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**20-21**  
**May 2016**  
Bandar Lampung  
University, Indonesia

## 4<sup>th</sup> ICEL 2016

### THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



# PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**4<sup>th</sup> ICEL 2016**

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20 -21 MAY 2016



Organized by:  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4<sup>th</sup> ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

**Drs. Harpain, M.A.T., M.M**

*4<sup>th</sup> ICEL 2016 Chairman*

## **PROCEEDINGS**

The Fourth International Conference on  
Education and Language (4<sup>th</sup> ICEL 2016)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21 2016

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# **THE EFFECT OF USING PAIR TAPING TECHNIQUE TOWARD SPEAKING ABILITY IN DESCRIPTIVE TEXT OF THE SECOND YEAR STUDENTS AT A PRIVATE SECONDARY SCHOOL IN PEKANBARU**

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## **Abstract**

Learning how to speak English fluently and accurate is always a difficult task for students who learn English as a foreign language. Consequently, it is common to find students who are not used to express opinions in class, some appear conservative and uncomfortable, and rarely ask questions even though they do not understand the content being studied. These problems have also been faced by the students of a private secondary school in Pekanbaru. In this case, implementing a language learning technique called Pair Taping technique is proposed in order to assist learners to cope with those problems. According to the statement above, this study was objected to find the effect of using Pair Taping technique toward speaking ability in the descriptive text. It employed a quantitative method which involving 48 second grade students separated into experimental class and control class. Both classes were given a pre-test and a post-test, which only the experimental class received the treatment by using Pair Taping technique, while control class used the non Pair Taping Technique. The findings affirmed the rejection of the null hypothesis, thus including that Pair Taping technique had a significant effect on students' speaking ability in descriptive text of the second grade students. This study is essential because it offers implication on teaching and learning process because applying Pair Taping technique provides a challenge for students to be more active and confident in speaking activities. Moreover, it also assists both teachers and students doing a direct evaluation of the speaking task through the recorded audio from taping activities.

*Keywords:* ability, descriptive text, pair taping technique, speaking.

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## **1. INTRODUCTION**

As one of the productive language skills, speaking plays an important role in a language usage, where one of the ways to communicate is through speaking, especially in a literate society. In line with this idea, Ur (1991: 120) claimed that "people who know a language are referred to 'a speaker' of the language" [1]. Based on this argument, learners often evaluate their progress in language learning on the basis of how much they feel they have improved in their spoken language proficiency (Richard, 2008) [2]. However, what have occurred in the classroom does not seem to give students enough exposure in speaking. This phenomenon probably happened because many teachers worldwide prefer to teach mainly grammar and vocabulary which are commonly being assessed in the examinations, whether it is local, national and international examinations (Baker & Westrup, 2003) [3]. Furthermore, beside the lack of exposure in speaking given to the students, the other problem is that the students are not used to express their opinions in the classroom. It might be influenced by some factors such as inhibition or worry about making mistakes, lack of topical knowledge, low and uneven participation, and mother-tongue use (Ur, 1991) [4].

At one of private secondary schools in Pekanbaru, students have encountered some problems in speaking. After conducting preliminary observation in the school, it found that the teacher utilized teacher-centered learning where the students are not exposed to the more dynamic, student-centered and proactive learning. Consequently, the students tended to be passive in the class because they depended much on classroom talk. Regarding to their speaking skill, some students were not yet able to speak English fluently, they are reluctant to express their ideas in English, and they afraid of making mistakes because they were not able to use correct vocabularies in their speaking.

Dealing with the obstacles above, the teachers should select a suitable technique in order to encourage students to engage in speaking activities and enjoy the learning. In this case, one of the techniques which is possibly applied is that Pair Taping technique.

Pair Taping technique is an effective technique to increase motivation and achievement of EFL learners through the practice of fluency by recording themselves while speaking in pairs (Schneider, 1993) [5]. A study conducted by Kluge & Taylor (2000) revealed that a Pair Taping technique offered a simple and practical way of getting students to develop more fluency in a foreign language as well as to take responsibility for their own oral language practice [6].

Learning about the issue and relevant research report above, this study investigated the effect of using Pair Taping technique toward speaking ability specifying in descriptive text of the second grade students at one of the private secondary schools in Pekanbaru.

In addition, this research aims to observe how well Pair Taping technique works for students' speaking ability especially in descriptive text. It has also investigated whether Pair Taping techniques which implemented in the experimental class gives more contribution to the students' speaking ability in descriptive text compared to the common technique (in this case, the technique used is a Three-Phase Technique) utilized by the teachers in control class or not. Furthermore, the findings of the study are expected to assist both teachers and students succeeded to create an effective English learning with the implementation of Pair Taping technique.

### **1.1 Hypothesis**

This study proposed two hypotheses:

1. Null hypothesis

“There is no significant effect of using Pair Taping technique on students' speaking ability in descriptive text”.

2. Alternative hypothesis

“There is a significant effect of using Pair Taping technique on students' speaking ability in descriptive text”.

