THE IMPLEMENTATION OF PAIR WORK TO IMPROVE STUDENTS' ENGLISH SPEAKING TO THE SECOND SEMESTER AT PHARMACIST PROGRAM OF HEALTH SCIENCES FACULTY OF KADIRI UNIVERSITY

Jatmiko

Kadiri University
Mrjatmikouul@gmail.com

Abstract

It is generally know that the English speaking ability of Pharmacist Program 'students is still low. They still cannot speak English well as communication. The aims of this research are (1) To identify whether pair work can improve students' English speaking and (2) To discribe the process of applying pair work in teaching speaking. The procedures of the research consist of planning, acting, observing, and reflecting. To collect the data some instruments namely: questionnaire, classroom observation, tests, and documentation or field notes are used. The observation was done during the teaching-learning process in progress. The questionnaire were given to the students before and after the implementation of pair work. The tests were in the form of pre-test and post-test. The result of the research shows that (1) pair works could improve students' speaking ability in term of raising students' achievement in the case of (a) fluency, (b)Vocabulary, (c) pronunciation ,(d) grammar and(e) content (2) pair works can improve class situation, in term of (a) students' interaction when having and responding teacher's questions, (b) being active in pair work activities, (c) being more attentive to the speaking class, (d) and the absence of students who were late and went out during speaking class, and (e) the unobservable dominancy of the teacher, it can be concluded that students' speaking could be improved by the implementation of pair work.

Keywords: Speaking, Teaching Speaking, Pair Work

Introduction

Speaking is fundamental to human communication. It means that speaking is basic of human life to express the taught and feeling to the other people in order to get the thing that people want. Speaking is a crucial part of second language learning and teaching. Despite its important for many years, teaching speaking has been undervalued and English Language teachers have continued to teach speaking just a repetition of drills or memorization of conversations. However,

many requires that the goal of teaching speaking should improve students communicative skills. On the other hand, many students consider that speaking is one of difficult subjects for them. Speaking has become the problems among students. These conditions were identified as the students are afraid of making mistake, shy of speak with other students, nervous, and doubt to speak. There were some causes of the mentioned problem above. The first cause was from the students. It was identified that the students have low of practicing. Then, students limite of vocabulary. Third, the students have lack of confidence to speak. Fourth, they find the difficulties in pronouncing English since they are not familiar with the English words. Fifth, the students is interfeprencing of the first language. Sixth, they are not be able to express their idea. From the teacher's point of view, the teaching learning process showed that it was monotonous. Teacher less monitored the students' activity. The technique which was applied during teaching learning process made the students in such boring situation.

English teacher plays very important role in the success of teaching and learning activity. They must have a good method to make teaching learning process in speaking skill more enjoyable and meaningful. The teachers must be able to make the students participate in speaking actively. The English lecture should use appropriate approach, design, and procedures. By good method, it can help the students to be interested in learning speaking. This way can make students enjoy and have fun, and if the students enjoy and fun automatically they will be more confidence, students are not shy to speak and brave to speak since they do practicing speaking with their friends. "Learning with fun can increase students' achievement or output because they learn knowledge subconsciously", (Direktorat Jendral Pendidikan Dasar Balai Penataran Guru Surabaya, 2003: 7).

Pair work was a teaching technique used by the researcher at the class where he is as the English teacher. This technique was chosen since pair work can increase students motivation and concentration. It also creates the nicer atmosphere in the class and they communication between the students in all classroom activities more natural. The implementation of pair work will affect students' achievement. It show that prior to explanation. To solve this problem, the researcher offered the pair work technique. The researcher was encouraged to do this research because he wanted to improve his students speaking ability.

