



## **USING PAIR WORK TECHNIQUE IN TEACHING SPEAKING AT JUNIOR HIGH SCHOOL**

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### **Abstract**

Many people may find some difficulties to share their ideas or opinion through oral language. Even though they have something to speak, they do not know how to express it. They also have problems related to lack of participation and low motivation in speaking. Therefore, a teacher should select the best technique that can encourage students and increase their motivation to speak. The teacher can use “Pair Work” to teach English speaking. This technique demands students to be active to speak based on the material has been given. Through this technique, students should practice to speak in order to give agreeing and disagreeing opinion. By applying this technique in speaking class, it will make the class fun and interesting. The objective of this paper is to explain how to use pair work technique in teaching speaking to junior high school students.

**Key words:** Pair Work, Speaking, Junior High School

### **A. INTRODUCTION**

There are four basic skills that one should master by students in learning English. Speaking is one of the foremost skills to be mastered as one of ways to express ideas and feeling, to communicate and share information, and to build social relationship. Leong & Ahmadi (2017) argue that speaking is the the most important skills for the effectiveness of communication. It means that without any speech, communication will not exist.

Based on the Curriculum of 2013, teaching and learning English is started at level of Junior high school students. The primary purpose of teaching English for Junior high school students based on the curriculum is achieving communicative competence. Therefore Junior high school students are expected to be able to speak and communicate in English in daily life both in speaking and writing form.

Harmer (2007) explains that Junior high school students are those teenagers from the ages of about 12 to 17. They are early adolescents who are in physically and mentally transition from children to young adult. Those teenagers have great capacity for thinking about abstract things and great

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capacity for learning. Meilyaningsih (2015) states one of the characteristics of teenagers is issues of searching individual identity. They are afraid of being separated from their group than give the attention to the teacher.

Teaching English to Junior high school students or teenagers is considered as the most challenging teaching because of students' limited knowledge of target language. They have limited vocabulary, insufficient grammar, and pronunciation to carry out meaningful conversation. On the other hand, speaking is the basic of communication which use of language variation accurately, fluently, and appropriately in daily conversation. As a result, students have to learn how to convey meanings and intentions in English both inside and outside the classroom.

Unfortunately, there are three problems faced by students in speaking English. First, students have lack of participation in conducting a conversation. Low or uneven participation can cause students to feel shy or afraid when speaking to the others. They feel shy for what they are saying is not relevant to the topic. It can be caused by students' background knowledge about the topic in the conversation. It can make students tend to keep silent in the conversation and participate less in talking with others. In addition, students are afraid of making mistakes in the conversation such as spelling and pronunciation.

Second, students have problem related to the inability to express thoughts and opinions. This problem probably caused by low number of vocabulary. Vocabulary is the most important aspect of language, and it is very important in building the conversation. Vocabulary is the media for transferring messages from a speaker to a listener. Having low number of vocabulary will make students are hard to deliver the ideas and opinion. Moreover, the use of language structure in has also an important role in speaking. The students' limited ability in using structure the language will compose the meaning of message, and it will be hard to be understood.

The last problem in speaking is low motivation to speak. If students have low motivation to speak, it will be hard for them to maintain the conversation. This problem is probably caused by there is no good strategy used by teacher in teaching speaking. It makes students have less mmotivation to speak, and they are lazy to practice speaking. The use of mother tongue by teacher in learning process also makes students have little experience in using English. Therefore, students have no desire to speak English, and they are lazy to learn English.

Based on the problems above, it should have improvement in teaching speaking by teacher. To overcome those problems, students need a good communication strategy or technique that can avoid students from speaking problems and help them in running the conversation delicately. The strategy or technique that can be used for solving speaking problems is using game in teaching speaking for students.

The pair work is one of the interaction patterns used in the modern languages classroom, such as English as a second language (ESL) or English as a foreign language (EFL). According to Phipps (1999, p. 1 in Ahmad & Yusuf (2014)), pair-work is "for any form of pupil-pupil interaction without the intervention of the teacher". Consequently, pair-work interactions are when

students work independently, face-to-face and communicate to one another with minimal involvement from the teacher.

The main objective of teaching English is to enable students to use the language effectively, either in speaking or writing. As teachers, it is indistinguishable whether students are able to use the language properly unless it is produced, either verbally or composed. Through pair-work interaction, it is believed that students will interact with their partners more actively compared to individual work or group work where some students may dominate the interaction episode while others may be apathetically passive (Jones, 2007). Thus, it is also common that dominant/passive pair happens in pair-work activity.

