

THE EFFECT OF USING PAIRWORK ACTIVITY TO IMPROVE STUDENTS' ABILITY IN WRITING PARAGRAPH (Case Study Of Students' Writing Development at MA. Miftahul Qulub Polagan Galis Pamekasan)

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Abstract: *Writing skill can encourage the students' vocabulary enrichment, achieve the ability of students' feeling, ideas, opinion, and express anything in their mind. This research is conducted because of some problems, they were : the students had difficulty in composing a good paragraph, need a specific activity that can help the students' to improve student's English writing ability in MA.Miftahul Qulub Polagan Galis Pamekasan, exactly writing descriptive paragraph. The purpose of the study are: To know the students taught using pair work activity have higher achievement on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan and to measure the significant effect of pair work activity use on writing paragraph of the gradex students in MA Miftahul Qulub Polagan Galis Pamekasan. The reserach was analysed by using quantitative method of experimental reserach design, and is implemented some kind of instruments such as, test (pre-test and post-test), observation and documentation. The result of this research showed that the students are taught by pair work activity have higher achievement on the students' writing at the X grade of MA Miftahul Qulub Polagan Galis Pamekasan. Besause t-observed $3.405 > t\text{-table } 2.009$ so H_a is accepted. It has also significant effect of pairwork activity on writing paragraph of students at the X grade in MA Miftahul Qulub Polagan Galis Pamekasan. Because the significance is $(0,001) < 0,05$. It can concluded H_a is accepted.*

Keywords : *Pairwork Activity, Writing Ability, Descriptive Paragraph.*

Abstrak: Kemampuan menulis bisa mendorong penguasaan kosa kata siswa, dan mencapai kemampuan untuk mengungkapkan kesan, ide-ide, pendapat siswa serta segala sesuatu yang ada di pikiran mereka. Penelitian ini diadakan berdasarkan beberapa masalah, seperti: siswa menghadapi kesulitan dalam mengarang sebuah paragraf sempurna, butuh aktivitas khusus untuk membantu siswa meningkatkan kemampuan menulis dalam bahasa Inggris di MA Miftahul Qulub Polagan Galis Pamekasan, dalam hal ini penulisan paragraf deskriptif. Tujuan dari penelitian ini adalah untuk mengetahui apakah siswa yang diajar dengan menggunakan aktivitas Pairwork mempunyai pencapaian lebih tinggi dalam kemampuan menulis paragraf pada siswa kelas X MA Miftahul Qulub Pamekasan dan juga mengukur pengaruh signifikan dari aktivitas Pairwork yang digunakan dalam kemampuan menulis paragraf siswa kelas X MA Miftahul Qulub Polagan Galis Pamekasan. Penelitian ini dianalisis menggunakan metode kuantitatif dari desain penelitian eksperimen murni dan menerapkan beberapa instrumen seperti tes (pre-test - post-test), observasi, dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa siswa yang diajar dengan aktivitas Pairwork mendapatkan pencapaian lebih tinggi dalam kemampuan menulis siswa kelas X MA Miftahul Qulub Pamekasan, karena $T\text{-hitung } 3.405 > T\text{-tabel } 2.009$ sehingga H_a diterima. Dan juga terdapat pengaruh yang signifikan dari penggunaan aktivitas Pairwork dalam kemampuan menulis paragraf siswa kelas X MA Miftahul Qulub Pamekasan karena terdapat signifikansi $(0.001) < 0.05$ sehingga bisa disimpulkan bahwa H_a diterima.

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Kata Kunci: *aktivitas Pairwork, Kemampuan Menulis, Paragraf Deskriptif*

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INTRODUCTION

Writing is one of important English component that students must master and also get vocabulary enrichment more to express students' ideas opinion, feeling and anything in their mind based on the written form. when implement the perfect writing, grammar use, vocabularies, punctuation of diction, and it must do the development of paragraph to achieve the best quality of writing.

According to Oshima and Hogue, paragraph is a group of related statements that a subject is developed by the writer. The first sentence states the specific point, or idea of the topic. The rest of the sentences in the supporting paragraph that the point (Oshima & Hogue, 2007). Well-written paragraph contains five elements, topic sentences, a supporting sentence, a concluding sentence, unity and coherence. It means that there are three major parts of paragraph, they are: topic sentence, supporting sentence and concluding sentence. There are two additional elements of paragraph, they are: unity and coherence.

