

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Teaching Speaking

Speaking English is an activity that needs practice. For some students speaking is not easy. In the reality, speaking is the one of the difficulties skill in teaching English. We know there are four basic skills in English. That is reading, speaking, writing and listening. So, teaching speaking becomes an important part in learning English as second language.

So, meant by teaching speaking is to teach ESL learners to (Kayi, Vol.XII, No.11;2006) :

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and 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 unnatural pauses, which is called as fluency. (Nunan, 2003)

Students are come from different background and different ability. It is same with teachers, each teacher has different style in teaching. Teaching speaking is needed more attention to teach. Hadley (1993:77) in Richards suggests five principles for pre-oriented teaching:

1. Give the opportunities for the students to learn the variety of contextual which is faced by them in the target culture.
2. Give the opportunities for student to implement many tasks for dealing with others in the target culture.
3. Give the various forms of instruction and evaluative feedback can useful in their speaking skill to use the match words and coherent language use.
4. Give the instruction their different personalities, preferences and learning styles to the student for their cognitive.
5. Give the students about cultural understanding in various way to avoid misunderstanding.

As the teacher, give the students opportunity to use the target language to communicate with others. Teacher can come out with interesting, authentic and essential topics that students can discuss or talk about especially in the target language, the related topics should be easy and understandable. Communicative ability is whether or not the students could measure from the ability to translate in the target language (Norland, 2006). Moreover, the teacher should find the strategies of teaching in order to achieve the goal of the language teaching effectively.

## **2.2 Definition of Pair Work**

Pair work is activities that provide the students a media to exchange their thoughts and establish a good communication between or among the students.

McDonough and Shaw (1993:227) says that “pair wok 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 the students can be active, because they do not learn alone, but they learn together with their friend. It will be different condition, they have partner to communicate in classroom. Pair work are the staple of the ‘communicative’ classroom, and are the fundamental way in which teachers can give learners the opportunity to practice what they have been exposed to meaningfully, not all pair work has that function.

Pair work is suitable for all ages and all subjects. According to Glasner, E. and Mahmoud, U. (2005) statement pair work it enables many students to talk at the same time, it is particularly effective with large classes. It is highly inclusive in that it requires all students to communicate. According to Byrne (1989:31) says that unless you have a very small class, you will never be able to give your students enough oral practice through whole class work. If you divide your students into pairs for just five minutes, each student will get more talking time during those five minutes than during the rest of the lesson. From the learners’ point of view, then, some pair work in the course of the lesson is absolutely essential. Glasner, E. and Mahmoud, U. (2005) stated that is especially useful in multilingual, multi-grade classes, as pairings can be organized flexibly and supportively in line with the students’ needs. Whether the teacher combine students according to similar attainment levels, different attainment levels, the same home language friendships, or allocate them randomly, varying approach to pairing can have the effect of stimulating learning while enhancing classroom relationships.

### **2.3 Kinds of Pair Work**

According to Byrne (1989:31-32) there are two main kinds of pair work.

Here the kinds of pair work:

#### **1. Fixed Pairs**

It means originated when the students work with the same partner (usually the student on the left or the right) in order to complete a task of some kinds.

#### **2. Flexible Pairs.**

In flexible pairs the students keep changing partners. Teacher must decide whether he can let the students stand up and move around the classroom freely. This will make the activity more interesting for them because they can choose the person they want to talk to.

If the classroom is too small, the students will be able to interact with those around them without getting up.

### **2.4 Speaking Task**

Brown (1994) creates six possible task categories:

#### **1. Imitative**

The teacher drills students with phrases or structure of sentences and the students then simply repeat it until they can use it accurately (e.g. pattern of question sentence: “how are you?”).

2. Intensive

The teacher drills students with sentences focusing on phonological or grammatical points, such as minimal pair, stressed syllable.

3. Responsive

The teacher gives a question to provoke students' responses toward the question. Student will spontaneously speak up their mind to answer the question.

4. Transactional

The teacher conducts dialogues for the purpose of information exchange. For example, creating play or debate for the students.

5. Interpersonal

Interpersonal task means that the teacher assigns the students to create dialogues to establish social relationship. Within the dialogues, students are engage to interact with others. For the example, play activity or personal interview between the teacher and student.

6. Extensive

Students are required to extent their skill in speaking through short speech, oral report, or oral summary. This is the higher grade of speaking task because students are required to elaborate their idea in speech.

