

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the research. It is divided into two sections. The finding of the research and discussion of the finding. The finding is related to the research question on students' response of pair work activity in the Speaking class.

4.1 Findings

The finding of this research aims to show the result of this research. In this section, the researcher presents the finding of the research about the students' response of using toward pair work activity in speaking class. The data were obtained by doing a qualitative method. It presents some discussion dealing with collecting data through questionnaires in order to know students' response.

4.1.1 The Result of the Questionnaire

The questionnaire was distributed to the 84 students of the second semester in one of higher education in Kendari academic year of 2019/2020. However, only 21 students participated in answering the questionnaire. The questionnaire contains 21 item questions which divided into three dimensions (cognitive, affective, and conative) of responses and contain of 7 indicators. The first indicator was the students' understanding on Pair Work. The second indicator was the clarity of learning instruction. The third indicator was students'

motivation. The fourth indicator was the students' interest of pair work activity. The fifth indicator was the students' curiosity. The sixth indicator was the students' asking. The last indicator was the students' respond to lecturer's question.

Table 4.1 Students' response toward pair work activity in speaking class

Dimension	Indicators	Percentage (%)	Criteria
Cognitive	Understanding toward	80	Very High
	Clarity of learning Instruction	69	High
Affective	Motivation	84	Very High
	Interest	78	High
	Curiosity	78	High
Conative	Asking	69	High
	Respond to questions	70	High

Table 4.1 above shows that the percentage of the students' responses toward pair work activity in speaking class on each indicator has criteria High and very high. It means that the implementation of pair work in speaking class has got positive responses by the students. Thus pair work can be implemented continuously.

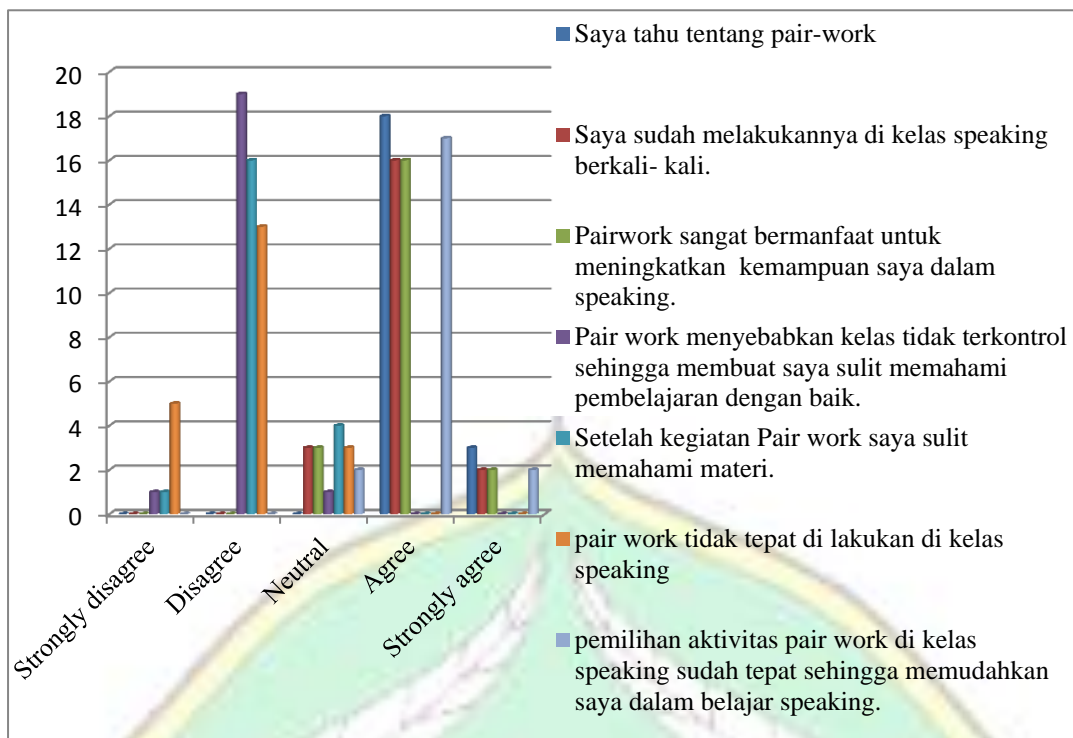


Figure 4.1 students' understanding toward pair work

The figure above presents the result from the data dimension of cognitive, in particular indicator of students' understanding toward the pair work activity in five categories.