Based on the type of paragraph, writing activities are divided into several types; descriptive paragraph, narrative paragraph, exposition paragraph, and etc. Here, The researcher concentrated on the students' descriptive paragraph of writing. Hartono said some items like certain person, thing, or place as an object to be described as social function of Descriptive writing (Hartono, 2005). Descriptive is a kind of writing that can describe everything in detail then the readers will see the real characteristics of it. A descriptive text contain the structure like: identification and description. Hammond said that descriptive text contain of generic structure, like:

a. Identification

This part of descriptive text identifies phenomenon to be described. It is General opening statement in the first paragraph or the first sentence that introduces the subject of the description to the readers.

b. Description

Description can be the explanation about a physical appearance of

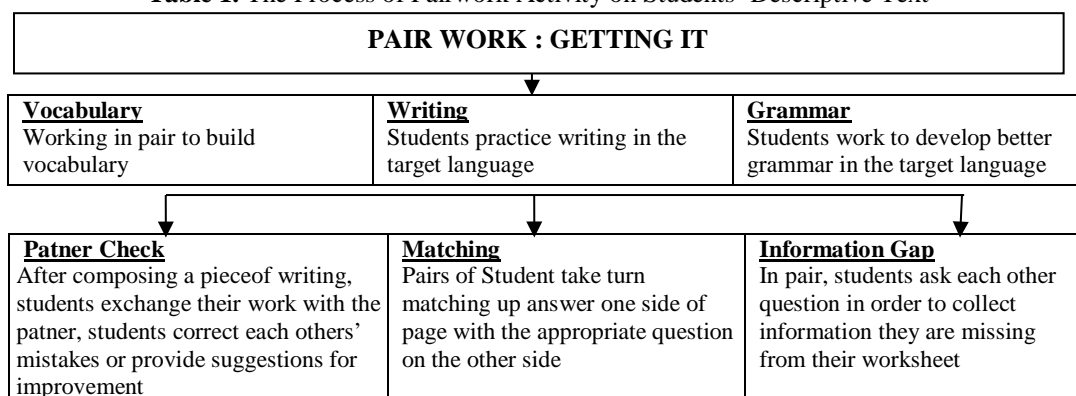
the subject, the qualities of the subject (Hammond, 1992)

In MA Miftahul Qulub Polagan Galis Pamekasan, the implementation of boarding school activities is being generally divided into two case both education – based boarding school and education-based schools, besides that, the education based school has been divided to formal education and non-formal education. For curriculum application, for the formal education curriculum has been designing by using MORA while non-formal has been designing of its own curriculum. The problem faced by students is they could not compose a paragraph well, it was very weak competence on developing writing ability, especially in writing descriptive paragraph. There were 77 % of students just had a little ability in explaining and describing certain thing in writting, eventhough the students had some

opinion and material in their thought so it make them did not passed the KKM.

According to Pavlina Bercikova, *Pairwork* is a kind of classroom activity that can encourage the students to work in pair for something like discussing and checking their work each other communicatively communicative (Berčíková, 2007). It can be seen that the teacher should have a good and suitable activities when teaching learning process. So that students have high spirit to the material especially in teaching writing paragraph. One of a good activity to motivate and help students is pair work activity that learners working together with their partners. It intend to encourage pairwork in the classroom is to increase the capability for learners in writing paragraph. The step of pairwork activities can be described as following figure :

Table 1. The Process of Pairwork Activity on Students' Descriptive Text



METHOD

a) Research Design and Respondents

The resercher was designed this research by using quantitative of experimental research design because result and influence between dependent and independent variables would be measured. So the researchers would like to see the effect of pairwork activities on the ability of students writing paragraph.

This study was hold by implementing the design of true experimental research exactly pre-test and post-test form that contain of two groups namely controlled and experimental group that have been observed. Pairwork activity have been implemented to experimental group, consist of 26 students that want to be measured the effectiveness of this activity on students' writing paragraph. In other hand, controlled group consist of 26 students as comparison without get special treatment of pairwork activity.

b) Research Instruments

The researcher used two kind of instruments, test as primary instrument to measure competence, knowledge,

intelligence and ability which is possessed by individual or group to collect the data, it is namely Pre test-Post test .The kind of test used in this research is "essay" or composition of descriptive paragraph that must be consist the generic structure of descritive paragraph.