## 2.5 The Implementation of Pair Work

Pair work is a type of classroom interaction when students are working with another student. This may be to discuss something, to check answers, to do a communicative activity, etc. According to (Harmer 1995:206) from his statement pair work can be for brainstorming, pre-reading/listening prediction activities and for checking and comparing answers, so quite clearly there are lots of different types of pair work.

Harmer (2001:171-173) explains the procedure used in pair work. He divides the procedure into three-sub-units: before, during and after activity.

### a) Before Teaching

1. Teacher giving instruction or demonstration about the material for the students
2. The students divided into pairs following engaged-instruct-initiate sequence

### b) During Teaching

1. Teacher should pay attention and keep an eye on what is happening during activity.
2. Teacher as around watching, listening and helping students when they were in trouble.

### c) After activity

1. Teacher gives constructive feedback and correction after student's performance.

To get the maximum result of pair work, the teachers require to understanding about how to implement this technique by the right steps. According to Hadfield (1992:47) develop his statement to be “well-organized“ the teacher must give clear and explicit instructions and, while the pair work is taking place, the teacher should be moving around the room monitoring and if necessary guiding and correcting what individual pairs are doing. It may be necessary to write on the blackboard an outline or model of what the pairs should be doing or some key words and phrases. After some time with the pairs working together, one or two pairs should be invited to ‘demonstrate‘ and, if necessary, after pairs have demonstrated the teacher should add comments (both corrections of mistakes and suggestions for alternative, more natural, ways of saying things), then students should work in pairs again, possibly reversing roles (Hadfield, 1992:47).

According to (PW Watcyn-Jones, 2002:10) statement about good idea to set a time limit for each activity and write this up so that everyone can see it. Give a warning a few minutes before it expires so that students can start to finish off. It may be that some students have not finished but it is inevitable that people will finish at different times. And it is always best psychologically to stop them while they are still enjoying themselves rather than letting the activity drag on until everyone has finished.

## **2.6 Teaching Speaking Using Pair Work**

Some researchers state the importance of student’s interaction in the teaching learning process. Based on their research in English teaching, they found

that most students seemed to like and enjoy the activity as there were a lot of interactions among them.

Pair work is an activity when learners working together in pairs. one of the main goals of pair work in the English language teaching in the classroom is the improve the learner's opportunities to use English.

According to Brown (1987:182) "Pair work is more appropriate than Group Work for tasks there are (a) short, (b) linguistically simple, (c) quite controlled in terms of the structure of the tasks". Appropriate pair activities include:

- 1) Practice the dialogue with a partner
- 2) Simple questions and answer exercise
- 3) Performing certain meaningful substitution
- 4) Brainstorming activities

There are some activities that can be used in pair work technique to improve the students' speaking ability.

## **2.7 The Problems in Implementation of Pair Work**

Harmer declares that certain problems occur with pair work. Teachers are often worried about the use of the student's native language in monolingual groups. Students will use English if they are motivated to do so and the teacher explains what the reason for the activity is. Incorrectness is another worry, but as we have repeatedly said accuracy is not the only standard to judge learning by: communicative efficiency is also vitally important and pair work encourages such efficiency (Harmer, 1995:206).



According to Byrne (1989:31) there are also some interpretations of the problems in implementation of pair work:

1. The students will make too much noise.

Byrne claims that noise is “okay”, as long as they are not shouting. He suggests to moves students into different places in the room so that they can hear themselves speak. Unless the noise is likely to disturb the class next door, the teacher could just ignore it. The noise won’t bother the students themselves. They will be too busy for practice and in any case they can hear one another quite easily. But it is necessary to control the noise level.

2. The students will make mistakes.

According to Byrne, if the teacher’s aim is accuracy, teacher must try to prevent mistakes as much as possible. He is advice to the teacher to give the students a clear model and give them enough practice before they start on their own. The teacher should also write relevant material on the board. But being able to give the students a lot of extra practice in this way is far more important than a few mistakes.

3. The students expected the teacher to teach them.

Byrne stresses that teachers should be prepared to justify procedures like pair work and group work and also certain activities such as games and songs. Sometimes this is just as important as explaining how to do something. If the students understand why they are doing something, they will probably do it better (Byrne, 1989:33-34).

## 2.8 Previous Study

The researcher took some previous studies as inspiration and consideration for conducting the study. There are some studies which have been becoming the inspiration for the researcher.