In terms of positive statements, it can be seen that statements 1,2,3 and 7, have the highest number average of the students answered agree and the lowest amount is strongly disagree and disagree 0%. In each of these positive statements, statements number 2 and 3 have same average in the category of Neutral 14,29%, similarly, the statements number 2, 3, and 7 have similar average in the category of strongly agree is about 9,52%. While the statement number 1 got 0% in the category of neutral and 14,29% of the students answered strongly agree. And the statement number 7 has same average respond in category neutral and stongly agree (9.52%).

Negative statements are noticeable at the statements number 4, 5, and 6. It shows good similarity on the average of agree and strongly agree category (0%), although there few amount of the students respond neutral, most of the students answered disagree with those negative statements with average about.

In summary, students gave good responses toward their understanding on the pair work activity in speaking class.

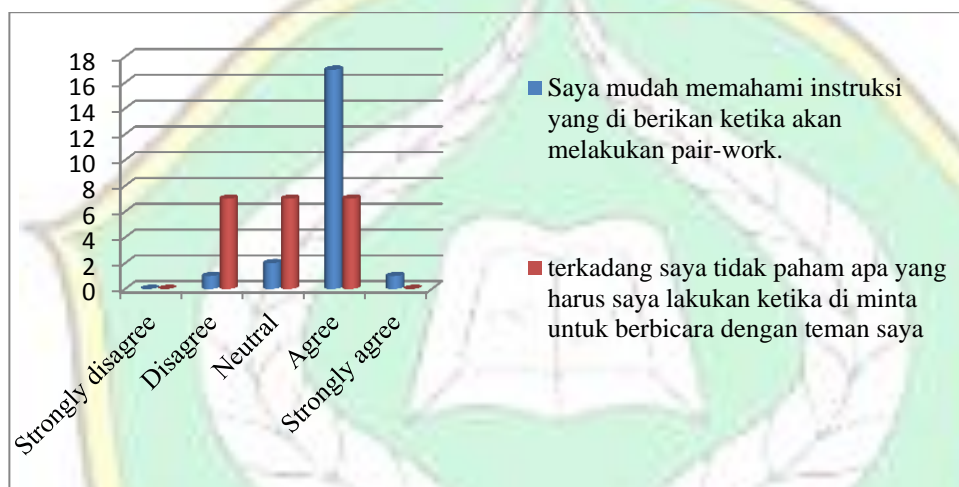


Figure 4.2 The clarity of learning instruction

The chart above shows data information of the extent clarity in the process of learning speaking by using pair work activity in classroom.

We can judge that the easiness in understanding lecturer's instruction during pair work activity respectively increased from the category of strongly disagree to agree, although the average in strongly agree is only about 4,76%, the majority of the students who clearly understood the lecturer's instruction easily is around (80.95%). However, the claim of the fuzziness in lecturer's instruction seems to be more difficult to be judged since the data showed monotone average among disagree, neutral and also agree which are about 33,33%.

Overall, the students' responses on the indicator of explicitness on lecturer's instruction in speaking class activity with pair work is great.

