Data analysis was attempted using t-Test for two group design. The result indicated that p-value 1% = 2,04 and 5% = 2,75 while t-value = 5, 58. It means p-value is smaller than t-value. Hence, hypothesis testing showed that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. The researcher concluded that the application of using pairs check technique was more effective than traditional teaching to improve students' ability in writing.

*Keywords:* Pairs check, writing, experimental group, control group, treatment.

---

## 1. INTRODUCTION

English as an international language that is used by the people to have a communication, to get succesfull job promotion, academic fuction and bussines interaction.(harmer, 2007). Hence many people tend to master English. In Indonesiaas English subject s taught at school, it started from kindergarten until university level. In university, English department student get English skill such as listening, speaking, reading, and writing. In this case students areaware that to write in foreign language more complicated than the ability to listen, to speak and to read.

In teaching English, teacher must pay attention not only on how to teach well, or how to apply the appropriate technique but also how to select the best technique that is suitable tyhat support the students' need.

Many difficulties are found in teaching especially in teaching writing because the students are confused on how to write well such as correct in grammar, vocabulary puctuation and spelling in sentence. Especially at SMA Catur Karya, students still lack in writing because the teaching still appllied same old teaching strategy and had not tried other various strategies.

Sagala (2013) stated that teaching method is used by the teacher generally to manage the class and especially to convey the lesson. Many techniques and methods are created to support teaching learning become interesting and effective. Pairs check is one of the technique that is appropriate to teach and improve students' ability especially in writing.pairs check is a team in pair, students work together in pair to solve and discuss the problem, compare their answer with another group in learning. ( aqib, 2013).

Based on the explanation that has been clarified above, the researcher would like to investigate whether the application of pairs check technique can give an influence towards the students' writing ability or not. Hence, the research entitled "The influence of the applicaton of pairs check technique (PCT) towards students' writing ability at grade ten of SMA Catur Karya Tulang Bawang 2014.

## **2. REVIEW OF LITERATURE**

### **Teaching writing through pairs check technique.**

Pairs check is strategy group work that involves the students work in pair to solve the problems learning. (Eggen and Kauchak, 2012). Therefore, Pairs check is a technique that is used to solve problem learning. Actually it is kind of complex technique because need a lot of time. However, by using this technique the ability of students will develop indeed (Gagne in Sagala, 2013).

Generally, pair work gives good result in teaching. Teacher gives medium rating to the use of picture film and video but very high rating to pair work. (Eltis and Low in Nunan 1988,) support by Harmer (2007) states in pair work, students can practice language together, study text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading text or compare notes on what they have listened to or seen.

Therefore, based on the explanation above, the researcher concludes that by using pairs check, it will give high rating in teaching writing because the advantages of pairs check are to train students to be more patient, give receive a motivations, accept critics, suggestion from their friend in pair or other group. It also to improve students' ability in writing and solve the problem in teaching writing that consist of student's comprehension in using language use, content, vocabulary, organization, and mechanics because the best way to test students' writing is ask them to write (huges in hammer 2007). The students' problem in make a written text, dialogue, or sentence will be easier to solve by checking two people or pair of students. Because to have a good writing we need more considering to analyze our writing in order to convey the message to the reader clearly.

### **Hypothesis**

Derived from the theoretical discussion above, pairs check take a role in teaching learning process. The students could learn independently without teacher's control every move, they could take the decision in order to solve the problem their writing subject by discussing the writing problem with their friend. Therefore, the researcher assumed that pairs check might influence to the teaching learning process especially in teaching writing. Hence, the researcher formulates two hypotheses, namely the null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ).

The null hypothesis is traditionally defined as a statement of no difference or no relationship. Then, the alternative hypothesis is the logical state of reality that must exist if the null hypothesis is not true.

The null hypothesis ( $H_0$ ) in this research is: there is no influence of the application of pairs check technique toward students' writing ability at grade ten of SMA Catur Karya Tulang Bawang 2014. The alternative hypothesis ( $H_a$ ) in this research is: there is influence of the application of pairs check technique toward students' writing ability at grade ten of SMA Catur Karya Tulang Bawang 2014.

