

**THE INFLUENCE OF USING PAIR WORK STRATEGY TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF  
THE ELEVENTH GRADE OF SMA N 2 TULANG BAWANG  
TENGAH IN THE ACADEMIC YEAR OF 2019/2020**

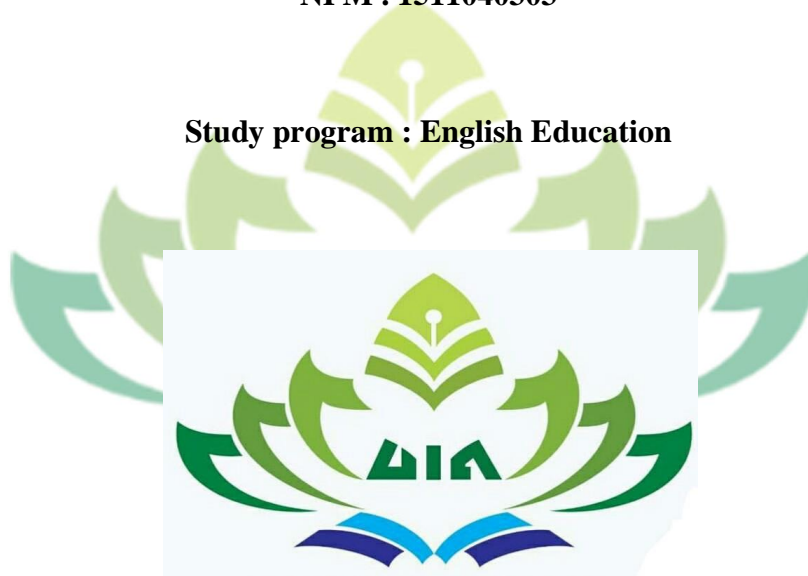
**A Thesis**

**Submitted as a Partial Fullfilment of  
the Requirements for S1-Degree**

**By**

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**Study program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY**

**LAMPUNG**

**2019**

**THE INFLUENCE OF USING PAIR WORK STRATEGY TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF  
THE ELEVENTH GRADE OF SMA N 2 TULANG BAWANG  
TENGAH IN THE ACADEMIC YEAR OF 2019/2020**

**A Proposal**

**Submitted as a Partial Fulfillment of the Requirements for S-1 Degree**

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## ABSTRACT

The objective of this research is to know whether there is a significant influence of using *pair work* towards students' speaking ability at the first semester of the eleventh grade of SMA N 2 Tulang Bawang Tengah in the academic year of 2019/2020.

This research methodology used quasi experimental design with the treatment held in 3 meetings in which 2x45 minutes for each class. In this research, the researcher took two classes, one class as the experimental class and one class as the control class. In the experimental class, the researcher used *pair work* and in the control class the teacher used Discussion. The population of the research was the eleventh grade of SMA N 2 Tulang Bawang. The sample of the research was two classes consisting of 61 students. In collecting the data, the researcher used instrument the instruments in the pre-test and post-test. The instrument was speaking test in oral form. After giving the post-test, the researcher then analyzed the data using SPSS to compute independent t-test.

After computing independent t-test, the results was that there is a significant influence of using *pair work* towards students' speaking ability at the first semester of the eleventh grade of SMA N 2 Tulang Bawang in the academic year of 2019/2020. From the data analysis computed by using SPSS, it was obtained that  $Sig = 0.028$  and  $\alpha = 0.050$ . It means  $H_a$  is accepted because  $Sig < \alpha = 0.050$ . Therefore, there is a significant influence of using *pair work* towards students' speaking ability at the first semester of the eleventh grade of SMA N 2 Tulang Bawang in the academic year of 2019/2020.

**Keywords:** pair work strategy, quasi experimental, speaking ability.



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State that thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung,

2019

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1511040303

## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Beloved my parents, Mr. Sukardi And Mrs. Lilik, who always educate me in doing good thing, and give me support all the time. They are my world my everything, thanks for all generosity, finance, and encouragment, and also thanks for your love, trust, everlasting praying. May Allah bless you my mom and my dad.
2. Beloved my husband, Mr. Septian , who always beside me and give me big spirit to finish this thesis. You are my everything and my leader. Thank you so much for all your help, finance, praying, and kindness, and also thanks for your love, affection, and encouragment. May Allah bless you my husband and reply all your kindness.
3. Beloved my brothers (Bambang, Didik, Anom), I love you all thanks for your kindness, support, and togherness. Wish you all the best.
4. Beloved my parents-in-law, Mr. Heru And Mrs. Pamprih,who always support me. Thanks for your love, praying, and encouragment. May Allah bless you.
5. Almamater UIN Raden Intan Lampung.