Secondary instruments was used: a) observation, the researcher checked some points in teaching and learning process such as the lesson plan, the tasks, the materials, and media by making a tick to statements in the observation checklist. b) documentation, the list of the students name were taken which would be the research target, the score of students both in pre test and post test, lesson plan and pictures.

c) The test validity

Latief stated that validity is the correctness of the assessment, and the evidence to support the correctness of the assessment is called validity evidence (Latief, 2012). The researcher used construct validity. In this case, the researcher would like to parameterize the writing skill of students. The researchers gave the test for students to write a text, exactly

descriptive text that suitable with the topic. Then, it could be said that the test has construct validity because the test and the purpose of measurement was match.

Besides that, the researcher also used content validity. It means that in conducting test, the material would be test included the material that was taught by the teacher about writing. The test was used to parameterize the ability of students' writing in descriptive paragrah, so the researchers give the test in writing form. There are some writing elements used in vocabulary, language, and mechanic. The students were given 90 minutes to compose the text. Both of the groups were given the same instruction.

d) Reliability of the Test

Creswel said that Reliability is achieved if the scores from an instrument are stable and consistent (Creswell, 2012). The holistic scoring was used to see reability of the test. It used two raters or it is called by inter-rater reliability to avoid the subjectively. In inter-rater reliability, the scoring of the students' writing was done by the first and the second

rater, they were the English teacher and the researcher.

Table 2. Criteria of Reliability

| r Value | Explanation |
|--------------------|--------------------|
| 0.00 – 0.20 | Very low |
| 0.20 – 0.40 | Low |
| 0.40 – 0.70 | Medium |
| 0.70 – 0.90 | High |
| 0.90 – 1.00 | Very high |

The coefficient of reability could go as high as +1.00 for a perfectly reliable test and could go only as low as 0.00.

e) Procedure of Research

Some stages were used by the researchers in collecting the data from the grade x students of MA Miftahul Qulub Pamekasan are:

1. Surveying the location of research
2. Conducting the test (pre test) on experimental and controlled group
3. Observing the process of implementing pair work activity through some treatments on experimental group.
4. Conducting the test (post test) on controlled group.
5. Collecting data from the the pretest and posttest scores and lesson plan (Documentation)
6. Analyzing the obtaining data from the effect of variables X and Y by applying T test.
7. Making the research report.

f) The Analysis of Data

In this research, data were analyzed through the analysis of statistical that appropriate to the characteristic of quantitative data (numerical form).

The score of pre test and post test from the experimental and control group were compared, then the gained score from pretest and posttest were analyzed. The normality of data were analyzed before researchers analyze the hypothesis. It was used in checking if the obtaining data were in normal distribution or not. We used SPSS v.20 to test the test of normality and homogeneity. The criteria applied by Sutrisno Hadi as follow:

- If $P > 0,05$, it can be concluded that the data is normal and homogen
- If $P < 0,05$, it can concluded that the data is abnormal and heterogen. (Hadi, 2000)

The researchers applied T test formula by using SPSS v.20 on data calculation. The aim of the calculation to see if the students taught using pairwork activity have higher achievement on writing paragraph of the grade x students of MA Miftahul

Qulub Pamekasan and also to measure the significant effect of the use of pair work activity on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan. The result would prove the effectiveness of pairwork activity on students' writing paragraph. The hypothesis of this research has hypothesis formulation like:

1. H_0 :Students who are taught by using pairwork activity have not higher achievement on students' writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan

H_a : Students who are taught by using pairwork activity have higher achievement students' writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan

2. H_0 : there's not significant effect in implementing pairwork activity on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan

H_a : there's significant effect in implementing pairwork activity on writing paragraph of the grade

x students of MA Miftahul Qulub Pamekasan

Finding and Discussion

a. Description of Data

1. The Data of Experimental Group

The minimum score of pre-test is 48.5, the maximum score is 79 and the total score is 1572. The result for post-test are 63 as the minimum score, 93 as maximum score and the total score is 2064.5.

On the other hand, the total score of gained is 492.5, in pretest the mean score is 60.462, besides in posttest the mean score is 79.404 and the mean of gained score is 18.942. The mean of posttest from the experiment group is higher than the controlled group, it means that students who get treatments have higher achievements than the students in controlled group.

