

CHAPTER 1

INTRODUCTION

A. Background of Research

Speaking is an interactive process of creating meaning that covers producing, receiving and processing information (Brown, 1987). Speaking is an activity for individuals to share opinions, thoughts, feelings, and to create a social relationship. However, speaking is one of the foremost language skills that is quite difficult for EFL students. According to the Brown & Yule (2007), spoken language is frequently considered to be one of the most difficult aspects of language learning. This is a challenge for English teachers to form a communicative class.

Speaking is the production skill that has two main categories: accuracy and fluency. Accuracy consists of using grammar, vocabulary, and pronunciation through some activities. It refers to the use of correct forms where utterances do not contain mistakes influencing the phonological, syntactic, semantic or discourse features of a language (Byrne, 1986). While fluency is the ability to keep going when speaking spontaneously (Derakhshan et al., 2016a). It can be defined as the ability to urge over communicative expectation without too much hesitation and too many pauses to cause boundaries or a breakdown in communication (Lan, 1994a). However, this research limits the discussion in only speaking accuracy.

Based on pre-liminary study done at one of Vocational High School in Bandung, there are few problems confronted by some students in speaking English. To begin with, the students have lack of participation in conducting discussion. They feel perplexed of talking English, as it were a couple of active students who are confident to speak English. They are also afraid of making errors on pronunciation and language structure. Second, the students have difficulty to

express opinions and thoughts. It is caused by lack of vocabulary. Therefore, there must be an effective way to deal with these problems.

In Davis (1993), when the students actively involved in the process, they learn best. So, pair work and group work which are the kind of collaborative language teaching could be the effective way to improve speaking accuracy. According to Harmer (1991), working together is beneficial as pair and group work quickly increase the number of students talking time.

There are several researches regarding pair work and group work in speaking English. First, a research by Otienoh (2015) concludes that group work more perceived to be more viable than pair work. Second, a research by John (2017) suggests the ideal group work guidelines for English teachers; there are creating challenging and meaningful activities, handing the attitude of the students with care, organizing a classroom-based internal evaluation for speaking, and include a final oral exams. Last, a research by Derakhshan et al., (2016) it focuses on the effective methods and procedures in teaching speaking to improve speaking accuracy. The researcher provides some effective methods include using pictures, flash cards, graphs, role-play, interview and chants that can improve students' grammar, pronunciation, everyday speech and real word activities.

This research is different than those previous researches. When the previous researches focus on the effectiveness of pair work and group work individually, this research centers on the process of both pair and group works and finds which one provide more effective results while explaining the reasons for this happening. Thus, this research focuses on analyzing Pairs and Group Performance in Language Learning: Speaking Accuracy as a case study at SMK Yasri Kota Bandung.

B. Research Questions

There are two research questions regarding the problems mentioned in background:

1. How is the students' speaking accuracy in pair work?
2. How is the students' speaking accuracy in group work?

C. Research Purposes

Regarding the research problems above, this study aims:

1. To find out the students' speaking accuracy in pair work.
2. To find out the students' speaking accuracy in group work.

D. Research Significances

The study is expected to be a source of information about the way of improving student's speaking accuracy in pair and group performances through online learning. Practically, this research gives contribution to:

1. Students

The result of this research is to help students to improve their speaking accuracy by using picture-cued in pair and group performance

2. Teachers

This research could contribute to all teachers to find an effective way of improving English speaking accuracy

3. Future Researchers

This research could help future researchers to find the general description about pair and group performance.

Theoretically, the researcher may give useful information to apply an oral communication strategy for students by using pair and group works in classroom activities, especially in English speaking class.

E. Rationale

Speaking is an interactive process of creating meaning that covers producing, receiving and processing information (Brown, 1987). Speaking is an activity for individuals to share opinions, thoughts, feelings, and to create a social relationship. In addition, speaking is a skill in English to build good communication with others.

