

The Use of Pair Taping to Teach Speaking of Recount Text to the Eighth Grade Students

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Abstrak

Kemampuan berbicara berperan penting dalam pembelajaran bahasa Inggris, guru harus kreatif dalam pengajaran berbicara untuk meningkatkan kemampuan berbicara siswa. Penerapan *Pair Taping* dapat menjadi sebuah aktivitas yang menarik dan menyenangkan dalam proses belajar dan mengajar.

Pair Taping umumnya diterapkan dengan merekam suara siswa, namun dalam penerapan di dalam kelas, peneliti menemukan seorang guru yang menerapkan *Pair Taping* dengan rekaman video. Ini adalah hal yang baru dalam penerapan *Pair Taping*, oleh karena itu ada kebutuhan untuk meneliti tentang hal ini.

Penelitian ini adalah *Descriptive Qualitative* yang bertujuan untuk mendeskripsikan penerapan *Pair Taping* untuk mengajar berbicara teks *Recount* untuk kelas delapan dan mendeskripsikan kemampuan berbicara siswa. Peneliti menggunakan lembar observasi dan tugas siswa sebagai instrumen dari penelitian ini. Data diperoleh dari observasi selama proses belajar mengajar dan dua rekaman yang dilakukan siswa.

Sebagai hasil analisa data, peneliti menemukan bahwa *Pair Taping* bisa digunakan dalam pengajaran berbicara teks *Recount*. *Pair Taping* membuat siswa terlibat dalam aktivitas pembelajaran sehingga mereka dapat berdiskusi dan melakukan rekaman secara berpasangan..

Peneliti juga menemukan bahwa *Pair Taping* dapat digunakan untuk melihat kemampuan berbicara siswa. Dengan melakukan *Pair Taping*, siswa dapat menjadi lebih percaya diri dan mendapat nilai yang baik dari segi *Grammar, Vocabulary, Content, Fluency, and Pronunciation*.

Kata Kunci: Pair Taping, Berbicara, Teks Recount

Abstract

Speaking skill plays an important role in learning English, a teacher must be creative in teaching speaking to improve students' speaking proficiency. Conducting pair taping can be an interesting and engaging form of teaching and learning activity.

Pair taping is usually conducted by recording the students' voice but in the classroom, the researcher found a teacher conducted it by taping a video. As this was new implementation, there is a need to study it.

This study was a descriptive qualitative research aiming to describe the implementation of pair taping to teach speaking of recount text to the eight grade students and describe how the students' speaking skills were like. The researcher used observation sheet and students' task as the instruments of this research. The data were obtained from the observation during the teaching- learning process and the two taping students did.

As a result of data analysis, the researcher found that pair taping could be used in teaching speaking recount. It made students engagedly involved in the learning activity so that they could discuss and tape their speaking in pairs.

From the analysis, the researcher found out that pair taping could be used to see further the students' speaking skill. By doing pair taping, students could be more confident and got good score in grammar, vocabulary, content, fluency, and pronunciation.

Key words : Pair Taping, Speaking, Recount

INTRODUCTION

For EFL learners, a chance to express their ideas is important. "Years of study have left them with an extensive vocabulary and knowledge of

grammar that they probably have not had much opportunity to express themselves" (Schneider: 1997). Due to the large class size in high schools and the emphasis on examinations, students learn language skills so they can pass tests. Therefore, developing

students' communicative abilities is not emphasized. As a result, college students are not as competent in speaking, and almost all have difficulties in pronunciation. This makes them unwilling to communicate in the target language for fear of being ridiculed. The teachers prefer to use teacher-centered which the teachers dominate the learning activity by explaining various kinds of grammar, so that the students will not have many chances to speak. For dealing with the problem of chances to speak in class, it is better to use a learner-centered activity, one in which L2 learners determine how and when and what they learn. This can be accomplished through pair taping. Pair taping is a fluency practice in which learners record themselves speaking freely in pairs (Schneider: 2001). In addition to help motivate EFL learners, pair taping offers solutions to other related problems that teachers face; students do not feel responsible for learning, do not make much effort, do not speak English in class, or do not use the native language. Sometimes, students are shy to speak in the class and are not being motivated because the lack of chance to speak so that they feel satisfied on what they have and prefer to be recipient, not the doer. As learners who do pair-taping are essentially in charge of their language acquisition, they maintain personal accountability for that learning. That's why pair taping has been used in several studies, because it is considered as an effective way to encourage students to speak.

