

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

To know the use of work in pair in teaching speaking that the teacher used, the researcher used interview and observation. The researcher aims to look the use of work in pair in teaching speaking at ninth grade of Mtsn Aluh-aluh academic year 2016/2017. This research was conducted from 09th November until 24th November 06.

To conduct the data, the researcher interviewed the teacher in the next meeting about the accuracy of work in pair, the report of the data taken from writer's interview was:

- a. The teacher knew the accuracy of work in pair in University, in her opinion, the accuracy of work in pair is a technique to is a type of classroom interaction when students are working with another students.
- b. The teacher ever used the accuracy of work in pair in teaching speaking, for example when she taught the kinds of English expression.
- c. Students were always interested and paid attention if they were should work in pair in the class.
- d. Students were able to speak English through work in pair, because they could express their selves in front of the class with her friend,

for example when they did retell the picture, conversation, role play, and story telling, discussion, etc.

- e. Teacher said that the one of the best technique to teach speaking in is the accuracy of work in pair. And to make the students active is taught by using the appropriate technique.

The detail the use of the accuracy work in pair used by the teacher in teaching English especially in teaching speaking at the ninth grade student of Mtsn Aluh-aluh can be seen from these three following observation descriptions.

- a. First observation

Based on the result in the first observation toward the teacher on November 09th 2016, it is known that the use of the accuracy work in pair in teaching speaking the interaction that happened between in the learning process using work in pair technique. Based on the classroom observation in the classroom during the research process, the teacher used work in pair technique with retell the picture activity, the writer find out some interactions that appear, those are the interaction between teacher and student, the interaction between student to students in one group, and the interaction between teacher and group.

Those interactions exist during the learning process when the teachers apply the accuracy work in pair in speaking skill. In the application of the collaboration above, it can be concluded that the students have a wide

opportunity to develop their speaking skill, dependent or independently.

Therefore, the building of students' character also appears in this process

b. Second observation

Based on the result in the second observation toward the teacher on November 1st 2016, it is known that the use of the accuracy work in pair in teaching speaking that the teacher applied with role play activity. The interactions between teacher and students happen in the very beginning of this activity, which is when the teacher tells to the students about this technique, including the rule, how to apply it and what the students should do during these activities. In this step, we found that the students were confused because they never applied this technique. Some of them then ask the teacher to repeat the explanation. This interaction gives the opportunities to the students to be brave, in this case to be brave in asking what they don't understand to the teacher.

c. Third observation

Based on the result in the third observation toward the teacher on November 4th 2016, it is known that the use of the accuracy work in pair in teaching speaking that the teacher applied with conversation activity showed that the interactions that happen between student and student in one group is absolutely different with the interaction between teacher and students. This happen because when the student try to conversation with other friend about the theme, but they don't understand about that. So they will ask to their friend about the theme.

B. Discussion

There are many kind types of activities for working in pair. They are retell the picture, conversation, dialogue, role play, discussion, etc. Here, we will discuss one of them, retell the picture. These are the steps of retell the picture:

- a. Teacher gives instruction to the students for working in pair.
- b. Teacher gives explanation what students do in this activity.
- c. Teacher gives picture for each pair.
- d. Each pair asks to describe the picture.
- e. For the individual assessment, the teacher moves forward to asses each student when they work in pair.
- f. For the group assessment, teacher gives question for each pair about the picture.
- g. The assessment includes pronunciation, fluency, articulation and spelling.

The observation that have been done show that there are difference result when the teacher have used work in pair technique in learning speaking. The students can improve their speaking skill. They can easy to improve their speaking skill if they using work in pair technique. So, the work in pair technique is one of way to improve the students' speaking skill.

Work in pair gives the students far more chances to speak English in the classroom. Students participate in the lesson much more actively because they are

involved in talking to their friends exchanging opinions, the practising new structures more than listening to their teacher talking. This is important in our schools when English lessons usually take place three times a week, teachers have to practice, develop all the language skills and it happens that there is no time left for speaking. So if a teacher has ten minutes left during the lesson it is better to divide the class into groups and pairs and to give the learners opportunity to really use the language to communicate with each other.

The discussion in this thesis about the use of accuracy work in pair in teaching speaking, in this research the researcher want to show that by application of work in pair technique. The students can improve their speaking skill, because many students feel that speaking is difficult one skill of English teaching, that speaking skill need some aspect such as pronunciation, intonation, fluency, and dictation. Because of that reason the researcher conducted the use of the accuracy work in pair technique in teaching speaking this application can create an active learning process. Beside of that, by using work in pair technique in the learning activity the students become active, interest, can improve the students speaking skill, and the students that feel the speaking English is easier. Based on the description above, the use the use of the accuracy work in pair is ask the students to make a group consist of 2 students. They will do the activity like questions and answer, debate, discussion, etc.

In general, the result of the research show that many students can improve their speaking English well by applied work in pair technique, because this technique give the students opportunity to discuss about the material that was

given by teacher in this learning process the students become active, interest, and improve the students speaking skill. In this case it can be seen in the learning process that the students become confidence because the work in pair with their friend rather than they work individually.

In the other hand, the use of the accuracy work in pair has some weakness. Such as, some teachers are reluctant to introduce pair work and group work being afraid of noise or discipline problems which might occur particularly with children. Indeed students make noise while working on the task; they discuss things, check words, and communicate with one another. However, this is so-called "positive noise" and it does not disturb the students. They are concentrated on the task and they do not hear it. If an activity goes on for too long students, especially the poor ones make noise because they become bored, they want to get the teacher's attention and they may become disruptive. Such noise may become disruptive for the whole activity and class behavior because misbehavior is contagious. To avoid a danger of this happening the teacher should plan his/her activity very carefully. Assuming that the learners are familiar with the code of conduct discussed at the beginning of the school year the teacher should give them clear instructions about what to do, when to start and when to stop. The task should be clearly defined and not go for too long. At first students may be confused but once a routine has been set up they should know what is expected from them. This should prevent excessive noise and prevent the class from getting out of control.