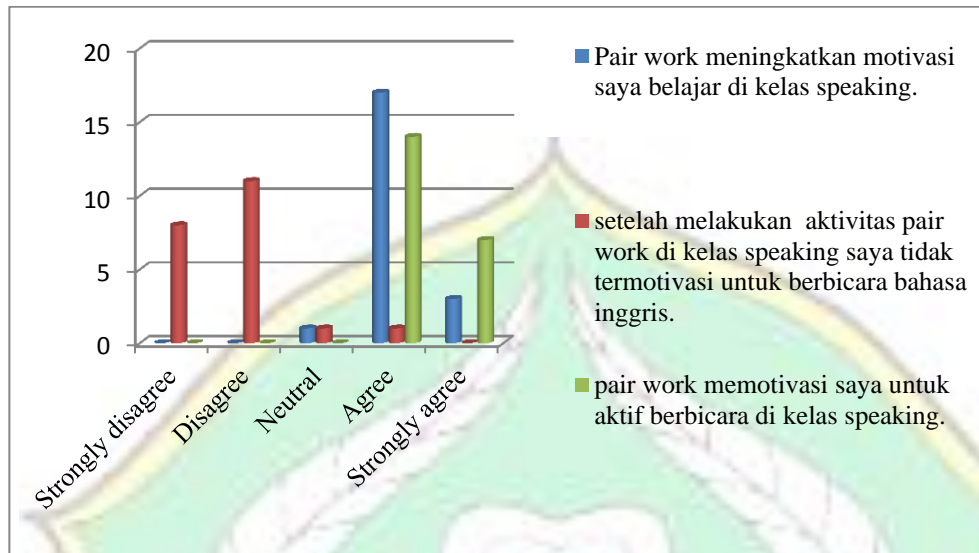


Figure 4.3 Students' motivation

The chart presents data about the influence of the pair work on the motivation of the students in learning speaking.

Regarding the pair work benefit on motivation, it can be seen that the highest response exist on the the agree category around 80.95%, followed with strongly agree around 14.29%, then neutral around 4.76%. Besides, related to the average of pair work does not increase motivation shows 38,10% respondents strongly disagree with that, then rapidly increased around 52.38% on agree category. Somehow, on the neutral and agree category the average significantly decreased around 4.76% only. However, It is also visible that the average of on the statement that pair work could motivate students to speak shows very good respond which proved by the total average in agree and strongly agree category around 66, 67% and 33,33%.

Overall, the data indicate that pair work positively influence in the students' motivation.

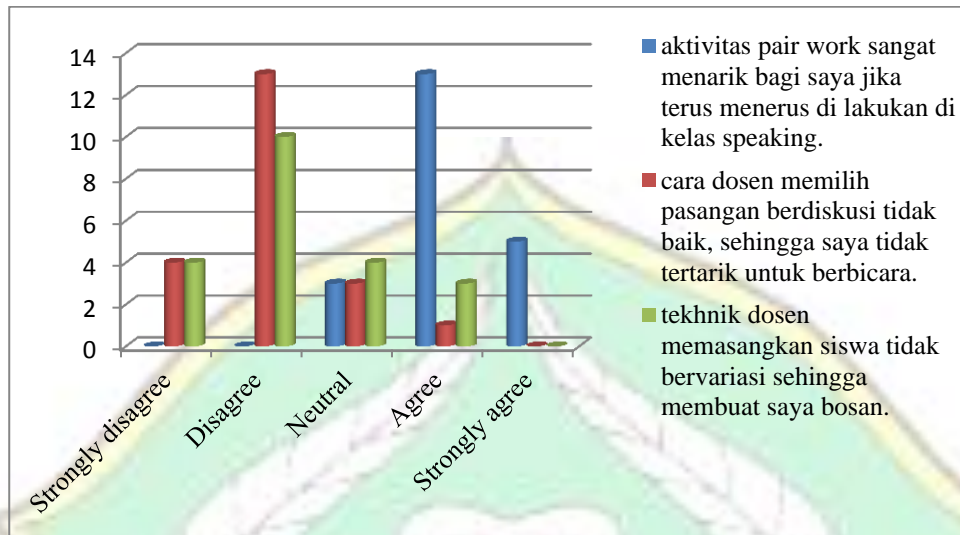


Figure 4.4 Students' interest

The chart describes data information of the effect of pair work activity toward the students' interest in learning speaking.

The result of research conclusion can see that the largest average of the respondents mostly around 61,90% agree if the pair work activity being implemented in classroom speaking continuously, followed by 23,81% average of the respondents strongly agree about it, although around 14,29% of the students probably neutral wether the pair work should be continuously or not, 85,79% respondents show positive response that pair work should not be limited.

