

CHAPTER V

CONCLUSION, LIMITATION OF THE STUDY, RECOMMENDATION AND PEDAGOGICAL IMPLICATION FOR FURTHER STUDIES

This chapter presents the point of this study that includes the conclusion, limitation, recommendation, and pedagogical implication.

5.1 Conclusion

Based on this research that has been done, it can be concluded that the students' response toward pair work activity was positive on each aspect of cognitive, affective, and conative. To sum up, the lecturer applied a great application of Pair Work activity during teaching and learning process in Speaking class. Indeed, most of students answered that pair work helps, eases, and attracts them in learning speaking skill. Despite of only few amounts of the students who showed negative response. It is clear that pair work is very beneficial as a teaching and learning activity in the classroom especially in teaching speaking skill, since pair work makes learning be more interesting, motivating, and meaningful. Moreover, it helps students to freely express their opinion or feeling, to share ideas, to ask questions or to gain more informations either from lecturer or friends.

By using pair work activity in teaching, the lecturer will encourage students to be more active in classroom participation to practice more with their friends. Because pair work requires somewhat little organization on part of the

teacher and it can be activated in most classrooms practice by simply having learner work with the person sitting next to them.

However, in applying pair work activity in classroom, the lecturer should pay attention on the way he paired the students, it should be in various way, such as choosing depend on the students' level, some students may be low proficiency and some students may be higher. even sometimes lecturer should allow students to choose the partner alone. In addition the lecturer need to be more creative in choosing students' pairs because being monoton and uncreative in pairing the students caused students feel bored in learning.

5.2 Limitation

In the process of collecting the data, the researcher experienced some obstacles in collecting the data. Firstly, the questionnaire that the researcher uses in this research seems to be rather undetailed informations about students' response toward pair work activity, especially did not mention in the questionnaire kinds of pair work that most favourable for the students, and types of partner that they would prefer.

Secondly, students or the participants were difficult to be contacted because some of them have no internet data to access the questionnaire through online form. It would be better if the questionnaires were distributed directly or in the piece of paper by attending their class.

Lastly, this research only used questionnaire to gain the data from the participants, so that the data might be not that much detail. It could be better if the researcher use more instruments in collecting the data, either in interview or

reflection form, then there would be a lot of informations can be analized such as the reasons of what made the students did not know what to do in pair works, what their preference in choosing pair to work with.

5.3 Recommendation

After conducting the research, there are few recommendations for the lecturer in speaking class of English Education Department and another teacher who choose pair work activity as the strategy in teaching and to students and also to other future researchers. It has been discovered that the researcher found students' response toward pair work activity in speaking class were positive. Therefore, pair work activity need to be continuously implemented in the process of learning and teaching speaking. However, lecturer of speaking class must be more creative in pairing the students so they would not feel bored. It is important to give avenue to the students by asking their preferences in doing pair work, are they prefer to choose their own partner or being chosen by the teacher or lecturer, and it is also essential to put the students tactfully, so the students can learn with comfort and students are able to speak up or participate actively in learning. Meanwhile, the lecturer also should pay attention on the activeness of students in asking queries, because there are some of the students keep quiet or do not ask questions while they still have not understand the lesson or instructions.

For another teachers or lecturers are suggested to various techniques in teaching, especially in teachings peaking. Such as using pair work, since it can make the classroom situation become more active, enjoyable and comfortable for

students. Thus, it makes learning process become more meaningful and creates good atmosphere in classroom teaching.

For the students, there are many ways to be able to speak up as long as they intend to practice, principled do not be ashamed to practice in speaking, beside that they do not need to be afraid of making mistakes because making mistakes is a part of learning and more important to practice a lot in speaking with friends and be brave to ask the lecturer of what they have not understand about instructions or the lesson.

The last suggestion is for other future researchers. The researcher suggests to the future researchers to carry out deeper research regarding to the students' response toward pair work activity. Meanwhile, since this thesis focuses on the student's response toward pair work activity in speaking class. They can be exploring more information of the questionnaire, or using more instruments in collecting their research data, or even focusing on students' preferences in doing pair work activity in classroom. Moreover, the researcher suggests to the future researchers to carry out some researchs with different design and approach of the study..

5.4 Pedagogical Implication

The findings shows that the implementation of pair work activity in classroom brings more benefits for both lecturers and students. The result of this research can be a contribution to the lecturers, students and future researchers. Other lecturers or teachers can apply pair work in their teaching process and use

this as a good strategy in teaching to involve students actively in practice speaking.

This study is expected to help the students in the speaking class. They can utter what they think, feel, or how they respond to the pair work activity they faced in the class, so the lecturer may know and pay attention toward what and their respond it.

For the future researchers, this research can be an inspiration for them to develop their research about pair work. This research also can be used as a source to support their study if needed in their references.