Jatmiko | **41**
The Implementation of Pair Work to Improve Students' English Speaking to the Second Semester
at Pharmacist Program of Health Sciences Faculty of Kadiri University

This research above make the writer is interested in carrying out a research dealing with teaching speaking using pair work. It is hoped that the problems of learning speaking can be solved. Pair work is learners working together in pairs. Pair work quite simply substantially increases the opportunities the students get to speak English. It means that pair work gives the students maximise opportunity in term of time spent speaking.Pair work creates a more secure and positive classroom atmosphere. For most students, being called on by the teacher to answer a question in front of their pairs can be a frightening experience. By applying pair work in learning speaking, it gives the students more speaking time and allow them to use agreater variety of English to express what they really want to communicate. This type of workusually motivates students because it is quite simply more fun to work and talk with yourclassmates than it is to do tasks individually. By making lessons and activities more fun wecan stimulate students not just to come to class but to also enthusiastically contribute to their own learning. In line with statement before, one of the main motivation to encourage pair work in the English classroom is to increase the opportunities learners to use English in the class, (http://www.teachingenglish.org.uk/think/knowledge-wiki/pair-work, downloaded in 01.23.2015).
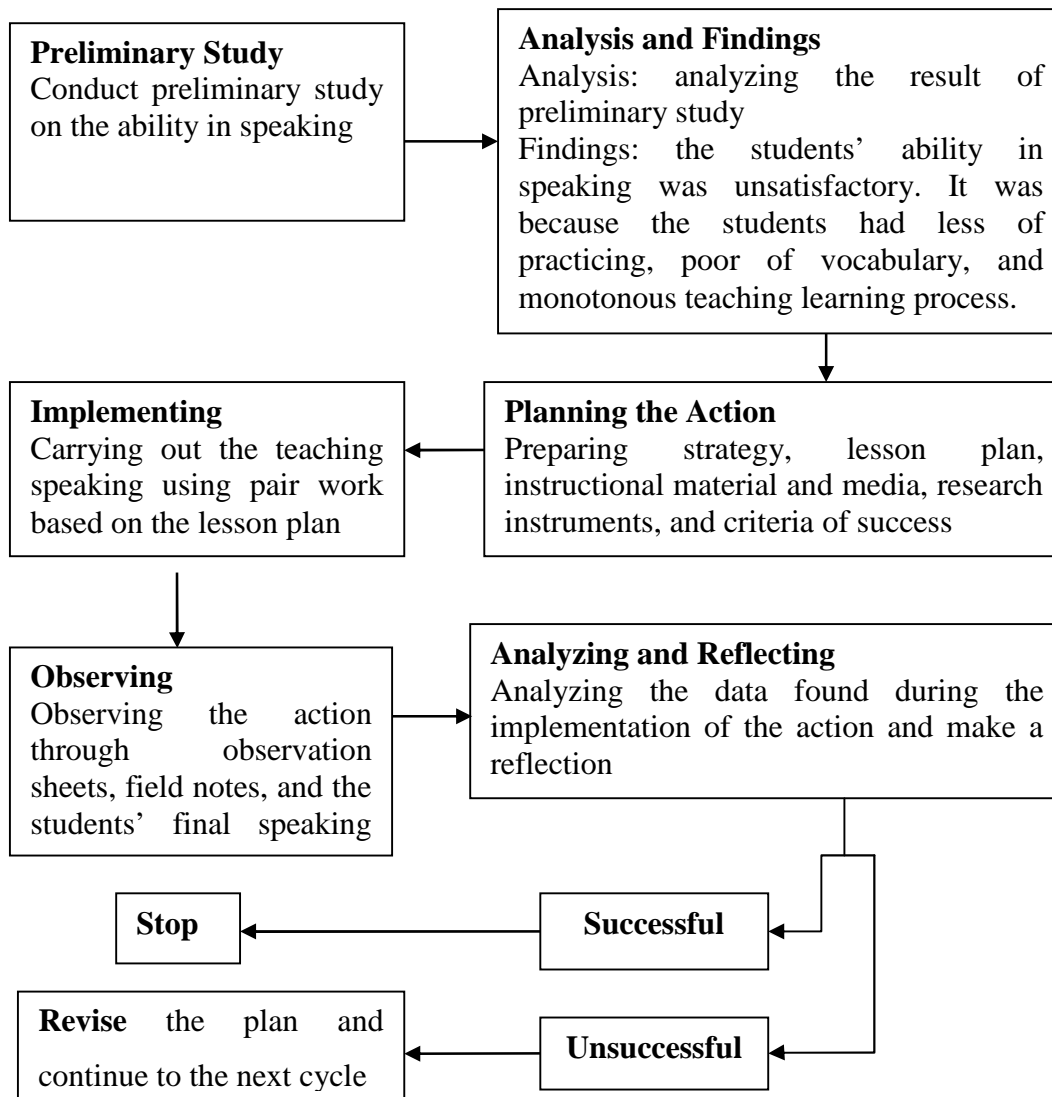
The objectives of the study that are expected to be achieved in this study. In general, this research is intended to know the effectiveness of speaking using pair work, the objective of the study as follows, To identify whether pair work can improve students' English and to discribe the process of applying pair work in teaching speaking at Pharmacist Program of Health Sciences Faculty of Kadiri University .