## **2. MATERIALS AND METHOD**

### **2.1 The nature of speaking ability**

Speaking is defined as an interactive process of constructing meaning which involves producing, receiving and processing (Burns & Joyce, 1997) [7]. Chaney (1998) claimed speaking as a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts [8]. In order to do the process of speaking based on the two definitions above, there are some factors should be taken into account. Richard & Renandya cited in Nazara (2011) stated that grammatical competence, discourse competence, sociolinguistic competence and strategic competence are the sorts of factors which affect speaking proficiency [9]. Grammatical competence will enable students to use and understand English-language structures accurately and it will contribute to their fluency. In terms of managing turn taking in conversation, the students will be assisted by discourse competence. Sociolinguistic competence helps students know what comments are appropriate, how to ask questions during interaction and how to respond it. While strategic competence refers to the ability to keep conversations going.

Speaking is divided into three divisions; speaking as interaction, speaking as transaction and speaking as performance (Brown & Yule, 1998) [10]. Speaking as interaction refers to what is normally meant by “conversation” and it describes an interaction that serves a primarily social function. Moreover, speaking as transaction emphasizes on the situation where the focus is on what is said or done. In other words, how to convey messages and make someone understood about it. Another division is that speaking as performance, which aims to public talk. It tends to be in the forms of monologue rather than dialog.

In order to speak fluently, the students have to pay attention to elements of speaking (Harmer, 2001) [11]. The initial element is language features which separated into four parts; (1) connected speech which is dealing with speech sounds, (2) expressive devices which contributes to the ability of conveying meaning, (3) lexis and grammar which supplies the variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock or approval, and (4) negotiation language which is used to seek clarification and to show the structure of what the speakers are saying. The second element is called mental/social processing which is categorized into three parts; (1) language processing, assisting students to develop habits of rapid language processing in English, (2) interacting with others which involves a good deal of listening, an understanding of how the other participants are feeling and knowing the way of taking turns or allowing others to do so, and (3) information processing which is emphasized on teachers.

Regarding to measure students' speaking ability, the teachers may rely on five indicators of speaking purposed by Brown (2003) [12]. Firstly, the students are able to use correct grammar in speaking. Secondly, the students are able to use proper words or vocabularies to retell the story. Thirdly, the students are able to express the comprehensible ideas to describe the story. Fourthly, the students are able to produce acceptable pronunciation in speaking and the last, the students are able to produce speech without filler and pause while describing a story.

## 2.2 Pair Taping Technique

Pair taping has suitable procedures for any intermediate students, especially those in a large class and/or who share a fear about being conspicuous in a group (Schneider, 1993) [13]. Regardless of class size, for language learners, there is limited time to develop oral skills. While dealing with this case, pair taping is the answer, especially for Indonesian teachers who commonly face the obstacles such as class size, students' mother tongue and limited time in learning English.

Pair Taping also provides student pairs opportunities to record L2 conversations at length, allows teachers to monitor students' progress and provides feedback (Kubo, 2007) [14]. Other benefits of pair taping are proposed by Kluge & Taylor (2000) [15]. Using Pair Taping technique, students will develop fluency and ease in using English. The students also get hours of extra practice since the activities can be done outside the classroom. Moreover, the students also have a concrete record of their progress so, they will gain a sense of responsibility for their progress beyond the classroom.

Pair taping has been used in several studies. Schneider (2001) discovered that pair taping increased self-confident and intrinsic motivation, dealing with the enjoyment of speaking English [16]. Washburn & Christianson (1995) began to use a pair taping technique with the primary aim of giving students conversation 'strategies' they could use to manage communication breakdowns, failures in communication marked by long pauses which, in turns, disjointed fluency. By having students read transcriptions of actual student conversations in which effective speaking strategies were used, gave learners a much-needed boost of self-confidence [17]. Nguyen (2012) conducted a two-month pilot study to assess the efficacy of pair taping. The overall findings showed that students were able to identify errors (either on their own or those pointed out by their teachers) in their performance, learn from their mistakes, and therefore were able to repeat their spoken performance with 80% average improvement. From the survey, it was revealed that students were able to access a veritable library of recordings for future use [18].

## 2.3 Method of the research

It is a quantitative research method establishing cause and effect relationship among a group of variables (Maliek & Hamied, 2016) [19]. It applied quasi-experimental design which has both pre- and post-test as well as experimental and control groups, but there is no random assignment of the subject (Nunan, 1992) [20].

The samples of the study were 48 second grade students who were separated into experimental and control groups. There were two instruments utilized in this research. Firstly, an observation list, it assisted to ensure whether the teacher had applied the procedures of Pair Taping technique in the classroom or not. Secondly, in order to measure students' speaking ability in descriptive text, picture-cued was used.

Initially, both classes were given a pre-test in order to measure their initial ability in speaking specified in the descriptive text. Afterwards, the experimental group received the treatment by using Pair Taping technique, while control group used non Pair Taping Technique which was Three-Phase Technique. At the end of the treatments, experimental class and control groups were given a post-test regarding to see the difference on the students' score before and after receiving the treatment. After data collection, the quantitative data were analyzed by using SPSS 16.0 with the formula of Independent Sample T-Test.

