

THE IMPLEMENTATION OF PAIR WORK IN TEACHING SPEAKING

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ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan implementasi *pair work* dalam pengajaran berbicara dan menemukan masalah yang dihadapi siswa dalam belajar melalui *pair work* dalam bentuk *dialogue*. Penelitian ini adalah penelitian *qualitative* dan dilaksanakan di kelas dua SMPN 1 Trimurjo. Data penelitian ini dikumpulkan dengan menggunakan pengamatan dan kuesioner. Hasil penelitian ini menunjukkan proses implementasi *pair work* dalam bentuk *dialogue* berjalan dengan sukses meskipun tidak semua siswa dapat mengembangkan aspek berbicara. Dari hasil pengamatan dan kuesioner, siswa masih mengalami masalah dalam *grammar*, *pronunciation* dan *vocabulary*. Berdasarkan penemuan, dapat disimpulkan bahwa *pair work* memberikan kontribusi yang baik dalam pembelajaran berbicara dan membuat siswa memiliki kesempatan berbicara bahasa Inggris di kelas.

This study is aimed to describe the implementation of pair work in teaching speaking and to find out the problem faced by the students in learning speaking through pair work in the form of dialogue. It is qualitative research which was conducted at the second grade of SMPN 1 Trimurjo. The data were collected by using observation and questionnaire. The result of this research showed that the process of implementation of pair work in the form of dialogue is successful although not all students can develop all aspects of speaking. From the result of observation and questionnaire, the students still face problems in term grammar, pronunciation and vocabulary. Based on the finding, it can be concluded that pair work gave a good contribution in teaching learning speaking and made the students have a chance to speak English in the class.

Keywords: dialogue, pair work, speaking

INTRODUCTION

English is learned by students from elementary to university level. By learning English, the students are expected to be able to communicate in English. Speaking is a productive skill which is used in oral communication. It means that people produce words, expression, or utterances to express their ideas and feelings to respond particular situations.

Based on the pre-observation, it is found that many students who are shy to speak in front of the class because they are afraid of making mistakes when they speak up in front of the class. The students seldom use English when they communicate with their friends.

The students' difficulties in speaking might be caused by some factors: the first factor is that the students are shy to express their feeling and their opinion using their own language in English in the classroom. They are afraid of making mistakes because they lack of confidence in their speaking. They worry to make mistakes when they are speaking. It makes them passive in English speaking class.

The second factor is teacher's lack of selecting appropriate techniques. Most of teachers seldom make students speak English. They seldom make various interesting communicative activities in the class. They taught speaking by explaining the form of sentences and ask students to do some written exercises at students' worksheet. This made the students passive because they do not have a chance to speak.

In order to be active to speak in English, the students must study hard to master speaking and the teacher should create a good atmosphere in class. Students are

passive in their speaking class where there is a little interaction from student to others. It is a teacher's job to teach speaking by using suitable and also interesting technique to make students more active in speaking class.

To overcome the problem mentioned above, the teacher should use suitable technique to teach students in speaking class. The techniques that used in classroom are very important to make students participate in learning process. There are many techniques of teaching speaking, such as group work, class whole work, pair work, games, and role play. But in this research the writer focuses on pair work. Anggiana (2011), who carried out her research at SMPN 1 Parongpong, found that pair work can be used to improve the students speaking ability.

Pair work can make students free to express their opinion or feeling because they speak with their friend. By using pair work, students have chance to speak freely in the class with their friend. They are shy to speak with their teacher, but if they speak with their friend they will be free to express their opinion. McDonough and Shaw (1993:227) say that "pair work requires rather little organization on part of the teacher and it can be activated in most classrooms by simply having learner work with the person sitting next to them. It means that students can be active because they do not learn alone, but they learn together with their friend. They have partner to communicate in classroom.

There are many activities that can be used in speaking class, one of them is dialogue. Dialogues are usually the most commonly used in oral skill class. This type of oral

skill can make the students confident in their speaking with their friends, they can share their ideas, opinions, feeling and they also can come up to a solution, a response, or the like. The students are allowed to select the dialogue topic and evaluate their peer's performance. With dialogue activity, the students will enjoy their speaking because the students have not got the problems like stress. Therefore it is suitable to use pair work in teaching dialogue.

Based on the background of the problem above, the researcher was aimed at: 1). "How is the implementation process of pair work in teaching speaking at the second grade of SMPN 1 Trimurjo?" 2). "What the problems faced by the students in learning speaking through pair work in the form of dialogue?"

METHODS

In this research, the researcher used the qualitative research method because the researcher wanted to describe the implementation of pair work in teaching speaking and to find out the problems faced by students in the process of teaching speaking with pair work. In conducting this research, the researcher collaborated with the English teacher to know the process of the implementation of pair work in teaching speaking. In this way the data were collected from the observation. Besides that, the researcher also tried to find out the problems faced by students in the implementation of pair work by using observation and distributing questionnaire. The subject of this research was the second grade students of SMPN 1 Trimurjo. The class was selected

by purposive sampling. The researcher chose class VIIID that consists of 30 students. In choosing the subjects, the researcher looked at the quality of the class.

