

The Use Of Pair Work Activities To Improve Students' Speaking Achievement Of Grade 8 Th At Mts Al-Jam'iyatul Washliyah Tembung

Dea Fadila Utami

¹English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

email: deafadilautami@gmail.com

Abstract

This study deal with improving the student's speaking achievement through Pair Work Activity. The objective of the research were to find out the use of Pair Work Activity to students' speaking achievement as media. And also to describe the students' speaking achievement after using Pair Work Activity. This study was conducted by using one classroom action research. In this case, the researcher took 33 (thirty three) students of MTs Al-Jam'iyatul Washiyah Tembung as the sample. And the researcher took VIII-2 class with the total students 33 (thirty three) were taken by. The instrument of research was oral test with partner and it would get score by paying attention on the students' pronunciation, fluency, grammar, comprehension and vocabulary. this was taken by the stories on the activity which was consisted of 2 pair activities that was taken on the penguin pair work activity. The steps of the researched were consisted of planning, action, observation and reflection in the two circle according to MC. Taggart. And this research used Quantitative and Qualitative data as analyzing. The students' improvements could be seen by the mean of the students pre-test 72.33, cycle I 79.24, cycle II 86.51. The result showed the improvement of the students score from the pre-test to second cycle. The pre-test only 48% (Forty eight percent) or 16 students who got 75 points. The first cycle was 82% (Eighty two percent) or 27 students who got 75 points, it means there was an improvement about 34% (thirty four percent). In the second cycle there was 100% (one hundred percent) or 33 students who got 75 points and more the improvement was 52% (fifty two percent). It meant that the implementation by applying Pair Work Activity in teaching speaking was effective as it could improve students' speaking ability and also helped teachers to teach speaking. So the student could find easily to learn English more effective and enthusiastic by using this activity

Keywords: *Pair Work Activity, Penguin Book, Speaking, Improvement.*

1. INTRODUCTION

Nowadays trend of education had moved and changed so much, especially in technology. This situation was not worth for some areas, but it could be so much worth which was the facilities was ready to do. Pandemic had caused so many effects on this situation, we were socialize personal would be shock on this problem so much.

Let see how this situation started to change, teacher must be prepared well the material by online, and the explained it by online, the problem which could be appear here were, students who had not packet data for browsing would be stuck in moment, then the teacher would give some dispensation for that, and then what the students who had no packet data? Some would be enjoy because the teacher would not punish them, it was going to be unfair for the one who do it. And others would be different once offline class which one or two day a week, but they would not keep coming to the class and felt enjoy and relax absolutetly.

Education system got so serious problem by this pandemic, it forced us to change the habit in the school from offline become online learning. Some students might be enjoy to this online learning, but some would be struggling so much in term of understanding the material. As we know, we couldn't understand enough to the material giving by only hearing on flat display or smart phone.

Let's talk about English subject, this was one of thousands languages which was most famous used in the world. And it was also an International language for communicating, English had already used almost all over the world, either speaking or writing in language.

Learning English meant learning four skills: listening, speaking, reading, and writing. Besides four language skills, it also learnt three important components such as pronunciation, vocabulary, and grammar. Many people in the world must know about English and master it as well, because so many information come from this language. One of the benefit which we could get from english was we can keep in touch and getting each other with people all over the world by communicating.

That's why speaking would be important so much as the skill to student's learning about English. The students must be able to understand, received and absorbed the information they got once using the English itself. Based on the situation during pandemic researcher found so many cases on the students speaking. Most of students tended to be passive in speaking. This would be real problem, considering the technology always update in several times. If the students couldn't speak English well on this moment, they would get nothing in this Era. Furthermore, the student would have many problems with their speaking in daily conversation and they had difficulties to pronounce the words.

Teaching about speaking was one of important thing to improve student's ability in communication. But nowadays English teachers only gave the monotonous activity for students even by this pandemic, teacher would be more passive and forced their students to find the subject by themselves. After that made students to report their task by online. The feeling of teaching and learning among students and teacher was not intensive anymore.

Generally, many people realized that there were some factors of the difficulties in speaking ability. There are internal and external factors. Internal factors came from the student it selves or their willingness. These concerned with the psychological and physical aspect for instance the activity of thinking memorizing. External factors come out of the students. It concerned with the

teaching learning method. The teacher must chose the suitable technique for teaching speaking.