Speaking is the production skill that has two main categories: accuracy and fluency. Accuracy consists of using grammar, vocabulary, and pronunciation through some activities. It refers to the use of correct forms where utterances do not contain mistakes influencing the phonological, syntactic, semantic or discourse features of a language (Byrne, 1986). While fluency is the ability to keep going when speaking spontaneously (Derakhshan et al., 2016a). It can be defined as the ability to urge over communicative expectation without too much hesitation and too many pauses to cause boundaries or a breakdown in communication (Lan, 1994a).

There are a lot of strategies to form learning speaking ended up meaningful. According to Pattanpichet (2011), in the second language classroom, the significance of collaborative learning has long been underlined and recognized because it is one method that can set up a comfortable and low-threat learning environment. Collaborative learning is a concept made by Vygotsy in his social constructivism. Collaborative learning approach has been broadly utilized in classroom to improve the quality of learners' learning process (Novitasari, 2019). Collaborative learning is based on the thought that learning is a naturally social act in which the members conversation among themselves (Pattanpichet, 2011a). It is a strategy that includes groups of learners working together within the course to examine a task and solve a problem.

Collaborative learning improves students' oral performance in the large class of speaking course. This method can be a great use in making positive learning atmosphere due to several reasons and developing the students' competence (Pattanpichet, 2011a). Students also had positive response towards collaborative learning because it effectively helped them learn in a comfortable circumstance

(Novitasari, 2019). A comfortable circumstance makes them enjoy and appreciate speaking in English and they tend to confidence within the lesson. However, pair and group work are the most effective way of expanding student's talking time (Nunan, 2015).

This study investigates two teaching techniques of collaborative language teaching (CLT): pair work and group work. In pair work, students can study a text, practice language together, investigate language or take part in information-gap activities (Harmer, 2007). According to Touhid (2018), pair work makes classroom environment more interactive, it advances learners' communicative capacities as well as language capability. Ari (2014) states pair-work is more efficient than group or whole class discussion because each student gets the opportunity to speak, particularly for introvert students who are indecisive to talk in front of the whole class or teachers. Furthermore, Phipps (1999) found pair-work more interactive and communicative because it energizes social interaction and communication between students.

Susanto suggests appropriate pair activities include (Susanto, 2013):

- a. Practicing dialogues with partner
- b. Simple questions and answer exercises
- c. Performing certain meaningful substitution 'drills'
- d. Quick (one minute or less) brainstorming activities.

Group work is an important part of a lot of different teaching approaches (John, 2017a). Harmer (2007) states the advantages of group work because it increases the number of speaking opportunities; gives a space for speakers to provide their diverse conclusions; energizes cooperation and negotiation abilities; and advances learner independence. In addition, depending on the quality of individuals in a group, group work can encourage learning and can make a positive classroom atmosphere (John, 2017a).

John suggests some guidelines for a successful group work to foster English speaking skills (John, 2017a), as follows:

1. Plan challenging and significant activities
2. Stipulate the particular fundamental rules
3. Select a perfect number
4. Decide on the sort of grouping
5. Insist on talking in English amid the group work
6. Monitor an equal participation
7. Promote the students to be committed to the group work
8. Carry out a student evaluation
9. Arrange a classroom-based inner appraisal for speaking
10. Conduct an end-semester verbal evaluation, and
11. Above all, take after the 5D procedure for the group activity. The 5Ds are as follows:
 - Direct: the teacher coordinates the students how to go around the group work.
 - Discuss: the students discuss among themselves.
 - Develop: the students create the substance for presentation.
 - Deliver: the students deliver the substance in front of the class.
 - Document: the teacher reports the feedback.

These two strategies have their own advantages. Pair work can be increases students' cooperation and motivation and more proficient than group or whole class discussion as each student gets the opportunity to speak (Yulitrinisya & Narius, 2018). However, a researcher from Kenya believed that group work facilitated certain large class issues: classroom management, lack of individual attention and learner assessment (Otienoh, 2015a). Raja conclude that group work and pair work is best used when it is not the only classroom interaction design, but when it is combined with other techniques (Raja, 2012a).

