

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation and definition of key terms.

1.1 Background of the Study

There are various languages in the world, one of the languages that is used as an international language is English Language. Mutjaba (2014) from his website, as international language English Language becomes very important to be able to adapt and follow the flow of global developments which are more advanced. As we know, English Language dominates all aspects of communication among nations. It is undeniable that English Language is indispensable in this period, since English Language has been recognized and agreed by the International as an official language that is universally used both in the world of technology, education, political economy, culture and various other fields. The concept of thinking we have so far seems too narrow in addressing the importance of learning English is only done as a learning activity in school to get a standard score (just passed the exam). We do not really know exactly how much benefit from mastering the foreign language which is the international language for business, sport, academic, science and technology and other fields.

Williams (2013) developed his concept about teaching English there are four main skills in English which taught. Those four skills must be delivered and taught with the right method. There are many kinds of methods that can be used in the process of teaching English in the classroom. The method that used should

allow the student to use English as natural as possible. The one of the four skills is speaking. Brown (2004) stated that speaking is defined as a productive skill.

According to Heaton (1989) develop his statement the speaking ability of participants to communicate and express their ideas, thoughts, feelings, and needs in order to make sense of them. In this case, the skills of speaking are needed namely accuracy, fluency and comprehensibility. In the real condition, some students are difficult to follow their speaking class. Harmer (2007:286) stated that "Some of students feel difficult when learning speaking". Based on this condition, the teacher needed the right strategy which is expected to provide interesting activities and encourage students to be active. Teachers need to provide models of teaching strategies that can help students create a good learning atmosphere to play an active role in classroom activities in order to improve their speaking skills. Teacher needed some techniques to make the students understand the subject. Harmer (2007:116) from his statement that there are many techniques in teaching activity such as whole class teaching, pair work, group work and ringing the changes. Every method or technique has a different function to develop the student's ability. Many techniques can be applied including pair work because some research findings say that this technique is effective to use in teaching speaking. In pair work, students working in pairs replace the individual learning systems. Pair work enables students to active. The teachers as facilitators and mentors who have direct each learner towards the right and proper knowledge.

In this research, researcher will observe the teacher who used pair work as their teaching technique to make the students active in learning speaking. Pair work and group work are activities that provide the students a media to exchange

their thoughts and establish a good communication between or among the students.

Sometimes the students feel bored with the teaching learning process. According to Pinantoan (2012) in his website, he says “one study of student boredom suggested that almost 60% of students find at least half their lectures boring, with about 30% claiming to find most or all of their lectures boring”. From that statement we can conclude that to prevent the students from bored, the teacher should create a joyful learning. With using pair work, the students will be easier to learn English because the techniques give an opportunity to the students to make their group by themselves. So, the researcher choose pair work in this study in order to know the implementation of using pair work as technique and the problems of the teacher in teaching learning process using this technique.

Based on the previous study Mulya (2016) in her quantitative experimental research she used experimental class and control class. She tried to investigate the significant difference of speaking performances between students who were taught using pair work technique and students who were not. Tests were used as the instrument in this study. The data was analyzed by using t-score. There is a significant difference of speaking performance between students who are taught using pair work technique and students who are taught using the conventional technique was accepted. The use of pair work technique in teaching speaking was found to be an effective technique for the EC students in improving their speaking performances.

In another research, according to Anggiyana (2012) the aim of their study was to find out whether or not the use of pair work technique can improve the

students' speaking ability. The research used quantitative method and one group pretest-posttest design. This research was conducted at the second grade at SMPN 1 Parongpong. The instrument in this research was test (pretest and posttest). The data of the research were collected by giving pretest and posttest to student's sample. The collected data were analyzed by using t Test formula. The result of this study is there is significant effect teaching speaking using pair work. Teaching speaking using pair work technique was effective in improving students' speaking ability.

The researcher want to explore the phenomena that happen when researcher doing apprentice in school whose the teacher teaching speaking using pair work technique. Based on some preview studies, pair work technique can improving or increasing the students' speaking skill. The researcher want to observed how the implementation of the pair work as technique in teaching speaking that focused on student's assignment. Then, in this study the researcher focused on junior high school students. It is because first, junior high school is the level where the students should be able to string up the words and more often to practice of speaking. So it can be obtained information or reference how the teachers implement this technique in the classroom and face the problems that could be arise on the implementation of this learning technique. Second, according Arajoo T.V (1986) the affective includes of feelings, capital and emotions. The affective development of junior high school students includes learning behavioral processes with others or socialization. The researcher will choose two teachers of junior high school in Gresik that can be used as a reference in the implemented of pair work as technique in teaching speaking.

1.2 Research Question

Related to the background of this study, the researcher would like to find out some problems that are necessary to be analyzed. The problem statements in this research are,

1. How is the implementation of pair work as technique in teaching speaking?
2. What are the problems faced when the teacher implemented of pair work as technique in teaching speaking?

1.3 Purpose of the Study

Related to the problem above, the purpose of these study are,

1. To find out how the pair work as technique implemented in teaching speaking at junior high school.
2. To find out the problems that faced by the teacher when the teacher implemented the pair work as technique in teaching speaking at junior high school.

1.4 Significance of the Study

This study is beneficial for wide-range-readers. The significance of the study will be divided into two, theoretical significance and empirical significance, as below:

1.4.1. Theoretical Significance

The theoretical significance of this study is to provide information about the implementation of the pair work as technique in teaching speaking class at junior high school in Gresik.

1.4.2. Practical Significance

For the teacher, from this study can be obtained information how the teachers implement this technique in the classroom and face all the problems that could be arise on the application of this learning technique.

For the students, with good purpose this study can improve their speaking ability in fun and interesting way. There will be no more boring gesture and sleepy head during the class, because the technique helped their eyes wide-open.

As for the other researchers, this study can be their reference to conduct further research related with the implementation of the pair work as technique in teaching speaking class in junior high school.

1.5 Scope and Limitation

The subject of this research is the English teacher of junior high school. This research scope is English teacher who teach speaking using pair work as technique in junior high school and the limitation of this study is the implementation of pair work as technique in students speaking assignment. The school that is chosen in this study is junior high school in Gresik.

1.6 Definition Of Key Terms

1. **Teaching** is teacher's activity for transferring information for the students in learning process with the purpose
2. **Speaking** is the focused ability in this research.
3. **Pair Work** is the selected methods that teachers used in teaching speaking in this study.