Pair Work Activities was one of the strategy to make students feel enjoy and enthusiastic in studying. This activity needed to do by pairing to the student. This was also easy to apply for social distancing. Teacher needed to explain the rule simply, and the students just followed the guide on the paper itself. Students would consist by partner A and B so this activity would be more fun and condusive. Student needed to be focus on their paper and also their partner. The researcher would use the application to help students to improve their ability about English especially speaking skill. Bercikova confessed that pairwork was an appearance of interaction in the classroom where students work mutually by way of other students to check answers and labor on communicative activities. (Bercikova, 2007)

Based on the exposed explanation above, the researcher was quite interested to implement that learning skill by Pair Work Activities in junior high school (SMP) level in studying English which was focusing on speaking ability in the Grade 8 (Eight). The activities would conduct the students' experiential in learning in the classroom. First, Teacher will explain what is pair work activities, which focus in learning with friend, or pairing. After the teacher explained about the pair work activities, then the teacher would ask student to find their own partner, it could be choose by their own, or the teacher could take a part of it by their name in attendant list. Next, while the students had found their own pairing or partner, by partner A and B, then the teacher gave them the paper which content the task is all about. Before the student did their pair work activities, teacher would explain how to do it. After that students would work with their own partner. Finally after the students finished their task, teacher would call the student randomly to perform it in front of the class. Then teacher would give score on them.

2. METHOD OF RESEARCH

The location of the research would be held at the MTs Al Jam'iyatul Washliyah Tembung at Jalan Besar Tembung no 78 of the academic year 2021-2022. This location was being taken by the researcher for doing research because it might be effective to collective the students' data and they would be more active. This would be expected to give the new media and new strategy to improve the students' speaking ability by using Pair Work Activity.

Schedule of research start from April 2021 till August 2021, the activity of research were included, registering title, organizing title, seminar proposal, research organizing essay, essay, Evaluation of essay.

1. Subject of Research

According to Gay if the population was homogenous enough and the population was less than 100 persons, the sample taken was 50%, but if the population is more than 100 persons, the sample taken was only 15% of them. Since the number of population in this research was quite large, the writer took 15% as the sample. Therefore, the writer took 33 students as the sample proportionally (Gay, 1987).

In order to decide the sample, the writer used cluster sampling technique. Cluster sampling used when it was more feasible or convenient to select groups of individuals that it was to select individuals from a defined population in Borg

and Gall (Borg, 1979). Therefore class VIII.2 was chosen by using the lottery that the writer gave to each of the chairman.

The subject of this research was conducting to VIII.2 grade of MTs. Al Jam'iyatul Washliyah Tembung academic year 2021-2022, the total of number at VIII-2 grade are 33 students'. It's including 33 students of female

2. Object of research

The object of research was the use Pair Work Activity to improve speaking student achievement at VIII grade MTs. Al Jam'iyatul Washliyah Tembung academic year 2021-2022. The writer gave the test to the students by giving pairing task to the students. Students would be given the time to do their work by pairing as partner A & B (main point), then the students would perform the result they got in front of the class when writer call them. Then, the writer recorded the students' answer, and gave a score to their speaking ability.

Instrument of Research

According to Harmer (2007) speaking is a complex skill because at least it is concerned with component of grammar, vocabulary, pronunciation, fluency and comprehension.

Technique for Analyzing Data

After collecting all the data, the writer analyzed the data. The students' individual scores from the test were computed by using the formula which was adapted from brown (2004).

$$SA = \frac{C+F+G+P+v}{5}$$

SA = Speaking ability score

C = Comprehension score

F = Fluency score

G = Grammar score

P = Pronunciation score

V = Vocabulary score

The score of students' ability in the test were being classified to determine their level of the ability.

Procedure of Research

Based on the book of (Muslich, 2013) There were steps of the research include plan, action, observe and reflect.

Cycle I

1. Planning

- a. Preparing lesson plan.
- b. Preparing the instrument; observation sheet, and questionnaire.
- c. Preparing test and evaluation test.
- d. Preparing media of teaching learning process.

