

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the theoretical and empirical literature from the areas of pair work activity, teacher's roles in the pair work activity, advantages of pair work as well as its disadvantages in the implementation of the activity in class, and then the student's response and previous studies which related to the research.

2.1 Theoretical Framework

Many theories of language teaching approaches have defined and highlighted the importance of pair work (e.g. communicative approach, task-based learning) as a form of collaborative learning (Zohairy, 2014). As said by Scrivener (2005) that pair work activity is the kind of classroom interaction that is used in the classroom by involving one student to work together with another student to make them having a communicative activity, giving feedback and discussing on an issue given by the teacher. (Friedman, 2012) also defined pair work as a strategy that involves students in exposing themselves to opportunities to communicate ideas with others.

Bercikova (2007) states that pair work is a type of classroom interaction when students are working with another student. It allows students to have social interaction. (Sullivan, 2000) said that pair or group work activity is considered as the most interactive way, where learners have the right to talk freely and also free from the teacher's control. Further, he recommended teacher should frequently

use pair work to maximize each learner's opportunity to speak and reduce the psychological burden of public performance. Pair work shows learning as a social process that happened through interaction among the students in situated contexts (Ortega, 2013). In line with, Ibanez's (2013) study showed that one can be improved by pairing students is their social relationships with their partners. In another word, it fosters their interaction in English. This kind of activity is interesting to see the impact of pair work in sociolinguistic competence.

2.1.1 Pair Work Activity in EFL Context

Pair work activity that involves interaction between one learner with another is often used in second language (L2) classroom either for theoretical or pedagogical reasons. Several of theoretical approaches to L2 acquisition provide a rationale for the use of pair work activity; pair work activity generate learning opportunities through various interactional features that occur when learners engage in the communication of meaning (McDonough, 2004) While in the pedagogical reason of using pair work activity in L2 classrooms provides learners more opportunities to speak the target language than teacher-fronted activity, promote learner autonomy and self-directed learning and provides opportunities to the instructor to work with individual learners (Brown, 2001; Crookes & Chaudron, 1991). In addition, learners may feel less anxious and more confident when interacting with peer activity than during whole class discussion (Aulia et al., 2020; Brown, 2001).

(Maher, 2011) pointed out some procedures of Pair Work activity in speaking class;

The lecturer utilizes the blackboard and makes an outline of exactly what the pairs should be doing. This will involve key words and phrases that the students are going to practice later. The lecturer demonstrating with a chosen student or having a pairs go through the activity in front of the class, then once the activity is fully explained, pair work begins. It is equally important to have students demonstrate again in front of the class. The teacher should provide comments, either corrections of any mistakes or alternative suggestions for saying thing more naturally.

Thus, pair work activity can be used in the students language learning process to help either the teacher or the students in overcoming students' disability to courage themselves in sharing their own opinion and ideas in discussion time in classroom.

2.1.1.1 Teacher's Role in Speaking Class

Teacher plays a very important role in attempting successful teaching and learning. Since pair work is often used for the communicative activity role of the teacher very oharften changes. Bercikova (2007) argues that the teacher as a controller is no longer oppressively present because the students can help each other to use and learn a language. But, the teacher is still able to act as an assessor, prompter or resource. With pair work, then, students can practice language and enjoy learning.

In order to enhance students' participation in the class, lecturer or teacher has to employ techniques that require the students to utilize the language creatively as the instrument in learning. They must provide a wide range of learning activities to hold the student's attention, and stimulate them to interact and communicate in the language learning process (Al-Haj, 2011). interaction is very vital to language development for learners. Thus, to increase interaction among the learners, the teacher needs to take the role of facilitator rather than an authoritarian (Brown & Lee, 2007).

The role of the teacher should be as facilitator in order the students have more opportunity to speak or practice the target language, teacher also should focus on the learning process rather than the language teaching. The emphasis is not only on the linguistic competence but also on the development of the communicative ability, because the learners need to learn how to use the target language in reality (Dalimunte, 2019). Harmer (2007) lists some particular relevance for the teacher when trying to enhance students to speak actively in the class. Firstly, Prompting, sometimes unexpected situation will be occurred during learning activity where students suddenly forget what they want to say then they get stucked for long time. Teacher can probably let them stuggle in that situation until they solve it. Nevertheless, it may be a best way to the teacher to help the students by offering discrete suggestions without intruding the discussion, hence students will not be feeling frustrating when they get lost ideas.