Tabel 3. The students' Scores of Experimental Group

| No | Experimental Group | | Gained Score | No | Experimental Group | | Gained Score |
|----|--------------------|-----------|--------------|-------------|--------------------|---------------|---------------|
| | Pre-test | Post-test | | | Pre-test | Post-test | |
| 1 | 48.5 | 63 | 14.5 | 14 | 63.5 | 87.5 | 24 |
| 2 | 52.5 | 73.5 | 21 | 15 | 64 | 84 | 20 |
| 3 | 70 | 90.5 | 20.5 | 16 | 51 | 70.5 | 19.5 |
| 4 | 67.5 | 80 | 12.5 | 17 | 60.5 | 80.5 | 20 |
| 5 | 55 | 78.5 | 23.5 | 18 | 53.5 | 79 | 25.5 |
| 6 | 64.5 | 87 | 22.5 | 19 | 66.5 | 80 | 13.5 |
| 7 | 59.5 | 72 | 12.5 | 20 | 60 | 82 | 22 |
| 8 | 51 | 65 | 14 | 21 | 70.5 | 92.5 | 22 |
| 9 | 55 | 70.5 | 15.5 | 22 | 52 | 68.5 | 16.5 |
| 10 | 62.5 | 86 | 23.5 | 23 | 69 | 87 | 18 |
| 11 | 50 | 69.5 | 19.5 | 24 | 59.5 | 80.5 | 21 |
| 12 | 60.5 | 80.5 | 20 | 25 | 79 | 93 | 14 |
| 13 | 70 | 84 | 14 | 26 | 56.5 | 79.5 | 23 |
| | | | | Max | 79 | 93 | 14 |
| | | | | Min | 48.5 | 63 | 14.5 |
| | | | | $\sum x$ | 1572 | 2064.5 | 492.5 |
| | | | | Mean | 60.462 | 79.404 | 18.942 |

2. The Data of Controlled Group

The students score in controlled group that contain of minimum score of pretest is 53.5, the maximum score is 85 and the total score is 1738.5. The result for post-test are 60.5 as the minimum score,

90 as maximum score and the total score is 1884.

On the other hand, the total score of gained is 145.5, the mean of pretest score is 66.865, the mean of posttest score is 72.462 and the mean of gained score is 5.6. The mean of

post-test from the controlled group is lower than the experimental group, it means that students who do not get the

treatments have lower achievements than the students in experimental group.

Tabel 4. The Students' Scores of Controlled Group

| No | Experimental Group | | Gained Score | No | Experimental Group | | Gained Score |
|----|--------------------|-----------|--------------|-------------|--------------------|---------------|--------------|
| | Pre-test | Post-test | | | Pre-test | Post-test | |
| 1 | 53.5 | 60.5 | 7 | 14 | 64 | 69.5 | 5.5 |
| 2 | 63.5 | 70.5 | 7 | 15 | 62.5 | 65.5 | 3 |
| 3 | 61.5 | 67 | 5.5 | 16 | 70.5 | 76 | 5.5 |
| 4 | 71 | 75.5 | 4.5 | 17 | 85 | 90 | 5 |
| 5 | 75.5 | 77.5 | 2 | 18 | 69.5 | 75.5 | 6 |
| 6 | 75.5 | 82 | 6.5 | 19 | 67 | 69.5 | 2.5 |
| 7 | 68 | 73.5 | 5.5 | 20 | 65.5 | 71 | 5.5 |
| 8 | 62.5 | 68.5 | 6 | 21 | 56 | 65 | 9 |
| 9 | 66 | 71.5 | 5.5 | 22 | 69.5 | 72.5 | 3 |
| 10 | 65.5 | 70 | 4.5 | 23 | 70 | 75 | 5 |
| 11 | 60.5 | 65.5 | 5 | 24 | 57 | 66.5 | 9.5 |
| 12 | 71.5 | 80 | 8.5 | 25 | 67.5 | 70 | 2.5 |
| 13 | 69 | 76 | 7 | 26 | 71 | 80 | 9 |
| | | | | Max | 85 | 90 | 5 |
| | | | | Min | 53.5 | 60.5 | 7 |
| | | | | $\sum x$ | 1738.5 | 1884 | 145.5 |
| | | | | Mean | 66.865 | 72.462 | 5.6 |

3. The Data of Observation

➤ Observation 1

The researchers visited to the institution and asks for permission to conduct the research there. Then, the researchers cooperates with the teacher about schedule would be implemented at the grade x students of MA Miftahul Qulub Pamekasan. The researchers asked permission to the principle and English teacher to take pre- test for the students in writing descriptive paragraph.