Regarding the lecturer's pairing method, it sufficiently different among those five categories. It can be seen that the averages among strongly disagree around 19,05%, neutral 14,29% and agree 4,76% are slightly different, However, the highest average around 61,90% of the respondents showed disagree with that.

In summary, the pair work activity in speaking class has influenced positively in attracting students to learn speaking skill.

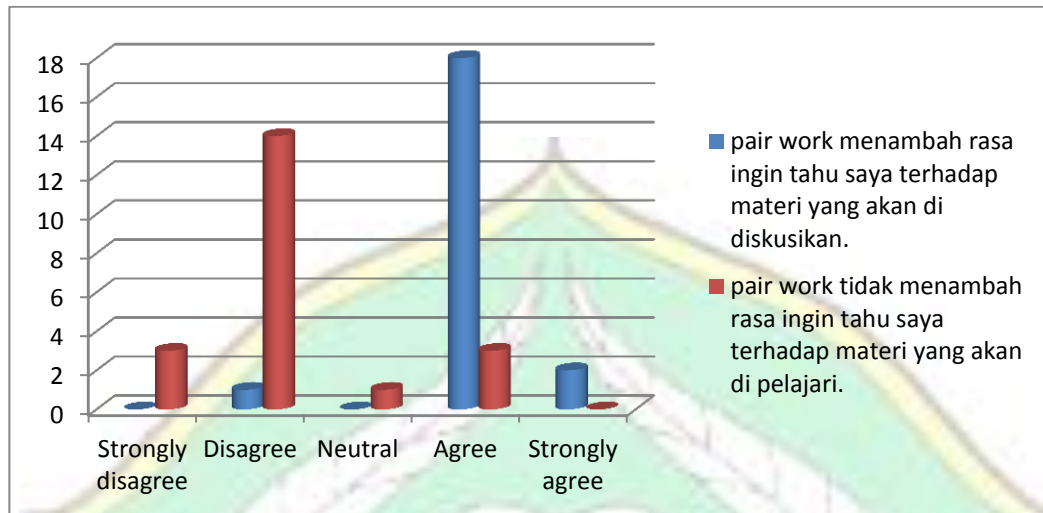


Figure 4.5 Students' curiosity

The figure above shows data about the curiosity in students in studying speaking skill with pair work activity.

Regarding the curiosity in studying. The trend is tend to be unstabil of each category, as seen in pair work makes students become more curious in learning shows lowest amount around 4,76% students in speaking class feel pair work does not affect their curiosity in learning, then it is raising in agree category, which means around 85,71% of the learners found that pair work makes them curious to learn in speaking calss. then again it is low in strongly agree around 9,52% only. Likewise, pair work does not create curoiუსity in students shows in similar average in category strongly disagree and agree around 14,29% while in neutral is the lowest average around 4,76% only. However, it shows the largest rising average in category disagree that reach 66,67%.

In conclusion, pair work is effective in rising the students' curiosity to study the lesson in speaking class.