## MOTTO

وَإِحْلُلْ عُقْدَةً مِّن لِّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

27. “And untie the knot from my tongue”

28. “That they must understand my speech” (Q.S. Taha, 27-28)

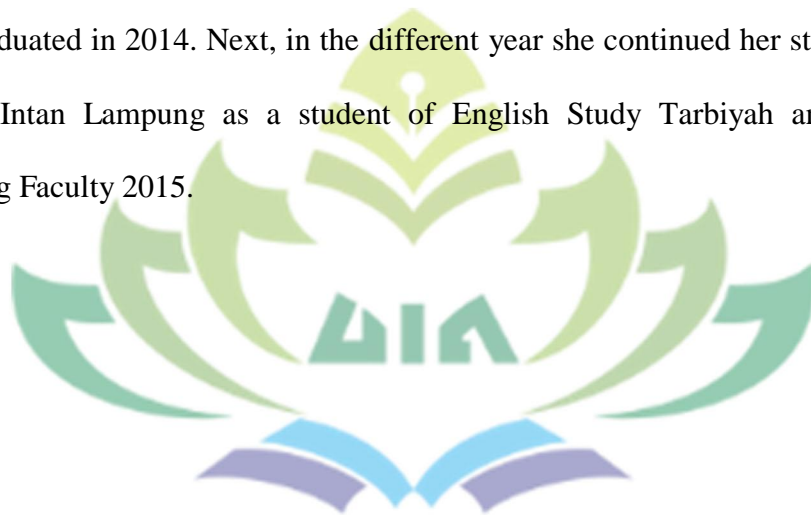




## **CURRICULUM VITAE**

The name of the writer is Novi Murnia Pertiwi. She was born in Mulyoasri on 11<sup>th</sup> November 1995. She is the last child of four children of Mr. Sukardi And Mrs. Lilik. She has three brothers. The name of her brothers are Bambang Sugito, Didik Efendi, and Anom Ariyanto.

The writer began her school in SD N 05 Mulyoasri in 2002 and graduated in 2008. In the same year, she continued her study in SMP N 1 Tulang Bawang Tengah and graduated in 2011. After that, she continued her study to SMA N 1 Tumijajar and graduated in 2014. Next, in the different year she continued her study to UIN Raden Intan Lampung as a student of English Study Tarbiyah and Teacher Training Faculty 2015.



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Praise be to Allah, the almighty God, the most merciful and the most beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Pair Work Strategy Towards Students’ Speaking Ability at the First Semester of the Eleventh Grade of SMA N 2 Tulang Bawang Tengah in the Academic Year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the Islamic University ( UIN) of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thanks to:

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- Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. therefore, the reseacher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung,

2019

The Writer

Novi Murnia Pertiwi

NPM. 1511040303

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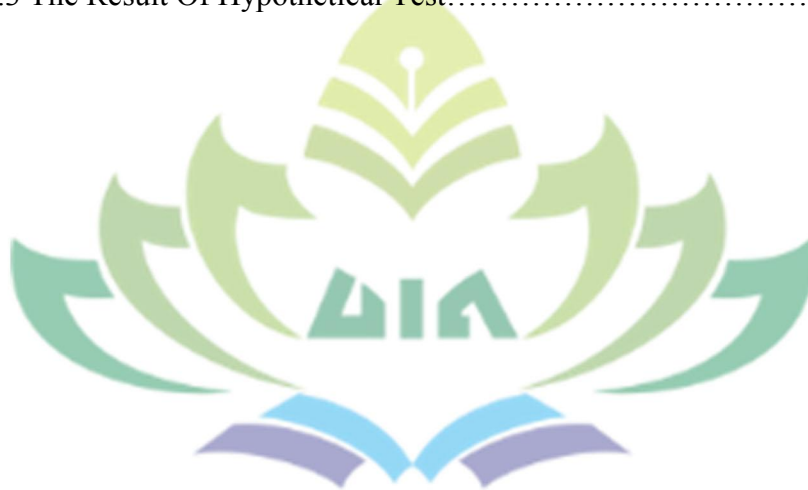
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

As the international language, English is widely taught at school in Indonesia. It is stated in the curriculum as one of subjects to be learned at the school, started from elementary school until university as one of the local content subjects in written or spoken. English language consist to four skills. They are listening, speaking, reading, and writing. All skills are very important to be mastered especially speaking.