In situations when pair-work becomes unproductive, perhaps the teacher can overcome this problem by conducting 'rotating pairs' (Norman, 1986, cited in Burešová, 2007, p. 28). This is when the students change partners once or twice in one activity. Perhaps, instead of expressing two opinions by the same pair for 15 minutes, the teachers can assign one opinion for each student in a pair and another opinion with another pair. The discussion between pairs must then be kept shorter as the time for shifting with the first pair to the second requires some moment, especially when moving furniture is involved. However, conversing with new pairs can strengthen information sharing and increase speaking practice. If a student could not participate fully with the first pair, he or she can intensify his or her effort in the second try with another pair. Another endeavour which could be done by the teacher to avoid a student from taking over the activity from his or her pair is by assigning roles (Burešová, 2007). Here, each student in a pair is given a position. For example, one student can be the presenter who offers ideas towards the topic and the other student can be the secretary who jots down notes on his or her pair's presentation. This is done for the first half of their given time, and for the other half, they switch roles.

The weakness of pair work and group work is the use of the mother tongue. When students get excited working in pairs or groups they sometimes use their mother tongue to express something they are not able to express in a foreign language. Such a situation is normal because they want to communicate. It is teacher's responsibility to plan activities at the level of the students and to

encourage them to use the little of the language they know as best as they can because speaking their own language during an oral activity is a waste of time.

However, we should not be bothered too much if students use their mother tongue while doing a reading comprehension task or vocabulary exercises because the outcome of their discussion will be presented in English. It may also be necessary to ask students to translate instructions into mother tongue to check if they understand what we want them to do because giving instructions of a complicated activity may be a waste of time. To avoid the use of mother tongue during the lesson the teacher can discuss this problem with the students who should understand that during oral activities the use of the mother tongue is a real problem. During the activity the teacher should encourage the students to use English by going round the classroom helping and prompting students who do not know how to express some ideas.

As any other tasks in learning a language, working in pairs also has strengths and weaknesses. For strengths, it increases students' participation and motivation (Ur, 1981). Pair-work is more efficient than group or whole class discussion as every student gets the opportunity to speak, especially for introvert students who are irresolute to talk in front of the whole class or teachers. As discussed earlier, it is believed that students who are more silent in the classroom will talk in pair-work interaction (Reid, Forrestal, and Cook 1989). In addition, the face-to face interaction between two students results in a more audible conversation which motivates activity involvement. Moreover, students can learn and teach each other (Ur, 1981; Reid, Forrestal and Cook,

1989; Ligthbown and Spada, 1993). This may occur consciously or unconsciously where students correct each other's mistakes and help each other with vocabulary needed.

The Advantages of work in pair technique are in this research are:

1. More speaking time - If 15 students speak in turn in a 30 minute class, that equals 2 minutes of speaking each- and for shy students it might work out as just one minute of speaking or less. If students work in pairs for the whole class, they could theoretically speak for as much as 15 minutes each, and certainly no one could speak as little as 1 minute.
2. Speaking skills - There are certain speaking skills that happen much more naturally and more often in pairs than in large groups, such as interrupting each other, using tag questions etc. to invite the other person to speak, and asking people for confirmation and clarification of what they said. In general, if you are going to be speaking English one to one in real life the best practice for it is one to one speaking in class, which usually means work in pair technique.
3. Cutting down on embarrassment - In a whole class speaking activity, not only do you have the stress of everyone listening to you but there is also usually silence while you are thinking of what you are going to say. In work in pair technique, the background noise of other pairs speaking to each other can make you much less embarrassed about speaking out.

4. Fun - Working in pairs allows the teacher to use more games, and therefore increases the students' motivation and concentration.
5. Individual attention - Although some students think that being asked to work in pairs is a sign of the teacher being lazy or of avoiding talking to the students, in fact the teacher can sometimes ask the whole class to work in pairs so he or she can talk to or listen to one student at a time without everyone else noticing.
6. Error correction - If one person is talking in front of the whole class and the teacher writes something in a notebook, everyone will know that the person speaking has made a mistake and will know whose mistake it is in the following error correction stage. People working in pairs means that the teacher can more easily hear people's mistakes and correct them later without embarrassing anyone.
7. Fluency - According to research, students who speak out in front of the class improve their accuracy but lose fluency, and the opposite is true of speaking in pairs. If you need to improve your fluency, this is usually best done with work in pair technique speaking activities.
8. Exam practice - The most efficient way to practice exams that are just one to one speaking with the examiner is also usually to do it in pairs. This is usually done with one student pretending to be the examiner.
9. Classroom dynamics - Speaking to your classmates individually will help you to get to know them better- and so make the atmosphere in

class nicer and the communication between you in all classroom activities more natural.

The Disadvantages of work in pair technique are:

1. A break - Although teachers are human and need a break from speaking sometimes, a good teacher will actually be busy all the time when you are doing work in pair technique- listening for errors, cleaning the board, rewinding the tape etc. If you see your teacher just standing around during work in pair technique, it is usually okay to call them over to your pair to ask for help or to join in the conversation.
2. Habit - Most English teachers are taught that they must use work in pair technique in class, and like anyone in their jobs they sometimes get into a routine and don't think too carefully about whether it is the best response to every situation. In small classes, for example, work in pair technique might not lead to much more speaking time and so might not be needed so often. If you usually happily accept work in pair technique, the teacher will be more likely to listen if you occasionally ask if you can work as a whole class instead.