GROUP WORK AND PAIR WORK TO TEACH SPEAKING SKILL FOR A LARGE CLASS

(A Comparative Study At The Eleventh Grade Students Of SMAN 05 Bengkulu Selatan In Academic Year 2019/2020)

THESIS
Submitted as a Partial Requirement for Sarjana Degree (S.Pd)
in English Language Education

By :

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Assalamu'alaikum Wr. Wb

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Wassalmu'alaikum Wr.Wb

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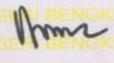
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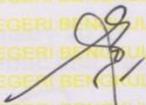
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RATIFICATION

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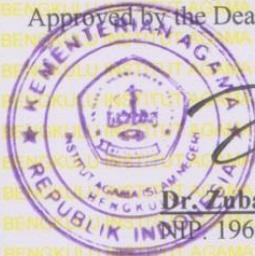
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MOTTO

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بِسْمِ الرَّحْمَنِاللهِ الرَّحِيْمِ

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ALHAMDULILLAHIRABBILALAMIN

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لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا اوُسْعَهَ

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"Allah does not burden someone but with his ability"

(Q.s. Al-Baqarah: 286)

Leave all your surrenders to Allah, believe nothing is impossible and everything will be fine.

(Anastasya Inayah Pratiwi)

DEDICATION

Bismillahirrahmanirrahim, then Allah is perfect with all his destiny. Praise the presence of Allah SWT who has given His grace, taufik, and guidance, so that happiness be with my family, I will present this thesis to:

1. To my parents. Especially Yuliar Sulasmi's mother, whom I love and most loves, who always gives her affection, prayer that stretches without limits. And Heri Gunawan's father who always loved and gave endless encouragement too. For all that, only this Prayers that I can pray to you, my Allah, help me to always make them happy and give your heaven for them someday. Aamiin

2. Thank you to my entire extended family, (Alm) H. Bahrul and Berahim, for all the supports, assistance, encouragement, and motivation that you have given during the completion of my studies to get this degree.

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4. My best friends who are always together in the struggle, always together in joy and sorrow: Amellisa Cahyani, Bella Angshana, Nurma Susila, Intan Hartama, and Destri Hastiari

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7. All lecturers who teach in Tarbiyah and Tadris Faculty, especially in English program. Thanks for everything that your gave me.

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9. My beloved almamater IAIN Bengkulu.

PRONOUNCEMENT

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   I hereby sincerely state that the thesis titled "Group Work and Pair Work To Teach Speaking Skill for A Large Class (A Comparative Study at The Eleventh Grade Students of SMAN 05 Bengkulu Selatan in Academic Year 2018/2019" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

                Bengkulu,   2020

                Stated by ,

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ABSTRACT

Anastasya Inayah Pratiwi. (2019). *Group Work and Pair Work to Teach Speaking Skill for A Large Class (A Comparative Study At the Eleventh Grade Students of SMAN 05 Bengkulu Selatan in Academic Year 2019/2020*. English Language Study Program, Faculty of Tarbiyah and Tadris, State Islamic Institute of Bengkulu. Advisor: 1. Dr. Syamsul Rizal, M.Pd, 2. Fera Zasrianita, M.Pd.

Keywords: *Speaking, Group Work, Pair Work, Large Class*

The aims of this research were: (1) to investigate the relevance and effectiveness of using group work and pair work in the students' speaking skill for eleventh grade of SMAN 05 Bengkulu Selatan in academic year 2019/2020; (2) to know the technique that leads to comparatively more successful outputs in terms of development of the subject matter, information content, and result in learning speaking. The research applied comparative study. The subjects of the research consisted of two classes: XI IPA 5 as group work class consisted 32 students; and XI IPA 4 as pair work class consisted 31 students at SMAN 05 Bengkulu Selatan in academic year 2019/2020. The results showed that there was a more successful of students' speaking skill using group work technique. It can be seen from T-Test calculation of both classes pair work and group work (map direction) is 0.049 and for (balloon debate) is 0.035. It can be conclude that there was a significant different between both of scores and also mean score of pre-test and post-test of group work and pair work. Group work score of pre-test was 45.63 to post test was 48.79; meanwhile pair work score of pre-test was 44.81 to post-test 48.77. It indicated that by applying group work and pair work can give more effect and appropriate for students in teaching and learning speaking depended on the subject material used by the English teacher in the classroom.

ABSTRAK

Anastasya Inayah Pratiwi. (2019). Teknik Berkelompok dan berpasanagn dalam Mengajar Kemampuan Berbicara di Kelas Besar (Studi Bandingan pada Siswa Kelas Sebelas SMAN 05 Bengkulu Selatan Tahun Ajaran 2019/2020). Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu. Pembimbing 1: Dr. Syamsul Rizal, M.Pd; Pembimbing 2: Fera Zasrianita, M.Pd.

Kata Kunci: *Kemampuan BErbicara, Teknik Kelompok , Teknik Berpasangan, Kelas Besar*

Tujuan penelitian ini adalah: (1) untuk mengetahui relevansi dan keefektivan penggunaan teknik berkelompok dan teknik berpasangan pada kemampuan berbicara siswa pada kelas sebelas SMAN 05 Bengkulu Selatan tahun ajaran 2019/2020; (2) untuk mengetahui perbandingan teknik yang dapat menggiring siswa pada kemajuan pada perkembangan materi, informasi, dan hasil belajar berbicara. Penelitian ini menggunakan metode bandingan. Subjek penelitiannya terdiri dari dua kelas: Kelas XI IPA 5 sebagai kelas teknik berkelompok yang terdiri dari 32 siswa; dan XI IPA 4 sebagai kelas teknik berpasangan yang terdiri dari 31 siswa pada SMAN 05 Bengkulu Selatan tahun ajaran 2019/2020. Hasil penelitian menunjukkan bahwa penggunaan teknik berkelompok lebih berhasil dalam pengajaran kemampuan berbicara. Hal ini dapat dilihat dari perhitungan T-Tes dari kedua kelas teknik berkelompok (Balloon Debate) 0.049 dan teknik berpasangan (map direction) 0.035.Dapat disimpulkan bahwa ada perbedaan yang signifikan antara kedua capaian tersebut, dan nilai test awal siswa pada kelompok teknik berkelompok adalah 45,63 dan nilai akhir adalah 48,79; sementara pada teknik berpasangan memperoleh nilai tes awal 44.81 dan nilai akhir 48.77. Hasil tersebut mengidikasikan bahwa keberhasilan penggunaan teknik berkelompok dan teknik berpasangan dalam belajar dan mengajar kemampuan berbicara juga tergantung pada materi yang diberikan guru di dalam kelas.

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Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice, and support the researcher to complete this thesis. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

1. Prof. Dr. H. Sirrajudin, M.Ag, M.H, the rector of IAIN Benkulu.
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5. Supervisor, Dr. Syamsul Rizal, M.Pd and Co-supervisor, Fera Zasrianita, M.Pd.
6. All of English lecturers and administration staffs of IAIN Bengkulu.
7. All of my best friends, especially in English Study Program of IAIN Bengkulu 2015.

It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah may always bless us in peace life.

Bengkulu,   January 2020
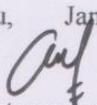
Anastasya Inayah Pratiwi

The Researcher

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CHAPTER I

INRODUCTION

A. Background of Study

Teaching and learning are important process that learners need to develop students' English skills in English classroom activities. In speaking, the process of interaction and reciprocity among learners and the teachers are the point to students to learn language to be free in a talk. According to Curtain and Dahlburg, interaction is very important to language development for second-language learners and interactive language tasks are one of the most important activities[1]. Additionally, this is very important because it has become one of success factors of teaching and learning language, especially speaking skill in the classroom.

In teaching and learning process, teachers have very important roles in success of teaching and learning in a school or institution. The students' communicative ability in English is one of the long term goals that language teachers have to achieve in an English class. As a point as well as an actor in the teaching and learning activities, teachers must be able to have the way about the methods and materials that can attract the attention of the students in teaching and learning especially in speaking skill.

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[1]Mariana de Carvalho Cordeiro, Pair Work for Developing Speaking Skills, *Faculdade De Ciencias Sosiais E Humanas,* 2017, P.8.

Creating good communication also needs good interaction. To reach a good situation for interraction, the English teachers should build condusive learning environment to provide experience for students. It plays a great role in daily learning activities likes in environments as students' life. If the students do not have good background experience, they will not develop their communicative skills, especially speaking skills. The major goal of all English language teaching should give learners the ability to use English effectively, accurately in communication[2]. Especially in interaction, the English teacher should do serious efforts to build posstive interaction in order that the learners can develop their language proficiency. In short, to increase interaction in class, it is crucial to give interactive activities to the students by applying proper teaching methods in speaking class.

Activities are the key to an effective EFL (English as Foreign Language) class. As EFL learners, the students can widely express their opinion, idea orally to increase their background experience in basic speaking skills. This activity also make the students feels so comfortable, self-confidence, enhance their speaking skill, and improve the grammar and vocabulary knowledge in learning speaking activities. According to Shirk, collaboration increases motivation and

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[2]Kedir Abda. Assessing the Factors that Affect Teaching Speaking Skill: The Case of Robe Teacher's College English Department Second Year Students, *International Journal of Humanities & Social Science Studies (IJHSS)*, Vol.3 Issues 5, 2017, P. 286.

learning because it provides for experiential problem solving[3]. On the other hand, interaction in a classroom happens when learners one of others feels like enjoyable the materials and the student can actively collaboration to participate to join learning. But for some condition, the other students are keep silent all the time and sit passively.

Although the students have spent most of their time doing speaking skill in the classroom, they still have problem related to learn speaking skill. *The first*, the students still have less experience to speak up[4]. The students will stop speaking when they do not know the English of words that they want to speak up in their mind. They also think too long to speak up because they should think much in using right grammatical and correct pronunciation to produce. It means that, the students have problems in vocabulary, low motivation, and confident,

The second, the students have problems in lack opportunity to interaction[5]. It is widely known that interaction is very important for language development for learning foreign language and social skills especially in school environment in the classroom. In the classroom, the opportunity to expressing as long as the students learn, especially in English speaking skill, learners must express themselves orally. As a new learners in early language, the students need a peer and an instructor to guide them, and correct the problem that they make in

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[3]Olcay Sert, Comparative Analysis of Pairwork and Individual Assignments in two ELT Classes, *Journal of Language and Learning*, Vol.3 No.2, P.219.
[4]Olcay Sert, *Loc Cit*. P.220.
[5]Mariana de Calvalho Cordeiro. Pair Work for Developing Speaking Skills, *Faculdade De Ciencias Sosials E Humanas*, 2017, P.8.

speaking during the interaction. It mean that to get the opportunity to have interaction, the students need a partner. Therefore, pair work and group work are important in learning speaking English in order that the students have partners in practice their language usage.

The third, it is related to less using the language[6]. Students tend to participate more using the first language than foreign language in English class and their daily life. It happens because when the students try to talk about something in English, their partners fail to understand or uncomprehend. Then, the students are also reluctant to speak in English. In this case, the teacher should find solution to make group work or pair work for students to practice their English skill, especially speaking both in the classroom and in daily life practice.

The fourth, the students have problems in speaking fluency[7]. To talk about something, we need to speak up firstly. But not all of the teachers use the right strategy to make the classroom actively, and to foster the students' interest in speaking. Many students have never worked in a group before or lack the skills to work the others. In other words, they can not study in a team to maximize their potency, especially in fluency of speaking. In this case, pair work and group work can help students to do discussion in class. Thus, the routine practice in group will improve students' English fluency in speaking.

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[6]Chango Kwan. Student Perspective On Group Work and Use of L1: Academic Writing in a University EFL Course in Thailand, *Second Language Studies*, Vol. 33, No.1, 2014, P.86.

[7]Arafat Rahatman, Reading Comprehension Through Group Work Activities in an EFL Classroom: An Action Research Report, *Working Papers on Culture, Education and Human Development*, Vol. 10 No. 2, 2014, P.2.

From the explanation above, it can be conclude that the most problems happen to the students in speaking skill activities are less the experience to speak up, opportunity to interaction, less using the language, and speaking fluency. The some of problems above are related one to each other. Furthermore, the students also often lost their insufficient participation that make a lot of noise with their friend beside. Then, students do not involve themselves in the speaking activities like: pair and group discussion, role playing, oral presentation, improvisations and speaking tasks involving speaking. Therefore, the English teacher must try encourage students to learn speaking more seriously by focusing on overcoming this kinds of students difficulties. It is also important to find the best strategies to teach speaking skill in the classroom.

The researcher is interested in doing research at the eleventh grade students of SMAN 5 Bengkulu Selatan in academic year 2019/2020, the researcher did preliminary observation in this class on January 10, 2019. The researcher found that the English teacher taught students without using specific strategy or technique in teaching speaking. Then, the researcher also found that the students only became good listeners in the classroom without doing any practice. It means that the students did not have any partners or group to study speaking in order that they can practice their English every time they want both in classroom or outside of the classroom.

