

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking is very important for us in learning a language because the purpose of someone in learning a language is to enable him or her to communicate the language. There are four language skills, namely: listening, speaking, reading, and writing. One of those skills is speaking. A success of students in speaking is measured through the accuracy and fluency of their speaking ability. The students should always practice in classroom or out activities. They can express their idea with people by speaking.

Oral language is a foundation of all languages development and the foundation of all learning. Through speaking, students can develop vocabulary and practice english language as an essential component of language. Students who have a good capability in speaking will have an academic advantage. Beside, school achievement depends on students capability in displaying knowledge in a clear and acceptable form of speaking as well as writing. Furthermore, Ur states that activities in the classroom that develop students ability to express their oral language is an important component in a language course. It means that the students should be given such activities in motivating and developing their ability in speaking.

In teaching English for Junior high school, most elementary English language in Indonesia finds some problems. One of the problems that are always faced in is how to teach English contextually and meaningfully. Most teachers still have difficulties in developing and applying the method which is appropriate for the children. It happened because most teachers are lack of knowledge, creativity and competence in teaching English. This condition forced most teachers to use conventional ways in teaching English where the method usually focuses on teaching grammar and translation without considering the context.

The most common conventional way used in Indonesia is well known as the grammar-translation method focusing on reading text, grammar and translation. In presenting the material by using the conventional way, most teachers commonly ignore the context. It creates an argument that learning English is difficult so it lowers students' interest and motivation in the next level of education degree. Without context, the learning process is not meaningful for students. Students are learning English as a school subject not as a tool for communication. To avoid this situation, appropriate methods which are suitable with children's characteristic needs to be considered to help students learn English easier.

In fact, most children are interested in meaning and function of a new language which they can find in meaningful activities, such as playing games,

singing songs or acting out stories. Therefore, it is necessary to bring out a change in the way English is taught in more meaningful and interesting ways for children. Considering the fact that children need something meaningful in their language learning. Many researchers have developed several methods to solve the problem. One of the alternative methods in teaching English is Pair-work.

Pair work is an important component of the communicative approach and is also a form of collaborative learning. Moon (2000) defines pair work as a strategy “to organize them (students) in a way that maximizes opportunities for learning” (p.53). Pair work means that students collaborate with their pair to accomplish tasks and reach their aim. Working in pairs could help to promote meaningful interaction between the learners and as a result that will increase their interest. This view is echoed by Lightbown and Spada (1999) when they state that “positive attitude and motivation are related to success in second language learning” (p.56). Hence, introducing pair work is an effective strategy that could lead to success in language learning because it helps to increase students’ interest in terms of the oral task.

On the other hand, pair work is one of the good strategies to improve students’ speaking ability. Therefore, the writer is interested in conducting a research entitled: **“The Effect Of Pair Work Toward Students’ Speaking Ability Of The Second Year At SMPN 25 Pekanbaru, Riau”**.

1.2 Setting of Problem

One of the four Language skills is Speaking. Speaking is a skill that is important in learning a language and it has an important role in communication. There are many problems that are face in teaching speaking such as: the first, most of students are reluctant o shy to speak English. And also they are afraid to make mistake while speaking. The possibilities that make students ar often inhibited about trying to say things in English in the classroom. They worried about making mistakes, fearful or criticism and then to be shy.

The Second problem is the students also have low motivation and interest to speak English and they still have difficulties in expressing their ideas, and feeling because they have no self-confidence. The students are lazy to speak English in front of the classroom. Its is caused of some student feel topic of speaking difficult, so that they don't understand they are not interested in the topic, and thi condition makes the student lazy. For example they keep silent when the teacher ask them question.

The third problem is students do not want to speak because of lacking of vocabulary. They can not speak because having no adequate vocabulary and makes the student talk less and they can not to express the idea. There are many technique applied in teaching English speaking skill such as group work, Games, song, discussion and story telling. But the researcher tries to

applied a pair work in teaching speaking to the second year at SMPN 25 Pekanbaru, Riau. The reason is that it could give the students' new feeling in conversation session. Furthermore, the students' felt bored of the similar technique in conversation subject applied by the teacher all the time.

1.3 Limitation of the problem

Based on the of the problem above, because of the limitation of the time and writer's ability, writer limits the problem of the research focus on only three speaking components; they are vocabulary, pronunciation, and fluency based on students' speaking ability in pair work activity.

1.4 Formulation of the problem

The problem of this research can be formulated in the following question:
Is there any significant effect of the speaking ability of the second year at SMPN 25 Pekanbaru, Riau with trying to applied a pair work.

1.5 General objective of the Study

The general objective study of the research is to find out the significant effect of the students' speaking ability of the second year at SMPN 25 Pekanbaru, Riau with applied a pair work.

1.6 Need of the Study

The Needs of the research are:

1. To inform and explain to the English Teacher about Pair work as a New Technique in teaching speaking in order to improve students' speaking ability.
2. To contribute useful information to improve better English teaching and learning integration between teacher and learners in developing learners English skill.
3. To improve students speaking ability by using pair work technique.
4. To increase the writer knowledge the research are to investigate this field.

1.7 Definition of Key Terms

To avoid the misunderstanding toward the title and due to of many abbreviations in this research, writer will explain some of terminology used. They are as the following

Effect is result of condition produce by cause something that happens when one thing acts and another (Longman : 1998) and in this research, effect is define as a result of teaching speaking ability of the second year at SMPN 25 Pekanbaru, Riau by using a pair work.

Speaking ability is a tool to express message in order the listeners can understand the material that the speaker's talking about and to find out whether the speaker or listener can adjust to the situation when he is delivering his idea (Brown, 2001)

Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English classroom is to increase the opportunities for learners to use English in the class. As example the Learners are answering comprehension questions in pairs after reading a text. This allows them to compare and answer and clarify problems together using English Language.

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or a thing.