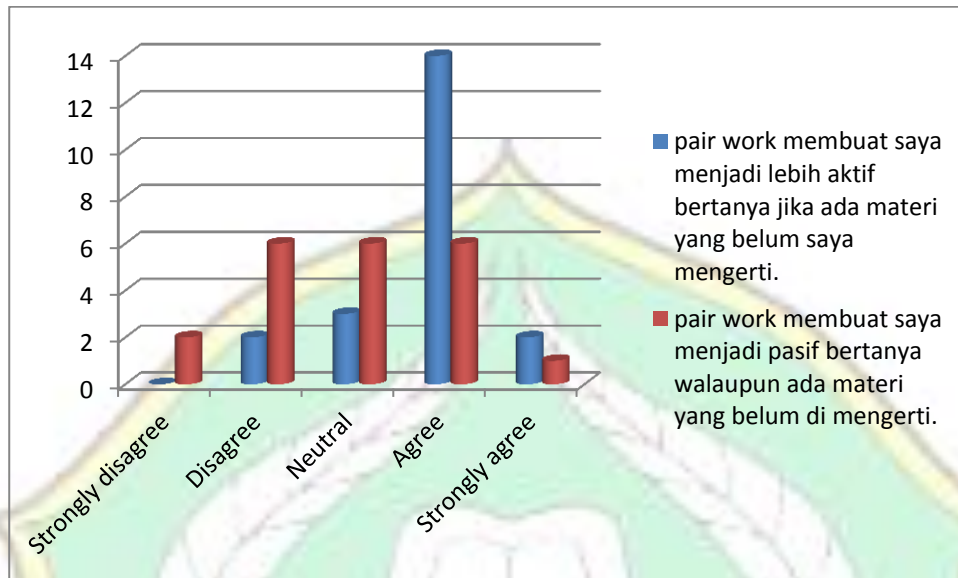


Figure 4.6 Students' asking to lecturer

This chart above gives data about the students tendency in encouraging themselves to ask information or queries in learning time in the speaking classroom.

It found similarity in the category of disagree and strongly agree around 9,53%. However, it can be seen that average in neutral category slightly rising, then in agree category it is rapidly raised around 66,52%. It means that with pair work students are encouraged to be more active to ask queries.

Instead of being pasif to ask in classroom, it can be seen that averages in three categories respectively same among disagree, neutral and also agree around 28,57%. however, lower average is shown in the category of strongly disagree around 9,52% followed by the strongly disagree around 4,76% only.

Comprehensively, it can be conclude that in case of the activeness in asking queries in classroom, students are helped by pair work activity in speaking class.

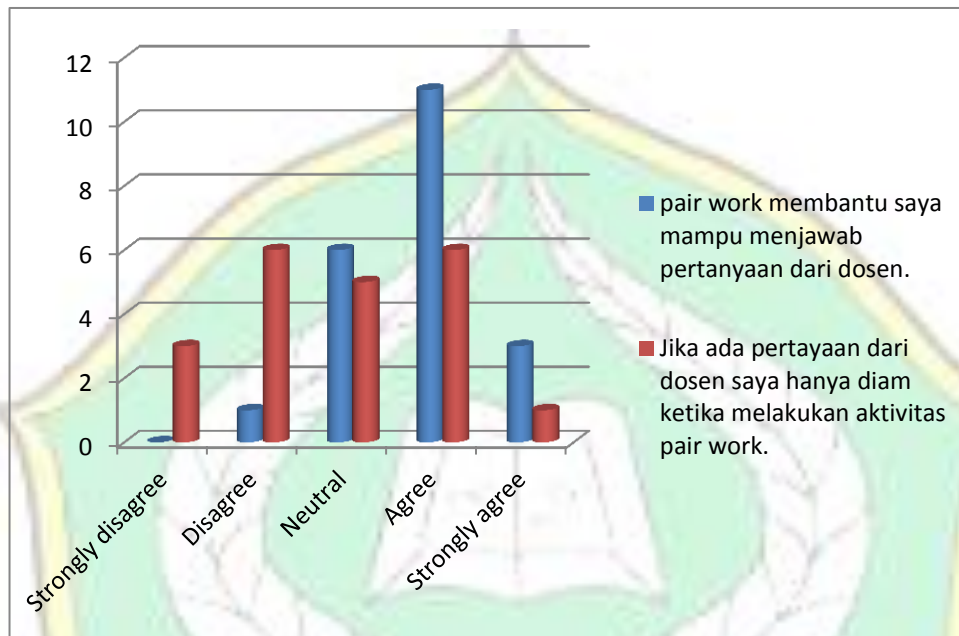


Figure 4.7 Students' respond to lecturer

The diagram above shows information about the activeness of the students in responding or answering the lecturer's questions in classroom teaching and learning speaking

It can be seen on the statement that pair work helps students to respon lecture's questions shows variation responses on each category, it seems to be lowest average in the disagree category then followed by the strongly agree. Thats means around 4,76% students may that pair work can and corrage to their lecturer. Meanwhile, around 14,29% of the students very agree with this

statement. Then the highest average is on the category agree around 52,38%, although in neutral there are 28,57% average of students not sure with that.

