

## CHAPTER I

### INTRODUCTION

This chapter will discuss the fundamental aspect of this present study such as the background of the study, the scope of the study, the research question, the purpose of study, the significance of the study and the definition of key terms. The chapter aims to provide some cornerstones in composing this research.

#### 1.1 Background of Study

The use of pairwork activity has been discussed since more several years (Ellis, 2003; Otienoh, 2015; Storch, 2007). In those years, the use of pairwork and small group promotes learner interaction, whereas interaction that negotiated promotes second language learning that it not only helps them to comprehend input but also pushes them to modify their output. The results of those studies are focused on the implementation of pair work and investigating the merits of the pair work. The advantage of pair work is provides an effective method to use language as it is used in normal life. Besides, Moon (2000) stated that pair work is valuable in providing more opportunities for more language exposure.

In the international context, (Baleghizadeh & Farhesh, 2014) study focused on the impact on pair work activity on EFL learners' motivation. They found that in the class, the teacher included a greater amount of pair work improved the students' motivation more. During the pair work activity, students

feel less controlled than individual activity. Therefore, students get the opportunity to express themselves without their interference of teachers about the mistakes they would encounter. Other studies (Dobao, 2012; Pae, 2011; Zabihi & Rezazadeh, 2013) focused of comparing the students' writing in pair work, group work, and individual writing. The results show that writing in pair work is better than writing individually. Furthermore, in Storch's (1999) research found that pair work has a positive effect on overall grammatical accuracy.

In the Indonesian context, Syamsuddin (2011) study focused on improvement for the students who use pair work activities in the teaching and learning process. He found that the students were wellmotivated in learning English by using pair and group activities, whereas pair work can make students free to express their opinion or feeling because they speak with their friends. It means that they can be active and they are not learning alone, but they learn together with their friend to communicate in the classroom. Besides, Achmad and Yusuf (2014) also had conducted qualitative research on pair work and group work activities that focus on their impact on students' speaking performances. The result revealed that pair work can be effective if the teachers pair the students' selectively for the suitability, by recognizing the speaking ability of each student and further understand their culture or habits to avoid mishaps in pairings that can lead to gaps where students do not help each other in developing their speaking skills.

However, based on pre-observation that found from Nurdina et al. (2009) that focused on the implementation of pair work in teaching speaking, some issues happen on the students in the learning process in the speaking class. The students' difficulties in speaking might be caused by some factors: The first factor is that the students are shy to express their feeling and their opinion using their language in English in the classroom. Secondly, they are afraid of making mistakes because they lack confidence in their speaking. They worry to make the mistakes when they are speaking. So, it can makes them passive in English speaking classes. Therefore, the teachers or lecturers need to apply the appropriate techniques in learning English so students can be more pleasant to speak up in increasing students' speaking ability such as making group with pairing the students to do the task. As mentioned by Harmer (2001), pair works are a way of increasing student participation and language use. It can be used for an enormous number of activities whether speaking, writing or reading.

However, based on the research conducted by Hawkey (2006) that students' perceptions of some of their classroom language learning activities differed interestingly from their teachers. It means that even though pair work can be used to give students a chance to speak in the class to the other students, each student and teacher also have the different perceptions or opinion about a good classroom activity.

Moreover, even in the international context and Indonesia context have conducted a lot of research about pair work, English teacher needs to know how

their perceptions toward pair work activity, especially in the speaking class. Therefore, in order to fill this gap, a study focusing on exploring students' perception of pairwork activity in speaking class need to be conducted such as their experience, judgement, or their impression after they using pair work activiy in one semester. As mentioned from Horwits (1987) that by understanding the students' perceptions about the influence of language learning, teacher can check their English acquisition success. Therefore, this study is aimed to make clear what students' perception as language learners after doing work in pairs.

### **1.2 The Scope of the study**

This present study had been focus on students' perceptions toward pair work in the speaking activitythat applied in the classroom. The participants of the study chosen as one data collection in the second semester of the English Department at IAINKendari.

### **1.3 Research Question**

Based on the background of the study above, the researcher formulates research as follows: How do EFL students perceive pair-work activity in the speaking class?

### **1.4 Purpose of the Study**

Based on the research question, this present study aims to know the students' perception toward pair work activity in the speaking class.

## 1.5 The Significance of the Study

This study offers several insights and benefits. This research can be used for those who want to research analyzing students' perceptions of pair work activity in the speaking class.

There are some positive impact on this research, they are:

For the teachers or lecturers, with this research, they can know the students' perception include the benefit of pair work activity and also adding insight for the teacher.

This research had been beneficial for students in learning English that also plays an important role in improving the quality of the students. Whereas it can add the knowledge for them about pair work and can train the quality of their English.

For Instead of Institution, this study as a reference for the Instead of institution as a good technique in the classroom to help the learning process to be a success and to enhance the quality of learning by using pair work techniques for the English department.

For the future researchers, through this research, the researchers can take some benefits and know the quality of teaching and learning strategy by using pair work technique for the English department.

## 1.6 Definition of the Key Terms

*Students' Perception:* Perception is an organization, identification, and interpretation of sensory information to represent and understand the presented information or the environment. Perception itself on this study refers to how the students of the English Education Department especially the second semester of class B of the academic year of 2020 at IAIN Kendari perceive the implementation of pair work activity in their learning English in the classroom.

*Pair Work:* Pair work is the technique that can help students free to express their opinion or feeling that followed by some activities with them to speak in the speaking class from English Department especially in class B in the second semester, whereas in this technique they can speak with their friend. Therefore, the students were not shy to speak with their friend because they felt more pleasant when doing spoken.

*Speaking Class:* Speaking class is the class that learns about how to speak that followed by various activities in the class in pair work by sharing the information or to say something about feeling, perception, and intentions to other people in class B, especially in the second semester.