

CHAPTER I

INTRODUCTION

A. Background of Study

One of the most crucial foreign languages for communication is English. Since the country's independence, the Indonesian government has acknowledged it, and it suggests making English a required subject in secondary schools. The goal of learning English is to develop the four main language skills: listening, reading, speaking, and writing. This research focused on one of these skills: speaking. Speaking is the expression of thoughts and feelings directed towards others. In the context of education, speaking skill are very important because they significantly contribute to students' communicative competence.

Furthermore, developing students' speaking skill is one of the main objectives of effective language learning. These skills not only demonstrate students' mastery of technical aspects such as pronunciation, grammar, and vocabulary, but also reflect their ability to communicate confidently in real-life situations. Therefore, to achieve one of the main goals of effective language learning, the selection of appropriate teaching techniques is crucial. Techniques that encourage active participation and interaction such as “pairwork” play a significant role in helping students overcome speaking difficulties while building their confidence in using the target language.

In other words, the pairwork technique involves students working in pairs, allowing them to practice directly through interaction, share ideas, and

solve problems together. In a more relaxed setting, students feel more comfortable speaking, reducing anxiety and increasing their self-confidence. Apart from that, this technique also provides opportunities for students to learn actively, which can increase their participation in learning.

In addition Harmer (2001:207) as cited in Mulya (2016:79) defines pairwork as a way of increasing students participation and language use. This technique can be used in enormous number activities whether speaking, reading, or writing. Pairwork is one technique of Communicative Language Teaching (CLT). It requires students to be paired and cooperate to solve task that is given by teacher.

Building on that Harmer (2001:122–124) states that the Pairwork Technique can be used in the classroom in three steps: Before: giving instructions to students on what they need to do and when they need to complete it. During : the teacher observes the students who are carrying out the assigned tasks. After: the teacher gives them feedback when they present the results of the task assigned by the teacher.

Based on the previous study written by Mulya (2016) that find pairwork technique is effective to improve students' speaking performance. Next, Susanto (2013) through his thesis states that pairwork technique can improve students' speaking competence.

based on the previous studies above, the researcher chose pairwork technique to improve students' speaking skill. using this technique the students

will be able to learn effectively. It is because they can work cooperatively to complete task that is given by teacher.

So, the researcher chose MtsS Modern Arafah as the location for this research. Modern Arafah is a boarding school located in the city of Sungai Penuh, Kerinci Regency. At the Modern Arafah Islamic Boarding School, there are levels of Mts and Sma. however, the researcher chose the eighth grade as the population for this study. researcher chose Modern Arafah as a location for this research because it conducted special English language courses go to Pare, East Java for three months every year. therefore, it interested the researchers' interest to make the Modern Arafah Islamic Boarding School the site for this research.

In the initial observation, besides looking at the students' grades, the researcher found several obstacles that emerged in the students' speaking lessons in the classroom. both in terms of the techniques used by the teacher and the low abilities of the students. The problem that arises for teachers is the mistake in choosing the learning technique. Monotonous learning results in a lack of speaking opportunities for students to express their ideas or opinions, which leads to no interaction between teachers and students. making speaking lessons less interesting for them. Additionally, the obstacles faced by students in learning to speak include a lack of confidence in delivering something in front of the class, which results in students stuttering while speaking. Another point is, The researcher also observed that the speaking scores of eighth-grade students in the first semester were relatively low, as only a few students achieved scores

above the Minimum Completeness Criteria (KKM). The table below can prove that the students' speaking scores are relatively low.

Table 1. 1

Speaking Skill Scores of the eighth-grade students :

Score	Rating	Nomor of students
16 – 25	0+	0
26 – 32	1	5
33 – 42	1+	6
43 – 52	2	10
53 – 62	2+	7
63 – 72	3	6
73 – 82	3+	2
83 – 92	4	0
93 – 99	4+	0

The table above displays the correlation data obtained from the first semester exam results of eighth-grade students. This shows that most students have speaking scores ranging from 26 to 32, with five students falling within this range. In the range of 33 to 42 range, six students scored within this range. For scores between 43 and 52, 10 students fall within this range. seven students scored between 53 and 62, six students have scores between 63 and 72, and two students have scores between 73 and 82. And the researcher determined the Highest score, Lowest score, and Mean score for the speaking score results in class VIIIA.

Highest	Lowest	Sum	Mean Score
79	30	1785	49.58

Based on the description above, the problem in this research is the ineffectiveness of the techniques used by teachers in teaching English,

especially to improve students' speaking skill, and the lack of students' self-confidence in speaking, resulting in low student speaking scores. One way to address this issue is by applying the right techniques to improve students' speaking skill. Speaking in front of the class can cause anxiety for many students. With pairwork, students talk with one partner, creating a more comfortable atmosphere and reducing pressure. This allows students to practice speaking without fear and boosts their confidence.

Based on the background above, researcher is interested in conducting research entitled: “Effect of pairwork technique to improve students’ speaking skill at Class VIII MtsS Modern Arafah Sungai Penuh.”

B. Identification of the Problem

Based on the description that has been explained in the background of the problem above, various problems can be identified, including:

1. The technique used by teacher are less effective in teaching speaking skill.
2. Students’ lack of confidence in speaking skill.

C. Limitation of Problem

This research focused on teaching speaking skill. In addition, this research focuses on the Effect of pairwork technique in improving students' speaking skill.

D. Formulation of Problem

As the limitation stated, the problem of this study could be formulated :
“Does the pair work technique improve students’ speaking skill at Class VIII MtsS Modern Arafah Sungai Penuh?”

E. Purpose of The Research

Based on the formulation of the problem, the purpose of this study was to find out the improvement of Students' Speaking skill from the Effect of the Pairwork technique at Class VIII MtsS Modern Arafah Sungai Penuh.

F. Significance of The Research

This research makes a significant contribution to improving the effectiveness of language learning, especially in the aspect of speaking skill. This technique allows students to interact directly with their learning partners, thereby creating a more active learning environment. Through pairwork, students have more opportunities to use English orally in real contexts, which can enhance their confidence and fluency in speaking. Moreover, research on this technique also provides insights for teachers in designing more varied learning strategies according to students' needs. Thus, the contribution of pairwork research is not only limited to language skill development but also to enhancing student engagement.

G. Definition of the Key Terms

1. Speaking Skill

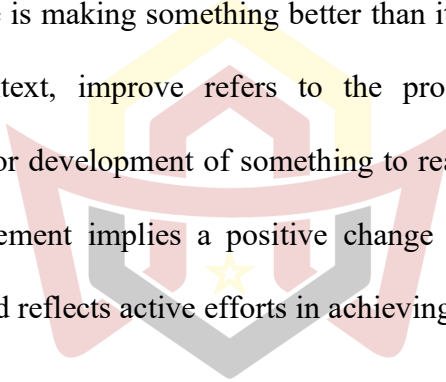
speaking is a phrase of mind and feeling to others to maintain verbal communication. What it means to speak in this study is an essential skill for learning the need and active mind of the speaker to communicate with the given English teacher and to communicate with others we must have knowledge to convey the purpose.

2. Pairwork Technique

Pairwork technique is a teaching approach that involves dividing students into pairs to work together on specific tasks. This technique is often used in language teaching and other subjects with the aim of increasing active student participation, strengthening communication skills, and creating a more interactive learning environment so that students can deepen their understanding of the subject matter easily.

3. Improve

Improve is making something better than its previous condition. In a general context, improve refers to the process of repair, quality enhancement, or development of something to reach a higher standard or result. Improvement implies a positive change that is progressive and sustainable, and reflects active efforts in achieving more optimal results.



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