➤ Observation 2

The researchers observed the five treatments in implementing of pair work activity for teacher and students activity in the classroom in experimental group. The researcher use observation sheet of teacher and students to observe their behaviour n the class. And the class is very active and it is suitable with the content of lesson plan.

➤ Observation 3

The researchers also observed the control group that use

conventional method in teaching descriptive text. The researcher observed the teacher and students' behaviours that is available in the observation sheet during the teaching learning process. It is suitable with content of the lesson plan.

The last the researchers conducted the post test, the researcher concludes the teaching learning process can run very well. The students could enjoy and be more active to make composition especially on descriptive text after implementing of pair work activity.

b. Correlation of Rater 1 and Rater 2

The consistency value between rater 1 and rater 2 is 0.969. It means that the measurement of students score from both raters on the post-test is highly consistent, and it could be seen

in the previous table of criteria of reliability. Because of the result of the correlation between rater 1 and rater 2 is highly consistent, it could be stated that the test is reliable.

Table 5. Consistency between Rater 1 and Rater 2

| Correlations | | Posttest | rater2 |
|--------------|---------------------|----------|--------|
| Posttest | Pearson Correlation | 1 | .969** |
| | Sig. (2-tailed) | | .000 |
| | N | 26 | 26 |
| rater2 | Pearson Correlation | .969** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 26 | 26 |

**. Correlation is significant at the 0.01 level (2-tailed).

c. Data Analysis

1. Normality Post-Test

The test of normality in this research use Kolomogorov-Smirnov and saphiro wilk in SPSS v.20 for windows with criterion $P > 0.05$. The data result in test of normality, are presented as follow:

Table 6. Result of Normality Post Test between Experiment group and controlled group

| Group | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------------------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| Experiment | ,149 | 26 | ,144 | ,961 | 26 | ,414 |
| Control | ,099 | 26 | ,200* | ,966 | 26 | ,514 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the information of Kolmogorov-Smirnov it can be seen that the significance of post-test score of experimental group is 0.144. Therefore, the conclusion is the data are normally distributed because $0.144 > 0.05$. And then significance of post-test score of controlled group is 0.200. It means that data are normally distributed because $0.200 > 0.05$.

Based on the table of Saphiro-Wilk, it also shows that the significance of posttest score both of groups > 0.05 . The significance of experiment class is $0.414 > 0.05$ and the significance of controlled group is $0.514 > 0.05$.

2. Homogeneity Post-Test

The post-test homogeneity of the data were analyzed by applying SPSS v.20, specially by using wilk in SPSS v.20 for windows with criteria $P > 0.05$. The data result of test of normality are presented as follow:

Table 7. Result of Homogeneity post test between Experiment Group and Control group

| Test of Homogeneity of Variances | | | |
|----------------------------------|------|------|------|
| Post test | | | |
| Levene Statistic | df 1 | df 2 | Sig. |
| 1,572 | 1 | 50 | ,216 |

The information above inform that the significance of result of post-test between experiment group and control group is 0.216. So, it is founded that there's no significant difference from both experiment group and control group since it is $0.216 > 0.05$

3. Test of Hypothesis

Hypothesis testing in this research is done only once. It is taken from post-test result. It is expected to describe whether the students who taught by implementing pairwork activity get higher achievement on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan and there's significant effect of implementing pairwork activity on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan. So it would prove the effectiveness of pairwork activity on students' writing paragraph. T-test result can be seen below:

Table 8. Independent T-Test of Post-Test between Experiment Group and Control Group**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | |
|-------|--------------------------------------|---|------|------------------------------|--------|------------------------|------------------------|------------------------------|---|
| | | F | Sig. | T | Df | Sig. (2- tailed) | Mean Differenc e | Std. Error Differenc e | 95% Confidence Interval of the Difference Lower Upper |
| Nilai | Equal variances assumed | 1.572 | .216 | 3.405 | 50 | .001 | 6.9423 | 2.0388 | 2.8472 11.0374 |
| | Equal variances not assumed | | | 3.405 | 46.872 | .001 | 6.9423 | 2.0388 | 2.8404 11.0442 |

The steps of post-test claim test are:

1. If $t_{\text{observed}} > t_{\text{table}}$, H_0 is rejected and H_a is accepted. The conclusion is they who taught by using pairwork activity have higher achievement students' writing paragraph at the grade x students of MA Miftahul Qulub Pamekasan.