In pair taping, students must speak only English and should not be silent (Schneider: 1997). Students must keep talking while the partner is taping. Kluge (1996) notes that the teachers should ensure that students have recorded their speaking (there should be no blank portion at the end of the tape) in English without excessive pauses. The taping must go on although students are making mistakes, mistakes are common in learning. The teacher should know whether the students pause the taping or not, or whether the students get difficulties or not by doing control. In pair taping, the students could talk about whatever they wanted to, whenever they liked, and with whomever they wished (Schneider: 1997). It gives freedom to students to express what is in their mind, there is no force or correction while they are speaking. By doing pair taping, they have an added incentive to speak continuously in English knowing that the teacher will be monitoring their conversations through watching the taping.

Several studies have used pair taping as a technique. In those studies, the researchers of pair taping only taped students' voice. Here, the researcher

found that there was a teacher in SMP Al Falah Deltasari Sidoarjo conducted pair taping by using video tape. According to Cartney and Foss (2008) that since the invention of video camera, students-produced video has been an exciting option in English as a Foreign Language (EFL) and English as a Second language (ESL) classes. It is also supported by Orlova (2009) that video recording is considered one of the most valuable tools for EFL classroom because it provides an objective and permanent source that can be viewed repeatedly to observe various aspects of classroom practice. From that statement, it seems that video taping is a great way in how to make students motivated in their learning and it seems different with the previous pair taping that only records the students' voice. That is why the researcher was interested to conduct a research on how the implementation of this pair taping.

Although pair taping is considered as an effective activity in speaking class, there are still some difficulties in conducting this activity, the difficulties are; first, is monitoring and providing feedback to learners in large classes, which the students are around 30 and they are divided into pairs. The teacher will initiate to walk around the class to monitor the activity and help the students if they meet difficulties. The teacher will provide the feedback after he watches the taping. Second is the reluctance of the learners to commit their imperfect conversations to audio visual tape. Initially, learners will pause the taping whenever they run into problems and resolve the misunderstanding in Indonesian. To avoid this problem, the teacher thinks that he needs to give chance to the negotiation process and to communicate their acceptance of the quality of English conversations which learners at their level are able to hold. He does this by presenting the taping of the soonest senior of the school. By showing the taping, the teacher hopes that the students will be able to do the taping well.

Pair taping is a fluency practice, it can be done more than once in teaching speaking. By doing pair taping several times, the students' score will be various and the teacher can see further the students' speaking skill. That is why the researcher wants to observe the students' speaking skill in using pair taping.

From what stated above, the researcher constructed two research questions; 1. How does the teacher implement pair taping in the teaching of recount text as an assignment to the eight grade students? 2. How are the students' speaking skills of

recount text using pair taping as an assignment to the eight grade students?

METHOD

This research aimed to describe the use of pair taping to teach speaking of recount text to the eighth grade students in a private school in Sidoarjo. It was conducted in three meetings; May 8th, 15th, and 16th. It was conducted in descriptive qualitative that needed description and elaboration on the students' preparation and performance. In the process, the researcher observed the teaching-learning process and the students' work in order to get the data in detail.

Ary et al has stated that:

“Descriptive research studies are designed to obtain information concerning the current status of phenomena. The aim is to describe “what exists” with respect to variables or conditions in a situation” (1990:381).

This research was held three times in order to find the implementation of pair taping to teach speaking of recount text. In the first meeting, the teacher gave a brief explanation about pair taping. She also gave an example of pair taping video to the students, so that it made the students knew more about pair taping. At the next meeting, the teacher gave time to the students to discuss with their pair about the experience in the past because the material was recount text. The researcher was not taken part during the students' preparation. After the discussion, the students were reminded that they could do the taping at home. The next day before the lesson began, they had to collect their taping in one flash disc and collected it to the teacher. The students did so in the third meeting. The researcher observed all the teaching learning processes and took notes for the teacher and students' activities in the classroom. He also observed students' spoken recount in each taping.