## **3. RESEARCH METHOD**

This is an experimental research. The population of this research was the students at grade ten of SMA Catur Karya Tulang Bawang 2014. The researcher chose two classes as samples which consist of 32 students. The researcher used purposive sampling technique to take the sample. The application of pairs check was applied in experimental group, traditional teaching was used for control group

The researcher selected two classes of grade ten and used the students in each consist of 16 students in each class. In the experimental group would be taught by using pairs check technique and the control group was teaching by using traditional teaching. This research was conducted at SMA Catur Karya Tulang Bawang. SMA Catur Karya was built in desa Sumber Makmur Kecamatan Banjar Margo Tulang Bawang 2004. Moreover, the research instrument was applied to collect the data. In this research, the researcher in gaining the data was writing test. The purpose of writing test was to measure the students' writing ability. It only had one instruction which the students were asked to make news item text. The researcher assessed their writing by using the analytic scoring. They are content, organization, vocabulary language use and mechanics. Therefore, both experimental group and control group were given tests. The test before treatment as pre-test and after treatment as post-test.

Furthermore, researcher checked and calculated two pre-tests and two post-tests. every students got different result. Therefore, after gaining the total score of two pre-test and two post-tests researcher calculated them and analyzed statistically by using t-Test formula of two groups design. it to find out the influence of the application of pairs check technique towards students' writing ability. (The Equation of t-Test for two group design)

$$t = \frac{[M_x - M_y]}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Description:

- M<sub>x</sub> : Mean of control group  
M<sub>y</sub> : Mean of experimental group  
X : Deviation of X<sub>2</sub> and X<sub>1</sub>  
Y : Deviation of Y<sub>2</sub> and Y<sub>1</sub>  
N : Number of subjects

#### 4. RESULT AND DISCUSSION

The result indicated that p-value 1% = 2, 04, 5% = 2, 75 and t-value = 5, 58. It was significant. From the calculation, the t -Test value of the application of pairs check technique was significant because p - value was smaller than t- value. It proved that the treatments were given by researcher had better influenced on the students' writing ability. In other word null hypothesis (H<sub>0</sub>) was rejected and alternative hypothesis (H<sub>a</sub>) was accepted. In this research, the researcher took the sample at grade ten of SMA Catur Karya Tulang Bawang. The sample consisted of 32 students and they divided into two groups. They were the experimental group and the control group. The pre-test was given to both experimental class and Control class. It to measure their initial ability before getting treatment. The result showed that the score between Control and experimental class were different. The score of control class was 771 and the score of experimental class was 674. It concluded that the control score higher than the experimental class. It had the different ability at the beginning of the research.

In experimental class, writing was taught by using pairs check, that expected to improve students' writing ability. At the beginning of the research, the students were asked about their difficulties in writing, and then they shared their opinion about their difficulties in writing. Most of them said that their difficulties were the lack of vocabulary, the used of language, and content. Sometimes, they could not even remember what words to use although they had memorized them before. Other students shared that their difficulty in writing was applying grammatical rules in writing. They had learned the rules, but they do not know how to use them in writing. They were taught the grammatical rules but they were rarely taught to use them in writing, they were just taught to analyze the use of the rules in disconnected sentences, to correct the grammatical rules in sentences, but they did not really know how to apply them in writing.

At the beginning of the teaching, the researcher asked the students work in group (pair). It consist of two students. And gave them the sample of news item text. Next researcher explained about the news item while asking them to discuss and solve the problem they had in making a news item text. Then their working switched by other group to check, analyze how the text was arranged, the grammatical rules, mechanics, content, language and vocabulary was used in the text. Finally teacher clarified by emphasizing the result. As post activity, the teacher asked the students to make a news item text in each student.

In control class, after the presentation, students were given an example of news item text. Students were asked to make a news item text. Then they were asked to make a good paragraph by using their own words. As post activity, students were asked to make a news item text in each student and in the next meeting, both classes were still taught the strategy how to write a news item text and given more practice.

Within 3 weeks, students of experimental class were asked to write news item text in pair and solve their problem together with their partner in pair. While the students of control class were given tasks as it is explained above.

At the end of the research, post-test was given to measure the improvement of writing ability in both classes. The result of the post-test showed that the two classes got improvement. It was proven by the increasing score in both classes. The total score of control class was 1.001 and the total score of experimental class was 1212. Therefore, experimental class score was higher than that of control class. It meant that the result was statistically significant. Based on the research calculation, it indicated that there was any influence of the application of pairs check technique towards students' writing ability at grade ten of SMA Catur Karya kulang bawang 2014. Finally the researcher argued that the application of pairs check technique needs to be applied in teaching learning process.