2. Action

- a. The teacher would introduce and explain the material is all about.
- b. Teacher would ask the student to listen the instruction of the researcher.
- c. The researcher would ask student about the material.
- d. The students would be explained about the rule of the material.
- e. The researcher would let the student to find out their partner in learning
- f. The researcher asked student to do their action by asking to their partner about the material.
- g. The researcher would ask students to present about what they got answer out of their partner.

3. Observation

The teacher and the researcher was observed the students' activities. The teacher as a collaboration would be observed the researcher as teacher whether she had done all the plans were about.

4. Reflecting

After getting the evaluation in teaching speaking achievement by the Pair Work Activity, the lack and the strengths in cycle I would be more modified and improved in next cycle or cycle II.

Cycle II

1. Planning

In this stage, the researcher prepared lesson plan in teaching process and learning speaking by applying Pair Work Activity. The researcher would try to make some processes of teaching and learning more intens.

2. Action

The researcher motivated the students before applying cycle II. Pair Work Activity was still use in learning speaking process to the students. The researcher as a teacher would give more examples to the students how to perform in front of the class after doing activity. At the end of cycle II, every students would be present how they feel after studying by using this activities.

3. Observation

The observation would be done for the last time, the active students would be observed and it would be showed that the most of the students would be more interesting in speaking about the text and they would not have a problem to speak up and learn more by using Pair Work Activity. They would be feeling more active time to speak up in front of the class.

4. Reflection

After the researcher evaluated the students' speaking ability, then she will find that the students' score would show the improvement. Based on the observation and the result, the researcher concluded that the students would have been succeed to improve their speaking ability by using Pair Work Activity. The students' score in second cycle would increase than the first.

3. FINDING

The result of the research indicated that there was an improvement on the students' speaking achievement by using Pair-Work Activity as a media. After collecting data, the mean of the pre-test was still low (72.33) and then it was done cycle I. After doing the action by applying Pair-Work Activity in cycle I, the result of the first had increased from the pre-test (79.24). Then, after giving action in cycle II, the result of the second competence test had increased significantly out of cycle I (86.51). It implied that applying Pair-Work Activity in teaching speaking was effective as it could improve students' speaking ability and also helped teachers to teach speaking.

The qualitative data that were taken from questionnaire sheet also showed that the students' interest in speaking because they could share their knowledge and their opinion each other and also understanding the material of speaking about Pair-Work Activity. Besides improve their speaking ability this activity also could improve their confidences in performing in front of the class. And then, they also could find the new word that they had never known before, means they had found the new vocabularies on it. And the main hoped in this activity, they could be cheerfull along the pandemic happened in their curriculum.

4. RESULT AND DISCUSSION

This action research activity was done with a teacher and a researcher in the school of MTs. AL jamiyatul Washliyah tembung Jl. Besar Tembung No.78 Deli Serdang. And this study applied quantitative and qualitative data. The quantitative data were taken from the mean of the students score in speaking. The qualitative data were taken by questionnaire, daily note and observation. This research was conducted in one class exactly. It consisted of 33 students. It was accomplished in two cycles. Every cycle four steps of action research. They are planning, acting, observing, and reflecting. The researcher conducted two cycles.

The qualitative data which were taken from the interview showed that most of the students said that they never taught speaking by applying Penguin Pair-Work Activity. The questionnaire showed their good response after practicing and giving this activity during speaking and learning process, from the observation showed that most of the students were active and enthusiastic in Completed Not Completed speaking. After that, from the daily note showed that teaching learning process applying penguin Pair-work Activity to the student's achievement in speaking. Even though some of the students were study hard to speak at the first time, at last the students were able to handle and spoke by applied Pair-Work Activity.

The quantitative data were taken from the test result of answer recorded which was carried out into cycles. The improvement by Pair-Work Activity to the students' achievement in speaking was happened from the pre-test, Cycle I and Cycle II as follows.

Analysis of Qualitative Data

1.1. The situation and Background

Before conducting the first cycle, the pre-test was given in the first meeting. The pre-test was making the dialogue manually by paper with their deskmate. Once doing the pre-test, there were few students who were complaining because they were difficult to make some sentences correctly. It seemed by the students felt difficult to make good sentences with their friends. They were very busy to find the meaning of new words that they had already known in bahasa. Some of them made some jokes with the mate in the class. The mean of the pretest was 72.33.