Speaking is one of the four language skills (Speaking, Listening, Writing, Reading). It is the means through which learners can communicate with other to achieve certain goals or to express their opinion, hopes, intention.<sup>1</sup>Based on the above definition, speaking is kinds of language skill with the aim for communication or for deliver and receive information. For learners speaking has big influential in daily activity, because the learners often express opinion, or the other with speak. So they are can collect information, take a summarize, and take attitude from the other speak. As a learner should more doing exercise in speaking, so can achieve certain goals. Because the learners has two speaking activity in live. For the first with

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<sup>1</sup>Ahmed Maher Mahmoud Al Nakhalah, “*Problems And Difficult Of Speaking That Encounter English Language Students at Al Quds Open University*”. Vol. 5, ISSN 2319-7722, (Doctoral Dissertation, Gaza, 2016), p.109

their family and society for daily conversation, and the next in the school for delivering or receiving information for add their knowledge.

Speaking is a productive skill that can be directly and empirically observed, those observation are, invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromise the reliability and validity of an oral production test.<sup>2</sup> Based on the definition above, as we know how the important speaking as the productive skill. Speaking is one of the productive skills in daily activity, because speaking can be observed directly. In the other words, speaking also describes as an interactive process of constructing meaning that involves producing, receiving, and processing information.

Based on the preliminary research on Thursday, January 10<sup>th</sup> in SMA N 2 Tulang Bawang Tengah by interviewing Mrs. Manda, S.Pd English teacher, and the students. The writer found out that the students' speaking ability was still low, It happens because the students were afraid to make mistake in pronunciation and speak up in front of the class, b) they have difficulty to speak English fluently because they lack in vocabularies, c) they felt bored when the teacher does not use an interesting technique in teaching speaking.<sup>3</sup> The students are still confused to speak English well because they

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<sup>2</sup> H. Brown Douglas, *LANGUAGE ASSESSMENT Principle And Classroom Practice*, (New Jersey: Longman, 2004), p. 140

<sup>3</sup>Manda, *interview with the English Teacher*, January 10<sup>th</sup>, Unpublished.

are seldom to practice English in the class. In addition, the teacher did not use a suitable strategy in teaching learning process, finally it made the students feel bored and lazy to study. And then the students which seldom to practice speaking in the class. Based on the problem above it gives negative effect to students. For the example the students are difficult to express their idea, opinion, and feeling. They are difficult to get and deliver meaning to the other friends and can not keep communication with others. Students are often shy to communicate and practice their speaking ability.

According to Manda, the teacher of the eleventh grade of SMA N 2 Tulang Bawang Tengah, she used discussion strategy in teaching learning process.<sup>4</sup> Discussion strategy is strategy that is not appropriate for all the students in the class, because discussion strategy only helps the students which have more basic English knowledge. This strategy allows a few individual students to dominate the class conversation. From this situation it means only a few of the students can master the subjects or topics. And then the others of students are to be passive and they become silent speakers in discussion class. It makes the teacher feel confuse about how to handle all of the students to master the subjects in the class.

Based on questionnaires were given to the students of SMA N 2 Tulang Bawang Tengah of grade XI, it is found some factors of students problems in learning English especially speaking. The first, the students feels

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<sup>4</sup>Manda, *interview with the English Teacher*, January 10<sup>th</sup>, Unpublished.

difficult in learning English especially speaking because they can not speak English well. The second, students feel not interests to study, and feel bored, because the teacher just used disscussion strategy in teaching learning process. The third, students have difficulties to deliver opinion and then difficulties to understand the meaning, because the students seldom to practice speaking in the class. It can be seen from the table of the students' score in speaking formative test below.

**Table 1.1**  
**The speaking score at the eleventh Grade of SMA N 2 Tulang Bawang Tengah.**

No	Score	Class		Number of Students
		XI IPS 1	XI IPS 2	
1	<70	16	18	34
2	>70	13	14	27
TOTAL		29	32	61

*Source : the eleventh grade of SMA N 2 Tulang Bawang Tengah*

Based on the data speaking score at the eleventh grade of SMA N 2 Tulang Bawang Tengah, it can be concluded that the students' speaking score is still low it can be seen from 61 students at the eleventh grade there are 27 students had good speaking score.<sup>5</sup>

Based on the preliminary research, the researcher found the cause of the problem is that the students' speaking ability was still low. It happens because the students were afraid to make mistake in pronunciation and speak

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<sup>5</sup> Speaking score students of the eleventh grade of SMA N 2 Tulang Bawang Tengah, January 10, SMA N 2 Tulang Bawang Tengah, 2019.

up in front of the class, b) they have difficulty to speak English fluently because they lack in vocabularies, c) they felt bored when the teacher does not use an interesting technique in teaching speaking.