As we know that there is no the best way to learn and there is no the best technique to teach, but for a teacher, they can apply one of some relevant

approaches by considering the students' condition. One of the alternative techniques to know how effective and improve the understanding in English course, to improve the education quality, the researcher tries to compare the effectiveness of applying Cooperative Learning in speaking class, namely*: Group Work* and *Pair Work*. In cooperative learning techniques, *Pair work* is learners working together in pairs (a learner and a peer); and *group work* is learners working together be a group with 3 to 5 learners in there. It might be appropriate to apply in speaking class in Indonesia, especially Bengkulu because most of the classroom consists of a lot of students. By dividing students into pair work and group work, it will be helpful for English teachers to control their students in large class.

Through pair and group work technique, students can practice speaking English with their partner without nervous. Here, teacher gives a situation then students make dialogue and perform the dialogue in front of the class with their partner slowly. This study is expected to have some contributions to the language teaching-learning process, especially in Senior High School. Therefore, it serves as an alternative in teaching speaking techniques in order to improve students' speaking skill.

Based on the background above, the researcher is really interested in comparing pair work and group work application in teaching speaking skill, especially in large class that find in Bengkulu. Therefore, the researcher will conduct research entitled *Group Work and Pair Work to Teach Speaking Skill for*

a Large Class (A Comparative Study at the Eleventh Grade Students of SMAN 5 Bengkulu Selatan in Academic Year 2019/2020).

B. Identification of the Problems

Based on the background above, the problems of the research can be identified as follow: *first*, English teachers do not apply appropriate teaching techniques to maximize students' speaking potencies; second, the English teachers should build condusive learning environment to provide experience for students and encourage them to practice their speaking both in the classroom and daily life. Third, students are lact interaction in the classroom to improve their speaking skill. Fourth, the students still have less experience to speak up. As the result, they have problems in language fluency because they do not have pairs and groups to practice their English.

C. Limitation of the Problem

Based on broad problems above, the researcher limits the problems only on the comparative of group work and pair work to teach speaking skill in a large class at the eleventh grade students of SMAN 5 Bengkulu Selatan in academic year 2019/2020.

D. Research Questions

Based on the problems above, the problems of this research can be formulated as the following question: Are there differences of students used *group work* and *pair work* in learning speaking at the eleventh grade students of SMAN 5 Bengkulu Selatan in academic year 2019/2020?

E. The Objectives of the Research

The objectives of the research can be: To know the differences of technique that leads to comparatively more successful of using of using *group work* and *pair work* in learning speaking at the eleventh grade students of SMAN 5 Bengkulu Selatan in academic year 2019/2020.

F. Significance of the Study

This research is expected to give contribution for students, English teachers, institution and the next researchers. The signicicance can be:

1. For students
   a. The students are able to improve their speaking skill by using specific and appropriate technique.
   b. By applying *Group Work* and *Pair Work* in learning speaking skill, students can have their partners in learning and practice speaking in the classroom and outside the classroom.

c. Students can use the most appropriate models of learning speaking skill in order to maximaze their English speaking potency.

2. For teacher

a. The teacher can motivate students to improving their speaking skill through Group Work and Pair Work presentation as learning technique to teach speaking skill in the classroom.

b. To encourage English teacher to try choosing the best teaching technique for teaching English speaking in the classroom, in this case Teaching speaking by using *Group Work* and *Pair Work*. Hence, it can give significant contribution for improvement.

3. For institution

For the institution, pair and group work can help students to develop their English capabilities. As the result, it can improve school achievement and prestige in education.

4. For the Next Researchers

To encourage the next researchers to do research in similar topic but in broder scope in order that they can develop this topic to give more benefits to other people.

G. Operational Definition of Key Terms

In order to give clear description to this thesis, the researcher needs to give explanation about key terms used in this study. The key terms of this study are as follow:

1. *Group Work* is as a classroom practice where students work in teams to construct knowledge and accomplish tasks through collaborative interaction[8].

2. *Pair Work* is a way of improving students' participation and language use in pair by using enormous number of activities to improve students' ability[9].

3. *Speaking* is one of English skill conveying words or sounds of articulation to express or to deliver ideas, opinion, and feeling[10].

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[8]Rance-Roney, J.A. Reconceptualizing Interactional Groups: Grouping Schemes for maximizing language learning. *English Teaching Forum*. 48(1), 2010, P. 20-26.
[9]J. Harmer. *The Practice of Teaching Language*. (Cambridge University: Longman, 2011), P.27
[10]H. Tarigan. *Berbicara Sebagai Suatu Keterampilan Bahasa*. (Bandung: Angkasa, 1985), P.15

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

1. The Definition of Speaking

In human activity, speaking is the most way that used by the people to communicate with other people in the daily activity. In other hand, it means that not only be communicate well, but how to be good in teaching especially speaking to most better. In Quran it is explained by (Q.S. AN-NAHL verses 125) which reads:

اُدْعُ اِلَى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِى هِيَ اَحْسَنُ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَاَعْلَمُ بِالْمُهْتَدِيْنَ «النحل : ١٢٥»

"(O Prophet Muhammad SAW) Call (all people) to the path (shown) of the God of your keeper by with wisdom (with wise words according to their level of intelligence) and good teaching and help them in the best way. Indeed, the Lord cares for you, He is the one who knows better (who is astrayed from His ways and he is who knows better those who are guided). (Q.S. AN-NAHL verses 125)."

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Through speaking, everyone will express their ideas, express opinion, and give explanation to someone in real communication.[11] And also speaking is as a communication in conversation in this life which is very important thing that should be mastered in everyone, especially by students as target learning.[12] From that, speaking can be one important for them to do activity on the part of one individual to make oneself understand by another, this activity purpose to miscommunication for one individual to partner talk. If one of individual understanding what their opponents talking about, it is means this activity on the part of the other to understand what is in the speaker mind and have been uttering well in a conversation. Thus, we must know how to communicate well for daily life in whenever, wherever, or whoever we in all the situations.

In speaking, for communicate working, the students must need a peer to do interaction and more practice, talk for freely without doubt to express their idea, feeling, or some new word,knowledge, and need motivation too. Through that, to enable students to communicate, we need to apply the language in real communication and a peer to interaction.

According to Rebecca, spoken interaction is seen as an important, if not key, aspect of the language learning process and has been for over a hundred

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[11]KhoirulAmri, *"Teaching speaking by combining pair work strategy and academic conversation strategy at senior high school"*. P.2
[12]*Ibid*. P.3

years.[13] In other word, speaking is a long process for students as always process learn more and more to clearly in talk and eventhough your speaking is well, learning language is always will sustainable be a long term education. An interaction is mutually affect individuals with each other individuals.[14]As Suprijono's said in his book, that in doing conversation among speaker and listener, they have feedback from the talk to give and receive information from other. Furthermore, people also use speaking when they speech in front of the other people or when they talk with others. Based on the explanations above, it can be concluded that speaking is crucial aspect in learning English to communicate each other in daily activity by a listener and speaker.

2. Activities in Speaking Class

In speaking class, the English teacher should prepare appropriate activities for students in order that they can use their potency to speak English in the classroom. Related to speaking activities, David Nunan, one of English education experts, is called this process as spoken discourse. He explained three extracts of speaking activities in the classroom[15]:

a. *Interactional uses of language* – It'sthe primary purposes for communication are social. The emphasis is on creating harmonious interactions between

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[13]Rebecca Hughes, *Teaching and Researching Speaking*, (New York: Longman Publisher, 2010). P. 144

[14]Agus Suprijono, *Cooperative Learning* (Yogyakarta: PustakaBelajar Publisher, 2009). P.57

[15]Penny Ur. *A Course in Language Teaching: Practice and Development,* New York, Cambridge University Press, 1999, P. 53.

participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate good will. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose. Examples of interactional uses of language are greeting, making smalltalk, telling jokes, giving compliments, making casual 'chat' of the kind used to pass time with friends or to make encounters with strangers comfortable.

b. *A Short Turn* – it's consists of only one or two utterances, a long turn consists of a string of utterances which may last as long as an hour lecture. What is demanded of a speaker in a long turn is considerably more demanding than what is required of a speaker in a short turn. As soon as a speaker 'takes the floor' for a long turn, tells an anecdote, tells a joke, explains how something works, justifies a position, describes an individual, and so on, he takes responsibility for creating a structured sequence of utterances which must help the listener to create a *coherent* mental representation of what he is trying to say.

c. *The Use of Roleplay* – The use of role play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom: they can be shopkeepers or spies, grandparents or children, authority figures or subordinates; they can be bold or frightened, irritated or amused,

disapproving or affectionate; they can be in Buckingham Palace or on a ship or on the moon; they can be threatening, advising, apologising, condoling. The language can correspondingly vary along several parameters: according to the profession, status, personality, attitudes or mood of the character being role-played, according to the physical setting imagined, according to the communicative functions or purpose required.

The extracts above are related to the process of speaking ability which can be applied to encourage students to speak up. For this case, the process of achieving expertise in a skill, especially speaking skill was outlined at least three stages: awareness, appropriation; and autonomy[16]. The term appropriation, rather than either controlled practice or restructuring, is used for the second stage because it captures better the sense that learning skill is not simply a behaviour (like practice) or a mental process (reconstructuring), but one of collaborative construction[17]. Over time, and through social interaction the skill, which is first "other-regulated", becomes "self-regulated". Central to the notion of the transfer of control is the idea that aspects of the skills are appropriated. Appropriation has a connotation of asking over the ownership of something, of "making something one's own".

Related to types of speaking activities, Scott Thornbury suggested some appropriate activities that can be applied in English classroom, namely: drilling

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[16]Scott Thornbury. *How to Teach Speaking*. USA, Longman, 2007, P. 63.
[17]Scott ThurnburyIbid.

and chants, writing tasks, reading aloud, assisted performance and scaffolding, dialogues, and communication tasks[18]. In this research, researcher dominantly uses drilling and dialogue because they are the appropriate ones to apply based on the students' condition as respondents in this research.

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students[19]. Then, Brown added as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance[20]:

a. *Imitative* – at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

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[18]Scott Thurnbury.*Op Cit.*
[19]H. Doughlas Brown. *Language Assessment Principle and Classroom Practices*, USA, Longman, 2007, P. 4.
[20]Ibid. P. 141

b. *Intensive* – a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

c. *Responsive* – responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

3. Characteristics of Successful Speaking

In teaching an English skill, the target is successful classroom. To reach the success class, it is important for the teachers to use the best strategy and model during the lesson. Harmer wrote that when teaching speaking or producing skill, the teacher can apply three major stages, those are[21]: (1) *introducing new language*, (2) *practice*, and (3) *communicative activity*. This theory means that the teacher should teach the students about basic knowledge of language (English) such as the elements of language that must be learned

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[21]Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, USA, Longman, 1990, P. 269.

by the students. Then, the teacher should ask the students to practice the language by using various strategies. To make the students familiar with the new language, they must use the language in everyday life in form of various kinds of communicative activities.

The successful of speaking activity in the classroom is based on the participation of students in the classroom. To know the characteristics of successful speaking class, Flojo explained that[22]:

a. *More learner talk* − as much as possible a big part of the period allotted to the activity is in fact occupied by learner talk.

b. *Even participation* − classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and participate in the classroom.

c. *High motivation* − learners are eager to speak because they are interested in the topic and have something new to say about it.

d. *Acceptable language* − learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

To reach the success in the classroom, it needs active participation of teachers as tutor who guide the students in the classroom: how the teacher encourage the learners to speak, give students in even portion, motivate them, and train them in using acceptable English.

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[22]Ofelia OracionFlojo. Ibid. P. 27.