1.2. The Data of the First Cycle

The first cycle was divided into one meeting only, this was because the condition of the schedule. As follows:

1.2.1. Planning

The plan was arranged before doing the research. First of all, the researcher prepared the topic which would be applied by Pair-Work Activity in teaching speaking.

1. Action

The following is in the procedure of the action in cycle I.

a. First step, the researcher as a teacher. The researcher explained to the students of new activity concepts. On this step, the researcher prepared an instructional design and observation instruments needed to facilitate the implementation of English language learning by Pair-Work Activity. The researcher also reviewed the students whether they have ever learned about the activity of Pair-Work Activity. The researcher motivated the students by sharing

to them about how important cheer activity as a learning system was.

b. Next, the researcher introduced to the students about what was penguin pair-work. Teacher gave more explanation from the topic and guiding student to be brave to make sentences and speaking up, where the materials were their partner and worksheet was given by teacher, its could help to make sure them about the activity.

c. After teacher giving an explanation, teacher asked students about their understanding the activity.

d. Then, the teacher let the students to make their sentences as a dialogue with their desk mate.

2. Observation

The observer of the action was one of the teachers in that school. The teacher observed the students while they were learning about the Pair-Work Activity and also investigated the situation and the problem which was found during the teaching learning process, most of the students' skill applied the conventional technique in speaking discussion about text book and dialogue text. Some of them were passive and the other disturbing their friends by making some mess voice because of different language. The observation was put on the questionnaire sheet of the teacher.

3. Reflection

By this step, the researcher reflected on everything that she had done and make conclusion. The result of the first cycle had not reached the goal absolutely. So the students needed more explanation and more practices to their manner to comprehend the test and. They also needed to reinforce in other to support them. Therefore the second cycle would be done by repeating the steps in the first cycle in other to solve the problem.

1.3. The Data of Second Cycle

1. Planning

By this step, the researcher prepared the new topic by applying Pair-Work Activity. The researcher tried to make this teaching and learning process was more interesting and cheerful. So the students would feel enjoy in learning speaking by their own style. Beside that the researcher also prepared score paper to observe.

2. Action

In this step, the researcher motivated the students before applying the topic for cycle II. Pair-Work Activity was still used in teaching speaking to the students. The researcher as a teacher gave more examples of how to speak naturally and pronounce correctly by putting their expression on it. Then the teacher would give a chance to students, to express their ability by speaking the topic was about. At the end of cycle II, some students was recorded by the researcher about their activities.

3. Observation

The observation was still done for the last time, the active students was observed and it showed that most of the students were more interest in speaking about the performing the story in front of the class and they did not have problem to express, explore and pronounce the words on the worksheet. They did not waste much time to perform in front of the class by using the sentences in front of the class.

4. Reflection

After the researcher evaluated the students' speaking test, the researcher found that the students' score showed improvement. Based on the observation and the result of their speaking test, the researcher concluded that the students had been success to improve their speaking ability applying on Pair-Work Activity. The students' score in second cycle had been increasing then the first cycle. The percentage of the students who had been success to improve their speaking ability applying Pair-Work Activity in the first cycle was only 82 % while in the second cycle, the percentage was 100% this improvement made the researcher stop the research until this cycle.

The Analysis of the Quantitative Data

Three meeting were conducted in this research and one of them was for the pre-test. The researcher gave explanations and practice moment in each meeting. It was decided to the result of test in the second meeting as the sample of the students speaking test in the first cycle. The second cycle of this research, students' speaking score was improved.

1. The highest and the lowest score of the first cycle were 85 and 72 points.

2. The highest and the lowest score of the second cycle were 92 and 82 points.

3. The total score of the first cycle was 2615 and the second cycle was 2855

So, the total score of the second cycle was higher than the first cycle.