Secondly, Participating, teachers should be setting up an activity clearly and full with enthusiasm to be a good animators when asking students to produce

language. however, sometimes teachers need to participate in discussions or role-plays themselves, so they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement and generally maintain a creative atmosphere. Nevertheless, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to themselves. And finally, providing feedback, the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches. When students are in the middle of a speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriacy of the feedback we give in particular situations. When students have completed an activity, it is vital that we allow them to assess what they have done and that we tell them what, in our opinion, went well. We will respond to the content of the activity as well as the language used.

However, it is important to the teacher to do not let the students to choose who they work with. Because, when they can choose their own partners or groupmates, definitely they will generally pick the students that they feel comfortable or like working with (Sowell, 2018). Further he said that this situation can create a weird social situation in the classroom, whereby those who are not being chosen might feel left out, unliked or even possibly demotivated. It also can be time-consuming, so selecting students randomly likely works best as

they do not sense a hidden agenda, and they can be paired or grouped relatively faster.

There are some tips for a more favorable implementation of pair work that have been offered by (Baleghizadeh, 2010), as follows:

The first one is explaining to the students what pair-work is. Students need to know “why” and “how” of doing an activity in pairs or group in the classroom (in the process of teaching and learning).

The next is structuring/managing the pairwork activity as carefully as the teachers can. Usually in pairs, one should take control of the activity and the other one has another role. Therefore, students should clearly know what their roles are.

Thirdly is monitoring the pairs. Teachers have to monitor the pairs carefully, pay more attention to less proficient pairs more than the other ones. Because sometimes the students may use their L1 (first language), so that is important to make sure that they use the target language and teachers should offer help when needed.

The fourth one is setting a time limit and have planned for those who complete the task earlier. The time limit is needed because it makes students stick to important points as much as possible. Therefore the teachers should plan extra work for them because there are always some students who finish the activity faster than the others.

Then the last one is getting the pairs to report to their classmates. In this last tip teacher can get the students to report to class because it motivates the students and also help them practice the target language.

In conclusion, it is the duty of the lecturers or teachers to use an interactive and interesting activity in teaching and learning process, since it is mainly the reason of most of the students will pay attention, be more active in learning and give positive response (Akuba & Alam, 2022)

2.1.1.2 Advantages of Pair Work

This research states that learners may feel less of anxiety and become more confident when they are working within pairs than during whole-class discussions, they also become more active to participate in communication, as pair work has more advantages. As states by (McDonough, 2004) that the students tend to feel more confident and less anxious during having pair work activities. communicative teaching methods are considered as the most effective method in English language teaching (Almanafi & Alghatani, 2020).

Promoting pair work activity in the learning and teaching environment makes students are more motivated to practice and use the language in those activities (Hawkey, 2006). As also said by (Cordeiro, 2017) Pair work is most likely to be successful if both of the learners are motivated to work, and if one learner does more in talking and the other one also produces more speech. Shrestha (2013) found that students felt enjoy when work in pairs and group activity, they found it more interesting and others enjoyed participating and express their views with other friends. As they thought it encourages creativity and enhances communicative fluency.

Pair work assists teachers/lecturers to help students in improving their speaking and communication abilities with their peers thus create a better cooperation among them even between the stronger and weaker learners, and it also allow the teachers in monitor their progress (Achmad & Yusuf, 2014). Rianti et al., (2022) in their study found that there is a very significant differences between the students who have been taught by using pair work and thoes who have not, which is students' speaking anxiety level that were taught by using pair work activities was much lower than those who were taught by using a conventional method. Therefore, Pair work activity is good for the early language classroom, as when students learn to work with others; opportunities and motivation for language use are multiplied.

2.1.1.3 Drawback of Pair Work

Although pair work seems to be a quite valuable activity to implement in classrooms, there could be some disadvantages of pair work implementation. Harmer (2007) argues that during pair work students might deviate from discussing the main topic and talk about something else. The research conducted by (Moon, 2000) said that pair work may lead to misbehavior and distract students from effective learning. He further said that students tend to use their first language during pair work activities.

Some lists of the disadvantages of pair work according to (Harmer, 2003); pairwork is frequently creating the classroom become very noisy and some teachers and students dislike this. Teachers in particular, mostly getting worry that

the class will be uncontrollable. When the students put in pairs, they can often veer away from the point of the assignment, talking about something else, often in their first language. Thus, the chances of misbehavior are greater with pairwork than in a whole-classroom setting. For some students, pair work may be something unpopular among them, many of the students may feel that they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are. The partners that they are being paired might be an actual problem, especially if students frequently find themselves working with someone they are not comfortable with.

