CHAPTER I
INTRODUCTION

1.1 Background of Study

Language is a tool used to communicate among people. There are two types of language. They are spoken language and written language. In spoken language a speaker has to monitor what he said, it matches his intention or not, and while he is uttering the words he has to plan for the next utterance and fit it to overall pattern. Meanwhile, in written language a writer may look over what he has already written, pause between words without interruption, take time to choose proper words, and even look up in dictionary (Brown & Yule, 1983:4-5).

One of language that is learnt by many people nowadays is English. This happens because English is international language that is used to communicate in global world. So, people learn English in formal and also informal institution. As well as in Indonesia, English becomes subject that should be taken by students start from elementary school until university level (Mubarok, Effendi, & Sofiana, 2016:25). But in Indonesia English is not the native language or second language. It is foreign language that means English is only used when it is needed.

In learning English, learners should be master in both receptive skills and productive skills. Receptive skills are the way people extract meaning from the discourse they see or they hear (Harmer, 2001:199). It means that receptive skills require people to understand the information they see or hear.

It does not require people to produce utterance or sentence as response. The receptive skills are listening and reading.

Meanwhile, the productive skills mean skills that produce an utterance, sentence, passage, and dialogue as the result. The productive skills are speaking and writing. Both speaking and writing are different in many ways. Writing is more organized than speaking. In writing, the writer has much time to think or consider about what he wants to say. But spontaneous speech may appear considerably more chaotic and disorganized than a lot of writing (Harmer, 2001:246).

One skill that will be discussed in this study is speaking. Speaking is process of building and sharing meaning through verbal and nonverbal symbols, in variety context. Speaking or speech is the most effective way to communicate. Speak fluently especially in English can help someone in career success. Speak fluently is not only purposed to get knowledge of language features, but also the ability to process information on the spot (Harmer, 2001:269). It means that people can give response toward what the other said right after the other say something.

Speaking also becomes one of four skills that should be mastered by students according to 2013 curriculum. In speaking, there are many aspects that should be achieved by students such as pronunciation, intonation, grammar, and many others. The material of speaking itself can be expression or text.

There are so many texts that are required in the curriculum, and descriptive text is one of text that can be shared orally. Knapp and Watkins (2005) in Noprianto (2017:67) states descriptive text as type of text that is used by speaker or writer to describe particular thing, place, person, animal, or event to the hearers or readers. The descriptive text is required both in junior high school and senior high school, but the topic is different. In junior high school it is focused on thing, person, or animal. Meanwhile, in senior high school it is focused on place. So, the vocabularies used are different.

In fact, most of students assume that speaking in English is really difficult. It is because students just memories few words in English. Besides, they face difficulties when they want to pronounce those words since they only listen and practice during the English class, and when they are at home they forget about what they have learnt because they do not apply it. Students are not only the matter, but also the teacher who does not always speak in English but uses Indonesian when explaining the material.

To help students improve their speaking skill, teacher needs some appropriate techniques so that students can achieve the learning purposes. Using effective technique can help teacher in running the classroom and also it can increase students' achievement. Pair work technique is used to improve students' speaking skill especially in descriptive text.

Harmer (2001:207) as cited in Mulya (2016:79) defines pair work as a way of increasing students participation and language use. This technique can be used in enormous number activities whether speaking, reading, or writing.

Pair work is one technique of Communicative Language Teaching (CLT). It requires students to be paired and cooperate to solve task that is given by teacher.

Lightbown and Spada (1999) in Mulya (2016:79) state that in an interactive environment students can advance to higher level of knowledge and performance than they have to work individually. So, this pair work technique is the appropriate technique that is used to improve students' speaking, because activity in pair work technique requires students to interact with their pair. Beside it will be easier to be controlled by teacher and all of the students will be active as well.

Based on the previous study written by Mulya (2016) that find pair work technique is effective to improve students' speaking performance. Next, Susanto (2013) through his thesis states that pair work technique can improve students' speaking competence. Also, Baleghizadeh & Farhesh (2014) through their journal conclude that pair work can improve students' motivation. These studies are enough to prove that pair work technique is able to improve not only students' speaking ability but also students' achievement.

So based on the previous studies above, the writer chooses pair work technique to improve students' speaking skill especially on descriptive text. By using the technique the students will be able to learn effectively. It is because they can work cooperatively to complete task that is given by teacher.

1.2 Problem Identification

Problem that discussed in this study is the students' speaking ability. The problem can be caused by both students and teacher. For the students, the lack of knowledge becomes the main problem. Most of students only know few words in English, and those words are only the basic words. Then, most of them also do not know how to use correct grammar since there are so many rules in English grammar. Also they often find difficulties to pronounce words in English. Then, those factors make students feel lazy to speak in English even during the English class.

Then, while students are asked to answer question or speak in front of class they keep silent. It is caused by various reasons such as they do not know what teacher's mean, they do not know the English of words that want to be said, or students feel nervous when they have to speak English in front of class. Besides the students, teachers sometimes also become one factor which obstructs students' speaking development. For example, during English class, teachers do not always speak in English sometimes they use Indonesian when deliver the material toward students.

1.3 Statement of the Problem

In this study, the discussion was limited by only one of following question: "How significant is the difference in students' achievement of speaking skill on descriptive text who taught by using pair work technique and those who taught without using pair work technique?"

1.4 Objective of the Study

The objective of this study was to find out how significant is the difference in students' achievement of speaking skill on descriptive text who taught by using pair work technique and those who taught without using pair work technique.

1.5 Significance of the Study

Through this study, writer hoped can give benefit to teachers, students, readers, and the other researchers theoretically and practically:

1. Theoretically

    Moon (2005:53) in Mulya (2016:79) defines pair work as technique that is used to organize students in way that will maximize the opportunities of learning. So, theoretically this study is expected to support the previous theory about the use of pair work technique in improving students' speaking skill.

2. Practically

    a. For Teacher

        This study can be used to help teacher in implementing pair work technique to improve students' speaking skill. It is also used to enrich teacher's technique to teach speaking. So, students will be interested to learn.

b. For Students

The result of this study can help students to improve their speaking ability by using pair work technique. It is communicative that make student are more active during the learning process.

c. For Readers

The result of this study is expected to give understanding toward readers about the implementation of pair work technique in speaking class.

d. For Other Researchers

The data of this study can help the other researchers to conduct the other research in completing this study, especially research about teaching technique

1.6 Thesis Organization

This thesis is divided into five chapters. They are introduction, review related theories and hypothesis, research methodology, discussion, and conclusion. Each chapter described as the following description.

Chapter one is introduction. It is aimed to introduce the problem that discussed in this thesis and also the thesis itself. It contains of background of study, problem identification, statement of the problem, objective of the study, significance of study, and thesis organization.

Chapter two is related literature review and hypothesis. It explains the theories related to the problem. It contains of the definition and aspects of speaking, definition, procedure, and also the advantages of pair work

technique, and also the definition, generic structure, and also language features of descriptive text. It also contains of conceptual framework and hypothesis.

Chapter three is research methodology. It contains of research design, setting of the research, subject of the research, instrument of data collection, try out the instrument, method of data collection, and method of data analysis.

Chapter four is discussion. It discusses about the finding that found in this study. It contains of data description of both experimental class and control class, and also data analysis.

Then, the last is chapter five. It contains of conclusion of the discussion before and also suggestion.