The improvement of the students' achievement in speaking by applying Pair-Work Activity to apply the students' score for each cycle, the mean of the students' test was be computed by applying the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

\bar{X} = Mean of the students' scores

\sum = Total scores

N = Total number of students

In pre-test, the total score of the students were 2387 and number of students were 27 students, so the mean was:

$$\bar{X} = \frac{2387}{27} = 72.33$$

In test of the cycle I, The total score of the students were 2615 and number of students were 27 students, so the mean was:

$$\bar{X} = \frac{2615}{27} = 79.24$$

In test of the cycle II, The total score of the students were 2855 and number of students were 34 students, so the mean was:

$$\bar{X} = \frac{2855}{33} = 86.51$$

The mean of the students score in the cycle II were the highest out of all meetings, so it could be said that the students' speaking by used Pair-Work Activity increased from 72.33 to 86.51 The number of master students were calculated by applying formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of students' scores

R = Number of Students' score

T = Total number of students taking the test

P1 = the percentage of the students who got points 75 to 100 in pre- test

P2 = the percentage of the students who got points 75 to 100 in cycle I

P3 = the percentage of the students who got points 75 to 100 in cycle II

The percentage of the improvement of students' speaking could be seen as follows:

$$P = \frac{16}{33} \times 100\% = 48\%$$

$$P = \frac{27}{33} \times 100\% = 82\%$$

$$P = \frac{33}{33} \times 100\% = 100\%$$

The result showed the improvement of the students score from the pre-test to second cycle. The pre-test only 48% (sixteen students) who got 75 points. The first cycle was 82% (twenty seven students) who got 75 points it meant there was an improvement about 34%. In the second cycle there was 100% (twenty seven students) who got 75 points the improvement was 18% toward first cycle, but toward the pre-test to cycle 2 the improvement was 52%. It can be concluded that Pair-Work Activity could apply in teaching speaking.

4. CONCLUSION

After analyzing the data, conclusions were drawn as the following.

1. There was improvement of the students' speaking ability when they were taught by applying Pair-Work Activity as media. it has analyzed the data in the previous chapter. It showed by the mean of the students pre-test (72.33), cycle I (79.24), cycle II (86.51).

2. The students felt more enthusiastic and interested in learning speaking by applying Pair-Work Activity as their activity. The students got many improvements out of speaking skill, but the difficulties that was faced by the students was about fluency and pronunciation.

REFERENCES

- Achmad Diana, Y. Q. (2014). Observing Pair-Work task in an English Speaking Class. *Indonesia International Journal of instruction* Vol.7 No.1, 151-164.
- Arifin, M. (2020). (BUKU) 39 Kisah Calon Guru Muda (Full). Kumpulan Penelitian dan Pengabdian Dosen.
- Arifin, M., & Azhari, M. (2020). Improving Students' Ability in Writing Spooof Text by Using Estafet Writing Strategy. In *Proceeding International Conference on Language and Literature (IC2LC)* (pp. 142-150).
- Borg, W. R. (1979). An Introduction. In A. Kurniati, & E. & Novitri, A study on the speaking ability of the second year students of SMK Telkom Pekanbaru (p. 9). Pekanbaru: Longman Inc.
- Brown, H. D. (2004). language assessment; Principles and classroom practices. In A. Kurniati, & N. Eliwanti, A study on the speaking ability of the second year students of SMK telkom Pekanbaru (pp. 6-9). San Fransisco: San Fransisco state university.
- Dewi, R. S., Harisma, R., & Siregar, A. (2017). IbM PELATIHAN GURU-GURU PAUD MELALUI BUKU FLANEL DALAM BAHASA INGGRIS. *KUMPULAN JURNAL DOSEN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA*, 8(10).
- Eguchi, M. (2006). the limited effect of PBL on EFL learners : A case study of English magazine project. *Asian EFL Journal* 8 Vol.3, 207-225.
- Ekeyati, R., & Arifin, M. (2018). EFEKTIVITAS MODEL PEMBELAJARAN BLENDED-LEARNING BERBASIS APLIKASI EDMODO DI PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UMSU. *Kumpulan Penelitian dan Pengabdian Dosen*, 1(1).
- Emelia, T. W. (2018). Pengrajin Tikar Pandan di Desa Alue O Idi Rayeuk. *Jurnal Pengabdian Kepada Masyarakat*, 24(1), 551-555.