In conclusion, apart from the pair work's advantages, there are also some disadvantages. However, it does not mean that it should be abandoned or ignored, as argued by Hadfield (1992) that he was not suggesting that we abandon pair work activity in the classroom. Since pair work has a vital function in language learning so cannot be ignored about it, but at the same time teacher should be careful not to lead to the sense of conflict or purposelessness.

Despite of those many advantages, in the research has done by Baleghizadeh & Faresh (2014) found that there are some obstacles that will be faced by the teacher when implementing pair work, such as (1) unsuitable seating arrangement, (2) insufficient of time to speak, (3) students may unfamiliar with working in pairs/groups, (4) students may be lack of awareness of how to share equal responsibilities, and the (5) students may be shy to talk in English, especially with friends.

Therefore, it is important for teachers/lecturers to pay attention to these advantages and disadvantages of pair work technique to overcome problems that can occur when they are implementing this activity in the classroom.

2.1.1.4 Challenge in Pair Work

Collaborative learning seems almost very easy. To collaborate means to work with another or others. Practically, collaborative learning refers to the strategy in teaching and learning process where the students working in pairs or small groups to achieve shared learning goals by the teacher. It is learning through group or pair work rather than learning working alone (Barkley et al., 2005). Pair work is a natural way for students to talk and learn more things in the classroom. It gives them a more opportunity to think and try out ideas and learn to speak new language. It also can provide a more comfortable way for students to work through new skills and concepts, and pairwork works well in large classes. In addition, Pair work is suitable for all ages and subjects. It is especially useful in multilingual and multi-grade classes, because pairs can be arranged to help one another. However, Pair Work can be more challenging for both the instructor or the learners in the classroom teaching and learning process.

In terms of Challenge for the lecturer should know why he or she is asking learners to work in pairs or groups. Whether because the activity is challenging, or it requires learners of different proficiency and talents be successfully completed (Patekar, 2018). No matter what is the reason, the most important is that the

lecturers should be able to explain it and have certainly be aware of a number of the benefits and drawback of pair work and group work (Harmer, 2003).

Moreover, it is essential to the lecturer to pay attention when organizing learners into pairs or groups. (Patekar, 2018) stated that it would be a decent idea to the lecturers to select pair members by him or herself in order to create a mixed-ability group or, even better, to use a random method in choosing pairs. In addition, lecturers also are required to think about whether and when such freedom of choice is worth it.

Another challenges for the lecturers in organizing pair work is that inadequate introduction and lead in to the task that may sometimes breakdown the pair work or group work (Brown, 2001) in the other words, the lecturer have to give every clear instructions and also need to check whether they have been understanding or not. In this case, the lecturer are required a lot of teacher concentration and oversight during pair work activity in their classroom (Adinolfi et al., 2007)

According to (Harmer, 2003), the lecturers clarity in giving instructions can be seen as comprised of two levels. The first is the clarity in terms of articulation and volume. The second is clarity in terms of the message, and this is something that lots of lecturers also have issues with. Sometimes the lecturer also need to move around the classroom throughout the lesson, however, (Patekar, 2018) said that when the lecturers are delivering instructions, they must pay attention and realize good position to stand in order that all learners are able to hear them well. Otherwise, when the teacher is walking down the classroom or

standing in the middle, some learners behind the teachers' back most probably can not hear the instructions well and clearly.

(Adinolfi et al., 2007) they mentioned that there would be some challenges for students in Pair Work : For the students who are not used to do working with pairs, Pair work could be a challenge for them in classroom activity. Thus, the the students require much supports with this. Working with Pairs may cause students to talk about other things instead of the task which they have been assigned. Pair work may cause much noisy in classroom, in the other words, it can create high level noisy. Sometimes student does not always get on with its partner. Pairs have different time in completing the task which has given by the lecturer.

2.1.2 Concept in Speaking

2.1.2.1 Definition of Speaking

Speaking is known as one of the four productive language skills, the are speaking, listening, writing, and reading. Learners can communicate with other people to achieve certain goal, in the other words to expres their opinion, hopes, and attention (Nakhalah, 2016). In line with Brown (2001) defined speaking as a process of uttering something to representate someone's thought or feeling, it is allowing people to express what they see, feel, and think through their utterances. Therefore, speaking skill is an essential aspect and beneficial skill in learning a language. Since it is part of the goal in studying English as a foreign language. Speaking also should be developed and considered as the way of students to practice a foreign language that they have learnt (Littlewood, 2004).