According to Harmer (2007), there are some advantages of pair work:

- a. It intensifies the amount of student's speaking time in the class.

- b. It serves students to work and interact independently without the fundamental guidance of the teacher and encourage learner independence.
- c. It provides teachers time to work with one or two pairs while the other students keep on working.
- d. It admits the old proverb that 'two heads are better than one', and it promotes cooperation, helps the classroom to become a friendly place and they more relaxed. If the teacher encourages students to make decisions in pairs (such as agreeing on the right answers to a reading text question). Instead of having to carry the entire weight on their own, teachers encourage them to share responsibility
- e. It is relatively fast and simple to coordinate.

Moreover, Harmer (2007) also mentions the advantages of group work, such as:

- a. It dramatically intensifies the number of student's talking opportunities.
- b. Personal relationships are usually less problematic than in pair work
- c. There is a bigger chance of different opinions and varied contributions than in pair work.
- d. It boosts wider skills of cooperation and negotiation than pair work, and nevertheless is more personal than work in front of the class.
- e. It encourages student's autonomy by allowing them to build their own conclusions in the group without being told what to do.
- f. Even though we the teacher does not want the individuals in the group to be fully passive, nevertheless some students can prefer their level of participation more easily than in a whole-class or pair work situation.

F. Previous Research

There are several researches regarding pair work and group work in speaking English. First, a research by Ruth O. Otienoh in 2015 entitled "Implementation of Pair Work and Group Work for Creation of Interaction Opportunities for Learners in Large Classes: The Viability of the Two Strategies".

The research was conducted in two schools in Kenya with large classes. An action research approach with collaborative participation was the method use in this research. This research effected that group work made it more viable in creating opportunities in large classes in the written products. It shows that group work was more effective than pair work since it has witnessed the creation of engagement opportunities for learners and the promotion of learning in its ease of implementation. (Otienoh, 2015a). Teacher felt that group work produced an inclusive classroom where all learners interacted. So, the conclusion of the research is group work more perceived to be more viable than pair work.

Second, a research by Divya John in 2017 entitled “Employing Group Work to Foster Speaking Skills: A Study of Success and Failure in the Classroom”. This research is an introspective study using a sample activity conducted in the English class for engineering students in India. The researcher found that group work is a good way to develop speaking skills. He suggests the ideal group work guidelines for English teacher; there are creating challenging and meaningful activities, handing the attitude of the students with care, organizing a classroom-based internal evaluation for speaking, and include a final oral exam.

Third, a research conducted by Fadhlan Biloru entitled “The Use Pair Work Technique in Increasing the Students’ Speaking Comprehension at Eight Grade of SMPN 17 Buru”. This research was conducted in 2018. This research is aimed to discover the students’ score achievement in learning speaking English after being taught by using pair work technique. The method use in this research is classroom action research. The finding show that the use pair work can increase the students’ speaking skill in term of comprehension.

The last research regarding to speaking accuracy is entitled “Student Team Achievement Divisions (STAD) and Improvement of L2 Speaking Accuracy in Mixed-Ability EFL Classrooms” by Natasha Pourdana. This research was conducted in 2017 in Iran. This research implied one of the recent collaborative learning strategies, that is Student Team Achievement Divisions (STAD). In

STAD, the students are assigned into four members who have different language performance level, ethnicity, and gender. The method use is experimental study. The result showed that applying STAD in group work is effective in improving EFL students' speaking accuracy rate.

Based on the five previous researches above, it can be seen that pair work and group work often implemented at English for Foreign Language classroom. Both pair and group work have the advantages and the disadvantages. However, there is no research regarding to the process of both techniques in speaking English, especially speaking accuracy. Therefore, the aim of this research is to find out the accuracy of the students by using pair and group work.