Moreover, speaking is the important skill for the students and should be mastered. In this situation it is must for the teacher to find out the interesting way to teach speaking in the class. It is hoped that the students can speak English well in the class or their environment. Based on the explanation above. This is supported by a former research conducted by Anggiyana from English Education Study Program Language and Arts Department Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung. He wrote the thesis with the title “ Teaching Speaking Using Pair work Technique At The Second Grade Students Of SMP N 1 Parongpong “. <sup>6</sup> As a result, there was succes for teaching speaking using pair work strategy. Based on the discussion of previous research it can be concluded there is a significant different of this research purpose different implementation. This research only focuses on the improving of the students’ speaking ability at the class whereas previous research focus on the teacher to teach speaking for the students.

Previous research and this research are both using pair work strategy. According to Pavlina, pair work is type of classroom interaction when students are working with another students. This may be to discuss something,

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<sup>6</sup>Devi Anggiyana, “*Teaching Speaking Using Pairwork Technique*”(Bachelor Thesis Of Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi,Bandung,2011), p. 42-44



to check answers, to do a communicative activity.<sup>7</sup> It means that working in pairs enriches and promotes meaningful interaction between the learners interaction, this is when students are functioning well together and eager to exchange ideas. As a result it will increase their language production especially speaking. Learning activity in pair work more effective than individual, because pair work gives advantage for the students in that it provides them with opportunities to use in a number of interactional moves such as delivering and receiving information or giving each other knowledge feedback.

Based on the explanation above, it can be concluded that pair work is an effective way to improve speaking ability, because in pair work can build the classroom unity and friendships is through regular changing of partners in the classroom, the transfer of knowledge took place from expert to new partner. Students in both kinds of role benefitted from this type of pair work interaction. Pair work gives to the students more speaking time, because working in pairs gives individual students a lot of time to speaking, the students will work together students will often have more confidence than when completing exercise individually, and the students will be more motivated. Therefore the researcher is interested in researching the influence

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<sup>7</sup>Richards J, and Schmidt R, "Longman dictionary of language teaching and applied linguistics" ( London: Pearson Education LTD,2002), p.381

of using pair work strategy through students' speaking ability at the eleventh grade of SMA N 2 Tulang Bawang Tengah in the academic year 2019/2020.

## **B. Identification Of The Problem**

Based on the background of the research about teaching learning speaking on SMA N 2 Tulang Bawang Tengah, it can be identified that the identification of the problems are:

1. The students' English speaking ability were still low
2. The teacher's strategy is not appropriate to the all students.
3. The students are seldom to practice speaking English.

## **C. Limitation Of The Problem**

Based on the identification of the problem, it focuses on The Influence Of Using Pair Work Strategy towards Students' Speaking Ability at the first semester of the eleventh grade of SMA N 2 Tulang Bawang Tengah in the Academic Year of 2019/2020.

## **D. Formulation Of The Problem**

Based on the identification and the limitation of the problem above, the formulation of the problem of the research, "Is there any significant influence of using pair work strategy towards students' speaking ability at the first semester of the eleventh grade of SMA N 2 Tulang Bawang Tengah in the Academic Year of 2019/2020.

### **E. Objective Of The Research**

The objectives of the research is to know the significant influence of using pair work strategy towards students' speaking ability at the first semester of the eleventh grade of SMA N 2 Tulang Bawang Tengah in the Academic Year of 2019/2020.



## **F. Significance Of The Research**

This research was hopefully useful both practically and theoretically.

### 1. Theoretically

- a) To give information to the students about the influence of pair work strategy towards students' speaking ability.
- b) To give motivation to the students to use English real communication and situation.
- c) To give information for further researcher with certain interest.

### 2. Practically

- a) For the students

It is expected the students was enjoyed the learning process.

- b) For the teacher

It is expected the teacher can use the result of the research as feedback on learning language activities in their classroom.

- c) For the school

It is very important to give motivation for the school to observe in learning English, especially in teching speaking.

## **G. Scope of the Research**

### 1. Subject of the research.

The subject of the research was at the students at the first semester of the eleventh grade of SMA N 2 Tulang Bawang Tengah.

2. Object Of The Research

The object of the research was the use of using pair work strategy and students' speaking ability.

3. The place of the research

The research was at SMA N 2 Tulang Bawang Tengah.

4. Time of the research

The research was at the first semester in the academic year of 2019/2020



## CHAPTER II

### FRAME OF THEORIES

#### A. Concept of Teaching English as Foreign Language

English is one of the subject material school Indonesia. It is should be taught to the students from elementary school until university. It is expected the students should have the ability and knowledge of English to use in daily communication. Therefore, Brown state that teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or undestand.<sup>8</sup> It means that teaching is a process the teacher should to prepare the knowledge, material preparation, and new experience well. Because language learning and teaching can be considered as process to facilitate the communication process between students and the others and something students do when the students ready to change their lives.