- Emelia, T. W., & Diah, H. T. (2018). KEARIFAN LOKAL DALAM SYAIR BORDAH MASYARAKAT MELAYU PANAI LABUHAN BATU. *Kumpulan Penelitian dan Pengabdian Dosen*, 1(1).
- Emelia, T. W., & Diah, H. T. (2019). ANALISA KESALAHAN ARTICLE DÉFINI DAN INDEFINI DALAM BAHASA PERANCIS. *KUMPULAN JURNAL DOSEN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA*.
- Gay, L. (1987). Competencies for analysis and application. In A. Kurniati, & E. Novitri, A study on the speaking ability of the second year students of SMK telkom Pekanbaru (p. 9). Columbus: OH-Merrill.
- Ginting, P., & YENNIHASNAH, Y. (2018). PENINGKATAN PRESTASI BELAJAR MAHASISWA MELALUI PENERAPAN GROUP INVESTIGATION BERBANTU MEDIA MICROBLOGGING EDMODO. *Kumpulan Penelitian dan Pengabdian Dosen*, 1(1).
- Ginting, P. (2021). Pengaruh Penerapan Strategi Group to Group Exchange Berbantu Media Microblogging Edmodo terhadap Prestasi Belajar Mahasiswa pada Mata Kuliah English Syntax. *KUMPULAN JURNAL DOSEN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA*, 1(1).
- Ginting, P., Hasnah, Y., & Hasibuan, S. H. (2021). Pkm Pelatihan Tindakan Kelas (Ptk) Berbasis Student Centered Learning (Scl) Bagi Guru Smp Di Kecamatan Medan Deli. *JURNAL PRODIKMAS Hasil Pengabdian Kepada Masyarakat*, 4(1), 58-72.
- Harisma, R. (2016). Implementation Of Speed Reading Technique To Improve Capability Of Finding The Main Idea.
- Harmer, J. (2007). How to teach English. In W. Yulitrisnya, & D. Narlus, Using Pair-Work Technique in teaching speaking at junior high school (p. 157). England: Pearson Education.
- Hariani, P. P., & Siregar, A. (2019). Penggunaan Model Pembelajaran PBL Untuk Mengembangkan Karakter Belajar Melalui Jurnal Ilmiah. *Biblio Couns: Jurnal Kajian Konseling dan Pendidikan*, 2(1), 14-25.
- Harris, D. (1974). Testing English as a Second language. In A. Kurniati, & E. Novitri, A study on the speaking ability of the second year students of SMK telkom Pekanbaru (pp. 6-7). New York: Mc. Graw Hill book Company.
- Hasnah, Y., & Ginting, P. (2018). Brain Gym Bagi Guru SMP di Kecamatan Percut Sei Tuan. *JURNAL PRODIKMAS Hasil Pengabdian Kepada Masyarakat*, 2(2).
- Hopkins. (2013). Action research model. In M. Muslich, Melaksanakan PTK itu mudah (classroom action research) (p. 150). Jakarta: Bumi Aksara.
- Jones, L. (2007). The Student-Centered Classroom. In D. Achmad, & Y. Q. Yusuf, Observing Pair-Work Task in an English Speaking Class (p. 155). Cambridge: Cambridge University.
- Lightbrown, P. &. (1993). How language are learned. In D. Achmad, & Y. Q. yusuf, Observing Pair-Work Task in an English Speaking Class (p. 155). Oxford: oxford University press.
- Muslich, M. (2013). In M. Muslich, Melaksanakan PTK itu Mudah (Classroom Action Research) (pp. 108-196). Jakarta: Bumi Aksara.
- Nasution, D. K. (2018). PENERAPAN TEKNIK MOLINA & ALBIR DALAM PENERJEMAHAN TEKS MANTERA JAMUAN LAUT DARI BAHASA MELAYU KE DALAM BAHASA INGGRIS. *Kumpulan Penelitian dan Pengabdian Dosen*, 1(1).
- Nasution, D. K. (2021). Investigating the Impact of Code-Switching on English Foreign Language Students' Speaking Confidence. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 7(2).
- Nunan, D. (2003). Practical English Language Teaching. In R. TetukoBarruansyah, Applying Impromptu Speech Technique to Improve Students' Speaking Ability (p. 58). Sydney: Mc Graw-Hill.
- Nunan, D. (2006). Task-based language teaching in the Asia Context. *Asian EFL Journal* 8 Vol.3, 12-18.