Through this study, the researcher investigated and described the teacher's practice and students' speaking of pair taping in the teaching speaking of recount text to the eight grade students.

The subject of the study was the eight graders of junior high school, it was class 8.6. The researcher chose them as subjects because they were taught recount text and had quite good speaking skill.

This study used observation sheet and students' task to collect the data. There were two data of the study. The first data in the form of the teacher's actions during practice the pair taping in teaching speaking recount text; it was taken from observation

sheet. Observation sheet also used to gather all the information concerning the implementation of jigsaw technique in the teaching and learning process. The observation sheet was in the form of checklist and textbox because the researcher also added information of other activities which were not written in the list.

The second data were the results of the students' tasks. It was in the form of video of students taping. It is used to gather the data of students' score. It described how well the students' speaking skill in using pair taping in recount text.

An analysis toward the data was needed after collecting the data. The researcher analyzed the data based on the elements that had been described previously. He described the data to give information on the use of pair taping to teach speaking of recount text to the eight grade students in a private school in Sidoarjo. The researcher divided the data into two categories. First, the data was taken from the observation sheet. Second, the data was taken from the result of students' taping.

The observation sheet was available from first meeting until last meeting and the researcher described the observation sheet in each meeting. The researcher described the steps teacher did and the material teacher used. The researcher described the steps done by the teacher based on the observation sheet. The steps described were from the lesson began until it ended.

Students' task was used to know the score of some aspects of speaking. The researcher gave score to the students' task based on Brown's rubric (2001). The rubric was used to score the tasks from first and second taping, so there were two scores. The scores were in the term of grammar, vocabulary, content, fluency, and pronunciation. The researcher described the score of each term.

FINDINGS AND DISCUSSION

The Implementation of Pair Taping to Teach Recount Text to Eight Grade Students

The researcher did the observation at the Eighth Graders in an islamic private school in Sidoarjo. Pair taping was conducted in three meetings. The following is the situation about the use of pair taping to teach recount text and the result of students' tasks.

The first meeting was held on Wednesday, May 8th 2013. In this meeting, the teacher introduced the materials and the technique used.

At the beginning of the class, the teacher greeted the students and started to have a simple

chat. She asked the students' condition then checked the attendance list. After a while, the teacher had a small talk with students then the teacher told the students that they would get the new material that was recount text. The conversation between the teacher and students are as follows:

The teacher explained about the recount text. It took only about fifteen minutes because almost all the students already got the point of recount. After that, the teacher gave example of recount text. The example given was about personal experience. The title was "Holiday in Gold Coast". Then the teacher and the students discussed the text. After reading and discussing the text, there were questions from the students, one of them is as below:

After all students clearly understood about recount text, the teacher gave some exercises to the students. The students were asked to read a recount text and answer the questions. Next, the teacher explained pair taping to the students. At first, the teacher asked the students about pair taping, but most students did not know what pair taping is. Then the teacher explained pair taping to the students. The teacher only explained pair taping in general. She only explained what pair taping is, and what the students must do in pair taping. There was a student asking "how long is pair taping?" then the teacher answered "it depends on the teacher". Another student asked "how about the topic?" the teacher answered "it also depends on the teacher." To make the pair taping clearer to the students, the teacher played a video of their senior pair taping and the students watched the video.

At the end of the first meeting, the teacher asked the students to make a pair to do pair taping in the second meeting. The teacher also asked students to learn recount text at home.

The second meeting was held on Wednesday, May 15th 2013. In this meeting, the teacher reviewed the material given in the first meeting that was recount text. The teacher asked some questions about recount text and some students were able to answer the questions well.

After reviewing recount text, the teacher also reviewed pair taping. The teacher asked whether the explanation is clear or not. There was no question from the students. Then the teacher asked the students to go to their pair.