In this situation, it is necessary for the teachers to monitor the group interaction. Nonetheless, pair-work task is expected to increase students' motivation and to reduce monotony in the learning and teaching process. Teachers as facilitators and monitors (Richards, 2006) are anticipated to create such environment so that students are encouraged to learn the language intently.

## **B. DISCUSSION**

Using “Pair Work Technique” is a method in teaching English speaking at Junior high school students. In this case, the teacher focuses on give agreeing and disagreeing opinion which is learned by students at second grade of Junior high school. The implementation of using “Pair Work Technique” in English speaking class is divided into three stages: pre-teaching activity, whilst-teaching activity, and post-teaching activity. These stages follow the instruction of *Permendikbud RI no 103 year 2014* about the stages of teaching and learning process using Scietific Approach which coonsist of observing, questioning, experimenting, assosciating, and communicating.

### **1. Pre-teaching Activity**

Pre-teaching activity is the opening of activity before starting the lesson. In this stage, the teacher starts the class by greeting the students. After that, teacher asks the chairman to lead to pray together. Next, teacher will take students' attendance list. Then, the teacher may check students readiness for study. The main activity in this stage is introducing the topic and delivering the goal of the subject.

### **2. Whilst-teaching Activity**

Whilst teaching activity is the activity during the discussion about the material. In this activity, it is time to reach the competency with interactive, inspirational, interesting, challenging, and motivating students to be active, creative, and independent. In this activity, it is divided into five activities: observing, questioning, experimenting, associating, and communicating.

#### **a. Observing**

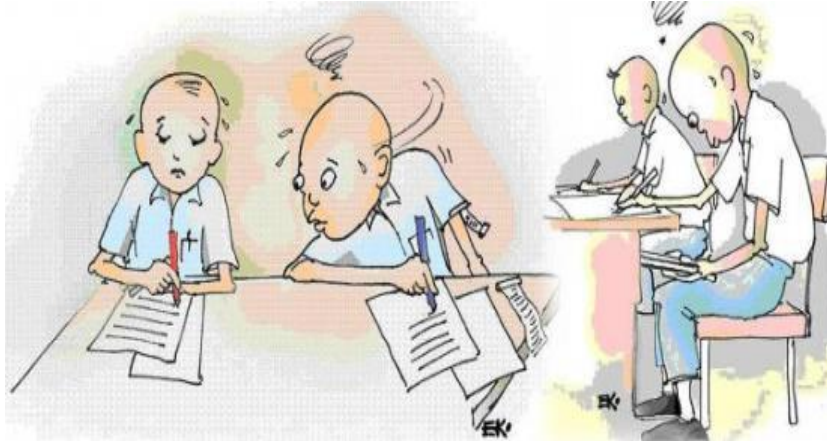
The teacher activities in observing are presenting the context through pictures, presenting audio visual material, showing realia, conducting excursions, carrying out field trips, establishing social purpose through discussion and surveys. At this time, the teacher displays the pictures and

video about the students in cheating on projector and demonstrates it in front of the class.

Teacher : Ok, students, before we learn more using pair work technique. I have some pictures and a video, and please enjoy the video.

Students : Yes miss.

*Teacher plays the video and pictures, and students watch the video.*



(YouTube: [https://www.youtube.com/watch?v=WE\\_BUDX9VKY](https://www.youtube.com/watch?v=WE_BUDX9VKY) )

### **b. Questioning**

The learning activity in this phase is ask questions about information that is not understood from what is observed or questions to obtain additional information about what is observed. The student may ask about the unfamiliar words are listening in video, and the teacher can ask some questions as follows:

Teacher : Ok, students. Based on the pictures and video, what is in the pictures and video?

Students : Someone in cheating, Miss.

Teacher : Who are they?

Student 1 : Students, Miss

Teacher : Good. Why they do that?

Student 2 : He did not study

Student 3: He did not understand

Teacher : Yeah, good students.

### **c. Experimenting**

In this time, students should find out the information about the topic from the text books or other sources. Meanwhile, teacher gives more explanation for emphasizing the topic.

For example :

Expressing of agreeing opinion are

-Yes, I agree

-Yes, I agree. Because....