Method of the Research

The research is carried to the second semester students at Pharmacist Program of Health Sciences Faculty of Kadiri University, Kediri, East Java. There are 28 students. They are divided into male and female, 12 students are male and 16 students are female. Most of them are from outside of the city. In this case, the researcher made some preparation for the action, conducted in two cycles. The procedures involved in this research were: (1) preliminary study, and (2)

implementing the action. In implementing the action, there were four stages. They were: (1) planning the action, (2) implementing the action, (3) observing, and (4) reflecting.

This research applied Classroom Action Research model proposed Kemmis and Mc Taggart (2002). It covered planning, implementing, observing, and reflecting:

Preliminary Study Conduct preliminary study on the ability in speaking	**Analysis and Findings** Analysis: analyzing the result of preliminary study Findings: the students' ability in speaking was unsatisfactory. It was because the students had less of practicing, poor of vocabulary, and monotonous teaching learning process.
Implementing Carrying out the teaching speaking using pair work based on the lesson plan	**Planning the Action** Preparing strategy, lesson plan, instructional material and media, research instruments, and criteria of success
Observing Observing the action through observation sheets, field notes, and the students' final speaking	**Analyzing and Reflecting** Analyzing the data found during the implementation of the action and make a reflection

Stop ← **Successful**

Revise the plan and continue to the next cycle ← **Unsuccessful**

Preliminary Study

The preliminary study was important to be done to find the problems in speaking. It was done by the researcher before he started the action research to see what problems really existing during speaking teaching learning process. The researcher asked the students to speak their daily activity in front of the class. Then, the students' speaking was analyzed based on the analytic scoring rubric.

The result of test showed that the students' skill in speaking was poor. After the researcher correct the students' mistakes in their speaking, the researcher planned the action.

Implementing the Action

The explanations in this section were separated in four domains, as follows: (1) planning, (2) implementing, (3) observing, and (4) reflecting.

Planning

Based on the preliminary identification above, the researcher arranged the action plan. This planning was as the first step concerning with teaching preparation that was designed by the researcher. In this way the researcher conducted the following work, such as; preparing the strategy, preparing the lesson plan, preparing instructional material, and setting up the criteria of success.

Implementing

After making the lesson plan, the researcher and the collaborator implemented the plan. The researcher acted as the English teacher who taught the students in speaking class based on the lesson plan had been made. And his collaborator was as the observer in doing teaching learning process in speaking class.

Observing

The observation is carried out to cover the process of implementation of pair work in the teaching speaking. The observation notices classroom events and interaction between teacher and students and among students in the classroom. The researcher is the teacher who teaches speaking using pair work and also as an observer who observes the classroom activities while the implementation of teaching speaking using pair work is happening. In collecting the data in this research, the researcher took three ways. Those were test, observation, and field note.

