Improving Speaking Skills Through in Pairs Technique at The First Semester of Medical Record Program

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Abstract : *The objective of the research was to improve the students' speaking skills through Think Pair technique at the first semester of medical record program in STIKES Bhakti Husada Mulia Madiun academic year 2023-2024. Subjects of this research were 31 first semester students in Medical Record Program. The research was applied in two cycles following the procedures for action research, namely planning, action, observing, and reflecting. The researchers used classroom observation, pre-test, and post-test to collect data. It was found that students had difficulties expressing their ideas in vocabulary in English. The findings show that the Work in Pairs method improves students' speaking skills in class. This can be seen from the improvement of students' speaking skills in each cycle. The students achieved 57.74 for the pre-test which is categorized poor. After implementing Work in Pairs activities in two cycles the students' average scores improved. The post-test was 67.88 in the first cycle and 77,32 in the second cycle. This proves that students responded positively to the Work in Pairs method. It can be concluded that working in pairs activities have a strong influence on improving students' speaking skills.*

Keywords : *Classroom Action Research, Speaking Skill, Work in Pairs.*

Abstrak : Tujuan penelitian adalah untuk meningkatkan kemampuan berbicara mahasiswa melalui teknik *Think Pair* pada semester pertama program rekam medis di STIKES Bhakti Husada Mulia Madiun tahun akademik 2023-2024. Subjek penelitian ini adalah 31 mahasiswa semester I Program Studi Rekam Medis. Penelitian dilaksanakan dalam dua siklus mengikuti prosedur penelitian tindakan, yaitu perencanaan, tindakan, pengamatan, dan refleksi. Para peneliti menggunakan observasi kelas, pre-test, dan post-test untuk mengumpulkan data. Ditemukan bahwa siswa mengalami kesulitan mengekspresikan ide-ide mereka dalam kosakata dalam bahasa Inggris. Hasil penelitian menunjukkan bahwa metode *Work in Pairs* meningkatkan kemampuan berbicara siswa di kelas. Hal ini terlihat dari peningkatan kemampuan berbicara siswa di setiap siklus. Para siswa mencapai 57,74 untuk pre-test yang dikategorikan miskin. Setelah melaksanakan kegiatan *Work in Pairs* dalam dua siklus, nilai rata-rata siswa meningkat. Post-test sebesar 67,88 pada siklus I dan 77,32 pada siklus II. Hal ini membuktikan bahwa siswa merespon positif terhadap

metode *Work in Pairs*. Dapat disimpulkan bahwa kegiatan bekerja berpasangan memiliki pengaruh yang kuat terhadap peningkatan kemampuan berbicara siswa.

Kata Kunci : Bekerja Berpasangan, Keterampilan Berbicara, Penelitian Tindakan Kelas.

INTRODUCTION

English is important for everyone to learn English because it is used to communicate over the world. A study of English includes four skills, they are writing, reading, speaking, and listening. Speaking skills are one of the language skills. The importance of speaking skills was also expressed by Mulya (2016) that speaking is an interaction between speakers and listeners to exchange thoughts, ideas, and opinions. Therefore, speaking skills must be possessed by everyone who learns English because speaking skills are very important for everyone. The primary purpose of speaking is to communicate. Achmad and Yusuf (2014) Work in pairs is one of the interaction patterns used in language classes. This method might raise students' motivation in learning English, especially in learning speaking skills. Dalisa et al., (2015) found that the Work in Pairs method can reduce students' anxiety in learning English. Based on aforementioned studies, it can be seen that a few researchers tried to improve students' English skill by reducing their anxiety using work in pairs. This reason was also supported by the preliminary research that was found by researchers in which students faced difficulties in speaking skills. Therefore, the researchers intended to investigate students' improvement in speaking skills using work in pairs.

RESEARCH METHOD

This research is classified as Classroom Action Research. According to Arikunto (2014, p. 130) classroom action research is accuracy against the activity that is carried out intentionally and it takes place in the class. In addition, this classroom action research was done in a cycle model. Lewin in Arikunto (2014, p. 131) explains that there are four stages to do action research in cycle namely Planing, Acting, Observing, and Reflecting. Planning is the first step to prepare the teaching. Then the researchers planned several things, including: developing learning strategies, preparing teaching materials, and determining assessment criteria. In the action stage, the researchers enforced the plan that had been made. Observations paid attention to events in the classroom and interactions between teachers and students. In addition, reflection is an activity to analyze students' scores in speaking tests conducted at the end of these studies. The results of this reflection were used as a basis for consideration to revise the strategy that would be applied in the next cycle if problems need to be solved. This research was carried out in STIKES Bhakti Husada Mulia Madiun. especially in medical record program. The implementation of CAR was carried out for first semester of medical record program with 31. The researchers chose research in first semester of medical record program because found that students had difficulties expressing their vocabulary in English. Before the cycle was applied in the classroom, the researchers had conducted classroom observations to find problems faced by the students in speaking English. To support this finding, the researchers analyzed the recap document of the students' score. After conducting observations and document analysis, the researchers applied a cycle by using the Work in Pairs strategy to improve students' speaking skills.