-Yes, I do

-Yes, I love it. (etc)



Expressing of Disagreeing opinion are

- No, I don't agree
- No, I don't agree. Because....
- No, I'm not.
- No, I don't. (etc)

#### **d. Associating**

In this stage, teacher gives a different topic/theme. Then, each pair in work discusses and makes their own opinion on the topic given by teacher. Here the teacher must control and guide the student. This activity draws on cognitive skill to produce appropriate language in context. Pair work will increase students' interaction and socialization also it is very helpful for students to engage in meaningful communication directed towards a goal or set of goals.

Teacher : Ok, students. Now, you will see another topic. The topic is using hand phone in the class. You discuss it with your pair. And tell me, are you agree or disagree with this topic?

Students : Yes, Miss

Teacher : You can discuss and write you and pair opinion in a paper. Don't forget give your reasons why you agree or disagree. I will give you fifteen minutes for discussing with your pair.

Students : Ok. Miss.

*(Situation in the pair between student 15 and student 16.)*

Student 15: So, what do you think about this topic?

Are you agree or disagree?

Student 16: I think. Yes, I agree. Because, I cannot life without my phone. Hehehehe ...

Student 15: Are you kidding?

Student 16: I'm sorry. It is just kidding. For me, the first reason is I use my phone to chatting with my friends and other. Then, usually I use my phone to listen the music, but when the break time.

Student 15: Oh, oke I got it. I will write your reasons in the paper.

Students 16: How about you? Are you agree or disagree?

Student 15: Yes, I agree. I have the same reasons with you. Actually, I use my phone to playing game “Mobile Legend”. Of course in the break time also.

Student 16: Yeah... of course.

#### **e. Communicating**

The teacher walked around, checked and monitored whether they were using English or not. At times, he got involved with the students and helped them with the vocabulary they did not know. During this phase, we observed that the students were actively speaking and the class was noisy. They took turn to speak and express their opinions based on the topics given. They felt comfortable with each other and sometimes made jokes and laughed together.

When fifteen minutes of the pair-work task was done, and then the teacher moved on to the reporting of the worksheets.

### **3. Post-teaching Activity**

Post-teaching activity is the activity to evaluate learning process and students comprehension in learning. In this activity, teacher and students make a conclusion about the topic. Teacher also gives feed back about the learning process and does follow-up such as giving homework to remain what students have learnt. Teacher ask students to make a topic and give your expressing agreeing or disagreeing in your notebook

## **C. CONCLUSION AND SUGGESTIONS**

### **1. Conclusion**

Speaking is one of the foremost language skill that quite difficult for students. The students may have some difficulties related to the lack of participation, inability to express opinion, and low motivation in speaking. Based on the curriculum of 2013, the primary purpose of teaching English is achieving communicative competence. As a result, Junior high school student as the early-stage students should be able to speak and communicate in daily life using English language. One of the technique that can be used in learning English is "Pair work". This technique can be increases students' participation and motivation and more efficient than group or whole class discussion as every student gets the opportunity to speak. In addition, the face-to face interaction between two students results in a more audible conversation which motivates activity involvement. Moreover, students can learn and teach each other.

In learning through this technique, teacher uses scientific approach following the instruction of curriculum 2013. Scientific approach consists of observing, questioning, experimenting, associating, and communicating. . Furthermore, these are the procedures of "pair work technique". First, , the teacher gives some instruction for the ways of dialogue and give "one theme/topic" for dialogue activity. Next, the students were given time to see the worksheet and discuss with their partner for 15 minutes on both topics before the whole class discussion afterwards was to be conducted. During this process, the teacher walked around, checked and monitored whether they were using English or not. At times, he got involved with the students and helped them with the vocabulary they did not know. Then , the students were to report on what they had discussed before in pairs for a whole class discussion.

### **2. Suggestion**

To make teaching speaking success, teacher should vary the activities in teaching and learning process because it can reduce students' boredom and monotonous teaching and learning process. Furthermore, teacher should provide many kinds of media in classroom learning in order to maintain students' motivation and attention to focus in learning process.

For students, they should maintain themselves to think positive and motivate themselves to learn. The students should always practice and participate

maximally to speak in order to build their speaking habit that is very beneficial to improve their speaking skill.

Through this paper, the writer suggests to the teacher who wants to have a new strategy in teaching speaking ability by using “Pair-Work Technique”.

**Note:** This article is written based on Wuri Yulitrisisya’s paper supervised by Drs. Don Narius, M.Si.

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