In the other hand, English in Indonesia is also called as a foreign language, because in our country don't use English in daily communication, and only use English it when they are involved in English. Added with evidence, at school or other public places the people or students don't use English in daily activities. As the result, most of Indonesians' people can not speak or write in English well. According to Brown, languang operates in a

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<sup>8</sup> H. Douglas Brown, *Principle Of Language Learning And Teaching*, (San Fransisco: State University, 1994), p.7

speech community or culture.<sup>9</sup> It means that language is important in community. Although in Indonesia English is seldom to used in communication, but English should be learns by someone to change one language become other language. But in fact, English learner in Indonesia do not have ready access to use English as a tool of communication in speech community or culture.

As a foreign language, English is also called a target language. Target language is a language that someone learns to change one language to the other language. The way of developing ability in a foreign language in Indonesia is by learning the target language, whrn language learners talk about the rules of a target language in the society.<sup>10</sup>

Based on the explanation above the researcher concludes that the English in Indonesia as a foreign language that used in subject material in the school. And then the teacher's role to teaching the students in preparation knowledge and new experience. It will be causes by teaching English students also are expect to able to apply their English language for communictaion with others, although it is as foreign language.

## **B. Concept of Speaking**

### **1. Definition of Speaking**

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<sup>9</sup> *Ibid.* p 17

<sup>10</sup> Ag. Bambang Setiadi, *Teaching English As A Foreign Language*. (Yogyakarta: Penerbit Graha Ilmu, 2006), p. 21

Speaking is a productive skill that can be directly and empirically observed, those observations are, invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromise the reliability and validity of an oral production test.<sup>11</sup> Based on the definition above, as we know how important speaking is as the productive skill. Speaking is one of the productive skills in daily activity, because speaking can be observed directly. In other words, speaking also describes as an interactive process of constructing meaning that involves producing, receiving, and processing information.

Speaking is a process of uttering something as the representation of someone's thought or feeling. Speaking allows people to express what they see, feel, and think through utterances.<sup>12</sup> Based on the above definition, speaking is a process of delivering their feeling or thinking by communication to get an information in a variety of contexts. We can start the speaking process with building meaning in verbal or non-verbal. After that they can share the meaning with other people. So the meaning of what they see or feel can be delivered, finally communication between themselves binds up. In this case speaking defined as acts of communication. Because communication is to express the type of meaning or information and otherwise. So people can

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<sup>11</sup> H. Brown Douglas, *LANGUAGE ASSESSMENT Principle And Classroom Practice*, (New Jersey: Longman, 2004), p. 140

<sup>12</sup> *Ibid*, p. 139



express themselves and learn how to use a language to improve communicative skill in speaking.

Speaking is one of the four language skills (Speaking, Listening, Writing, Reading). It is the means through which learners can communicate with other to achieve certain goals or to express their opinion, hopes, intention.<sup>13</sup>Based on the above definition, speaking is kinds of language skill with the aim for communication or for deliver and receive information. For learners speaking has big influential in daily activity, because the learners often express opinion, or the other with speak. So they are can collect information, take a summarize, and take attitude from the other speak. As a learner should more doing exercise in speaking, so can achieve certain goals. Because the learners has two speaking activity in live. For the first with their family and society for daily conversation, and the next in the school for delivering or receiving information for add their knowledge.

Based on the above explanation, it can be conclude that speaking is an activity that performed by humans as a process of communication, building and sharing meaning in a variety context for express opinion, feeling, though, and intention to achieve certain goals to the other people. So we are should improve our speaking skill start now. So that we are easy for future in receive or deliver message. Because speaking is always we need in our live.

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<sup>13</sup>Ahmed Maher Mahmoud Al Nakhalah, “*Problems And Difficult Of Speaking That Encounter English Language Students at Al Quds Open University*”. Vol. 5, ISSN 2319-7722, (Doctoral Dissertation, Gaza, 2016), p.109

## 2. Types Of Classroom Speaking Performance

Brown state that there are five categories of speaking performance assesment tasks, described as follows :

### a. Imitative

It is describe as the ability to simply parot back (imitative) a word or phrases or possibly a sentence.

### b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. The example of intensive assesment tasks include directed response tasks, readinng aloud, sentence, and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

### c. Responsive

Responsive assesment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard, greeting, and small talk, simple requests and comments, and the like. For example : nina : “excuse me, do you have the time ?” leo : “yeah nine-fifteen.”