Reflecting

The reflecting stage is the activity of analyzing the students' score in speaking test which is conducted in the end of each of this research. In this stage, the researcher discussed and analyzed about how is the students' skill in speaking after the strategy developed in this research implemented in the class and also

discussed about the factors that might be causes of unsuccessful score got. The score data was compared to the indicators of the criteria of success. The result of this reflection is used as a basic consideration to revise the strategy to be applied in the next cycle if there are any problems which need to be solved.

Result and Discussion

To teach speaking in the classroom, a teacher needs appropriate technique to help the students achieve their speaking. That's why; the researcher was interested in implementing pair work as his teaching technique in teaching speaking . Admin (2009: 1) states that pair work is learners working together in pairs. This definition is supported by Smith, Haris, and Reder (2009 : 2) stated that Pair work is a classroom activity in which the whole class is divided into pairs (it is really a type of group work, using group of two). Admin's argument (2009: 2), "One of the main motivation to encourage pair work in the English language classroom is to increase the opportunities lerners to use English in the class".

By implementing and interesting teaching technique, pair work can improve the students' classroom situation. Pair work increases the students' motivation and concentration. Pair work creates classroom dynamics speaking to the classmates individually will help the students to get to know them better and make the atmosphere in class nicer and the communication between the students in all classroom activity more natural. The implementation of pair work in speaking class can improve the students' ability in speaking. In implementing pair work, there were three phases that were done, namely: pre speaking activity, whilst speaking activity and post speaking activity. Among these three stages, there would be opening and closing.

In the first activity, the researcher did some activities such as: (1) Greeting the students and checking the attendance list, (2) telling the objective of the teaching learning process, and (3) introducing the topic or the material.

The use of English greetings can encourage the students with English and give more exposures to them. The next activity was checking the attendance list. In the first meeting, the researcher checked the students' attendance by calling the students' name one by one. For the next meeting, the researcher only asked the class who was absent today. It was effective because it could save time.

1.   Whilst Speaking Activity

In the whilst speaking, the researcher did some activities such as: (1) introducing vocabulary used(2) giving a model how to pronounce the dialogue, (3) dividing the students in pairs, (4) asking the students to make a dialogue and practice it with the partner in their seat, (5) giving assistance to the students in pairs, (6) noticing the students' achievement.

2.   Post Speaking Activity

In post activity, the researcher did some activities, such as: (1) asking the students to make a summary about the material which has just been learned, (2) reviewing the students' performance during the class, (3) motivating students for better usage of pair work in speaking.

Teaching and learning process cycle 1

The teaching and learning process was good enough. When the students practiced the conversation in pairs, the students showed greater oral participation. But some of students had difficulty to pronounce some words. Students also had no bravery to speak loudly. So. The students' fluency , pronunciation, intonation didn't improved better. The all twenty eight students could participate. The students' speaking ability in cycle 1 improved compared with that in the preliminary test. As the work in cycle 1 being scored and noticed the researcher then could report that there was improvement on students' speaking ability.

It was clear that students' speaking ability improved in Cycle 1. However the researcher still felt that it was not satisfying. There were some weaknesses during the implementation of pair work. The students still had no bravery to speak loudly. Some of the students felt difficult to pronounce some word that those problem should placed as important consideration.

After cycle 1 done, The researcher discussed and analyzed about how is the students' skill in speaking after the strategy developed in this research implemented in the class and also discussed about the factors that might be causes of unsuccessful score got. Based on the researcher discussed, result of the first

cycle still did not meet the criterion so there were some revisions to do in order to be conduct the next cycle. In the second cycle, the activities done generally still same as in the first cycle but the researcher would be give picture about at drugstore, introduce or reminding the vocabulary first in each meeting and change in their partner when the students practice. The researcher is going to mix the students which has good pronunciation, brave to speak up with the students which has low pronunciation and shy to speak up. The researcher hoped, the students which low ability would be affected and increase in their ability to speak.

Teaching and learning process cycle 2

The teaching and learning process developed amazingly. The first meetings of cycle 2, the students feel interesting. When the researcher gave modeling of the conversation, the students showed their interesting in the topic by joining actively. Students' interaction was more alive.