In terms of the tendency of students remain silent instead of responding to lecturer's question, it can be seen than in the average in category of disagree and agree has similar average around 28,57% Whereas, neutral and strongly disagree have the lower average around 23,81% and 18,29% However, the students give lowest response on the strongly agree around 4,76%.

In summary, students sometimes active in responding to their lecturers and sometimes they are silent instead of answering to their lecturer's questions.

4.2 Discussion

This section presents the discussion from the research findings. It describes students' responses toward pair work activity in speaking class. The data of this research were obtained through questionnaire that was design to gain students' responses on pair work.

Based on the result of the questionnaire that has been analyzed, most of the second semester students of English department academic year 2019/2020 indicates that over all of the dimension cognitive, affective and conative got high response from the students. In the dimension of cognitive related with students' knowledge and understanding on pair work. Dimension of affective includes students' motivation, interest, and curiosity. In conative dimension related to asking and responding.

In the dimension of cognitive, the average of students' response on the students' understanding indicator was very positive (80%) it is because the students confessed that pair work activity in the speaking class was easy to be controlled and it helps students to be easier in understanding the material as well as increasing their speaking ability. (Madjid, 2020) stated that pair work is very helpful for learners, it increases the number of talking cooperation between one to another, makes learners be more active, enjoyable, freely share knowledge, opinion, and interest with friends. In line with (Millah, 2019), she claimed that pair work activity is easy to be controlled, therefore teacher can use it in the speaking class since it can make students be more active and it is effective in improving students' speaking ability.

Students' response on the indicator of the clarity of learning instruction procured average about (69%) which means positive. The response was positive because lecturer's instruction in doing pair work activity is reputed to be clear and easy to be understood by the students. When using pair work in the large groups, it is important to make instructions especially clear, to agree how to stop the activity and to give good feedback, it must be loud and clear voice volume based on the activity to do (Sari et al., 2021). Lecturer's instruction should be clear in giving task or command in the classroom so the students can engage well in learning. Ribera et al., (2012) found that lecturers who were giving clear instructions during their teaching process also influenced higher level of the student's engagement and more meaningful learning.

On the affective dimension, students' response to the indicator of motivation was very high (84%), students' felt that pair work activity was increasing their motivation in studying speaking. It found similarity with the study of (Baleghizadeh & Farhesh, 2014) who said that pair work activity positively influenced students' motivation in learning, and it highly effect on how the students participate in the class and what they could accomplish. In line with the study of (Hidayati, 2017) who found that there were 82% total of the students' who were motivated in speaking class by using pair work.

In another aspect of Indicator students' interest was high, 78% of the students show that they were interested in pair work activity since their lecturer had variation in pairing them. Moreover they agreed that if pair work activity can continuously implemented in the speaking class. Similarly, Hidayati (2017) found that the students' responses were positive on the use of pair work; they were interested and helped in practicing English. In addition, pair work was suitable to be implemented in teaching speaking since it make the students be more confident to speak up and to share their ideas with friends that also can improve their new vocabularies.

The total of students 'curiosity in the class (78%), it indicates that students have high curiosity in learning by using Pair work in the classroom, the higher students have curiosity then the higher motivation and achievement they have. Jirout et al., (2018) suggested that it is important for the students to have avenue to practice seeking out information and expressing their curiosity, by engaging in more active and interactive ways, such as with pairs.

Next is the indicator of the activeness in asking, total of students' activeness in asking was high (69%), it was claimed that most of the students were actively asking queries in learning time with pair work activity in the class. Similarly, (Laelasari, 2018) found in her study that students' confidence was improved and shyness was reduced since they work in pairs. It was shown by their activeness in asking and giving information in the process of learning. In other words, it improved students' willingness to communicate finding the lack of information.

There were (70%) total of students who respond to the lecturer's queries in the classroom during learning and teaching process by using pair work. There are a number of students who were actively participate in the process of learning and could answer their teacher's questions while they are working in pairs (Maulani et al., 2020). Further, they found that by the questions from the teachers, they were encouraged to share their ideas and to speak with their words using English.