### d. Interactive

It is similar with the previous category which is representative, however it is different in the length and complexity of the interaction, which someone includes multiple exchanges and/or multiple participants.

e. Extensive

Includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps for nonverbal response) or ruled out together.

### **C. Concept of Speaking Ability**

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English. Speaking ability is also one-language that should be learns and develop when studying foreign language. This is the way where students can practice the language they have learnt.<sup>14</sup> Speaking ability is not only based on the time where the students have studied about speaking for long time but also it is based on their habit to speak English , they must practice in their daily activities.

According to Jim, speaking ability is described as the ability to report acts or situation, or the ability to converse, or the express sequence of ideas

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<sup>14</sup> William Little Wood, *Communicative Language Teaching*, (New York: Cambridge University Press, 2004), p.16

fluently.<sup>15</sup> It means that speaking ability is the ability to report the act or situation by using spoken words to express the idea fluently, because speaking ability is verbal intelligence. This is supported by Broughton, *et.al* who state that it is important a student should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.<sup>16</sup> It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context.

Speaking skill is the ability to use the language in oral form. In junior and senior high school this skill is limited to the ability to conduct a simple conversation on some subject. among the four skills, speaking skill is a difficult one to assess with precision, because speaking is complex skill to acquire. The following five components are generally recognized in analysis of speech process:

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency

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<sup>15</sup>Jim Scrivener, *Learning Teaching (2<sup>nd</sup> Ed)* ,(Macmillan: British, 2004), p. 160

<sup>16</sup>Geoffrey Broughton, *et. al.*, *Teaching English as a Foreign Language*,( 2<sup>nd</sup> Edition) (New York: Routledge, 1980), p. 82

## 5. Comprehension.<sup>17</sup>

In conclusion, the students speaking ability in this research is their ability to express their ideas, opinions, feelings, and experiences in their real communication. Showing the mastery in spoken form can using English with good pronunciation, grammar, vocabulary, fluency and comprehension. That means, speaking is very important in daily activities because we can react to order person and situation, express our ideas, though and feeling through spoken language.

### **D. Concept of Teaching Speaking**

The mastery of speaking in English is a priority for second language learners. According to Kayi, teaching speaking is an important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.<sup>18</sup> It means that we are success in learning English if we can communicate well. The ability to communicate well will give a good contribution for our success in our daily life.

Moreover, Teaching speaking is one way that can be used in order that the learners can understand about the meaning of communication in real

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<sup>17</sup> H. Douglas Brown, *Language Assesment Principle and Classroom Practices*, (San Francisco: Longman, 2004), p. 157

<sup>18</sup> HayriyeKayi, 2006, *Teaching speaking: activities to promote speaking in a second language*, "The Internet TESL Journal, Vol.XII, No.11, November", Available at: <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html> on Septembe 03rd, 2017

situation, and it needs a lot of practice to master it. Teaching English especially speaking has very important role in the teaching and learning process. Thornburry states that speaking activity is needed to be maximally language productive in order to provide the best condition for autonomous language use.<sup>19</sup> It means that speaking is very important in language use. Teaching speaking is about how to teach language for communication, transferring ideas, thought or even feeling to other people.

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.<sup>20</sup> It means that in teaching speaking teachers should know the concept of speaking to make the students understand about what teachers explain about. The teacher should to have some ways to invite and attract the students to practice English in the classroom or the others. Teaching speaking is also the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others

According to Nunan, teaching speaking is to teach English learners to:

1. Produce the English speech sounds and sound patterns.
2. Use word and sentence stress, intonation pattern and the rhythm of the second language .

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<sup>19</sup>Scott Thornburry, *How to Teach Speaking*, (England: Longman, 2005), p. 90

<sup>20</sup>Kimtafsirah, Zainal, Yahmawati, *Teaching Speaking*, (Jakarta: MGMP Bahasa Inggris, 2009), p. 1

3. Select appropriate words and sentences according to the proper social setting, audience, situational subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unneutral pauses, which is called fluency.<sup>21</sup>

Based on the explanations above, it can be concluded that teaching speaking is about how to teach using language communication, for transferring idea, though or even feeling to other people. In teaching speaking, the teacher must pay attention to the students to master it. And then the teacher needs strategies to increase the students motivation when the study English especially speaking.

## **E. Pair Work Strategy**

### **1. Concept of Pair Work**

Pair work is type of classroom interaction when students are working with another students. This may be to discuss something, to check answers, to do a communicative activity.<sup>22</sup> Based on the definition above, pair work is very productive in

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<sup>21</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 23

<sup>22</sup> Pavlina Bercikova In James Scrivener, *Teacher's Role In Pair Work*, (Masaryk University Brno, Brno, 2007), p. 12

teaching learning, because the students and the teacher are doing interaction together and make a group in pair between one student and the other students. On the one hand, pair work are interest, because the students had been to explore their knowledge and collect more information on the material with their pair, because in activity the students can check the answer or discuss something.