RESULTS AND DISCUSSION

In this research, the researcher used observation sheet as main source of the data and also used the result of questionnaire on the students to support the data. This research was conducted at the second grade of SMPN 1 Trimurjo from February 04, 07 and 11, 2014.

1. The Process of Implementation

The researcher began the research by introducing the implementation of pair work in the form of dialogue in teaching speaking to English teacher. Then, the teacher used some expressions in teaching dialogue in pair work, they were expressions of telephone conversation and expression of agree and disagree.

Table 1 The result of the Implementation of Pair Work in Teaching Speaking

Score (rate scale):

1= very bad; 2=bad. 3=enough; 4=good; 5=very good

No	Aspects observed	1 st Meeting					2 nd Meeting					
		1	2	3	4	5	1	2	3	4	5	
1	DECIDING THE TEACHING MATERIALS											
	Teacher introduces the topic that will be taught.					√					√	
	Teacher presents an example of dialogue based on the topic.					√					√	
	Students follow teacher's pronouncing.		√							√		
	Teacher gives oral questions related to the topic and				√					√		

	students answer it. Teacher and students discuss about basic communicative expressions of the dialogue.	√								√	
	Each pair has to practice each utterance in the dialogue.			√						√	
2	SELECTING SITUATIONS AND CREATE DIALOGUE										
	Teacher gives situation to students			√							√
	Students make a dialogue based on the situation			√						√	
3	HAVING STUDENTS PRACTICE DIALOGUE IN PAIR										
	Teacher asks students to perform the dialogue in front of the class.				√					√	
4	EVALUATING										
	Teacher discuss about the difficulties in understanding the lesson			√						√	
	Teacher gives support to students to implement the material and get used to in daily life.			√						√	

In while activities, based on the procedure of teaching dialogue in pair work according to Finocchiaro and Brumphit (1983), the three aspects observed were applied in speaking class namely deciding the teaching materials, selecting situations and creating dialogue, and having students practice dialogue in pair.

1. Deciding the Teaching Materials

In deciding the teaching materials there were several aspects observed such as teacher introduced the topic that would be taught, teacher presented an example of dialogue based on the topic, students followed teacher's pronouncing, teacher gave oral questions related to the topic and students answered it, teacher and students discussed about basic communicative expression of the dialogue and each pair had to practice each utterance in the dialogue. In these aspects, the

teacher implemented all the aspects, although not all aspects were successfully done. There were some students who did not pay attention, but there were also some students who are active and could answer the teacher's questions. It also made students have a chance in speaking class. When the teacher asked the students, they would try to build their ideas and they produced language to answer the teacher's question. As Lado (1961:35) states that speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message across. So with the question from the teacher, students were encouraged to share their ideas and spoke in English with their words.

2. Selecting the Situation and Creating Dialogue

Selecting the situation and creating dialogue was done after deciding the materials. There were several aspects observed in selecting the situation and create dialogue such as teacher gave situation to the students and students made a dialogue based on the situation. In this case some students looked confused to make a dialogue based on the situation given by the teacher. The teacher explained again with an example to make students understand the situation clearly, so they could make their own dialogue in pair. As Finnochiarro and Bonomo (1973:111) define that dialogue is well suited to practicing to use language in communication. The students could communicate with their friends on dialogue based on the situation given to practice to use language in communication.

3. Having Students Practice Dialogue in Pair

In this phase, the teacher asked the students to perform the dialogue in front of the class. The students did it well and spoke freely because they spoke with their friends, so they were not shy to express their opinion and expression with their friends in front of the class. It is in line with McDonough and Shaw (1993:227) that pair work requires rather little organization on part of the teacher and at the least in part, it can be activated in most classes by simply having learner work with the person sitting next to them. However, there were some mistakes when they performed their dialogue in front of the class, such as mispronunciation and wrong grammar.

Before closing the teaching learning process, in post activities, the teacher discussed about the difficulties in understanding the lesson, she also invited her students to conclude the material that had been taught together. From the result, it could be concluded that the implementation of teaching dialogue in pair work is successfully, although not all aspect got a good level.

2. Student's Problem

To answer the research question number two the researcher used observation and distributed questionnaire. The researcher focused on the problem of the students in speaking aspects, they are vocabulary, grammar and pronunciation. Based on the observation sheet, the researcher found that the problems faced by students in learning speaking through pair work in form of dialogue were grammar, pronunciation and vocabulary.