4. Apects of Speaking Skill

There are many aspects in Speaking Skill. Brown stated that there are four essential components students must master to become proficient speaker in English, namely: *pronunciation, fluency, vocabulary, and accuracy.*[23]

a. *Pronunciation* - Based on Longman Dictionary (2000: 429) pronunciation is the way a certain sound or sounds are produced. It covers they way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

b. *Fluency* - As proposed by Harris and Hodges (1995: 14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

c. *Vocabulary* - based on Longman Dictionary (2002: 580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

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[23]H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.. 2001. P. 168

d. *Accuracy* - accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2000: 204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

5. Teaching Speaking in Large Class

Teaching English speaking in large class is a great chance important role to teachers know the students ability as their challenge in learning and what is the problem happened in teaching learning as in the classroom. By knowing the learning context, teacher teach students by their class size. As Harmer's said in his book about, however, there are also many benefits to teaching large classes. As Natalie Hess points out (Hess 2001: 2-4), in large classes there are always enough students to get interaction going, and there is a rich variety of human resources. Furthermore, there are many possible 'teachers in the class, and, as she says, we will never get bored because the challenge is great! [24] Recent studies (see Chan, Chin, & Suthiwan, 2011; Widodo, 2015) reported that in large classes, many foreign language teachers focused on form-based instruction and memorizing a dialog text to promote students' speaking fluency. In this situation, they were required to place emphasis on language as a means of communication rather than as a reinforcement of form-based orientation (Widodo, 2015). This communicative

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[24]Jeremy Harmer. *The Practice of English Language Teaching Fourth Edition*, England, Longman, 2007, P. 126.

competence was seen as a dilemma perceived by both students and teachers because of examination orientation (Hong, 2006). Thus, teachers play a crucial role in the design of a meaningful task, which can engage students in learning activities, such as speaking tasks (Widodo, 2015).[25]

Despite large classes, getting to speak up is also another challenge for EFL students. For instance, students encounter speaking problems, such as anxiety, lack of self-confidence, and lack of language repertoire (e.g., vocabulary and grammar). Lack of preparation time also became a problem because it took time for students to formulate what to say due to their lack of language proficiency. This empirical evidence is a starting point for EFL teachers to think of the design of speaking instruction in a large-class EFL setting.[26]In-class speaking activity is something that requires instant feedback from the instructor because it is not permanent like a writing task and students tend to make more mistakes like 'slips of tongue' compared to the other skills. So, speaking/conversation classes require intense concentration of the teacher.[27]

The difficulties and problems faced by a language teacher in observing and evaluating a large speaking class are undoubtedly painstaking. In order to convert the difficulties into challenges the teacher needs to be focused on

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[25]Junjun Muhammad Ramdai and Rahmat, Promoting Speaking Spontaneity in Large Classes: An Action *Research Study in an Indonesian EFL University Setting,,*Indonesian Journal of Applied Linguistics. Vol. 8 No. 2, 2018, P.388.
[26]*Ibid*
[27]NargisChowdhury and Sabrina M. Shaila, *Teaching Speaking in Large Classes: Crossing the Barries*. P.74

students' needs. He/she needs to have an open mind to be innovative to help the students to attain success regarding speaking. More and more modern approaches and methods should be introduced.[28]And for the result as the experiences of the researcher got is gathered from these classes become an invaluable way and achieving for a language teacher. According to "Encourage Learnersinthe Large Class to Speak English in Group Work", written by Meng(2009), there are several classroom management strategies based on collaborative learning theory suggested for promoting students' ability in speaking in the large class which are:[29]

a. *Superior-inferior Arrangement*

In large classes, the superior-inferior relationship is conducted in the way that one or two students, in the superior position, have all the information that other students need or know what the correct answers should be (Meng, 2009). This means there is the in equality in their background knowledge before the activity begins. For example, in one of the researcher's lessons, several learners were selected to be the activity instructors. Each of them was assigned to study how to teach a stress relief technique outside classroom or possibly at home, and then demonstrate the technique to their classmates. They were also responsible for monitoring

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[28]Ibid, P.85
[29]ChomkateNgamkalwan, Encouraging ESL Learners to Speak English in Large Classes Towards the Combining Arrangement Activities.*Journal of Advanced in Humanities and Social Science.*Vol. 4 No. 3, 2018, P.139.

how well their classmates learned and performed the techniques at their stations. Under such circumstances, even though the learners can change their roles, not all the students can perform the role so instructors due to the limited number of duties, unequal proficiency of the learners, and accountability of the instructors. In regards to speaking opportunities, it is clear that the superior learners have more opportunities to speak or practice the new technical vocabularies and master the content while the rest of the class may have no or little chance to do so.

b. *Co-operating Arrangement*

In contrast to the superior-inferior arrangement, students under the co-operating arrangement have the equal access to the same information and to each other's points of view. This approach allows the learners to share their understandings and solutions of the assignments or the materials used in the activities, and help each other to complete the task. For instance, a teacher might assign a problem-solving activity to groups of students. Students are expected to use their personal, moral or social knowledge as useful materials for group discussion. According to Hill (1982), this kind of arrangement is favorable if there is some degree of equality between learners, especially an essential equality of skill because the group performance may not be compatible to the best individual's performance if there is an extraordinary individual in the group (Meng,

2009). Therefore, for co-operating arrangement, it is more beneficial to put the best learners in one group rather than to spread them across groups. However, this approach may be not suitable for large-class settings, where the gap between students' proficiency is wide in particular, since it could result into non-participation of some students and affect the speaking opportunities of some students. Hence, it maybe not preferred by some educational institutions that expect cooperation between learners.

c. *Individual Arrangement*

Individual arrangement activities are often used inconventional teaching and still plays a big role even in a student centered environment. In this kind of activity, each student has the access to the same information but performs their task individually with that piece of information. The researcher had used the individual arrange mention one of her lessons by assigning each student to perform as a historical figure who will retell his/her story to the world. It is a good speaking activity because it not only allows an extensive range of language functions and varieties to occur, students can also discover a variety of knowledge sets which add interest to the activity. However, this approach has a number of disadvantages such as the risk of embarrassment, the absence of cooperation or assistance, and lack of engagement or interactions between students. Students usually

focus on their individual tasks and may not provide the class with the equally-qualified products.

d. *Combining Arrangement*

In this study, the combining arrangement approach (which usually includes jigsaw groups, two-way tasks, or information gap activities) is highlighted as the most suitable classroom management strategy for promoting speaking opportunities in large classes compared to the other three approaches stated in the previous section. According to Meng (2009), students under the combining arrangement condition are all on an equal footing since each of them has unique essential information that the others need in order to accomplish a task. This means students are obliged to communicate with each other so that all the information can be combined and the quality of the complete product will be verified before its submission or exhibition. This kind of classroom management strategies usually involves split information activities in which students are provided with a balance of particular fundamental information between them; different kinds of materials may be used such as the combination of a written text, a picture or pictures, text and pictures, and soon (ibid). To illustrate, as trip story is a common activity that involves split information technique. The story will have to be separated into various strips of sentences or passages or pieces of texts, depending on the level of the

students. Each learner has to memorize or analyze his/her part before telling or explaining it to the others in the group. Afterwards, all the learners must organize themselves to put the story together or solve the assigned problem.

Thus, students not only enhance their fluency while participating in the activities, but also master the new content or language items that they individually got. Therefore, it can be concluded that combining arrangement can ensure active participation of all students, encourage more use of communication strategies and feedback, boost up students' learning motivation and attitude, and suit more students' learning style preferences. By using combining arrangement activities with small groups within a large class or the whole class work together under the same circumstances, it is possible to engage more low proficiency students into speaking activities. This research, hence, aims to offer alternative classroom activities based on the combining arrangement approach in order to increase the speaking opportunities in large EFL classes.

The three kinds up classroom management strategies of students ability in collaborative learning, showing how way students enhance their learning be able more interest to using in classroom by large class. It is make aspeaker need a listener more each other, with two person or more to be a peer to finish their assignment by talk discussion to exchange their both minds. From that, Harmer's also argued that one of key elements in successful large-

group teaching is use pairwork and groupwork: in large classes, pairwork and groupwork play an important part since they maximise student participation. Even where chairs and desks cannot be moved, there are ways of doing this: first rows turn to face second rows, third rows to face fourth rows, etc. In more technologically equipped rooms, students can work round computer screens. When using pairwork and groupwork with large groups, it is important to make instructions especially clear, to agree how to stop the activity (many teachers just raise their hands until students notice them and gradually quieted down) and to give good feedback.[30]

That's why the author using the group work and pair work in large class to be her research especially in students speaking skill.

B. Group Work

1. Definition of Group Work

According to Harmer has observed that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language[31]. Group work usually implies "small" group work, that is, students in

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[30]Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, England, Longman, 2007, P. 126.
[31]Jeremy Harmer. *Loc Cit*. P. 166

groups of perhaps six or fewer in order to give students more opportunities to speak.[32] Harmer's also stated group work that students can write a group story or role-play a situation which involves five people that can prepare a presentation or discuss an issue and come to a group decision.[33]

Through group work, about five people or more in a group talking about their assign, discussion together with, exchange their own mind, and the others. Without us knowing it, that some of the activities have profits for the students who are learn by it, for examples are the   students can develop social skills, build a sense of community, support, and depend on each other for their learning experiences.

2. Getting Started Group Work

Thus students can write a group story or role-play a situation which involves five people. They can prepare a presentation or discuss an issue and come to a group decision. They can watch, write or perform a video sequence); we can give individual students in a group different lines from a poem which the group has to reassemble.[34]

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[32]Abdullah, "Group Work Activities For Improving Speaking Skill", *English Education Journal (EEJ)*, Vol 7.No.3, 2016, P.393.

[33]Jeremy Harmer. *Op Cit.*P. 165.

[34]*Ibid*

The best place to start group work (much like anything else) is at the beginning. When developing a course syllabus, the instructor can determine what topics and theme lend themselves to group work. This is the time that instructors can think about how they will form their groups, help negotiate the group process, and decide how to evaluate the final product. Excepted all of it, the instructor or teacher must prepare starting with:[35]

a) Group Size

In Burke's journal, Beebe &Materson (2003) argued that the dynamics of group size is an important component of group work. A small group is often considered to consist of three or more; groups of two are not encouraged for group work because there are not a sufficient number of individuals to generate creativity and a diversity of ideas (Csernica et al., 2002)[36]. In general, it is suggested that groups of four or five members tend to work best. Larger groups decrease each members opportunity to participate and often results in some members not actively contributing to the group. In situations where there is a shorter amount of time available to complete a group task, such as an inclass collaborative learning exercise, it is suggested that smaller groups are more appropriate.

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[35]Alison Burke. Group Work: How Use Groups Effectively,*The Journal of Effective Teaching,* Vol. 11 No. 2, 2011, P.89.

[36] Ibid P.89

According to Wright and Lawson (2005),group work can be especially beneficial for large classes[37]. Group work helped students feel that the class was smaller and encouraged them to come to class more often. The felt more invested in the course and in the class material, which promoted active learning in a large class environment.

b) Assigning a Group

Assigning the members of the group is integral to the success of the group. Some faculty members prefer to randomly assign students to groups. This has the advantage of maximizing heterogeneity of the group (Davis, 1993)and is an effective way of assigning group member in large classrooms. If the class size is small and the instructor is familiar with most of the students, the instructor can select the group members based on known attributes of the class. For example, the instructor can form the groups while taking to account performance levels, academic strengths and weaknesses, ethnicity, and gender(Connery, 1988)[38].

Additionally, some instructors allow the class the self-select their group; however, this has some disadvantages. Self selected groups often gravitate toward friends and roommates(Csernica et al.,

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[37] Ibid P.90

[38] Alison Burke. Group Work: How Use Groups Effectively,*The Journal of Effective Teaching*. Vol. 11, No. 2, 2011, P.89.

2002). This can result in the students self segregating and spending more time socializing than working on the group project(Cooper, 1990). In this research, the researcher suggested that groups which are assigned by the instructor tend to perform better than selfselected groups(Felder & Brent, 2001)[39].

3. Advantages of Group Work

Applying group work in teaching and learning speaking give advantages to teachers and students. According to Harmer the advantages of group work are[40]: (1) Like pairwork, it dramatically increases the number of talking opportunities for individual students; (2) Unlike pairwork, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pairwork; (3) It encourages broader skills of cooperation and negotiation than pairwork, and yet is more private than work in front of the whole class; (4) It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher; and (5) Although we do not wish any individuals in groups to be completely

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[39]*Ibid*. P.90
[40]Jeremy Harmer.*The Practice of English Language Teaching Fourth Edition*, England, Longman, 2007, P. 166

passive, nevertheless some students can choose their level of participation more readily than in a whole-class or pairwork situation.

In addition, it is important to added about the advantages of group work in teaching and learning speaking. Burke stated six advantages to working in a group, namely[41]: (1) Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences; (2) Groups stimulate creativity. In regard to problem solving, the old adage can be applied that "two heads are better than one; (3) People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats; (4) Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved; (5) Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior; and (6) Team work is highly valued by students.

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[41]Alison Burke. *Loc Cit.* P. 88.

4. Disadvantages of Group Work

Even the group work are have many advantages, apparently this one interaction are have disadvantages too in the process of language learning. Harmer also explained some disadvantages of Group Work as follows[42]: (1) It is likely to be noisy (though not necessarily as loud as pair work can be). Some teachers' feel that they may lose control, and the whole–class feeling which has been built up may dissipate when the class is split into smaller entities; (2) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else; (3) Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate; (4) Groups can take longer to organize than pairs, beginning and ending group work activities, especially where people move around the class, can take time and be chaotic (but only very briefly).

In addition, although working in groups has its advantages, there are also times when problem arise. Beebe and Materson (2003) list for disadvantages are[43]: (1) There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion,

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[42]*Ibid* P.166.
[43]Alison Burke. *Op Cit.*P. 88.

the individual may agree to a bad solution just to avoid conflict; (2) An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process; (3) Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group. One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member; (4) It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

5. **Teaching and Monitoring the Group Process**

In teaching a group, the taskonly can be applyingand easy successfully if the task have the quality of brainstorming. But it is too difficult for individual to do. For an example is a speaking group task where three or four students discuss together to find the ideas where the results are superior to what anyone of the group could do alone. Cottrell declared that work where groups of students are working in the same room and even on a common problem does not necessarily ensure a Group Work process. If the group is managed in a totally autocratic manner,

there may be little opportunity for interaction relating to the work. If there is functioning within the group, the process may be evolving.[44]

In addition, many students have never worked in a group before or lack the skills to work with others, instructors cannot assume that students know how to work together, structure time, or delegate tasks. There are several ways that instructors can help, which are:[45]

First, the instructor should make certain that each student understands the assignment. Students should know the purpose of the project, the learning objective, and the skills that need to be developed through group work. Successful group work is easier if the students know how the assignment relates to the course content and what the final product is supposed to be.