The teacher then told the students what they were going to do. The teacher told the students that they were going to tape their pair's speaking. The teacher also told the students that the topic will be

their own personal experience. The teacher asked the students to think about their unique or unusual experience. The student asked "the topic only personal experience?" then the teacher answered "yes, the topic is your personal experience. Think about your unique or unusual experience!"

The next activity was discussion. Each student had her own experience that should be discussed with her pair. The teacher gave time for students to discuss their experience in pair. They discussed their experience on how they should pronounce the words, how they should deliver their speaking, and how they use correct grammar.

Here the teacher monitored the students' discussion. When there were questions from students, the teacher answered. The teacher went from a pair to another pair and helped the students when they met difficulties. Only a few students opened the dictionary.

The third meeting was done on Thursday, May 16th, 2013. At first, the students said greeting and had a small talk with the teacher. After having small talk, the teacher asked the students about their first taping. Most students said that the difficulty was in the rule that they were not allowed to stop their taping.

The teacher gave advice that the students should discuss first before do the taping. So the discussion was not only in the class but also before the taping. While giving advice, the teacher asked the chief of the class to collect her friends' taping and then gave them to the teacher.

After copying the taping, the teacher asked some students to retell the experience taped. A student told her experience taped, it was about "Holiday in Bali" Then another student told her experience, it was about "Holiday in Jakarta"

Like in the second meeting, in the third meeting the teacher asked the students to think about another experience, unique or unusual experience. After that, the teacher asked the students to discuss it with their pair. While the students were discussing, the teacher was walking around the class to monitor the discussion. When the teacher walked around, there were some students asked about several things such as the vocabulary, the translation from Indonesian into English, and so on. They had to collect their taping in the next day, Friday May 17th, 2013.

Students' task

There were two times of taping. The task given was the same in the first taping and the

second taping. The students were asked to tape their speaking of their own personal experience. There were five speaking aspects observed by the researcher, they were: grammar, vocabulary, content, fluency, and pronunciation. The researcher used rubric from Brown (2001) to observe the students' speaking score. Brown (2001) has six aspects in his rubric but the researcher used only five because the researcher wanted to focus on those five aspects; grammar, vocabulary, content, fluency, and pronunciation. The samples of students' speaking aspects are described below:

Grammar

In studying English, grammar becomes an important aspect to be mastered by students. It is used to avoid misunderstanding. In the term of grammar, the students' speaking skill was not quite good in the first taping and second taping. It can be seen that only 12 students got score 3 and in the second taping it was only 11 students. Score 3 meant that the students' control of grammar was good (see appendix 2). Score 2 meant that the students' did not have confident control of the grammar (see appendix 2). The examples on students' grammar are shown below. The underlined words are the grammatical errors made by the students.

1. The example of the students' good grammar in speaking recount in the first taping.

"assalamualaikum wr. Wb. Hello everybody my name is ayisalsabilla, I am from class eight grade six. I story recount text holiday in bali. Last holiday I went to bali by plane. The airport we went to buy a ticket then we check in and the plane was take off. The stewardess order the fasten the seatbelt. And at 2 p.m, the plane was landed. Later we went to the hotel and check in. We spent holiday for 5 days. In there we went to sanur, kuta, joger, and khrisna. Then we went back to Surabaya. It was great holiday. I was happy went to bali. Thank you. wassalamualaikum wr.wb"(group 4, student 1)

2. The example of the student's good grammar in speaking recount in the second taping.

"Last year, during the semester holiday, I decided to go to bandung. I wanted to visit some friends there. From Surabaya with hot

weather, my family and I went to bandung by car. In bandung, it was so cold because it was rainy there. We stayed for 2 weeks there, shopping and visiting my uncle's house and then my friend's house. I was so happy. After 2 weeks, we went home." (group 2, student 2)

3. The example of the student's poor grammar in speaking recount in the first taping.

"In my last holiday I travel to bandung by car. I want holiday with my family. In the bandung I visit to recreation place is kampung gajah. It just took 30 minutes to went took kampung gajah from my hotel. After arrived, I saw many kind of games. The place of kampung gajah very big. I play many kind of games with my sister. After we play many kind of games, me and my family have lunch in gubuk desa. And then after we have lunch, we bought souvenirs. And then we back to hotel. I'm very happy in my last holiday."(group 6, student 2)