The second meeting of cycle 2 was satisfying. The students were easily to understand a conversation related the topic and showing good spirit when practicing in pairs in their seat. The third meeting of cycle 2 was also amazing. The students showed bravery to speak loudly in front of the class. The students were actively in participation. The classroom situation was active, enjoyable and comfortable since the researcher give picture about at drugstore, introduce or reminding the vocabulary first in each meeting and change in their partner, which the students has good pronunciation, brave to speak up with the students which has low pronunciation and shy to speak up.

The all twenty eight students could participate in the last meeting cycle 2. The students' score in cycle 2 improved compared with that in the cycle 1. The process of the research during the last three meetings in Cycle 2 had assisted them in improving fluency, accuracy (pronunciation and intonation). The researcher then could report that there was improvement on students' speaking skill.

In this research, there were two cycles and on every cycle consisted three meetings. From the preliminary study result showed that the students' ability in speaking was low. The average score was 59.28, Only 7 students of 28 were passed. After pair work implemented, there were 11 students who were succeed in getting the minimal score required in speaking with the average score 60.75.

Jatmiko | **47**
The Implementation of Pair Work to Improve Students' English Speaking to the Second Semester
at Pharmacist Program of Health Sciences Faculty of Kadiri University

After modifying the strategy applied, the improvement reached the target in which 24 students succeed with the average score 75.39. (See table 5.1)

Table 5.1 students' skill in speaking

The students' skill in speaking without implementing pair work	The students' skill in speaking by implementing pair work		
Preliminary Study	Cycle 1	Cycle 2	Criteria of success
Average score 59.28 (failed)	Average score 60.75 (failed)	Average score 75.39 (success)	The average score of all students is 65

Table 5.2 Research finding in two cycles

Research Finding	Cycle		Improvement	Criteria of Success
	1	2		
Students' skill in speaking	65.75	76.36	10.61	The average score of all students is 65

Based on the table above, it showed that teaching speaking using pair work can improve the students' speaking.

The techniques of collecting the data in this research can be seen in the following table:

Questionnaire is a technique- asking question in non face-to-face using an instrument that consists of the lists of question about certain topic given to group of individuals to gain information. The information was about choices, beliefs, motivation, and the behavior of certain groups or individuals. In this method the researcher used a written set of questions to gain the responses in non face-to-face situations and the questions focused on specific issue of problems faced by

need analysis to know the students profile and their prior knowledge and mastery of speaking and their need for improvement. The researcher used questionnaire in the preliminary reflection and the beginning of cycle to know the prior competence in speaking.

No	Name	Score						
		Fluently	Vocab	Pronunciation	Grammar	Content	Total Score	Mark ∑ Score X
1	MIS	3	3	3	3	3	15	80
2	MPA	3	3	3	3	3	15	80
3	FDI	3	3	3	3	3	15	75
4	MRS	2	2,5	2,5	3	2	12	75
5	SA	3	3	3	3	3	15	75
6	SSR	3	3	3	3	2	14	80
7	GAP	3,5	3	3,5	3	3	16	80
8	TE	3	2,5	3	3	2,5	14	70
9	NA	2	3	2	3	3	13	73
10	FRD	3	3	3	3	3	15	75
11	BE	2,5	3	3	3	3	14,5	75
12	AH	3	3	3	2,5	3	14,5	75
13	NP	3	3	3	3	3	15	75
14	NA	3	3	3	3	3	15	75
15	FAS	2,5	3	3	3	3	14,5	78
16	SIH	2,5	3	2,5	3	3	14	75
17	RST	3	3	3	3	3	15	75
18	PP	2,5	3	3	3	3	14,5	75
19	PP	3	3	3	3	3	15	75
20	KA	2,5	3	3	3	3	14,5	75
21	IAS	3	2,5	3	3	3	14,5	72,5