Pairwork is a natural way for students to talk and learn more. It gives them the chance to think and try out ideas and new language. It can provide a comfortable way for students to work through new skills and concepts, and works well in large classes.<sup>23</sup> Based on the definition above, it means that with pair work the students can exchanges the different information and to think try out ideas in new language. The students can learn more about language, because its is natural way for students to work in pair for getting new skills and getting new concepts in the class.

Harmer said in pairwork students can practise language together, study a text, research language or take part in information – gap-activities. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened or to seen.<sup>24</sup> Based

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<sup>23</sup> Jane Devereux, *Pair Work: Life Proseses*, (The Open University UK, 2010), p.12

<sup>24</sup>Harmer , J.”*The Practice of English language Teaching* (3<sup>rd</sup> Ed) (Cambridge University: Longman,2001), p.165.



on the definition above, pair work strategy can motivate the students' participation in teaching learning. Pair work strategy can improve students' participant to active in the class. Pair work is a natural way for the students to speak up and learn English more to take a part or deliver information. Its give good impact to the students for delivering more information.

Based on the explanation above, the researcher concluded that pair work is strategy to make the students more active in learning and also the students can develop their ability in speaking to solve problem or share information. Therefore, the teacher will play the role as a motivator who will motivate the students to pay attention and concentration on the lesson by engaging the students actively in the learning process.

## **2. Procedure Of Pair Work**

Procedures of Pair Work by Maher:<sup>25</sup>

- a. Before : The teacher to utilize the blackboard and make an outline of exactly what the pairs should be doing. This will involve key words and phrases that they will practice.

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<sup>25</sup> Kevin M. Maher, *Intricacies Of Pair Work- Surveys And Research*, (Faculty Of Arts And Humanities, 2011), p 19-20

- b. During : The teacher demonstrating with a chosen student or by having two students go through the activity in front of the class once the activity is fully-explained, pair work begins. It is equally important to have students demonstrate again in front of the class.
- c. After : The teacher can add comments, such as corrections or mistakes or alternative suggestions for saying thing more naturally.

### **3. The Advantages of Pair Work**

- a. It dramatically increases the amount of speaking time any one student gets in the class.
- b. It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- c. It allows teachers time to work with one or two pairs while the other students continue working.
- d. It recognises the old maxim that 'two heads are better than one', and in promoting cooperation, helps the classroom to become a more relaxed and friendly place. If we get students to make decisions in pairs (such as deciding on the correct answers to questions about a reading text), we allow them to share responsibility, rather than having to bear the whole weight themselves.
- e. It is relatively quick and easy to organise.

#### 4. Disadvantages of Pairwork

While the disadvantages of this strategy are:

- a. Pairwork is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class.
- b. Students in pairs can often veer away from the point of an exercise, talking about something else completely, often in their first language. The chances of miss behaviour are greater with pairwork than in a whole-class setting.
- c. It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.
- d. the actual choice of paired partner can be, especially if students frequently find themselves working with someone they are not keep on.<sup>26</sup>

Based on the explanation above, there are some disadvantages of pair work. In this research, the researcher has provided solution to overcome disadvantages some students to be very noisy when in pairs. In this case, the researcher overcome by explaining the material to

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<sup>26</sup>Harmer.J,*The Practice of English language Teaching* (4<sup>th</sup> Ed)  
(Cambridge University: Longman,2007), p.165

guide them to always be in control and always focus on the material given to be discussed when implementing paired work. Some students worked individually because students preferred to interact with the teacher compared to other students. At that time, the researcher gave explanations and invited their partner students to work and discuss topics on learning.

## **F. Discussion Strategy**

### **1. Concept of Discussion Strategy**

Discussion is an active learning process, which is more likely to maintain students' interest than a passive, teacher-directed learning experience. It secures active involvement in learning which motivates students, particularly when they can see that others value their contributions and respect their points of view.<sup>27</sup> It means that discussion can develop students' ability to analyze the lesson content and express ideas orally. It can be an effective way of allowing students to share their knowledge and experience and an appropriate way to demonstrate to students the relevance of their background knowledge.

