



## The Use of Partner Techniques in The Speaking Skill of Descriptive Text by Eighth Grade Students at SMP Taman Asuhan Pematang Siantar

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b></p> <p>Received</p> <p>Accepted</p>	<p>This research is about the use of Partner Techniques in the Speaking Skill of descriptive text by eighth grade students at Taman Asuhan Pematang Siantar. The objective of this research is to describe the use of the partner techniques in speaking skills of descriptive text by eighth grade students at Taman Asuhan Pematang Siantar. In this research, the researcher used descriptive qualitative research. The research data were taken from observation, interviews with an English teacher by using a voice recorder, and video recordings of students when using the partner technique. In analyzing data, researcher used the data reduction, data display, and conclusion drawing. The result of this research is the use of partner technique has 10 steps namely: select descriptive topics, pairing, giving clear instructions, modeling, time management, active listening, giving feedback, switching roles, variety, and debriefing. Based on the results of the research, it can be concluded as follows: Students look motivated in speaking English because they use the partner technique. They can even choose their own partners. The teacher explains how the technique make students more confident in speaking English and can express themselves more creatively through the learning process.</p>
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## INTRODUCTION

Language is one of the most important things in communication and is used as a means of communication. As an international language, English is very important and has a lot to do with various aspects of life owned by humans. There were four important skills in English, namely; reading, speaking, listening and writing. People need to learn to speak English for academic purposes. Based on the 2013 curriculum, the goal of teaching English in Junior High School is that students must be able to develop communicative competence in both writing and oral to achieve a level of functional literacy. It aimed to express ideas, feelings, opinions, or information.

Some functions of speaking were that a speaker can express his opinions and feelings, ask for something, share knowledge or information directly and so on. Achievement in mastering speech is a measurement to know how far a student has mastered the language he is learning. In line with this, Brown and Yule (2000) underline that speaking is one of the basic skills as a measure of whether a person is successful in learning a language or not.

In learning English, speaking was an important skill to have. To be able to speak well, students need to practice frequently in using oral communication in English. Speaking is always used in the teaching and learning process. Students have not been able to show their skills well in class because they are not familiar with it.

Based on the researcher observation in SMP Taman Asuhan Pematang Siantar, the students experienced difficulties in speaking skills, especially in descriptive texts, because the teaching techniques applied by the teacher were less interesting and boring. In addition, eighth graders have difficulty in speaking skills due to the lack of vocabulary mastered by students. In this case it appears that when the teacher teaches, students do not understand the material delivered by the teacher. For example, in giving examples of descriptive text, students seem confused and there is no response. In addition, some students still feel embarrassed to speak and communicate using English. And teachers only do teacher centered learning.

The teachers should be able to choose the right teaching techniques for some specific skills. Many techniques can be done to improve students' speaking skills, such as, question-and-answer, demonstration, simulation, and discussion. However, in this case the researcher applied discussions with partner techniques to improve students' speaking skills.

Partner techniques could help students to communicate better because they can make students more active with their partners in explaining or describing things through vocabulary in their minds. These techniques are simple ways to understand descriptive text.

This research focuses on the use of learning techniques called partner techniques that are applied to type descriptive text. According to Pardiyono (2007) quoted by Sumarsih and Sanjaya (2013) said that descriptive text is a type of text that has a special function to describe an object (living or dead) and has the aim of providing a clear picture of the object to the reader.

In another sense, descriptive text was text used to provide information in detail and to describe a particular object such as a person, animal, place, or object. In this study, for eighth graders found descriptive text in textbooks in KD 3.10.

Partner techniques could be used to support successful communication because students can be more active with their partners to share their ideas better than they would alone. Based on the statement above, researchers assumed that partner techniques seem to be a good alternative way to improve student achievement in speaking at SMP Taman Asuhan Pematang Siantar.

## **METHOD**

This research was conducted used descriptive qualitative research methodology in this study was due to her desire to highlight specific case phenomena, particularly as they relate to the speaking abilities of the students, in detail and within a contextualized framework. According to Bogdan and Biklen (1992), qualitative data is descriptive and takes the form of words or images rather than numbers. Furthermore, according to Ary (2010), the goal of qualitative research is to comprehend social phenomena from the viewpoint of the human participant in an authentic environment. Creswell (2012) states that qualitative research is a tool for investigating and comprehending the significance that individuals or groups attribute to a social human problem.

The research conducted used descriptive qualitative research by observation in the classroom, giving the question to the teacher about the learning and teaching process, conducted video recording in the classroom.

## **FINDINGS**

According to Mick Healey, Abbi Flint and Kathy Harrington Partner Techniques is technique that allows the students to discuss their thinking and can share their conversation with their partner to express their idea in descriptive text. And according to Hunker and Laughlin Partner technique is a learning strategy in writing to solve the student problem and help the students in learning writing descriptive text with their partner. The strategy built the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another.

In the use of partner techniques there are several steps to be taken they are choosing descriptive topics, providing, giving clear instructions, modeling, time management, having to listen actively, giving feedback, switching roles, variety, and debriefing. Each step can make it easier for students to understand descriptive text.

## DISCUSSION

This research analyzes the use of partner technique in the speaking skill of descriptive text by eighth grade student at SMP Taman Asuhan Pematang Siantar. In the process of using partner technique, especially on descriptive text material student not only already understand the material but they also got better in speaking English and more fun based on their experience in using partner technique. Here the researcher has found that in using partner technique grade eighth student at SMP Taman Asuhan Pematang Siantar have several steps in using it. There are ten steps in using partner technique that have been found by researcher after analyzing the results of video recording, namely choosing descriptive topics, providing, giving clear instructions, modeling, time management, having to listen actively, giving feedback, switching roles, variety, and debriefing.

In this research, using of partner technique to improve speaking skill with descriptive text. Based on Vygotsky's theory interacting with partner provides opportunities for student to jointly construct meaning and develop a deeper understanding of the descriptive text. By discussing, analyzing, and paraphrasing the descriptive text together, students are actively engaged in constructing their knowledge and speaking skill through dialogue and interaction.

## CONCLUSION

Based on the results of the research in the previous chapter, the researcher concluded that in using the pair technique there are several steps that must be done, namely choosing a descriptive topic (done about 78%), pairing (done 100%), giving clear instructions (done about 82%), modeling (done about 89%) time management (done about 78%), active listening (done about 96%), feedback (done about 93%), switch roles (done about 43%), variety (done about 86%), and debrief (done about 3%). After averaging the results of using the partner technique is around 75%.

According to Mick Healey (2014) says that; if the average number of students use half or 50% of the steps using the pair technique then the technique is said to be successful. So it can be concluded that the pair technique method was successfully carried out in the eighth grade. In each step carried out in this technique aims to assess students' understanding in the use of partner techniques and descriptive text material. In using the partner technique, students become motivated, confident, and express themselves well and more creatively in English speaking skills.

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