Second, the instructor needs to reinforce listening skills and the proper methods to give and receive constructive criticism. These skills can be discussed in class and modeled during class activities. Some faculty use various exercises that are geared toward helping students gain skills to work in groups. Small in-class group activities help reinforce cohesion and group unity.

After the processing of teaching, for the next to do is monitoring process the studentsprogress of members in a group. There are plan action

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[44]Abdulla. Group Work Activities for Improving Speaking Skills,*English Education Journal.*Vol. 7 No. 3, 2016, P.394.
[45]Ibid, P. 90.

processes before doing activities to range a group students work in a classroom. One method to help groups succeed is to ask each group to devise a plan of action. The plan of action involved assigning roles and responsibilities among the group members. Each member should have a role, such as the note take or the group spokesman. The instructor can review each group's written plan of action or meet with each group individually and discuss their plan. Another method to help monitor a group's progress is to ask them to submit weekly progress reports. These reports (or weekly meeting notes) should outline what the group discussed, who attended the meeting, and the objectives set for the next week. In this manner, the instructor can monitor the group's activities and progress throughout the semester and assess the level of involvement from each member.[46]

6. Group Dissonance

Groups will not always work well together. Some groups lack motivation, strong leadership, or simply have personality conflicts. Even when it appears that a group is falling apart, it is important to avoid breaking up the group. Not only will the group dynamics of the original group be affected if the members are reassigned, but the addition of members to other groups will disrupt their dynamics as well(Davis,

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[46]Ibid, P.91.

1993)[47]. It is suggested that instructors should help the students understand the benefits of working together as a group for the group as a whole, which will help students who are struggling. Furthermore, the group should be encouraged to have assigned roles and responsibilities. It is more difficult to be a slacker if the goals are clearly outlined for each member.

It is necessary to help a group work through disagreements and find resolution. Simply breaking up the group does not encourage the students to work though differences. Freeman and Greenacre (2011) suggest that group interventions should be aimed at the destructive group member, focus on the behavior and not the person, and address the benefits of the group process for the group as a whole[48].

C. Pair Work

1. Definition of Pair Work

Another form of group work, only involving two participations, is pair work. Pair work is implementing as the teaching technique in teaching speaking. Harmer stated that in pairwork, students can practice language together, study a text, research language or take part in information-gap

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[47]Alison Burke. Group Work: How to Use Groups Effectively, *The Journal of Effective Teaching*, Vol. 11 No. 2, 2011, P. 91.
[48]Ibid P.91

activities[49]. It means that pair work can be as a good reference for teaching language skill, in this case teaching and learning speaking skill.

Then, in pair work, learners working together in pairs. Pair work is a classroom activity in which the whole class is divided into pairs (it is really a type of group work, using group of two)[50]. It means that in applying pair work in teaching and learning in the classroom, the teacher must group students into two. They both will work togather in understanding lesson and do activities in the classroom.

From above definitions, it can be concluded that pair work is grouping students into two participants in order thay they can collaborate in the process of teaching and learning in the classroom, sharing and doing activities togather to reach better understanding of learning materials.

2. The Use of Pair Work

Properly, learn L2 is important tostudents used in this era. But, not to be forgotten use of L1 in pair work is inevitable too. However L1 is mainly students using to talk in daily life. Most of them learn the L2 in school only. In a study by Lasito&Storch (2013) that compared L1 use and functions in pairs compared to small groups, they noticed that even though the majority of students (with ages between 16 and 17)

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[49]Ibid, P.165.
[50]Jatmiko.The Implementation of Pair Work to Improves Students' English Speaking to the Second Semester At Pharmacist Program of Health Sciences Faculty of Kadiri University,*Journal of Teaching and Research.* Vol. 2, No. 1, 2017.P.45.

communicated in L2 during pair work, the pairs tended to use L1 to a greater extent than when working in small groups. They concluded that pair work provides more opportunities to engage in a task and encourages more deliberations about language, however, groups of three students are less likely to turn to L1 when they encounter a language problem, therefore, in Lasito and Storch's opinions, small groups have better results than pair work, but both help students learn and use L2.[51]

Nevertheless, use of L2 also most influenced by varies of studentsproficiency in their speaking skill. Storch&Aldosari also point out the importance of pairing and L2 efficiency in a Mariana's paper research, mention a study by Kowal and Swain (1994) that suggested that pairing students with different proficiencies could result in more domination by one student, usually the student with a higher proficiency, concluding that mixed pairing could be disadvantageous for the students with lower proficiency. However, Storch&Aldosari also mention other studies that state relationships in pair work may be of bigger importance than L2 proficiency. A study by Yule and Macdonald (1990) concluded that pairs in which the member with higher proficiency was given a dominant role

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[51]Mariana de CarvalhoCordeiro.Pair Work for Developing Speaking Skills, *Faculdade De Ciencias Socials E Humanas.* 2017, P. 11.

engaged in fewer interactions than pairs in which the member with a higher proficiency was given a non-dominant role.[52]

To summarize, use of L1 for learning English in pair work is must be balanced with L2 to encourage students to be more active and multiply their new word to more speak in use and study in their L1 which they have been using as a daily language.

3. **Advantages of Pair Work**

Pair work give significant advantages for students' learning developmnent in the classroom. According to Harmer, the advantages of pairwork are[53]: (1) It dramatically increases the amount of speaking time any one student gets in the class; (2) It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence; (3) It allows teachers time to work with one or two pairs while the other students continue working; (4) It recognises the old maxim that 'two heads are better than one', and in promoting cooperation, helps the classroom to become a more relaxed and friendly place; and (5) It is relatively quick and easy to organize.

In addition, another expert stated that pair work activities have numerous advantages for the language learner; they are[54]: (1) many

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[52]Ibid
[53]Ibid, P.165.
[54]Mariana de CarvalhoCordeiro. *Loc Cit*.P. 8.

opportunities for language use; (2) a chance for natural language practice; (3) more student talk; (4) a higher percentage of student talk in real communicative activities; (5) a "safe" environment for communication, more like one-on-one conversation; (6) twoway communication - a chance both to ask and to answer questions.

Based on the explanation above, it is clear that the advantage of pair work is that it increases learners' opportunities to use the language. Pair work provides an effective method to use language as it is used in normal life. It is related to Zoiri idea that pair work is valuable in providing more opportunities for more language exposure. This enables students of expressing themselves and express their own ideas in English[55].

4. **Disadvantages of Pair Work**

Beside giving advantages to students, pair work also gives disadvantages. Based on Harmer, pair work gives disadvantages for students in learning speaking. Then it can gives significant impacts for their progress. The disadvantages are[56]: (1) Pairwork is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class. - Students in pairs can often veer away from the point of an exercise, talking about something else

[55]Said Zohairy.Effective Pairwork Strategies to Enhance SAUDI Pre-Intermediate College Students' Language Production in Speaking Activities.*European Scientific Journal*.Vol. 10 No. 2, 2014, P51.
[56]Ibid, P.165.

completely, often in their first language. The chances of misbehaviour are greater with pairwork than in a whole-class setting; (2) It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are - the actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.

In addition, Hadfield argued that In many ways pairwork or small group work can be a destructive activity. On the other hand, there are some possible problems with pair work tasks. According to the researcher's experience classroom management might be negatively affected during pairwork.[57]

D. Some Related Previous Study

There have been many researchers who conducted research about speaking skill in English study programs by using specific teaching skills. One of them is, Seyed (2013) conducted his research entitled *A Comparative on the Effect of Individual, Pair and Team Work on Speaking Fluency of Iranian Elementary EFL Learners*. The result of this research shows that the three groups performed significantly different on the post-test. PWG and TWG outperformed IWG, indicating that the techniques of working in pairs

[57]Ibid, P.52.

and teams promote the speaking fluency of the Iranian EFL learners. Used of the materials for the course remained constant for the three groups throughout the program. The only difference was the strategies used for the assigned tasks and activities. Participants of IWG were asked to do the tasks individually. The participants of PWG worked in pairs, and those of TWG were divided into four-member teams and worked in groups. At the end of the treatment, the participants took part in an oral interview, which had been administered in the pretest, to determine whether any change in speaking fluency had occurred.[58]

Another researcher is, Abdullah (2016) who conducted his research entitled*Improve Speaking Skills In English Through Group Work Activities (A Classroom Action Research of Third Year Students at SMAN 2 Sigli Aceh in Academic Year 2016/2017*). The result of this research shows that indicates that the students responded very well towards the implementation of the group work activities.[59]

In addition, Mulya (2016) conducted her research entitled *Teaching Speaking By Applying Pair Work Technique.* The result showed that the Pair

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[58]SeyedHosseinHosseini, MortezaBakhtiarvand, and SoudabehTabatabaei.*A Comparative on the Effect of Individual, Pair and Team Work on Speaking Fluency of Iranian Elementary EFL Learners*, Iran, International Research Journal of Applied and Basic Sciences (IRJABS), 2013, Vol 4 No. 8, P.2180.

[59]Abdullah.*Group Work Activities For Improving Speaking Skills*, Aceh, E*nglish Education Journal (EEJ),* 2016, P.389.

Work technique was effective technique for the EC (Experiment Class) students in improving their speaking performances.[60]

Based onsome research above, there are some similarities and differences between this research and previous studies above.The similarity are: first: the ree research above focused their research on pair work and group work. It is similar with this research. Second, the thre research above tried to use the pair work and group work learning models related to speaking skill.

However, there are some differences that lead to different in the research findings. First, Seyed (2013) conducted his research that tried to compare among three models of speaking learning, namely:Individual, Pair and Team Work on Speaking Fluency. On the other hand, this research only tries to compare two kinds of speaking learning models, namely: pair work and group work in a large class. Second, Abdullah (2016) tried to improve students' speaking skill by using group work activities. On the other hand, this research only compare between pair work and group work speaking learning models without focusing on improving students' learning quality. The third, Mulya (2016) tried to give students treatment to improve their speaking skills by using pair work technique. On the contrary, this research only compare between pair work and group work speaking learning models without focusing on improving students' learning quality. Fourth, the three research

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[60]Rika Mulya. *Teaching Speaking By Applying Pair Work Technique*, Aceh, *English Education Journal (EEJ),* 2016, P. 389.

applied different research method with this research. Last but not least, the different population will also cause the differences in the research findings.

E. Hypothesis

Hypothesis is a temporary answer to the research problem, until proven through the collected data. The hypothesis in this study was:

Ha : There are signifficance differences of students used *group work* and *pair work* in learning speaking at the eleventh grade students of SMAN 5 Bengkulu Selatan in academic year 2019/2020.

Ho : There are not signifficance differences of students used *group work* and *pair work* in learning speaking at the eleventh grade students of SMAN 5 Bengkulu Selatan in academic year 2019/2020.

CHAPTER III

RESEARCH METHOD

A. Research Method

The researcher applied comparative study in conductive this research. According to Fraenkle, at all, comparative study is a research method that enables researchers to identify and explore the similarities and differences between chosen phenomena or groups[61]. It means that the main aims of comparative research are to identify and explore similarities and differences of certain phenomenon happend in a certain group of education. In this research, the researcher will try to identify and explore the similarities and diferences between the application of group work and pair work in teaching speaking in large class.

Then, Richardson states that comparative study essentially compared two groups in an attempt to draw a conclusion about them that contain quantitative research methods[62]. It means that comparative study is a research method that basically compares two groups to draw conclusion about a certain phenomenon in quantitative method. In other words, comparative study can be used to increase understanding between learning culture and students' preferences and create a foundation for compromise and collaboration in teaching and learning process.

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[61]Jack R. Fraenkel, Norman E. Wallen, and Hellen H. Hyun. *How to Design and Evaluate Research in Education Eighth Edition,* USA, McGraw Hill, 2012, P. 92.

[62]Hannah Richardson. *Characteristics of a Comparative Research Design*, Retrieved on April 27, 2019 from https://classroom.synonym.com/characteristics-comparative-research-design-8274567.html

Based on the definitions above, it is obvious that comparative study is a method that enables researchers to identify and explore the similarities and differences between chosen phenomena or groups quantitative approach in order to draw conclusion. In this research, researcher used this method to identify and explore the use of group work and pair work in teaching speaking in large class at the eleventh grade students of SMAN 5 Bengkulu Selatan in academic year 2019/2020.

