

CHAPTER I

INTRODUCTION

This study is intended to investigate the students' responses toward the use of pair-work activity in speaking class at one of higher education in Kendari, South East Sulawesi. This chapter depicts the background of the study, the scope of the study, the research questions, and the purpose of the study. Moreover, it includes the significance of the study and the definition of the key terms used in this study.

1.1 Background of the Study

Group work and pair work has been getting attention of educationists in the 70s. During this period of time, educationists were concerned about increasing teacher talking time in language classes (Ibodullayevna & Qodirovna, 2014). In recent year, the impacts of pair work activity on various types of form focused tasks have been the subject of a number of intriguing studies as showed by many researchers, pair work has been recommended as a very beneficial way in promoting language learning and interaction among students and as it brings a positive atmosphere in the classroom (Ibodullayevna & Qodirovna, 2014; Jatmiko, 2017; Lasito & Storch, 2013; Ruiz & Pardo, 2016). In recent years, many Indonesian or foreign researchers have investigated the use of Pair work in a various different focuses, either in macro skill such as speaking, writing, reading, listening, or in micro skill such as grammar, vocabulary, pronunciation and so on.

Moreover, the use of group work and pair work has been widespread in both English as foreign language and English as second language teaching (Baleghizadeh, 2010). In Indonesia, a lot of researchers have focused on investigating the use of pair work activity to improve student's writing skill, to improve speaking comprehension, and to improve students' vocabulary mastery (Annisa et al., 2024; Hidayati, 2017; Zaswita & Ihsan, 2019).

Furthermore, international researchers also have done research about pair work activity in various different focuses investigating the impact of pair work on student's motivation, comparing the effect of individual and pair work on the student's speaking fluency, effectiveness of pair on students' language production in speaking (Baleghizadeh & Farhesh, 2014; Fajriani & Patawang, 2022) Although several studies in Indonesia have chosen pair work to promote meaningful communication to increase student's motivation, knowledge and comprehension in some particular skill (Jatmiko, 2017). There are no researchers who carry out the research about students' response toward pair work activity.

However based on the observation that was conducted on 18, October 2019, students of the English Education Department in the first semester in speaking class showed a more positive reaction when the lecturer asked them to work in pairs than work independently. It showed when the lecturer asked them to speak one by one, only a few students actively participate to speak, while some students were remaining silent. However, when they were divided into pairs, all of the students look excitedly, actively and enthusiastically speak to their partner. In line with (Jatmiko, 2017) states that pair work is quite simply more fun for

learners since it allows them to use a greater variety of English to express themselves and enthusiastically participate in learning than to do the task individually or independently.

Furthermore, some issues occurred in the speaking class are some of the students do not participate actively in the teaching and learning process. This problem can be caused by many reasons such as, the students are not interested in the activities during learning and teaching, students do not know how to pronounce some of the vocabulary correctly and they have difficulties in grasping teachers' explanation related to the subject (Fajriani & Patawang, 2022), and then most of the students feel shy or have no confidence to speak or sharing their ideas to the whole friends and in front of the lecturer in the classroom, therefore they prefer to work with their friends only as they feel relax and get the opportunity to work in a stress free environment (Ibodullayevna & Qodirovna, 2014). In line with (Annisa et al., 2024) states that most of the students are getting worry, having doubt and shy to speak in front of the class, They are scared of environments' judgement or shamed of being too talkative by themselves thus they prefer to have conversation with their friends to share their idea to each other.

Dealing with the issues above, a number of researchers have suggested that pair work (as a form of collaborative learning and an essential component of communicative approach) seems to be the proper activity to overcome those problems. In Indonesia, there are already many researchers have done research about pair work activity in different focuses. Also, lots of teachers/lecturers have

implemented pair work activity in their classroom teaching. In fact, there none of the researcher had carried out research about students' responses toward pair work activity in speaking class. However, a lecturer of speaking class at one of higher education in Kendari has used pair work activity at the semester student for many times. Thus, it is important to the researcher to analyze students' response toward pair work activity in speaking class, whether it is positive or not so it can be consideration for future implementation.

1.2 Scope of the Study

In this study, the researcher focused on the positive or negative responses given by the students toward the pair work activity that is implemented by the lecturer in speaking class.

1.3 Research Question

In an attempt to contribute to the body of knowledge in this study focuses on the following question as: What are the students' responses toward the use of pair-work activity that is implemented by lecturer in speaking class?

1.4 Purpose of the Study

Based on the research background, this present study aims to investigate and to describe the students' responses toward the use of pair-work activity in speaking class in one of higher education in Kendari.

1.5 Significances of the Study

This study offers some essential insight into both theoretical and practical aspects, as follows;

The first one, for practical significance, the results of this study are expected to give positive responses to the use of pair-work activity in speaking class in one of higher education in Kendari. Furthermore, the study may help the researchers, teachers, and students to understand the benefits of pair work activities for making a communicative atmosphere in class, as recent studies showed.

It is also hoped that the findings of this study can be contributed to the improvement in English teaching, particularly how to use pair work to enhance students learning speaking classes in one of higher education in Kendari. In particular, this study offers teacher insights into how to design a variety of pair work activities and strategies that involve students in communicative tasks.

This study is also expected to give information about students' responses toward pair work activity used by the lecturer in speaking class, to the lecturer can recognize each student's response and make the teaching and learning activity more efficient and better than before.

1.6 Definition of Key Terms

In this part of this study is aimed to provide the important definition of key terms as listed in the following.

The term *Pair work* is referring to a kind of classroom interaction activity that involves one student to work with another student to do a communicative activity, giving feedback and discussing an issue. The term *Pair work* in this study refers to a kind of classroom activity which is involving two students working together to do a communicative activity or finishing the task from the lecturer.

Student's response is actions from the students during the interaction process in the classroom (Suhardi, 2009). This study defines the student's response as the student's opinion or reactions toward the use of pair-work activity in speaking class.