22	MS	3	3	3	3	3	15	75
23	TAS	3	3	3	3	3	15	75
24	AAP	2,5	3	3	3	3	14,5	72,5
25	DN	3	3	3	3	3	15	75
26	LN	3	3	3	3	3	15	80
27	JCP	3	3	3	3	3	15	75
28	ES	2,5	3	2,5	3	3	14	75
The Total		113	118	82	83,5	81,5	408,5	2111
The Average		4,03	4,21	2,92	2,98	2,91	14,58	75,39

Conclusion

The result of this research show that pair works has a positive impact to improve the students' ability in speaking. Pair work applied as a good and effective strategy in solving the students' problem which are lack practice, shy to speak up and low in speaking ability. This strategy can improve the students' speaking ability. The classroom situation was active, enjoyable and comfortable since the researcher reminding the vocabulary first in each meeting and change in their partner, which the students has good pronunciation, brave to speak up with the students which has low pronunciation and shy to speak up. There are some various speaking activities to promote speaking that can be done by pair work as following: (1) Discussion, (2) Simulations, (3) Role Play, (4) Interview, and (5) Find and Difference With this aim, *various speaking activities such as those listed above* can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Suggestion

Based on the previous experiences that the researcher got during the action research, the researcher could give suggestions for the betterment of students' speaking as follows.

1. For English teachers

English teachers are suggested to: Use various techniques in teaching speaking especially in teaching speaking such as using pair work it can make the classroom situation was active, enjoyable and comfortable, make speaking class enjoyable since the enjoyment can increase students' participation in speaking class.

2. For the students

There are many ways to be able to speak as long as they want to practice, principled don't be shy in speaking, beside they don't have 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.

3. For the University

For the effectiveness of the teaching and learning process, the University is suggested to: Implement pair work to teach English especially speaking.This strategy can improve the students' speaking ability and always motivate the students to develop their talent and speaking in order that they can communication with the others to keep up with the growing education and technology for facing the global era.

4. For Next Researcher

Suggestion for next researcher are:

a. Create more creative ways in using pair work to improve students' speaking ability.
b. Create more creative ways to got the data.
c. Create more active method to teach speaking using pair work.
d. The next researcher should be record and save the data when teaching learning process in teaching speaking using pair work activity.

References

Admin, 2008. *Teaching Speaking Skills 2- Overcoming Classroom Problems.*

Brown, H. Dauglas. 1994. *Principle of Language Teaching and Learning*. San Fransisco: Practice Hall Regents.

Brown, H. Dauglas. 2001. *Teaching by principle: An Interactive Approach to* Language *Pedagogy.* New York. Longman.

Brown, H. Dauglas. 2003. *Language Assesment Priciples and Classroom practice*. Longman.

Burn, Anne, 1999. *Collaborative Action Research for English Language Teacher*. Cambridge University Press. New York

Dirjen Pendidikan Dasar dan Menengah Balai Penetaran Guru Surabaya, 2003. Communication *Activities and Songs*. Surabaya.

Harmer, Jeremy. 2004. *The practice of langguage Teaching*. London. Longman

Haugen, Lee. 1998. *Center for Teaching Excellence*. Iowa State University

Hayriye, Kayi, 2009. *Teaching Speaking: Activities to Promote Speaking in a Second* Language*.*

Hughes, Rebeca. 2002. *Teaching and Research Speaking*. London : Pearson Education.

Klein, Kerstin, 2005, *Forum English Teaching.* Washington. USA

Latief, M.Adnan. 2010. *Tanya Jawab: Metode Penelitian Pembelajaran Bahasa*. Malang. UM Press

Mistar, Junaidi. 2010. *Pedoman Penulisan Thesis*. Malang: Program Pascasarjana Universitas Islam Malang.

Mahfudz, Halimi, 2005, *The Teaching of English as a Foreign Language.* IKIP PGRI Kediri: Kediri

Nunan, David. 1991. *Language teaching Methodology*. Prentice Hall International. Great Britain.

Tibbitts, Felisa, 2009. *Working in pairs and small Groups*. Accessed in http://www.hrea.org/pubs/smallgroup.html, 20 Agustus 2015