B. Comparative Design Research

In conducting this research, the researcher used comparative design proposed by Richardson. In Richardson model, the researcher gave pre-test, treatment, and post-test. Pre-test aimed at investigating the students' characteristics. The two classes that would like to compare must have similarities in some qualities, especially their ability. Treatment aimed at giving students' actions by using pair work and group work in order that the researcher know about the differences of the two learning techniques. Post-test was conducted at the last meeting after the researcher gave students treatments. By doing those a series of activities, the researcher was able to compare the qualities based on the research focus. Then, the difference of application a certain method or approach can be identified. For more detail description, see the following figure[63]:

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[63] Hannah Richardson. Characteristics of a Comparative Research Design, Retrieved on November 27, 2019 from https://classroom.synonym.com/characteristics-comparative-research-design-8274567.html
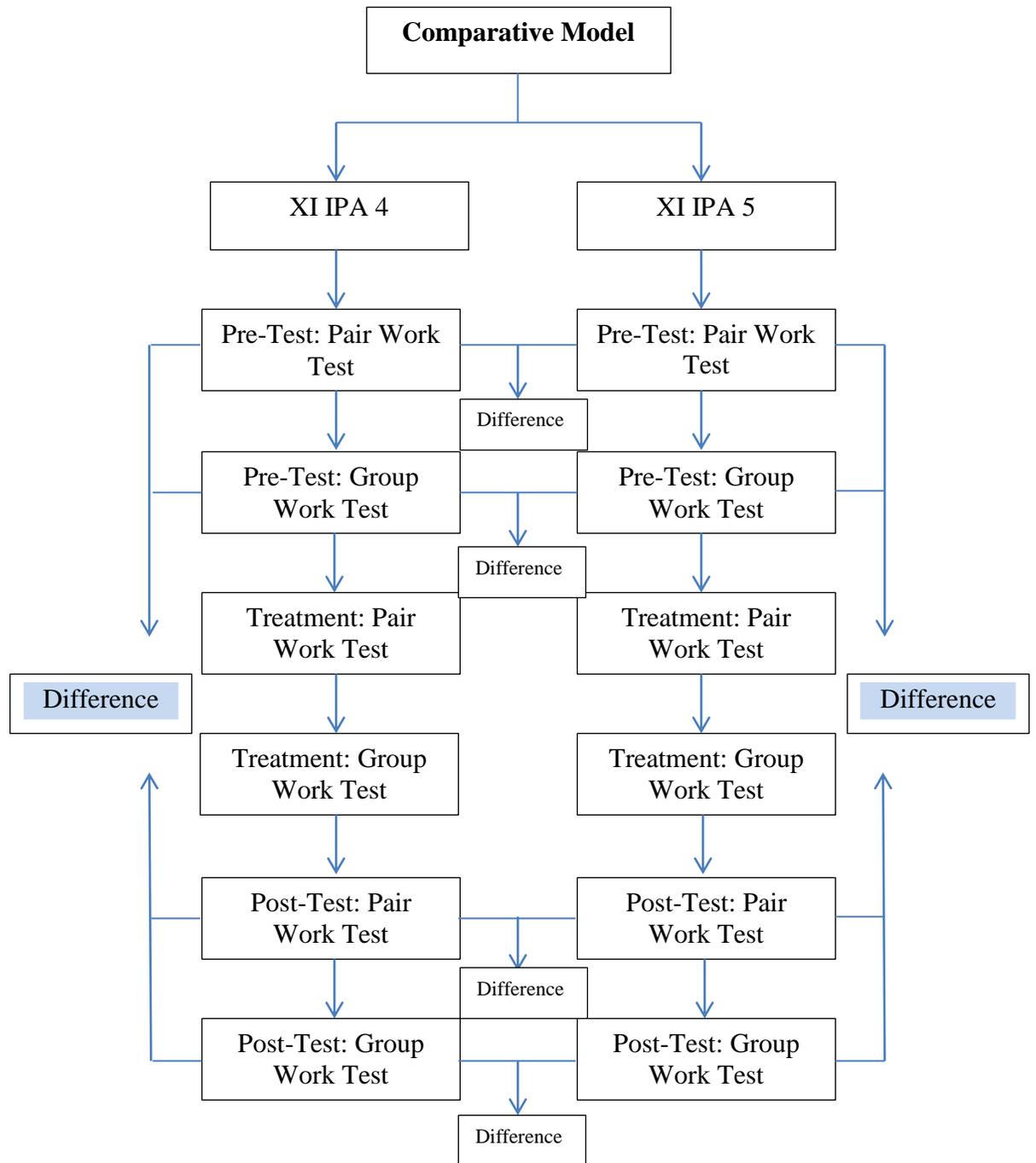
Figure 1:
Comparative Model Proposed by Richardson

C. Population and Sample

1. Population

Population is a larger group of people which one hopes to apply the results where the researcher will would like to generalize the results of the study[64]. It means that in doing a research, researcher wants to know something about a certain group of people, he or she must find a few members of the group to study them. In this research, the researcher conducted a research at the eleventh grade students of SMAN 5 Bengkulu Selatan in academic year 2018/2019 that consists of 11 classes. They can be seen as the following table:

Table 3.1:
Eleventh Grade Students of SMAN 5 Bengkulu Selatan

No.	Class	Male	Female	Number of the Students
1	XI IPA 1	12	17	29 Sudents
2	XI IPA 2	8	19	27 Students
3	XI IPA 3	9	17	26 Students
4	XI IPA 4	11	19	31 Students
5	XI IPA 5	10	19	32 Students
6	XI IPA 6	10	18	28 Students
7	XI IPS 1	13	12	25 Students
8	XI IPS 2	16	8	24 Students
9	XI IPS 3	13	11	24 Students
10	XI IPS 4	15	12	27 Students
11	XI IPS 5	14	11	25 Students
Total Number		**131**	**163**	**298 Students**

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[64]Jack R. Fraenkel, Norman E. Wallen, and Hellen H. Hyun. *How to Design and Evaluate Research in Education Eighth Edition,* USA, McGraw Hill, 2012, P. 92.

2. Sample

Sample is a small part or quantity intended to show what the whole is like for analysis purpose[65]. It means that, the researcher did not take all population to analyze, however, it tool the sample based on the purpose of the research. In other word, the researcher use purposive sampling technique in determining the research sample. Because the purpose of the research is analyzing teaching speaking in large class; therefore researcher has taken class XI IPA 4 and XI IPA 5 as sample of the research because they are the largest class among the four classess that consists of 31 and 32 students and they have the same characteristics in some qualities. They were taught by the same English teacher and have the same score average in English lesson. The sample can be seen as the following table:

Table 3.2:
Sample of the Research

No.	Class	Male	Female	Number of the Students
1	XI IPA 4	11	20	31 Sudents
2	XI IPA 5	12	20	32 Sudents

D. Technique for Data Collecting

In the process of collecting the data, the researcher used prepared instrument in some steps of research. The technique for data collecting can be as the following explanation:

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[65]Sugiyono, *Statistics for Research*, (Bandung: Alfabeta, 2014), p. 62.

1. *Speaking Test*

The researcher came to classroom to give students oral speaking test (pre-test). The result can be the basic score for students before getting treatment by using pair wor or group work technique. Then, speaking test was also be used in the post test after the students get treatment to see their improvement.

2. *Observation Checklist*

The researcher came to the classroom to observe teaching and learning process of speaking skill in the classroom. In this stage, researcher used observation checklist to observe the speaking activities in the classroom. Cheklist can be for both students and teachers' activities during the lesson in the classroom.

3. *Interview*

The researcher interviewed teacher and students after the class. The researcher recorded the conversation, and wrote the transcript. The interview was related to the students and teachers' interraction in the classroom, strenght and weakness of teaching strategies, and other information related to the classroom activities.

4. Documentation

The researcher took some pictures to describe and prove the real activities happend during the lesson in the classroom. Then, the researcher filed all documents that prove the authenticity of the data, such as: the result of the students' test, observation checklist, transcript of interview, and field notes.

E. Research Instrument

In collecting the data, the researcher used some research instruments, namely: speaking test, observation checklist, interview, and documentation. The explanation van be as the following detail:

1. Speaking Test

The researcher used *oral speaking test* to test students' ability in speaking skill. The speaking test item was adopted based on the current curriculum used at school. The speaking test was in form of *picture description* where the students discussed about some questions about direction for a certain location. The teacher gave a map in order that the students answer the questions by explaining the direction correctly based on the map. The lattice work of the test as the following description:

Table 3.3:
Asking Direction

No.	Indicator	Sub-Indicator	Item Number	Number of Quantity
1		Kinds of expressions of giving and asking direction		
2	**Telling and Asking Direction**	Using the expressions of giving and asking direction	**1**	**1**
3		Responding the expressions of giving and asking direction		
4		Understanding the use of expressions of giving and asking direction		
Total Number of Item				**1**

2. Observation Checklist

This research used *structural observation checklist* where the researcher has planned a machanism of the research in form of *observation checklist*. The researcher designed list of students activities in learning speaking by using group work and pair work. By doing observation, the researcher can observe the similarities and diferences in using group work and pair work in learning speaking in a large class.

Table 3.4:
Group Work

No.	Indicator	Sub-Indicator	Question Number	Question Quantity
1	Preparation Stage	Students' Dicipline and Readiness in the classroom	(Part A) 1, 2, 3, 4	4
2	The Implementation of Group Work in the Classroom	Students' ability in application aspects of Group Works in form of real activities in the classroom	(Part B) 1, 2, 3, 4, 5, 6, 7, 8, 9	12
3	Students' Attitude during the lesson	Students' behaves during the lesson	(Part C) 1, 2, 3, 4, 5	5
4	Closing activity	Students' ability in making summary and doing excercise	(Part D) 1, 2	2
Total Number of Item				**23**

Table 3.5:
Pair Work

No.	Indicator	Sub-Indicator	Question Number	Question Quantity
1	Preparation Stage	Students' Dicipline and Readiness in the classroom	(Part A) 1, 2, 3, 4	4

2	The Implementation of Pair Work in the Classroom	Students' ability in application aspects of Pair Works in form of real activities in the classroom	(Part B) 1, 2, 3, 4, 5, 6, 7, 8, 9	9
3	Students' Attitude during the lesson	Students' behaves during the lesson	(Part C) 1, 2, 3, 4, 5	5
4	Closing activity	Students' ability in making summary and doing excercise	(Part D) 1, 2	2
Total Number of Item				**20**

3. Interview

Interview was seful for the researcher for getting data by making dialogue with teacher and students as source of information or data. An interview was done to get some data about deeper information in using group work and pair work in learning speaking in a large class. Interview was used to describe the students' learning activities in the classroom during the research.

Table 3.6
Students interview list in Group Work

No.	Questions
1.	Do you think you would rather learn to use the Group Work technique or previous techniques?
2.	What are the obstacles you faced while learning to use this technique?

3.	What is your opinion about learning used Group Work in English class? Are you interested or not?
4.	How is your feeling when your try speak English in front of the class?
5.	Can this Group Work technique help you in understanding and answering questions while speaking in class?
6.	Do you agree that Group Work is useful when you speak and practice speaking? If you agree or not, explain
7.	Have you ever used this learning technique in class especially in English speaking class?

Table 3.7
Students interview list in Pair Work

No.	Questions
1.	Do you think you would rather learn to use the Pair Work technique or previous techniques?
2.	What are the obstacles you faced while learning to use this technique?
3.	What is your opinion about learning used Pair Work in English class? Are you interested or not?
4.	How is your feeling when your try speak English in front of the class?
5.	Can this Pair Work technique help you in understanding and answering questions while speaking in class?
6.	Do you agree that Pair Work is useful when you speak and practice speaking? If you agree or not, explain
7.	Have you ever used this learning technique in class especially in English speaking class?

4. Documentation

The documentation used to describe the data in the research. Documentation can be in form of filing all documents that are collected as data in this research, such as: the result of the checklist, the result of the interview, field notes, interview script, and photographs during process of the

research. In this context, documentation helps the researcher to prove authenticity of the data in the research through filing accurate documents of the research.

F. Technique for Analysis The Data

After collecting the data, the result and the instrument (pre-test and post-test) were analyzed in order to answer the research question. The analysis of each instrument is presented in descriptive explanation.

1. Normality Test

Normality test is a test of a group of data to know whether the data distribution is normal curve or not. In this research, the researcher use Kolmogorov sminorv normality test. Kolmogorov sminorv was used to test goodness of fit of sample distribution and other distribution. This test compares a group of sample data toward normal distribution mean score and similar standard deviation. Base on statistical counted about normality test with believe $\alpha=0.05$.

2. Homogeneity Test

This test is used to determine whether the data fulfill the criteria of the quality of variances. After the results of testing normality of distribution is found, the researcher will do test the homogeneity of variance in this

research by using Levene Test formula in SPSS16.0 for windows evaluation.

G. Data Analysis

To assess the students' speaking oral test, it used the following description aspects of assessment[66]:

1. Correct respond based on the situation

2. Speaking confidently with a little hesitation (fluency)

3. Accurate use of grammar (Accuracy)

4. Use of vocabulary

5. Pronunciation

Then, the result of this research was interpreted by using the table of score interval based on scoring standard seventh grade students of SMA Negeri 5 Bengkulu Selatan in academic year 2018/2019 as the table below[67]:

Table 3.6:
The Students' Score Category

Score Interval	Category
80 – 100	Excellent
70 - 79	Good
60 - 69	Moderate
50 - 59	Poor
< 50	Very Poor

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[66]TessIndia. *How to assess your students' skills in speaking English.* Retrieved on October 28, 2016 from http://www.open.edu/openlearnworks/mod/oucontent/view.php.