4. The example of the student's poor grammar in speaking recount in the second taping.

"I want to bali to holiday with my family. In the morning at 5 o'clock, I leave from my house to the airport. It just take 30 minutes to reach it. It took off at 6 o'clock. I was landed in ngurah rai airport at 7 o'clock and after that we went to kuta. In kuta, my family take picture wth tourist in kuta." (group 9, student 1)

Vocabulary

This aspect describes how far students had mastered the words when they were taping their speaking. By mastering vocabulary, the students could easily generate the idea. In the term of vocabulary, the students' speaking skill was quite good in the first taping and second taping. It can be seen that 12 students got score 3 and in the second taping it was 15 students. Score 3 meant that the students' vocabulary is broad enough that he rarely has to grope for a word (see appendix 2). Score 2 meant that the students' vocabulary is sufficient to express himself simply with some circumlocutions (see appendix 2). The examples of students' vocabulary are shown below.

1. The example of the student's good vocabulary mastery in speaking recount in the first taping.

“Assalamualikum wr.wb. Now I’m gonna tell you my experience about holiday in malang. My last holiday was great, me and my family visit my uncle house in malang. We travel by car. It spent two hour trip. We stayed my uncle house for 4 days. We did a lot of journey in malang. The first day we went to batu night spectacular. We played any games in there. That was so fun. The second day, We didn’t go to anywhere. But the third day, we swim in jawa timur park. Everybody was happy. And the fourth day we need to say goodbye to my uncle family but that was so Great trip in malang I was so happy. wassalamualikum wr.wb” (group 11, student 1)

2. The example of the student’s good vocabulary mastery in speaking recount in the second taping.

“Last week, I went to bromo. I stayed at my friend’s house in probolinggo, east java. The house has a big garden with colourful flowers and a small pool.” (group 4, student 1)

3. The example of the student’s poor vocabulary mastery in speaking recount in the first taping.

“Assalamualikum wr.wb. my name is sarah, I’m from eight grade six. My number is eight. I was experience so listen to me. Last holiday I went with my family to the solo. We went to solo with a group my father’s office. We ride the bus. We went to solo at 1 a.m. and up to solo at 7 a.m. first we went to the restaurant to take breakfast. And then we headed to grojogan sewu waterfall. The water is also very cold. We were there until noon. And then we went to the restaurant to take lunch. After lunch we headed village batik to bought batik clothes. The batik is beautiful, we were there until 5 p.m. after that we have dinner and went to the hotel. Next day we went to prambanan temple. We take a picture and around the temple. We bought a souvenir, we were until 1 p.m. and then we had lunch and went back to solo to work our final goal to PGS and kraton solo. First we go to the kraton solo, but we can’t a look in kraton because the kraton is closed so we went straight into the

PGS. In PGS we didn’t find good store. After to the PGS finally we return the bus to Surabaya. It is picture prambanan temple, it’s a village batik in Lawean, it’s kraton solo, and it’s a PGS.” (group 7, student 1)

4. The example of the student’s poor vocabulary mastery in speaking recount in the second taping.

“A trip of Solo. Last holiday, I went to my grandparents’ house in the city of Solo... we went by car to the city of Solo. Solo city is a very large city...” (group 3, student 1)

Content

Content deals with students’ ability to understand the topic. It could be seen from their speaking, whether stick on the topic or not. In the term of content, the students’ speaking skill is good in the first taping and second taping. It can be seen that 16 students got score 3 and in the second taping it was 17 students. Score 3 meant that the students’ speaking are related to the topic, but sometimes it is out of the topic and lost to the another topic (see appendix 2). Score 2 meant that students’ speaking have a little relation to the topic (see appendix 2). Score 1 meant that student’s speaking has no relation with the topic. The examples of students’ content can be seen as follows:

1. The example of the student’s good content in speaking recount in the first taping.

“Assalamualikum wr.wb. Hello everybody, last night I went to bali. When we go there I were stayed to the hotel to rest , next day, I went the beach that I went land lot, her scenery is very beautiful there. This is very a pleasant. wassalamualikum wr.wb.” (group 8, student 2)