#### 5. CONCLUSION AND RECOMMENDATION

This research goal was to find out the influence of the application of pairs check technique (PCT) towards students' writing ability at grade ten of SMA Catur Karya by administering two pre-tests, and two post-tests. The researcher used t-Test to test the students' test result. Related to the analysis of the students' result, the average of experimental group score before treatment (pre-test) was 674 and the average of experimental group after treatment (post-test) was 1216 while in control group, the average of control group score before the application of traditional teaching (pre-test) was 771 and after the application of traditional teaching (post-test) was 1001. The researcher calculated those two groups into t-Test equation. The result showed that  $p\text{-value} = 2,04 / 2,75$  this value referred to t-Test table (appendix) with degree of freedom ( $df = 30$ ) was smaller than  $t\text{-value} = 5,58$ .

Based on the explanation above, the result was statistically significant; therefore, there was influence of the application of pairs check technique towards students' writing ability at grade ten of SMA Catur Karya Tulang Bawang 2014. The researcher stated the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. Absolutely, the application of pairs check technique gave an influence students' ability in writing. some recommendation

From the conclusion above, there were some recommendations from the researcher. They are for teacher, students. As English teacher can choose pairs check technique for consideration in teaching learning, especially teaching writing. As facilitator, controller, teacher should encourage the students to be active and patient in teaching and learning process in order to make them active to do and solve their task in pair. By using appropriate technique it will improve students' attention. The students should increase their ability in learning English from many sources. Moreover, they should learn actively in the classroom when the teacher asked them to work in pair. The students should do the tasks that given by the teacher and obey the rules in learning language if they want to get good improvement in English especially in writing ability. Students could ask their friend in pair when they got obstacle in doing task.

## REFERENCES

- [1] Aqib, Z (2013), *Model Model Media, dan Strategy Pembelajaran Konstekstual (Inovative)*, Bandung: Yhama Widia.
- [2] Alderson, J & Bahman, L (2002), *Assasing Writing*, United Kingdom: Cambridge University Press.
- [3] Arikunto, S (2009), *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rhineka Cipta.
- [4] Brown, H (2007), *Teaching by Principles An Interactive Approach to Language Pedagogy*, United States Of America: Longman.
- [5] Eggen, P & Kauchak, D (2012), *Strategy Dan Model Pembelajaran*, Jakarta: Earson.
- [6] Harmer, J (2007), *The Practice of English Language Teaching*, China: Longman.
- [7] Harmer, J (1989), *How To Teach English*, Malaysia: Longman.
- [8] Heyland, K (2002), *Teaching and Researching Writing*, Britain: Pearson Education.
- [9] Maufur, H (2009), *Sejuta Jurus Mengajar Mengasikan*, Semarang: Pt. Sindur Press.
- [10] Nunan, D (1988), *The Learner-Centered Curriculum*, New York: Cambridge University Press.
- [11] Raimes, A (1983), *Techniques In Teaching Writing*, China: Oxpord University Press.
- [12] Sagala, S (2013), *Konsep dan Makna Pembelajaran*, Bandung: Alfabeta.
- [13] Setyadi, B (2006), *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kwantitatif dan Kualitatif*, yogyakarta :graha ilmu.
- [14] Setyadi, B (2006), *Teaching English as Foreign Language*, Yokyakarta: Graha Ilmu.
- [15] Sugiyono (2009), *Metode Penelitian Pendidikan*, Bandung : Alfa Beta
- [16] Tanireja, T., Faridi, E., & Harmianto, S (2013), *Model-Model Pembelajaran Inovatif dan Efektif*, Bandung: Alfabeta.
- [17] Tribble, C (1996), *Language Teaching Writing A Sceme for Teacher Education*, New York: Oxpord University Press.
- [18] Faiq, M (2013), *Strategy Pembelajaran Pairs Check*, Retrieved November 18, 2013. From [Http://PenelitiaTindakankelas.blogspot.com](http://PenelitiaTindakankelas.blogspot.com).
- [19] Nirmala, N (2011), *The Effectiveness of Pairs Check Ability to Improve Students' Skill in Writing Analitical Exposition*, Retrieved March 24, 2014. From [Http://Unnes.ac.ad](http://Unnes.ac.ad).
- [20] Yantiani, M., Wiarta, I., & Putra, M (2013), *Pembelajaran Kooperatif Pairs Check Berpengaruh Terhadap Hasil Belajar Materi Bangun Ruang Dan Bangun Datar Siswa Kelas IV Gugus IV Simarapura*, Ganesa Singaraja University, Publised.