2.1.3.2 Nature in Teaching Speaking

Linse (2005) mentioned that at least there are three points nature in teaching speaking skill, they are as follows:

1. Provide topic for the students to talk about

In this case, the lecturers should attend in to the communicative needs and purposes of the language learners. It is possible to be happened in language classrooms, that the lecturers forget the natural joy and enthusiasm of talking about something interesting, or accomplishing a genuine purpose for communicating with others.

Students talk or communicate in order to express themselves, to get goods and services, to influence others, to convey meanings and messages, and to enjoy the company of others. It can not be denied that these are challenging goals when one is at the beginning or false beginner levels of language learning. However, they still need to be encouraged to talk about something, and ideally that should be something of interest to them.

Therefore, one most important thing in teaching speaking is that lecturers should provide something for learners to talk about, most important is the topic must interesting to learners. It does not mean that the topic should only be nominated by thelecturers. lecturersalso need to be open to the topics that the learners want to talk about, and incorporate them into lessons whenever possible.

2. Create pair work activity for students

Sometimes students feel anxious to speak in class especially those at the lower levels. One of the way to overcome their reticence and increase their opportunities to speak is to use pairwork or groupwork.

In order to feel comfortable and keep control the pair work activity in classroom. Firstly lecturers need to set the task as clearly as possible. It is also can be provided by written instructions. Secondly, lecturers start with pair interactions. If it is needed, lecturers can moving students to groups when the students are used to pairing up quickly and quietly. For example, moving to groups of three, and then later use larger groups. Next, set specific time limits about how long students will be working in pairs or groups. Lastlt, lecturers grant clear guidance as to what is expected at the end of the pairwork or groupwork.

3. Manipulate physical arrangements to promote speaking practice

When the lecturers change the physical environment, it can encourage speaking activities, partly because it partially alters the power structure of the traditional English classroom. Lecturers can apply some ways to work with the seating and other aspects of the environment to encourage speaking in the language teaching, such as inside-outside cyrcle, tango seating, or cocktail party technique.

2.2 Previous Related Study

Many previous researchers have researched pair work in different focus. Some researchers have conducted research relating to the pair work activity. The firstis the research which has done by (Fitrianingsih, 2017), her study focused on

the implementation of Pair Work and story telling in speaking fluency. She found that Pair Work was well implemented, since it made the whole students got opportunities to speak up in limited time and it brought positive effect on those students' speaking fluency. In the other words, the students tend to speak or interact with their peers, also students had to produce more spoken language..

Secondly, a study was conducted by (Nichols, 1994) focused on investigating the effect of pair work activity on the level of EFL student engagement in oral production. His study has found that the result showed two positive effects on students, they are the amount of student talking time and the confidence to speak in English. Besides, the affective climate, anxiety and inhibition proved to have mixed effects on students.

The third was the study has done by (Yulitrinisya & Narius, 2018), they have found that pair work activity increases students' participation, motivation and efficient in learning as every student gets the opportunity to speak. In addition, this face-to-face interaction between one student to another student creates in a more audible conversation which motivates students' active involvement. Moreover, students can learn and teach each other.

The last previous study was carried out by (Almanafi & Alghatani, 2020) at Omar Al Mukhtar University, Libya. His study aimed to investigate Libyan learners' attitudes towards pair work activity in their learning process. The finding of his study showed that most of the learners acknowledged that participating in pair work activity is very useful, 74% of them found pair work is very helpful, while 79,3% of them found that pair work is very positive. Furthermore, they

claimed that pair work helped them to improve their speaking skill and facilitated their communication in the learning process.

These previous studies have similarities and differences with this study. All of these researches and this research investigate the same activity, that is pair work activity specially conducted in the classroom. While the difference among those researches and this research can be seen from the location where this study takes place and also focus of this study, some of those previous studies were focused on the effect of pair work activity, some on increasing student's motivation, and student's attitudes toward pair work activity in the classroom, while there is no research has focused on student's response on pair work. Therefore this research focuses on investigating the students' response toward pair work activity in speaking class, which is conducted in one of higher education in Kendari.