[67]SMAN 5 Bengkulu Selatan. *Assessment Standard.* Bengkulu, SMAN 5 Bengkulu Selatan, 2019, P. 1.

After that, to investigate the improvement made by the students, the resercher has calculated it by reducing the students's average score in last cycle with students' average score in pre-assessment test. For oral speaking test, the researcher used the following assessment standard in interpreting the students speaking skill[68]:

Table 3.7:
Scoring Rubric for Speaking Oral Tests

Excellent (For the purposes of the speaking test I graded Students in this category 7-6)	Presents ideas clearly. Is able to fluently express ideas and ask and answer questions from classmates with ease. Is willing to take risks and test out new language presented in a unit.
Good Graded 5	Presents ideas well enough to be understood. Is able to give brief answers to questions from classmates. Takes some risks.
Satisfactory Graded 4	Speaks with some hesitation, but can communicate basic ideas. Shows hesitation in understanding and responding to classmates' questions and comments. Occasionally uses new vocabulary, but generally does not take risks.
Needs Improvement Graded 3-1	Attempts to speak, but has difficulty communicating basic ideas to classmates. Has difficulty understanding classmates' questions and comments.

Then, the researcher scored based on t-test comparing formula of one tail that the population does not have correlation to find the comparison. The formulation can be seen as follows[69]:

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[68]Iain Lambert. *Recording Speaking Tests for Oral Assessment*, Tokyo, Tokyo Denki University, 2003, P.5.

[69]Dr. Budi Susetyo. *Statistika*, Jakarta, Direktorat Jenderal Pendidikan Islam Kementrian Agama RI, 2013, P. 225.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Notes:

X1: Avarage of Sample 1

X2:Avareage of Sample 2

S: Deviation of Population in different Average

S1: Deviation of Sample 1

S2: Deviation of sample 2

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents the result of the research and its detail discussion. The Result explains the process of data analysis that produced accurate research findings. On the other hand, discussion discusses about the process of all steps during the research. The research finding consists of: The Students' Speaking Skill Description by Using Group Work; The Students' Speaking Skill Description by Using Pair Work; and The Difference Output by Using Group Work and Pair Work. The detail explanation can be seen as the following explanation:

A. Results

In doing the research, the researcher gave students pre-test in order to know about their basic ability in speaking skill. Then, the researcher gave treatment for both classes in different techniques. XI IPA 4 got treatment by using Group Work and XI IPA 5 got treatment by using Pair work in learning speaking. The teaching materials could be: Map Direction and Balloon Debate.The detail explanation of the data can be explained as the following description:

1) The Students' Speaking Skills Description by Using Group Work

The students' speaking skill before (pre-test) and after (post-test) the use of English group work class activities can be seen in the pre-test and post-test result. The result of pre-test and post-test is to get the highest score, the

lowest score, total score, mean score, and standard deviation. The researcher

presents the calculating of the score in the following table:

Table 4.1
Pre-test and Post-test

Statistic	*Map Direction*		*Balloon Debate*	
	Pre-test	**Post-test**	**Pre-test**	**Post-test**
Mean	46.81	47.73	44.45	49.86
ST. Deviation	8.98	9.46	8.396	10.06
Minimum	31.73	31.52	27.68	30.51
Maximum	69.23	71.52	62.68	73.01

From the both pre-test of two materials, the highest score both in

group work class is 69.23 gained by one student in map direction activities

and lowest score is 27.68 gained by one student in balloon debate activities.

From the calculation is found of both that the mean score of pre-test is 46.81

for map direction activities and 44.45 is for balloon debate activities, and for

both standard deviation are 8.98 for map direction activities and 8.396 for

balloon debate activities.

Having done the treatment for eight meetings, the post test was given

to the students to see the students' speaking skill after the use of English

group work activities. The result from both of post test in two materials, the

highest score in group work class is 73.01 gained by one student in balloon

debate activities and the lowest score is 30.51 gained by one student in balloon debate activities. From the calculation is found that the mean score of post test are 47.73 for map direction activities and 44.45 is for balloon debate activities, and for both standard deviation 9.46 map direction activities and 10.06 for balloon debate activities.

2) **The Students' Speaking Skill Description by Using Pair Work**

The students' speaking skill before (pre-test) and after (post-test) the use of English pair work class activities can be seen in the pre-test and post-test result. The result of pre-test and post-test is to get the highest score, the lowest score, total score, mean score, and standard deviation. The researcher presents the calculating of the score in the following table:

Table 4.2
Pre-test and Post-test

Statistic	Map Direction		Balloon Debate	
	Pretest	**Posttest**	**Pretest**	**Posttest**
Mean	45.17	52.87	44.45	44.68
ST. Deviation	8.53	10.80	8.26	8.63
Minimum	29.61	37.06	30.58	31.29
Maximum	64.61	72.06	63.08	63.79

From the both pre-test of two materials, the highest score both in pair work class is 64.61 gained by one student in map direction activities and

lowest score is 29.61 gained by two students in map direction activities. From the calculation is found of both that the mean score of pre-test is 45.17 for map direction activities and 44.45 is for balloon debate activities, and for both standard deviation are 8.53 for map direction activities and 8.26 for balloon debate activities.

Having done the treatment for eight meetings, the post test was given to the students to see the students' speaking skill after the use of English pair work activities. The result from both of post test in two materials, the highest score in pair work class is 72.06 gained by four students in map direction activities and the lowest score is 31.29 gained by two students in balloon debate activities. From the calculation is found that the mean score of post-test are 52.87 for map direction activities and 44.68 is for balloon debate activities, and for both standard deviation 10.80 map direction activities and 8.63 for balloon debate activities.

3) **The Difference Output by Using Group Work and Pair Work**

The result of the pre-test by using pair work and group work in the class

The researcher conducted pre-test to XI IPA 4 by using pair work. It was conducted on July 29th, 2019; and conducted pre-test to XI IPA 5 by using group work. It was conducted on July 30th, 2019. The result pre-test in form of students' detail score were analyzed through statistical computation SPSS 1.6 for windows to discover the speaking skill activities of using pair

work and group work in the class that were conducted in both classes. The

result can be seen as the following figure:

Chart 4.1
Pre-test score of using Pair Work
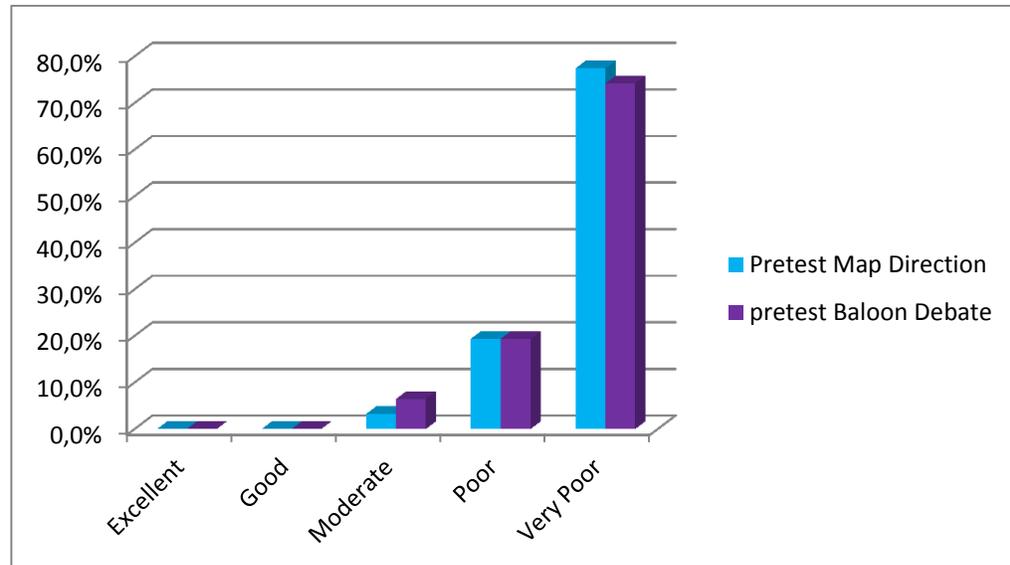
Chart 4.3
Pre-test score of using Pair Work

Score Interval	Category	Map Direction		Balloon Debate	
		F	%	F	%
80–100	Excellent	0	0.0%	0	0.0%
70–79	Good	0	0.0%	0	0.0%
60–69	Moderate	1	3.2%	3	6.5%
50–59	Poor	6	19.4%	6	19.4%
<50	Very Poor	24	77.4%	23	74.2%

From chart 4.1 and Table 4.3 above, it showed that XI IPA 4 class as pair work class that consisted of 31 students where they used map direction as learning material had 1 student (3.2%) included into moderate category; 6 students (19.4%) got poor category; and 24 students (77.4%) got very poor category. On the contrary; XI IPA 5 Class as balloon debate class that consisted of 32 students where they used balloon debate as learning material had 3 students (6.5%) included into moderate category; 6 students (19.4%) got poor category; and 23 students (74.2%) got very poor category.

Then, the students' pre-test score by using Group work can be seen as the following chart and table:

Chart 4.2
Pre-test score of using Group Work
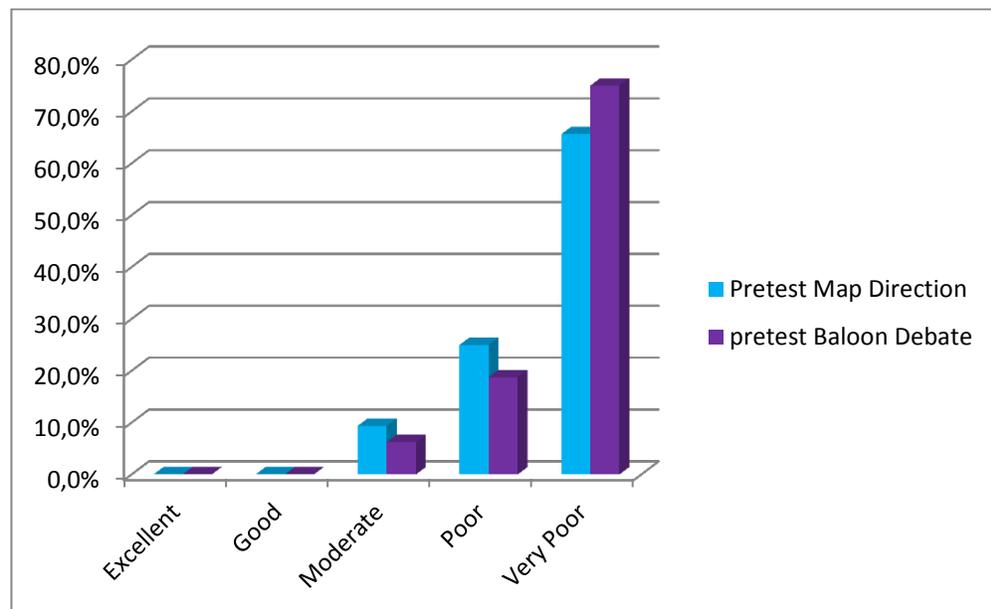
Table 4.4
Pre-test score of using Group Work

Score Interval	Category	Map Direction		Balloon Debate	
		F	%	F	%
80–100	Excellent	0	0.0%	0	0.0%
70–79	Good	0	0.0%	0	0.0%
60–69	Moderate	3	9.4%	2	6.3%
50–59	Poor	8	25.0%	6	18.8%
<50	Very Poor	21	65.6%	24	75.0%

From chart 4.2 and Table 4.4 above, it showed that XI IPA 4 class as pair work class that consisted of 31 students where they used map direction as learning material had 3 students (9.4%) included into moderate category; 8 students (25%) got poor category; and 21 students (65%) got very poor category. There were no students included into good and excellent categories in this class. On the contrary; XI IPA 5 Class as balloon debate class that consisted of 32 students had 2 students (6.3%) included into moderate category; 6 students (18.8%) got poor category; and 24 students (75%) got very poor category. There were no students included into good and excellent categories in this class.

Then it is important to explain the achievement of both classes in mastering map direction materials in the classroom in order to know the class characteristic. The result can be seen as the following table:

Table 4.5
Map Direction Pre-test Score of both Group Work and Pair Work

Class	N	Mean	Std. Deviation	Min Score	Max Score
Pair Work	31	45.17	8.53	29.61	64.61
Group Work	32	46.81	8.98	31.73	69.23

Table 4.5 above showed that the mean score of the pair work is 45.17, while the mean score of group work is 46.81. It can be assumed that means of two classes were not significantly different. Before post-test was performed, the data from pre-test both groups must be normal and homogeneous. It proved that the two classes were homogenous as the subject of the research because they had similar quality.

Then it is also important to explain the achievement of both classes in mastering balloon debate materials in the classroom in order to know more about the class characteristic. The result can be seen as the following table:

Table 4.6
Balloon Debate Pre-test Score of both Group Work and Pair Work

Class	N	Mean	Std. Deviation	Min Score	Max Score
Pair Work	31	**44.45**	**8.26**	**30.58**	**63.08**
Group Work	32	**44.45**	**8.396**	**27.68**	**62.68**

Table 4.6 showed that the mean score of the pair work is 44.45, while the mean score of group work is 44.45. It can be assumed that means of two classes were not significantly different. Before post-test was performed, the

data from pre-test both groups must be normal and homogeneous. It proved that the two classes were homogenous as the subject of the research because they had similar quality.