2. The example of the student’s good content in speaking recount in the second taping.

“Assalamualaikum wr.wb. today I want to tell you our trip to bromo mountain. On holiday, my family and I went to the Bromo Mountains. We stayed at my brother’s house. It has a big garden with lots of colourful flowers. Next day on Saturday we went up to the kawah. It was so high and cold. In there, we saw beautiful scenery, and people looked small from here. After

several hours there, we went down and buy some flowers. Then we drive around bromo mountain and in the afternoon we went home. Wassalamualaikum wr.wb.”(group 1, student 1)

3. The example of the student’s poor content in speaking recount in the first taping.

“Assalamualaikum wr.wb. I am ema dwi jayanti, from eight grade Six. I want Now, story about timun mas. There was a widow named mbok sirni who lived alone in a farm. She is a nice person but she was lonely because it was no children. Then Mbok sirni decided to have asked for help to the giant named buto ijo living on the outside of the village. Then when the boy was six years old should be claimed Buto to eat, and mbok sirni agree to this term, then mbok sirni given a cucumber to be planted on the farm mbok sirni. Two weeks later the cucumber be a large cucumber gold.”(group 2, student 2)

4. The example of the student’s poor content in speaking recount in the second taping.

“A month ago, I went to bali island with my family. We would have a long holiday. I have prepared things to bring with, one of those was my digital camera. That was my favourite digicam. I always bring that everywhere I go. Lots of beautiful sceneries and places were captured by it. Until one day a month ago, I lost my favourite digicam. That’s happen in a sunny day at the beach...”(group 4, student 2)

Fluency

In the term of fluency, the students’ speaking skill was good in the first taping and second taping. It can be seen that 16 students got score 3 and in the second taping it was 18 students. Score 3 meant that the students rarely have to grope for words (see appendix 2). Score 2 meant that the students can handle with confidence but not with facility most social situation (see appendix 2). The examples on students’ fluency are shown below. The dots show the students’ fluency. Less the dots, more fluent they are.

1. The example of the student’s good fluency in speaking recount in the first taping.

“Hello, my name is Wahyu Nur F.P. I will talk about my nicest experience. Last week I with my family went to songgoriti. We went there for recreation. We left at 6 a.m. and we arrived at 9 a.m. it was about two hundred kilometers to songgoriti from my house. There were a lot of people...swimming..in the swimming pool and we saw a very large garden and beautiful.”(group 9, student 2)

2. The example of the student’s good fluency in speaking recount in the second taping.

“Two months ago, my school has activity home stay. The activity started on march 25, 2013. Home stay in jombang in wonosalam village. We went to Jombang by 6 bus at 8 a. m. I was very happy to follow this activity because this activity purpose to give socialization with village community. First day, we arrived in one of district house at 1 p. m. we went to canal for research...”(group 7, student 2)

3. The example of the student’s poor fluency in speaking recount in the first taping.

“My last holiday was great, me and my family visit...visit... my uncle’s house in malang. We travelled by car. It spent..two hours trip. We stayed in my uncle’s house for...for four days. In the first day, we went to batu night spectacular. In the second day we didn’t go anywhere but in the third day we swam in jawa timur park. The.....everybody was happy and in the fourth day we need to say goodbye to my uncle...family.”(group 11, student 1)

4. The example of the student’s poor fluency in speaking recount in the second taping.

“There were so many places to see in Bali. That my friend... decide to join the tour.. to see them...as...much...as much..as possible. My friends stayed at kuta on arrival...”(group 1, student 2)

Pronunciation

In the term of pronunciation, the students' speaking skill was good in the first taping and second taping. It can be seen that 16 students got score 3 and in the second taping it was 19 students. Score 3 meant that the students' accent may be obviously foreign (see appendix 2). Score 2 meant that the students' accent are intelligible though often quite faulty (see appendix 2). The examples of students' pronunciation are shown below.