The questionnaire was in *Bahasa Indonesia* with open-ended question, so the students were free to express their problem about pair work in speaking aspect. The questionnaire session was followed by all students, the researcher found the students' problems as follows:

Table 4.2 The Result of Questionnaire

No	Question	% of Grammar	% of Vocabulary	% of Pronunciation
1	Pronunciation, grammar and vocabulary are the aspects of speaking. In your opinion, which aspect that the most difficult in speaking? Why?	56.6	3.3	40
2	In your opinion, from 3 aspects such as pronunciation, grammar and vocabulary, which aspect that you master the most and can help you to be successful in learning English? Why?	0	63.3	36.6
3	Do you get the difficulties in arranging the sentences with right grammar in dialogue? Why?	86.6		
4	Do you get the difficulties in choosing the right vocabulary to put it dialogue in English? Why?		60	
5	Do you get the difficulties in pronouncing the words in English when you speak with your friend? Why?			63.3

The first question asking about the most difficult aspects in speaking, we could see that there were 17 students (56.6%) who got the difficulties in grammar because they did not understand how to arrange the sentence in English. There was one student

(3.3%) who got difficulty in vocabulary because she did not have enough vocabulary that she mastered. However, there were 12 students (40%) got difficulties in pronunciation because English is complicated and has different pronunciation from *Bahasa Indonesia*.

The second question is asking about the aspect that they mastered the most and could help them to be successful in learning English. There was no student who chose grammar. It means that they did not master grammar. However there were 19 students (63.3%) who chose vocabulary because almost of them said that they had many vocabularies that they mastered and this aspect was the easiest from the others. So it means that they considered grammar and pronunciation are difficult to be mastered by them. There were 11 students (36.6%) who chose pronunciation because pronunciation was the easiest from the others and it just pronounced. It means that they felt grammar and vocabulary were difficult to be mastered by them.

The third question is asking about the difficulties in arranging the sentence with right grammar. In this case there were 26 students (86.6%) who got difficulties in grammar because grammar was difficult, they did not understand and often made mistakes in arrange the sentence with right grammar. It is needed for students to arrange a correct sentence in conversation. Because grammar has many rules, such as present, past, future, past participle, etc... and also gerunds, which can act as nouns. It is in line with explanation suggested by Heaton (1978) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. So it made English grammar to be extremely difficult.

The fourth question is asking about the difficulties in choosing the right vocabulary to put in dialogue. There were 18 students (60%) who got the difficulties in choosing the right vocabulary to put in dialogue because they were confused to choose vocabulary in English and they did not have many vocabularies that they master. Having limited vocabulary is also a barrier that precludes learners from learning a language. It is in line with Syakur (1987) who states that vocabulary means the appropriate diction which is used in communication. Furthermore, the lack of vocabulary could influence other components in speaking, like pronunciation and grammar.

The fifth question is asking about the difficulties in pronunciation. There were 19 students (63.3%) who got the difficulties to pronounce English words because their pronunciation is influenced by their mother tongue, so they felt difficult in pronouncing English words correctly. Moreover, Deterding and Poedjosoedarmo (1998:278) state that mother language or the first language's interference might be one reason why pronunciation was difficult to be learnt. It means that strange sound may be produced by the students who speak English when they are mixing up their own dialect with English pronunciation or the English sound that is similar to their mother tongue.

From the results above, it was reported that the most difficult aspect in speaking that they felt through pair work in the form of dialogue is grammar because they did not understand how to arrange the words into sentences in English. It means that they had problem in grammar.

Furthermore, the students felt more pleasant if they spoke with their friend because they were not shy to speak with their friend. It was fostered by theory from McDonough and Shaw (1993:227) that pair work requires rather little organization on part of the teacher and at the least in part, it can be activated in most classrooms by simply having learners work with the person sitting next to them. In line with those statements, this technique succeeded to encourage the students to speak English in the class, because students had a chance to speak English in the class.

Based on the findings above, it is concluded that pair work gave a good contribution in teaching learning speaking and made the students of SMPN 1 Trimurjo have a chance to speak English in the class. The statement above is supported by theory from Harmer (2001:207) who states that pair work is a way of increasing student participation and language use. It can be used for enormous number of activities whether speaking, writing or reading. It means that pair work can be used to give students a chance to speak in the class, because pair work can give students an opportunity to speak with other students.

CONCLUSION

Based on the result of the research, it can be concluded as below:

1. Based on the result of observation, the teacher implemented the whole procedure of teaching dialogue in pair work in her speaking class at the second grade students of SMPN 1 Trimurjo which were directly observed by the researcher. The teacher managed the procedure of teaching dialogue in

pair work based on what had been prepared on the lesson plan and made her plans run effectively. At the second and third meetings, the students became more enthusiastic than at the first meeting. The teacher employed the whole aspects of procedure in teaching dialogue in pair work successfully although not all aspects got a good level. There were some students who did not pay attention, but there were also some students active and answered the teacher's questions.

2. Based on the result of observation of problem and questionnaire, the problems faced by the students in learning speaking through pair work in form of dialogue are grammar and pronunciation. And there were some students who got difficulties in vocabulary.

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