The researcher did Normality test to know whether the sample data used in the research comes from normal distribution; and homogeneity test in order to know the homogeneity of variance of group work and pair work pre-test score. The detail explanation for these tests can be explained as the following discussion:

a. Normality Test

The normality test in this research applied the Kolmograv-Smirnov test by using SPSS 1.6. It was conducted to check whether or not the pre-test score of both groups were normally distributed. The result of normality test for distribution pair work class is presented in the following table:

Table 4.6
The Normality of Distribution Pair Work Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
sMD_pretest_Pair Work_Class	.088	31	.200[*]	.979	31	.797

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
BD_pretest_Pair Work_Class	.123	31	.200[*]	.967	31	.431

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the table 4.6 above, the results can be seen that the pair work pre- test score in map direction material was 0.200. The significance value of map direction (0.200) is higher than the level significance (0.05). Similarly, the significance value of balloon debate (0.200) is higher than level of significance (0.05). It can be inferred that both of material in using pair work score are normally distributed.

Then, the result of normality test for distribution pair work class is presented in the following table:

Table 4.7
The Normality of Distribution Group Work Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
MD_pretest_GroupWork_Class	.094	32	.200[*]	.971	32	.535

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
BD_pretest_Group Work_Class	.119	32	.200[*]	.978	32	.728

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the table 4.7 above, the results can be seen that the group work pre-test score in map direction material is 0.200. The significance value of map direction (0.200) was higher than the level significance (0.05). Similarly, the significance value of balloon debate (0.200) was higher than level of significance (0.05). It can be inferred that both of material in using pair work score were normally distributed.

b. *Homogeneity Test*

The researcher applied Levene Statistic in SPSS 1.6 for windows to analyze the homogeneity of variance of group work and pair work pre-test score in this research. After collecting the data, the result of homogeneity test for variance of group pair work and group work classes were presented as the following table:

Table 4.8
Test of Homogeneity of Variances

		Levene Statistic	Df1	Df2	Sig.
Map Direction Pre-test	Based on Mean	.015	1	61	.903
	Based on Median	.018	1	61	.893
	Based on Median and with adjusted df	.018	1	60.869	.893
	Based on trimmed mean	.019	1	61	.890

		Levene Statistic	Df1	Df2	Sig.
Balloon Debate Pretest	Based on Mean	.015	1	61	.903
	Based on Median	.008	1	61	.929
	Based on Median and with adjusted df	.008	1	60.998	.929
	Based on trimmed mean	.008	1	61	.927

From the SPSS output results in the table 4.8 above, it can be seen that the Levene's test was 0.903 It was higher than 0.05 (0.903 > 0.05). It indicated that the variances are homogeneous or equal for the whole data.

The result of the post-test by using pair work and group work in the class

The researcher conducted post-test to XI IPA 4 and XI IPA 5 to detect the students' improvement of both pair work and group work after getting some treatments in the classroom. The post-test to both classes was conducted on the same day, on August 22nd, 2019. The post- test score was analyzed by using SPSS 1.6 for windows. The result of post-test from statistical computation can be seen as the following chart and table:

Chart 4.3
Post test score of using Pair Work
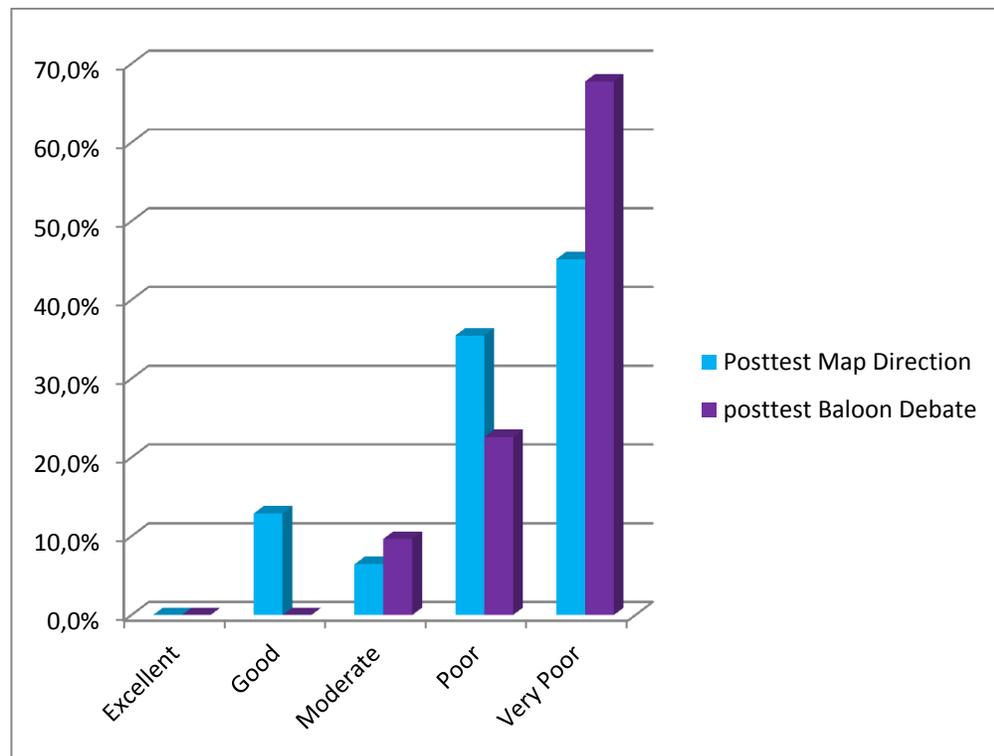
Chart 4.9
Pre-test score of using Pair Work

Score Interval	Category	Map Direction		Balloon Debate	
		F	%	F	%
80–100	Excellent	0	0.0%	0	0.0%
70–79	Good	4	12.9%	0	0.0%
60–69	Moderate	2	6.5%	3	9.7%
50–59	Poor	11	35.5%	7	22.6%
<50	Very Poor	14	45.2%	21	67.7%

From chart 4.3 and Table 4.9   above, it showed that XI IPA 4 class as pair work class that consisted of 31 students of map direction learning material had 4 students (12.9%) included into good category; 2 students (6.5%) got moderate category; 11 students (35.5%) got poor category; and 14 students (45.22%) got very poor category. On the contrary; XI IPA 5 Class as balloon debate class that consisted of 32 students where they used balloon debate learning material had 3 students (9.7%) included into moderate category; 7 students (22.6%) got poor category; and 21 students (67.7%) got very poor category.

Then, the students' post-test score by using Group work can be seen as the following chart and table:

Figure 4.4
Post-test score of using Group Work
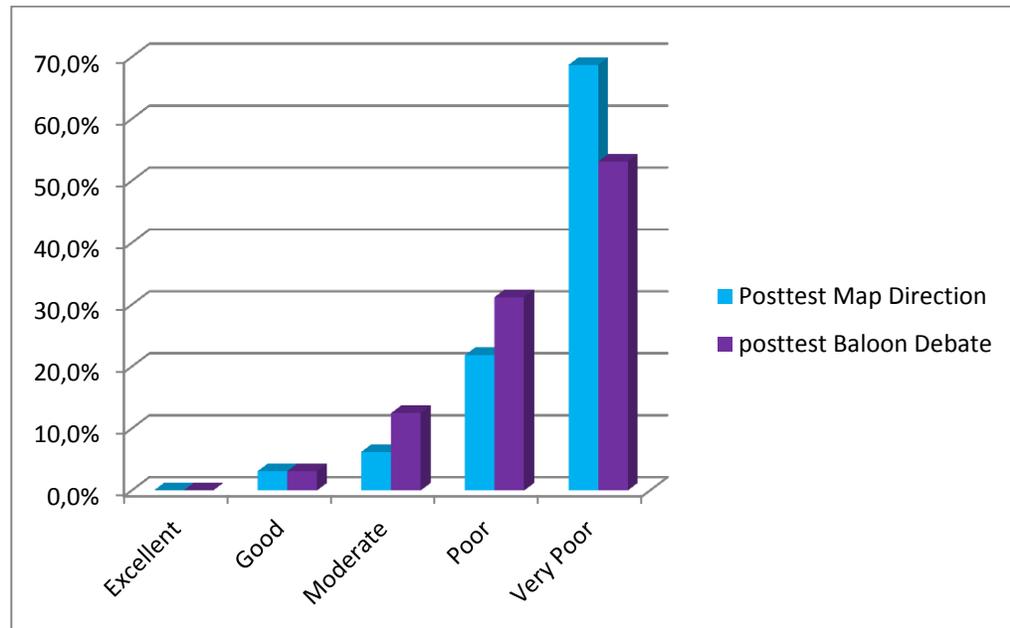
Chart 4.10
Pre-test score of using Group Work

Score Interval	Category	Map Direction		Balloon Debate	
		F	**%**	**F**	**%**
80–100	Excellent	0	0.0%	0	0.0%
70–79	Good	1	3.1%	1	3.1%
60–69	Moderate	2	6.3%	4	12.5%
50–59	Poor	7	21.9%	10	31.3%
<50	Very Poor	22	68.8%	17	53.1%

From chart 4.4 and Table 4.10 above, it showed that XI IPA 4 class as pair work class that consisted of 31 students of map direction learning material had 1 student (3.1%) included into good category; 2 students (6.3%) got moderate category; 7 students (21.9%) got poor category; and 22 students (68.8%) got very poor category. On the contrary; XI IPA 5 Class as balloon debate class that consisted of 32 students where they used balloon debate learning material had 1 student (3.1%) included into good category; 4 students (12.5%) included into moderate category; 10 students (31.3%) got poor category; and 17 students (53.1%) got very poor category.

Then, it is important to explain the achievement of both classes in mastering map direction materials in the classroom in order to know the class improvement. The result can be seen as the following table:

Table 4.11
Post-test Score of Pair Work

Statistic	Map Direction		Balloon Debate	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Mean	45.17	52.87	44.45	44.68
ST. Deviation	8.53	10.80	8.26	8.63
Minimum	29.61	37.06	30.58	31.29
Maximum	64.61	72.06	63.08	63.79

Table 4.12
Post-test Score of Group Work

Statistic	Map Direction		Balloon Debate	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Mean	46.81	47.73	44.45	49.86
ST. Deviation	8.98	9.46	8.396	10.06
Minimum	31.73	31.52	27.68	30.51
Maximum	69.23	71.52	62.68	73.01

The data in table 4.11 and table 4.12 above were useful to take conclusion of the research by doing T-test that would be discussed on the following discussion.

c. **T-Test**

After knowing the students' score of group work and pair work above, the difference pre-test score test was conducted to find out whether the students Speaking skills of Pair Work class and Group Work class were the same or different before treatment. Because from the normality test, the pretest score was declared normal and from the homogeneity test results was declared homogeneous, then the difference average test used the scores was calculated by independent paired t-test in SPSS 1.6 for windows to see whether there was a significant difference between group work and pair work in pre-test and post-test score.

Table 4.13
Independent Sample Test of Map Direction Pre-Test Group Work and
Pair Work class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MapDirection _Pretest	Equal variances assumed	.015	.903	-.710	61	.480	-1.55548	2.19052	-5.93570	2.82473
	Equal variances not assumed			-.711	60.999	.480	-1.55548	2.18925	-5.93316	2.82219

From the above data, it can give *Output Interpretation* as the following result:

1) Hypothesis:

   H_0 : Average Pre-test result (Map Direction) Pair Work class and Group Work class are the same.

   H_a : Average of the results of the Pre-test (Map Direction) Pair Work class and Group Work class are not the same.

2) Significance degree = α = 5%

3) Criteria area:

   – H_0 is rejected if the Probability value (sig.) < 0.05

   – H_0 is accepted if the Probability value (sig.) > 0.05

4) Test statistics: P Value (Sig.) With Equal variances assumed = 0.480

It can be concluded that: Because P value (sig.) = 0.480> 0.05. This means that H_0 is accepted, so it can be concluded that the average pretest (Map Direction) Pair Work class and Group Work class are the same. It means that the Speaking skills of Pair Work class and Group Work class are the same before being given treatment.

Then, significant difference between group work and pair work in pre-test and post-test score can also be seen from the following result:

Table 4.14
Independent Sample Test of Balloon Debate Pre-Test Group Work and Pair Work class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
BaloonDebat e_Pretest	Equal variances assumed	.015	.903	.025	61	.980	.05222	2.08260	-4.11221	4.21664
	Equal variances not assumed			.025	60.93 8	.980	.05222	2.08259	-4.11226	4.21670

From the above data, it can give *Output Interpretation* as the following result:

1) Hypothesis:

   H_0 : Average Pretest result (Balloon Debate) Pair Work class and Group Work class are the same.

H_a : Average of the results of the Pretest (Balloon Debate) Pair Work class and Group Work class are not the same.