1. The example of the student's good pronunciation in speaking recount in the first taping.

"The plane landed at 9.15 p.m. in ngurah rai airport Bali...we checked in there... we woke up at 6 a.m. and had breakfast at 7 a.m. ..."(group 1, student 1)

| Incorrect | Correct |
|-----------------------|--------------|
| landed /len.did/ | /læn.did/ |
| checked /cek/ | /tʃekt/ |
| breakfast /brik.fist/ | /'brek.fəst/ |

2. The example of the student's good pronunciation in speaking recount in the second taping.

"When I was fifth grade, I went to spent holiday in Jakarta. I went there with my family by plane. It took one hour from Surabaya, then we arrived. We went to the hotel. We still have a jetlag, so we decide to take a rest in the hotel. In the morning, we had jogging in the monas. Monas was very huge but we could not get in because it was closed..."(group 11, student 1)

| Incorrect | Correct |
|-----------------|-----------|
| arrived /arɪfd/ | /ə'raɪvd/ |
| could /kul/ | /kʊd/ |

3. The example of the student's poor pronunciation in speaking recount in the first taping.

"In my last holiday, I travelled to bandung by car...in bandung, I visit recreation place...after arrived I saw many...we have lunch in dapur desa. After we have lunch we bought souvenir..."(group 6, student 2)

| Incorrect | Correct |
|-------------------------|------------------|
| Travelled /trefeld/ | /'træv. əld/ |
| recreation /rekre eiʃn/ | /,rek.ri'ei.ʃən/ |
| arrived /ə'riv/ | /ə'raɪvd/ |
| lunch /lunʃ/ | /lʌntʃ/ |
| bought /bɒg/ | /bɔ:t/ |

4. The example of the student's poor pronunciation in speaking recount in the second taping.

"There were so many places to see in Bali. That my friend decide to join the tour to see them as much as possible. My friends stayed at kuta on arrival. They spent the first three days swimming and surfing on kuta beach..."(group 6, student 1)

| Incorrect | Correct |
|------------------|---------------|
| places /plɪs/ | /pleɪsɪs/ |
| much /mʌtʃ/ | /mʌtʃ/ |
| arrival /arɪfal/ | /ə'raɪ.v ə l/ |
| spent /spɪnt/ | /spɛnt/ |

Discussion

From the results above, it was found that students often made mistakes during the taping. The mistakes were dealing with the speaking English components, those are: grammar, vocabulary, content, fluency, and pronunciation. Here, the researcher is going to discuss the implementation of using pair taping to teach speaking recount to the Tenth Graders, the students' score, and the interview with the teacher.

The Implementation of Pair Taping to Teach Speaking Recount to the Eighth Grade Students.

Pair taping was held in three meetings. At the first meeting, the teacher explained about recount text. Most students have known about recount text, but they only knew that recount text used past tense. After the teacher explained, there were some questions from the students. Then the teacher gave an example of recount text and asked the students some questions. The students could answer them well. The teacher also explained about pair taping, but most students did not know what pair taping is. After explaining pair taping, the teacher showed the students pair taping video. The teacher used video to support her explanation and made the students' understanding clearer. It was in line with the study of Canning-Wilson (2000) who finds that students' comprehension may be due to visual clues instead of auditory components. After the teacher playing video, there were no questions from the students. It meant that the material were quite clear.

At the second and third meetings the students did the taping, but the taping was not done in class. The students did the taping outside the class. Before doing the first taping, the students were asked to think about their own personal experience. After that, they had to discuss it with their each pair. The teacher asked the students to discuss first because in pair taping, the students were not allowed to stop their taping and discuss the problem in the middle of

taping. As one of steps based on Schneider (1997) that the students must have a natural, flowing conversation: don't pause or stop while taping, don't leave long periods of silence, and don't speak in your own language except to ask the English equivalents such as with "How do you say...?" or "What's...?" Pairs are further recommended to share their stores of vocabulary and structures, and so learn from each other. In the students' discussion, there were some questions. The questions were about the translation, vocabulary, pronunciation, etc. The teacher could answer the questions well, so in the end of the discussion there were no questions.

The students had to collect the first taping in the next meeting. Each student only collected a taping. It was in line with one of the steps of Schneider's pair taping (1997) that the students tape once a day. After that, the teacher asked the students to retell the experience taped. Then the teacher asked the students to think about another personal experience and discuss it with their each pair. Like in the second meeting, in this meeting there were also some questions in the term of translation, vocabulary, and pronunciation. The students collected their taping in the next day.