FINDINGS AND ANALYSIS

The researchers had three months to conduct the research in STIKES Bhakti Husada Mulia Madiun in medical record program. Researchers observed students' skills to speak English. Firstly, the researchers observed the classroom situation for three weeks in October 2023. During those weeks, the results of the observation showed that the students' speaking skill in the first semester of medical record program was low. Before implementing the Work in Pairs method in the class, the researchers accumulated the document analysis results of the previous speaking skill and gave a pretest. Following the observations and the document analysis, the conversation text pre-test

was given to 31 students. The average pre-test score is 57.74 of the 31 students the score comes in the poor category

Table 1. The Students' Average Pre-test Score

No	Aspects	Pre-Test Scores	Category
1	Pronunciation	56.3	Poor
2	Fluency	56.8	Poor
3	Vocabulary	58.8	Poor
4	Word Order	58.4	Poor
5	Grammar	57.4	Poor
	AVERAGE	57.74	

It can be seen from Table 2 below that the average score obtained from the pretest is 57.74, and the post-test 1 is 67.88. Then the average score of the improvement in the pre-test and post-test in cycle 1 was 10.34%. That was an outstanding achievement. However, the results of the average score of the pre-test and first post-test were still below the Minimum Completeness Criteria of the school (KKM).

Table 2. The Students' Average Score BETWEEN Pre-Test and Post-Test 1 Score

No	Aspects	Pre-Test Scores	Post-Test 1 Scores	Improvements
1	Pronunciation	56.3	68.2	11.9
2	Fluency	56.8	64.6	7.8
3	Vocabulary	58.8	68.4	9.6
4	Word Order	58.4	68.8	10.4
5	Grammar	57.4	69.4	12
	AVERAGE	57.74	67.88	10.34

Based on table 3, it can be seen that the average score was obtained from the improvement of the first post-test and second post-test. In the first cycle, it was 67,88. In the 1st post-test, the average score of students' speaking skills was low or poor. Meanwhile, in the second cycle, it was 77,32. In the 2nd post-test, the average score of students' speaking skills was in a good category. In this case, after conducting the second A Classroom Action Research: Improving Speaking Skills through Work in Pairs Technique cycle, the average score of students' speaking skills improved. The second cycle can be carried out more successfully in improving students' speaking skills because researcher updated the technique when implementing the Work in Pairs method by changing the pair from cycle 1. Furthermore, the average score of improvement from the 1st post-test and the 2nd post-test is 9.44%. It means that students' speaking skill has improved significantly after implementing Work in Pairs in two cycles.

Table 3. The Students' Average Score between Post-Test 1 and Post-Test 2 Scores

No	Aspects	Post-Test 1 Scores	Post-Test 2 Scores	Improvements
1	Pronunciation	62.8	78.2	10
2	Fluency	64.6	76.2	11.6
3	Vocabulary	68.4	76.8	8.4
4	Word Order	68.8	78.6	9.8
5	Grammar	69.4	76.8	7.4
	AVERAGE	67.88	77.32	9.44

Discussion

The discussion the researchers had three months to conduct the research in STIKES Bhakti Husada Mulia Madiun of medical record programFirstly, the researchers observed the classroom situation for three weeks in October 2023. During those weeks, the results of the observation showed that the students' speaking skill in the first semester of medical record program was low.