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<sup>27</sup> Killen R, *Effective Teaching Strategies: Lessons From Research And Practice*, (Wentworth Falls: Social Science Press, 1996), p. 28

According to Cannon, discussion is one of strategy that can help student when students are talking with other students and also practice to delivering ideas.<sup>28</sup> As we know, this strategy hopes students can be able to work together in a team, improving their interpersonal skills and independence. Added by Hoover cited by Honang, discussion is the process of talking things over among two or more persons, preferably face to face. He added that the total discussion process ideally is a cooperative effort on the part of a new number of individuals to work together as a group, towards some group objectives. Risk state that discussion means thoughtful consideration pf the relationship involved in the topic or problem under study.<sup>29</sup>

From the explanation above, it can be concluded that discussion is strategy which consist of three or more persons in group for exchange of thought orally to achieve a result in team work, and they can take assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach.

## **2. Procedure of Discussion**

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<sup>28</sup> Cannon, R. *Guide To Support The Implementation Of The Learning And Teaching Plan*, (ACUE: The University of Adelaide, 2000), p. 47

<sup>29</sup> Honang Adi. R, *Improving Speaking Skill Through Smallgroup Discussion*, (Salatiga: Thesis, 2015), p. 27

According to Dobson as quoted by Antoni explained that discussion Strategy are outline as follows:

- a. Divide the class into small groups of three to six students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from discussion by group members.
- b. Allow the groups to discuss their respective topic for at least 10 minutes. when group member have finished their discussion, they should select a spokesman who will report on the group collective thoughts to entire class.
- c. Call on the spokesman of one of the groups. After he gives a short presentation (5 minutes or so), class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the group.<sup>30</sup>

Based on the explanation above the students should follow some procedure with the remaining groups until all groups have given their presentation. Finally, the teacher uses group discussion during the speaking class and also contribute for the control class.

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<sup>30</sup>Antoni, Rivi. Teaching Speaking Skill through Group Discussion Strategy at the Accounting Study Program. *Journal of Education and Islamic Studies Vol. 5, Num. 1, January-June 2017*. 2014. p. 56

### **3. The Advantages of Discussion**

- a. It tends to develop group cohesion and responsibility.
- b. It encourages the timid person to participate.
- c. It enables to develop greater creativity than would otherwise be possible.
- d. It offers additional opportunities for leadership.
- e. It may be used effectively to assist the class in planning and directing over-all learning activities.
- f. It helps teachers deal with differences among learners.
- g. It provides opportunity for students to plan and develop special projecton which groups can work together.
- h. It increases students interaction and socialization

### **4. The Disadvantages of Discussion**

- a. It is time-consuming.
- b. Some participants in the group may do all the talking.
- c. It involves less presenter involvement than other methods.
- d. The discussion can easily get off track.

### **G. Frame of Thinking**

Based on the description above, the researcher assumed that using pair work in teaching speaking in the classroom will be make the students more actively and then make the students to improve their motivation to speak in

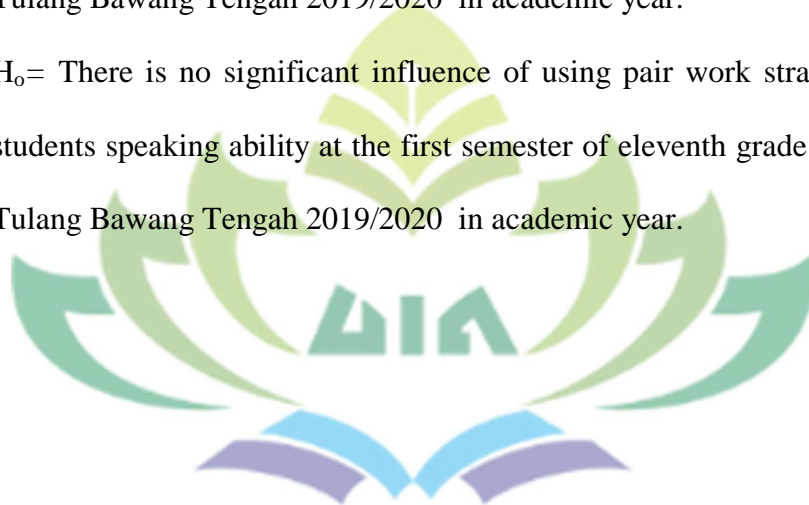
front of the class to deliver their idea, opinion and feeling. it makes the students more keep interaction and communication with the other friends.

## **H. Hypotheses**

Based on the theories and frame of thinking, the researcher proposes the following hypotheses:

$H_a$ = There is a significant influence of using pair work strategy towards students speaking ability at the first semester of eleventh grade of SMA N 2 Tulang Bawang Tengah 2019/2020 in academic year.

$H_o$ = There is no significant influence of using pair work strategy towards students speaking ability at the first semester of eleventh grade of SMA N 2 Tulang Bawang Tengah 2019/2020 in academic year.





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