The first study is entitled *Teaching Speaking By Applying Pair Work Technique* conducted by Mulya (2016) she have been done the research with the aim of the research is to investigate the significant difference of speaking performances between students who were taught using pair work technique and students who were not. They used quantitative experimental approach and conducted at second grade students of SMA 8 Banda Aceh. She used one class as the experimental class (EC) and the other was as the control class (CC). She administered speaking test in collecting the data. The researcher did pre and post-tests in both classes. The purposes of both tests were to measure the impact of pair work technique implementation in the EC. The researcher further found that pair work did not only help her students to increase their academic achievement but also it gave positive outcomes on their social relationship in the classroom, especially with their pairs. This is because this technique is seen to give chances for students to be involved in discussion. It is different from the teaching learning process by using the individual technique in control class or teacher centered, where the students only depended on the teacher's explanation. The teacher acted as the center or main sources in getting the knowledge. This led to the students to become passive learners. Only the students who had high proficiency were more active than the others. This situation brought negative outcomes for their individual achievements and improvement because they could not learn from each

other to solve the problem. As the result, it affected their scores to be lower than the experimental class.

The second study by Anggiyana (2014) is entitled *Teaching Speaking Using Pair Work Technique at The Second Grade Students of SMPN 1 Parongpong*, with the aim of research to find out whether or not the use of pair work technique can improve the students' speaking ability. Her research used quantitative method and one group pretest-posttest design which was conducted to overcome the students' problem in mastering speaking skill. The research subjects 32 students of second grade students of SMPN 1 Parongpong. The researcher use dialogue for student's task. The use of dialogue can enrich students' pair work, because before treatment, the mean score pretest was 60.344, after treatment, the data analysis showed that the mean score of posttest was 73.72. The use of pair work technique can significantly enrich the students speaking ability. It was proven by "t-test ". Then, the result of the computation showed that  $t_{obs} = 38.994$ , while in the table critical value showed that  $t_{table} = 2.050$ . It was clear that  $t_{obs}$  was higher than the  $t_{table}$  ( $38.994 > 2.050$ ) at the level of significant 5%. It meant that the hypothesis was accepted. There was a significant difference between students' pretest score and students' posttest score. Therefore, there was significant difference between pretest score and posttest score. It also meant that teaching speaking using pair work technique was effective in improving students' speaking ability.

The third study by Hidayati (2015) entitled *Improving Students' Speaking Ability through Pair Work Technique at the Eight Grade of SMPN 2 Gondang Tulungagung*. The aim of their study was to answer the single question how can

“Pair work” technique improve students’ speaking ability at eight grade of SMPN 2 Gondang Tulungagung? In her Classroom Action Research (CAR), the population of the study is VIII G students of SMP N 2 Gondang Tulungagung in the period 2014/2015, which involves 28 students. This study applied classroom action research between the researcher and English teacher. In this study, the researcher conducted two cycles that covered planning, implementation, observation and reflection. Each cycles of this study consisted of two meetings. The instruments of this research are questionnaire, interview guide, observation sheet and field note. The data of this study were the students’ score and the students’ performance during the process of teaching and learning process, which were analyzed descriptively. Based on the observation sheet from the analysis of the teaching and learning process in speaking by using pair work technique in cycle 1, it was found that most of the students still have low in speaking. Although some of them could got improvement in their score, but the criteria of success have not achieved yet. In conclusion, the implementation of the strategy in cycle 1 is still needed to be revised. Based on the observation sheet from the analysis of the teaching and learning process in speaking by using pair work pair work technique in cycle 2, it was found that most of the students got improvement in speaking. The students were more active and enthusiastic during teaching and learning process. There were four pair works or 8 students who could not achieve the criteria of success.

The similarities between those previous studies with the writer it is focuses on teaching speaking and the implementation of pair work as teaching

technique. The differences in those previous studies and the writer are about the research design and the purpose of the study.

The first study is using quantitative experimental research design with pre-test and post-test, the second research is quantitative research also and the last study used classroom action research (CAR). While the writer using descriptive qualitative. Then about the purpose, the purpose of those previous studies is focused on testing the method to improve the students' speaking ability by a treatment. It is different with the writer, in this research the purpose of the study is to find out how the pair work as technique implemented in teaching speaking assignment and find out the problems when the teacher implemented this technique.