Document analysis was also conducted to determine the students' English-speaking skills in a pre-test. It was to support the results of observations so that they are more accurate. Before implementing the Work in Pairs method in the class, the researchers accumulated the document analysis results of the previous speaking skill and gave a pretest. Following the observations and the document analysis, the conversation text pre-test was given to 31 students. The average pre-test score is 57.74 of the 31 students the score comes in the poor category. Based on these observations, the speaking class situation was boring and not active. Classes become ineffective because students feel anxious or afraid when speaking in class Afrizal (2015). The learning process was dominated by the teacher. This is parallel with the document analysis conducted by the researchers. They found that the students' speaking scores had a low average. The pre-test score of the students' average speaking skills can be seen in Table 1. that the average score of the pre-test is 57.74. Suppose the students' average score is synchronized with the rubric in table 1 that the researchers have determined, the score comes in the poor category. Hence, the researchers conducted the first cycle using the Work in Pairs method. The Work in Pairs method is students working and learning together in pairs. Therefore, Pair work can be considered as an effective strategy to improve students' speaking skills. Pushpanathan and Satheesh (2017) state that Work in Pairs is a learning activity that involves learners working together in pairs. It is also increasing the amount of student practice. The first cycle was held on Monday, October 9th, 2023. In this cycle, work in pairs was not carried out directly. First, an introduction to the material was given to students. In the next meeting, the researchers asked the students to make groups in pairs with their classmates to implement the Work in Pairs method. The researcher applies this method by holding four meetings that will be discussed by students in pairs. The atmosphere in the class was quite pleasant when students used the Work in Pairs method to create conversations. They seemed enthusiastic and happy to practice speaking English with their classmates. Then, the researchers assessed and compared the students' speaking skills during the pre-test and post-test in cycle 1. The post-test value after implementing the Work in Pairs method increased compared to the pre-test before the performance of the Work in Pairs method. However, researchers were not satisfied with the post-test results because they were still below the Minimum Completeness Criteria of the school (KKM), which is 70. The post-test outcome in the first cycle can be seen in the table 2 that the average score obtained from the pretest is 57.74, and the post-test 1 is 67.88. Then the average score of the improvement in the pre-test and post-test in cycle 1 was 10.34%. That was an outstanding achievement. However, the results of the average score of the pre-test and first post-test were still below the Minimum Completeness Criteria of the school (KKM). Aulia et al., (2020) believe that anxiety in speaking is one of the common obstacles in speaking class. It makes students neglect the opportunity to practice speaking in speaking class. The implementation of the second cycle was different from the previous cycle. The researcher modified the group because the researcher wanted to see more improvement in the second cycle. In this second cycle, the researcher replaced the previous group and created a new group. The students had to describe about the medical record, administration, vocabulary, and technician. Then, at the end of the meeting, a post-test was given by the researchers. During the second post-test, the researchers found, that only a few students were still less confident and anxious. However, many of them were already better at speaking English. Moreover, their speaking anxiety had been significantly reduced to the relaxed category in their second post-test. Based on table 3, it can be seen that the average score was obtained from the improvement of the first post-test and second post-test. In the first cycle, it was 67,88. In the 1 st post-test, the average score of students' speaking skills was low or poor. Meanwhile, in the second cycle, it was 77,32. In the 2 nd post-test, the average score of students' speaking skills was in a good category. The second cycle can be carried out more successfully in improving students' speaking skills because researcher updated the technique when implementing the Work in Pairs method by changing the pair from cycle 1. Furthermore, the average score of improvement from the 1 st post-test and the 2 nd post-test is 9.44%. It means that students' speaking skill has improved significantly after implementing Work in Pairs in two cycles. Jatmiko. (2017) that pair works has a positive impact to improve the students' ability in speaking. Pair work applied as a good strategy in solving the students' problem This strategy can improve the students' speaking

ability. The classroom situation was active and And Maya, M., & Habeebanisya. (2022) that the Work in Pairs method positively affects students' speaking skills in English. Working in pairs is a suitable method and effective in solving problems of students who lack self-confidence, are embarrassed to speak English, and have low speaking skills in English.

CONCLUSION AND SUGGESTION

The research results that the Work in Pairs method positively affects students' speaking skills in English. Working in pairs is a suitable method and effective in solving problems of students in speaking skills in English. This method can improve students' English speaking in STKES Bhakti Husada Mulia Madiun of medical record program. This is evidenced by the increasing results of the pre-test, post-test 1, and post-test 2. The results of the pretest in the first cycle are 57.74. Following the value criteria table that has been determined by the researchers, it is included in the poor category. Then, the researchers implemented the Work in Pairs method for 4 meetings. In this regard, the researchers gave a post-test to see the improvement of students' speaking skills after using the Work in Pairs method. The results of the average score of post-tests 1 is 67.88 and still in the poor category. It means that the average score of the improvement in the pre-test and post-test in the first cycle was 10.34%. Researchers need to do the second cycle because it has not reached the target of the KKM class, which is 70. Furthermore, the results of the average score of post-tests 2 is 77.32, which is categorized as Good. It indicates that the average score of improvement from post-test 1 and post-test 2 is 9.44%. It means that students' speaking skill has improved significantly after implementing Work in Pairs in two cycles. The improvement in students' speaking skills using the Work in Pairs method recommends teachers for teaching English speaking using this methodfirst, the teacher chooses an interesting activity and prepare well. Second, the teacher must not forget to design activity procedures and prepare assessment proceduresFinally, the teacher explains the method properly so that students understand what they have to do. In addition, it is recommended for other researchers to research using various topics to find out.

Suggestion

Based on the previous experiences that the researcher got during the action research, the researcher could give suggestions for the betterment of students' speaking as follows. 1) Use various techniques in teaching speaking such as make speaking class enjoyable since the enjoyment can increase students' participation in speaking class, 2) Suggestion for next researcher are: in using pair work to improve students' speaking ability and should be record and save the data when teaching learning process in teaching speaking using pair work activity.

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