Based on the result of the implementation, the teacher did two steps that were the same with the pair taping steps of Schneider (1997). They were the step number two "have a natural, flowing conversation" and the step number three "tape once a day" while the other steps were different. For the topic, the teacher focused on recount text while Schneider allowed the students to talk about any topic. The teacher did not make log to know the frequency of students' taping because all students were asked to tape their speaking two times while Schneider made log to know the frequency of students' taping. After the students taped their speaking, all tapings were collected to the teacher while Schneider asked the students to hand a half of their taping.

The Students' Speaking Skill

From the result of the students' taping, the researcher got the data of students' speaking ability. The students' task score was obtained from first and second taping. In order to know the students' speaking skill by using pair taping, the researcher took the score of the students by using rubric of speaking score. He took the score of five aspects; grammar, vocabulary, content, fluency, and pronunciation. The researcher could decide to take score of those five aspects based on Orlova (2009)

that videotaping provides an objective and permanent source that can be viewed repeatedly to observe various aspects of classroom practice. The researcher could see the pair taping several times to give scores of those five aspects.

From the scores of the students' taping, individually, there were four students consistent in their speaking (Student 1, 9, 21, and 22). In both taping, they got score 3 which meant good (see appendix 2). There were also students got score 2 (fair) in the first taping and then they got score 3 (good) in the second taping; a student in grammar categories (student 15), four students in vocabulary categories (student 3, 5, 8, and 19), two students in content categories (student 18 and 20), two students in fluency categories (student 6 and 8), and four students in pronunciation categories (student 2, 8, 13, and 15). In content categories, there were two students got 1 (poor) in the first taping and then they got score 3 (good) in the second taping, they were student 5 and 10.

There were students got 3 (good) in the first taping and it became 2 (fair) in the second taping; two students in grammar categories (student 4 and 17), a student in vocabulary categories (student 10), two students in content categories (student 8 and 11), and a student in pronunciation categories (student 12).

From the discussion above, it can be concluded that the students' speaking skills were good in both taping. It can be seen through the score that there were score 1 (poor) and score 2 (fair) in the first taping and it became score 3 (good) in the second taping. There were also students consistent in their speaking that they got 3 (good) in both taping.

CONCLUSION

From the analysis of the implementation, it can be concluded that pair taping can be used to teach speaking recount to the eighth grade students. In the teaching and learning process, the students were quite clear in understanding material that was recount text. When the teacher asked the students about pair taping, most of students did not know pair taping but the teacher played video of pair taping to make the students' understanding clearer. The discussion went well although the students chose to ask the teacher than open the dictionary when they met difficulties. The students collected the taping on time. Overall, the implementation of pair taping went quite well considering that the students did all the instructions and collected the taping on time.

From the analysis of the students' score, it can be concluded that the students' speaking skill was good in the first and second taping. In the first and second taping, more than a half of whole students in class got score 3.

SUGGESTION

In order to make the technique successfully implemented in the teaching learning process, the researcher formulated some suggestions for the English teachers. First, the teacher should be active in finding the interesting materials to teach speaking, the topic should be suitable with the material taught. It means that the teacher should be consistent in explaining, giving example, and giving tasks to the students. In this study, the material is about the students' personal experience. So the teacher must be consistent in explaining, giving example, and giving tasks about personal experience. Second, the teacher must have ways to make the students' understanding clearer. In class, there must be students who do not really understand about the material, that is why the teacher must have ways to make the students' understanding clearer besides explaining the material. Third, the teacher must make sure that the students are active in the discussion and collect the material on time.

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ACKNOWLEDGEMENT

My gratitude present to everyone who support me in writing this thesis. This study would not finish without support by:

1. Supervisor (Him'mawan A. N., S.Pd., M.Pd.)
2. Examiners (Ahmad Munir S.Pd.,M.Ed.,Ph.D & Rahayu Kuswardani S.Pd.,M.Appl)
3. Participants of study