## 3. RESULTS AND DISCUSSION

Based on the observation list used in order to ensure whether the teachers had implemented all procedures in Pair Taping technique, it revealed that 90% of Pair Taping technique had applied in the classroom during 6 meetings. In order to investigate the effect of Pair Taping toward speaking ability in descriptive text the following analyses were run:

### 3.1. Pre- treatment

48 students from two different classes were randomly chosen using cluster sampling from the total population of 184 students in the second grade at the school. The consideration was that all of the samples had the same opportunity to be taken as the representatives.

An independent t-test was run to compare the mean score of the experimental and control groups on the pre-test of speaking ability in order to prove that they had the same level of speaking ability prior to the main study. As display in Table 1, the mean score for experimental and control group are 64.29 and 60.5 respectively on the pre-test of speaking ability.

Table 1: Descriptive statistics of pre-test

Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental	24	64.29	6.55	
Control	24	60.50	7.56	

The result of independent t-test reveals that t-obtained (1.9) is lower than the critical value of t-table (df (46) =2.02), at the significant level of  $P > 0.05$ .

Table 2: Independent t-test of pre-test by groups

		Levene's Test for Equality of variance		T-test for Equality of Means						
		F	Sig.	t	Df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the difference	
									Lower	Upper
Pre-test score	Equal variances assumed	1.3	.26	1.9	46	.070	3.79	2.04	-.3233	7.9066
	Equal variances not assumed			1.9	45	.070	3.79	2.04	-.3256	7.9089

In other words, it could be inferred that there was no significant difference between experimental and control groups on the pre-test of speaking ability before using Pair Taping technique in the experimental group and the non-Pair Taping technique in the control group. Thus, the two groups had the same level of speaking ability prior to the main study.

### 3.2. Post-treatment

Concerning the speaking ability of experimental and control groups, an independent t-test was run to compare the mean scores of the groups through the speaking ability post-test in terms of investigating the effect of Pair Taping technique toward speaking ability in descriptive text. Table 3 shows the mean score for experimental and control groups are 85.94 and 64.31 respectively.

Table 3: Descriptive statistics post-test of speaking ability

Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental	24	85.94	7.83	1.59
Control	24	64.31	7.31	1.49

Regarding to the post-test of speaking ability in both experimental and control groups, Table 4 demonstrates the results of the independent t-test.

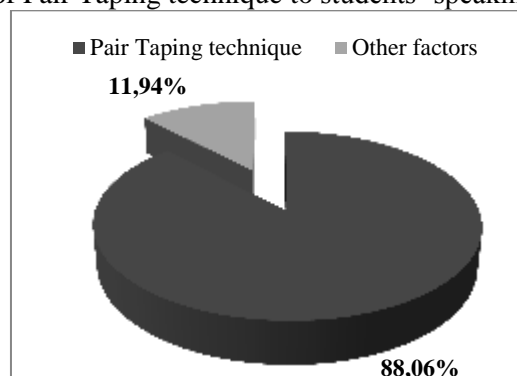
Table 4: Independent t-test of post-test by groups

		Levene's Test for Equality of variance		T-test for Equality of Means						
		F	Sig.	t	Df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the difference	
									Lower	Upper
Pre-test score	Equal variances assumed	1.96	.168	9.4	46	.000	20.62	2.18	16.224	25.026
	Equal variances not assumed			9.4	45	.000	20.62	2.18	16.223	25.027

From the table above, it illustrates that t-obtained (9.4) is higher than the critical value of t-table (df (46) =2.02), at the significant level of  $P > 0.05$ ). Therefore, it can be summed up that there was a significant difference on students' speaking ability in descriptive text after implementing Pair Taping technique. Students' speaking ability in descriptive text increased after the treatment might be caused by the changes from teacher-centered learning to student-centered learning where the students had more opportunities to engage with Pair Taping activities.

In order to identify the level of effect of Pair Taping technique on students' speaking ability compared to other factors which might influence them, coefficient ( $r^2$ ) and coefficient ( $K_p$ ) were utilized. The results revealed that the percentage of coefficient effect of using Pair Taping technique was 88.06%, while without using Pair Taping technique was 11.94%. So, Pair Taping technique contributed more in students' ability in descriptive text compared to other factors.

Fig 1: The contribution of Pair Taping technique to students' speaking ability in descriptive text



The outcomes of this part clarified that Pair Taping technique had a significant effect on students' speaking ability in descriptive text. In other words, the use of Pair Taping activities, which were designed based on the theory of Schneider (1993), significantly increased students' speaking ability in descriptive text.

#### 4. CONCLUSION

Based on the findings of the study, it can be draw a conclusion that Pair Taping techniques gave a significant contribution for students' speaking ability specified in the descriptive text. It was proven by the scores of the students in the experimental group which received the treatment by using Pair Taping technique were higher than those in the control group which taught by non Pair Taping technique. The increase of students' speaking ability after being taught by using Pair Taping technique might be influenced because Pair Taping activities provided students with exposures of speaking environment. In addition, through Pair Taping activities, students also gained more confidence in speaking, since they can maintain their performance by listening to the tapes they created to see how much improvement they made.

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