- Phipps, W. (1999). Pairwork: Interaction in the modern Language Classroom. In D. Achmad, & Y. Q. Yusuf, *Observing Pair-Work Task in an English Speaking Class* (p. 155). London: Centre for information on language teaching and reasearch.
- Ramadhani, S., & Emelia, T. W. (2021). Pengaruh Model Pembelajaran Penemuan (Discovery Learning) Terhadap Kemampuan Menemukan Kalimat Perintah Dalam Teks Eksplanasi oleh Siswa Kelas VIII SMP Gajah Mada Medan Tahun Pembelajaran 2020-2021. *Bahterasia: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, 2(1).
- Richards, J. (2006). Communicative Language teaching today. In D. Achmad, & Y. Q. Yusuf, *Observing Pair-Work Task in an English Speaking Class* (p. 153). Cambridge: Cambridge University Press.
- Saragih, M., & Dewi, R. S. (2018). Efektifitas Musyawarah Guru Mata Pelajaran Untuk Meningkatkan Kompetensi Guru Bahasa Inggris Di Kota Binjai. *Kumpulan Penelitian dan Pengabdian Dosen*, 1(1).
- Saragih, M., & Novimariono, N. (2020). An Experimental Study of The Effectiveness PEOW MODEL Through Applying Quartet Card in Teaching English Writing. *Indonesian Journal of Education, Social Sciences and Research (IJESSR)*, 1(1), 32-40.
- Saragih, M., & Arika, A. (2020). Critical Discourse Analysis on the Politicians' Social Media Posts. *English Teaching and Linguistics Journal*, 1(1), 1-4.
- Saragih, M., & Nasution, H. S. (2021). Peningkatan Kualitas Pembelajaran Dan Penilaian Berbasis Hots. *JURNAL PRODIKMAS Hasil Pengabdian Kepada Masyarakat*, 4(1), 40-47.
- Saragih, M. (2021). Desain Model Pembelajaran 4Cs (Creativity, Critical Thinking, Collaboration, Communication) Untuk Meningkatkan Keterampilan Berpikir Tingkat Tinggi (Hots) Mahasiswa. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 7(2).
- Siregar, A., & Manurung, I. D. (2021). Aplikasi M-Learning Pada Dongle Melalui Nilai-Nilai Islam. *Intiqad: Jurnal Agama dan Pendidikan Islam*, 13(1), 40-53.
- Sriwardany, S., & Dewi, R. S. (2021). Analisis Financial Distress, Audit Delay Dan Opini Audit Terhadap Voluntary Auditor Switching Pada Perusahaan Yang Terdaftar Di Bursa Efek Indonesia. *Jurnal Riset Akuntansi dan Bisnis*, 21(1), 87-95.
- Storch, N. &. (2010). Learners' use first language (Arabic) in pair work in an EFL class. *language teaching research vol. 14 no.4*, 355-375.
- Storch, N. (2007). Investigating the merit of pair work on a text editing task in ESL classes. *Language Teaching Research Vol.11 No.2*, 143-159.
- Tampubolon, S. (2014). *Penelitian Tindakan Kelas*. Jakarta: Penerbit Erlangga.
- TUSSA'DIAH, H. A. L. I. M. A. H., & Emelia, T. W. (2018). ANALISA KESALAHAN MAHASISWA DALAM MENGGUNAKAN MORFEM PADA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UMSU. *KUMPULAN JURNAL DOSEN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA*.
- Tsui, A. B. (1995). Introducing Classroom Interaction. In D. Achmad, & Y. Q. Yusuf, *Observing Pair-Work Task in an English Speaking Class* (p. 153). London: Penguin.
- westbrook, F. (2011). Lesson from the other side of techer's desk : discovering insight to help language learners. *English teaching forum 49 Vol.1*, 2-7.
- Yulitrisisya Wuri, D. N. (2018). Using Pair-Work Technique in teaching speaking at junior high school. *Journal of Enghih Language teaching Vol.7 No.1*, 157-163.
- Zaswita Hermi, R. i. (2019). The effectiveness of pair work activities technique on writing ability of students in vacation school. In Bercikova, *Teacher's Role in Pair work* (p. 54). Sungai Penuh: Indonesian Tesol Journal Vol.1 No.2.
- Zaswita Hermi, R. i. (2019). The Effectiveness of Pairwork Activities technique on writing ability of students in vacation school. *Indonesian Tesol Journal Vol.1 No.2*, 53-60.