If $t_{\text{test}}(to) < 0.05$ in significant degree or α (alpha) of 0.05, H_0 is rejected then H_a is accepted. The conclusion is there's significant effect of implementing pairwork activity on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan.

2. If $t_{\text{observed}} < t_{\text{table}}$, H_0 is accepted then H_a is rejected. The conclusion is students who taught by implementing pairwork

activity have not higher achievement on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan.

If $t_{\text{test}}(to) > 0.05$ in significant degree or α (alpha) of 0.05, H_0 is accepted and H_a is rejected. The conclusion is there's not significant effect of implementing pairwork activity on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan.

From the result of T test on posttest, it is known that the t_{observed} is 3.405, the degree of freedom is 50. Its is obtained from the formula $(N_1+N_2)-2 = (26+26)-2=50$. Then it is got that $t_{\text{table}} = 2.009$ in 0.05. It means that $t_{\text{observed}} 3.405 > t_{\text{table}} 2.009$. The conclusion is H_0 is

rejected then H_a is accepted so the students who are taught by using pairwork activity have higher achievement on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan

From the table of T-test above, it is also obtained that the significance is $(0.001) < 0.05$. The conclusion is H_0 is rejected then H_a is accepted so there's significant effect of implementing pairwork activity on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan.

As conclusion, the result prove that the effect of pairwork activity on students' writing paragraph is significant. Pairwork activity can be applied to teach writing at the tenth grade. It can help students to have better writing skill. It proved that the students who are taught by using pairwork activity get higher achievement than they who taught by conventional method on students' writing paragraph and there is also effect of implementing pairwork activity significantly on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan.

4. Implication

The result of this research will give contribution in English teaching, especially in writing. Furthermore for English teacher who get problem in teaching writing paragraph, it can be the best choice to apply pairwork activity in writing class. This research also can be good reference for the next researcher who want to conduct the research relate with this research.

5. Application

The problem faced by students is they can not compose a paragraph well, it is very weak competence on developing writing ability, the students did not have ability in explaining and describing something in writing work, eventhough they had many opinion and thought in their head. They feel difficult to connect some word and their idea to be a good paragraph. Pairwork activity can help the students understand writing material especially in writing descriptive paragraph easily.

During the research, the English teacher used pairwork activity in teaching writing descriptive paragraph in the grade x students of MA Miftahul Qulub Pamekasan. The

students feel enjoy the activity and can complete their task well. Furthermore they can share their difficulties each other with their partners when they are going to write a paragraph. The researcher conducts treatment in five meetings by using Pairwork Activity to Experimental group and using conventional method to Controlled group.

In controlled group the researcher used same material but different activity; the researcher used non Pair Work Activity. The students look like feel boring with their work because there is not attractive activity to motivated them, They just got the usual instruction from the teacher. So they get lower score than the experimental group. It means that pairwork activity can be applied to teach writing in the grade x students of MA Miftahul Qulub Pamekasan. because it help students to have better writing skill.

CONCLUSSION

From the result of analysis above, the conclusion is that they are taught by implementing pairwork activity get higher score on writing

paragraph of the grade x students of MA Miftahul Qulub Pamekasan. It is proved by the hypothesis testing that $t\text{-observed } 3.405 > t\text{-table } 2.009$. It shows that H_0 is rejected then H_a is accepted. And there is also effect in implementing of pairwork activity significantly on writing paragraph of the grade x students of MA Miftahul Qulub Pamekasan. It is because the significance is $(0,001) < 0, 05$. So, H_0 is rejected then H_a is accepted. So pair work activity can be applied to teach writing in the grade x students of MA Miftahul Qulub Pamekasan because it help students to have better writing skill. So it prove the effectiveness of pairwork activity on students' writing paragraph.

After having the result of this research, the researcher has suggestions for the teacher and the further researcher. *The first* is for the teacher. Pair activity is suitable for the teacher that want to teach writing for the tenth grade because it can motivate the students to develop their idea in writing and they can also share and express their idea with their partner . *The second* is for the further researcher. The researcher want to

give advise for the further researchers to held similar research on higher level than this research by using experimental design. This research will give contribution to the further researcher for doing same research in different field.

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