2) Significance degree $= \alpha = 5\%$

3) Criteria area:

   − H_0 is rejected if the Probability value (sig.) < 0.05

   − H_0 is accepted if the Probability value (sig.) > 0.05

4) Test statistics: P Value (Sig.) With Equal variances assumed $= 0.980$

   From the data above, it can be concluded that: Because P value (sig.) $= 0.980 > 0.05$. This means that H_0 is accepted, so it can be concluded that the average pretest (Balloon Debate) Pair Work class and Group Work class are the same. It means that the Speaking skills of Pair Work class and Group Work class are the same before being given treatment.

   After we knew the results of the average pretest score difference test are same, whereas, the posttest score difference test (Map Direction) is conducted to find out whether the Speaking skills of Pair Work class students and Group Work class students are the same or different after treatment. Because of the normality of the post-test scores stated normal, then the average difference test using the Two Independent Sample T-Test, obtained the following output:

Table 4.15
Independent Sample Test of Map Direction Post-Test Group Work and
Pair Work class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MapDirection _Posttest	Equal variances assumed	.966	.330	2.005	61	.049	5.09645	2.54164	.01412	10.17878
	Equal variances not assumed			2.000	59.133	.050	5.09645	2.54763	-.00110	10.19401

From the above data, it can give *Output Interpretation* as the following
result:

1) Hypothesis:

   H_0 : Average Pretest result (Map Direction) Pair Work class and Group

   Work class are the same.

   H_a : Average of the results of the Pretest (Map Direction) Pair Work class

   and Group Work class are not the same.

2) Significance degree = α = 5%

3) Criteria area:

   − H_0 is rejected if the Probability value (sig.) < 0.05

   − H_0 is accepted if the Probability value (sig.) > 0.05

4) Test statistics: F count = 0.966 (P-sig = 0.330> 0.05) then the variance is stated equal (*Equal variances assumed*), so that the t-count = 2.005 with p-sig = 0.049 <0.05 is obtained.

Based on the data above, it can be concluded that: Because P value -(sig.) = 0.049< 0.05. This means that H_0 is rejected, so it can be concluded that the average posttest (Map Direction) Pair Work class and Group Work class are not same (different). It means that there is a significant difference in posttest score (Map Direction) between Pair Work and Group Work students class.

Then, significant difference between group work and pair work in post-test score can also be seen from the following result:

Table 4.16
Independent Sample Test of Balloon Debate Post-Test Group Work and Pair Work class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)			Lower	Upper
BaloonDebate_Posttest	Equal variances assumed	.234	.630	-2.153	61	.035	-5.05165	2.34621	-9.74320	-.36011
	Equal variances not assumed			-2.158	60.300	.035	-5.05165	2.34093	-9.73373	-.36957

From the above data, it can give *Output Interpretation* as the following result:

1) Hypothesis:

   H_0 : Average Pretest result (Balloon Debate) Pair Work class and Group Work class are the same.

   H_a : Average of the results of the Pretest (Balloon Debate) Pair Work class and Group Work class are not the same.

2) Significance degree = α = 5%

3) Criteria area:

   – H_0 is rejected if the Probability value (sig.) < 0.05

   – H_0 is accepted if the Probability value (sig.) > 0.05

4) Test statistics: F count = 0.234 (P-sig = 0.630> 0.05) then the variance is stated equal (*Equal variances assumed*), so that the t-count = 2.153 with p-sig = 0.035<0.05 is obtained.

   Based on the data above, it can be concluded that: Because P value -(sig.) = 0.035< 0.05. This means that H_0 is rejected, so it can be concluded that the average posttest (Balloon Debate) Pair Work class and Group Work class are not same (different). It means that there is a significant difference in posttest score (Balloon Debate) between Pair Work and Group Work students class.

Based on the test calculation, the Sig (2-tailed) of both classes Pair work and Group work (Map Direction) is 0.049 while in the p value is 0.05. So, p value is higher than sig (2-tailed) (0.05>0.049). Whereas, the Sig (2-tailed) of both classes Pair work and Group work (Balloon Debate) is 0.035 while in the p value is 0.05. So, p value is higher than sig (2-tailed) (0.05>0.035). The researcher concluded that there is a significant different between the mean score of the pre-test and post-test of group work and pair work. In other word, there is significant positive effect of the use group work and pair work of teach students speaking English skill. So, it can be said that the alternative hypothesis accepted and the null hypothesis is rejected.

B. Discussion

In analyzing pre-test and post-test result, the score of both tests were compared to see whether the treatment in group work and pair work class gave the effect or not. The following table clarified and compared the result of pre-test and post-test in group work and pair work class.

Table IV.14
Comparison Pre-test and Post-test Result

Class		N	Highest Score	Lowest Score	Mean	Std. Deviation
Group Work	Pre-test	32	65.95	29.70	45.63	8.68
	Post-test	32	72.26	31.01	**48.79**	9.76
Pair Work	Pre-test	31	63.84	30.09	44.81	8.39
	Post-test	31	67.92	34.17	**48.77**	9.71

Table 4.14 showed that difference mean score of post-test from group work is 48.79 (47.73+49.86= 97.86:2= 48.79), while difference mean score of post-test from pair work is 48.77 (52.87+44.68= 97.55:2= 48.77). Difference mean score of group work is higher than pair work (48.79>48.77), so change of group work is higher than pair work. The all score can be seen in following chart.

Chart 4.5
Map Direction scores of Group Work and Pair Work
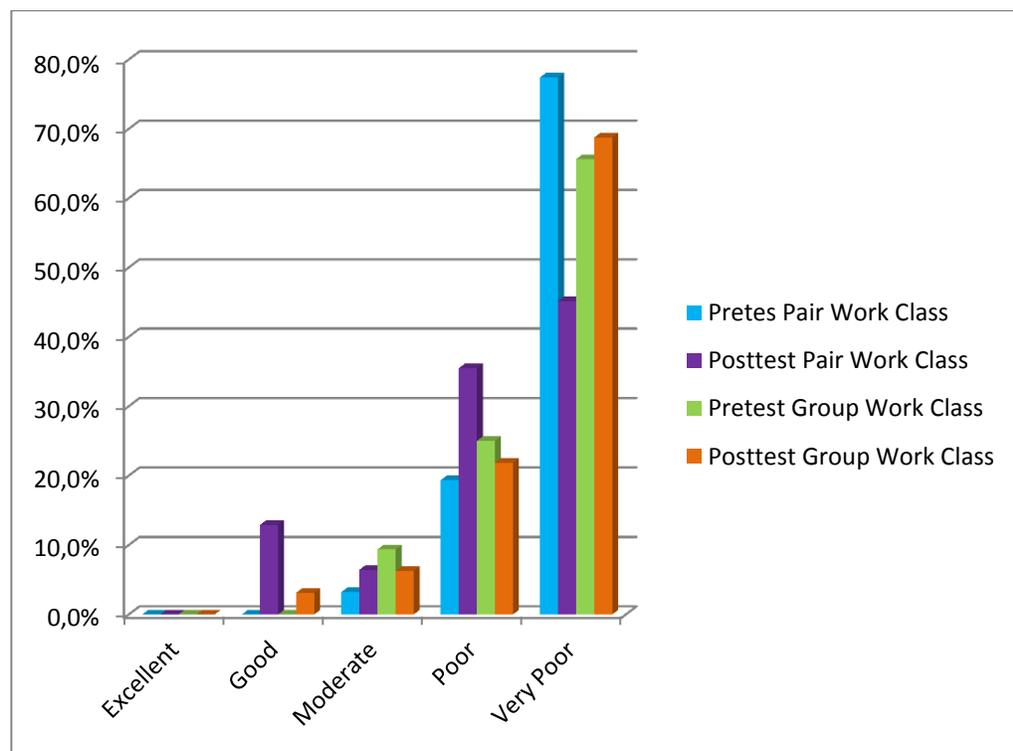
Table 4.15
Map Direction scores of Group Work and Pair Work

Score Interval	Category	Pair Work Class				Group Work Class			
		Pretest		Posttest		Pretest		Posttest	
		F	%	F	%	F	%	F	%
80–100	Excellent	0	0.0%	0	0.0%	0	0.0%	0	0.0%
70–79	Good	0	0.0%	4	12.9%	0	0.0%	1	3.1%
60–69	Moderate	1	3.2%	2	6.5%	2	6.3%	4	12.5%
50–59	Poor	6	19.4%	11	35.5%	6	18.8%	10	31.3%
<50	Very Poor	24	77.4%	14	45.2%	24	75.0%	17	53.1%

Chart 4.6
Balloon Debate scores of Group Work and Pair Work
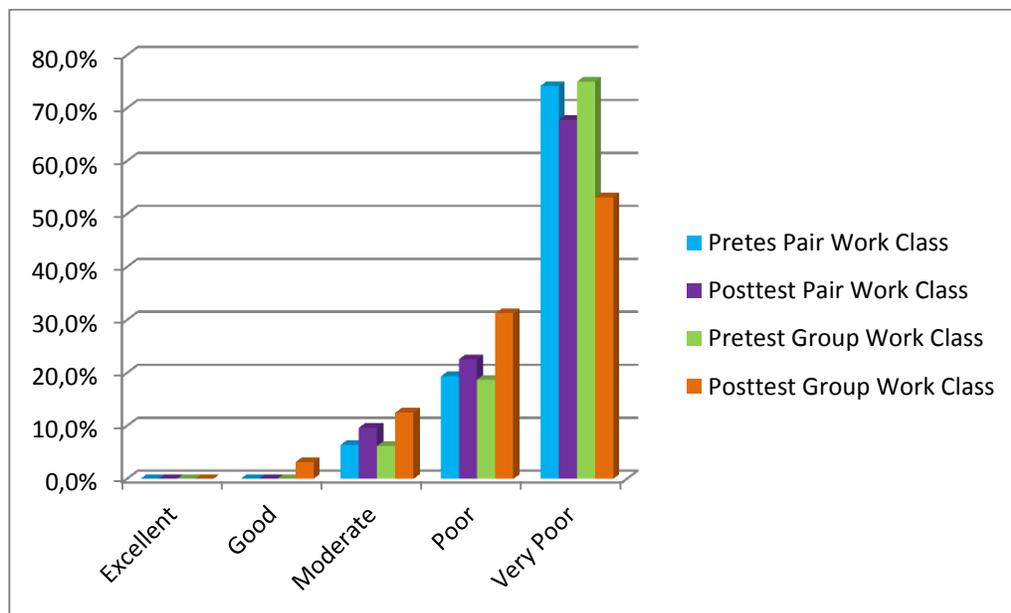
Table 4.16
Map Direction scores of Group Work and Pair Work

Score Interval	Category	Pair Work Class				Group Work Class			
		Pretest		Posttest		Pretest		Posttest	
		F	%	F	%	F	%	F	%
80–100	Excellent	0	0.0%	0	0.0%	0	0.0%	0	0.0%
70–79	Good	0	0.0%	0	0.0%	0	0.0%	1	3.1%
60–69	Moderate	2	6.5%	3	9.7%	3	9.4%	2	6.3%
50–59	Poor	6	19.4%	7	22.6%	8	25.0%	7	21.9%
<50	Very Poor	23	74.2%	21	67.7%	21	65.6%	22	68.8%

From the result score table above, students' speaking ability before the use of group and pair work activities was low. It can see by the mean score of map direction pretest is 46.81 of group work class and 45.17 of pair work class and balloon debate pretest is 44.45 of group work class and 44.45 of pair work class. Furthermore, in the map direction pre-test of group work class, there were 24 students (75.0%) who got the score <50. After post-test, there were 17 students (53.1%) who got the score <50. Six students (18.8%) who got the score 50-59, after post-test there are 10 students (31.3%) who got the score 50-59; andnd two students (6.3%) who got the score 60-69, after post-test there are four students (12.5%) who got the score 60-69, and also increasingly one student (3.1%) who got the score 70-79 after post-test.

Whereas for pre-test of pair work class there are 24 students (77.4%) who got the score <50, after post-test there are 14 students (45.2%) who got

the score <50. Six students (19.4%) who got the score 50-59, after post-test there are 11 students (35.5%) who got the score 50-59. And one student (3.2%) who got the score 60-69, after post-test there are two students (6.5%) who got the score 60-69, and also increasingly four students (12.19%) who got the score 70-79 after post-test.

Meanwhile for balloon debate the pre-test of group work class there are 21 students (65.6%) who got the score <50, after post-test there are 22 students (68.8%) who got the score <50. Eight students (25.0%) who got the score 50-59, after post-test there are 7 students (21.9%) who got the score 50-59. And three students (9.4%) who got the score 60-69, after post-test there are two students (6.3%) who got the score 60-69, and also increasingly one student (3.1%) who got the score 70-79 after post-test. Whereas for pre-test of pair work class there are 23 students (74.2%) who got the score <50, after post-test there are 21 students (45.2%) who got the score <50. Six students (19.4%) who got the score 50-59, after post-test there are seven students (22.6%) who got the score 50-59. And two student (6.5%) who got the score 60-69, after post-test there are three students (9.7%) who got the score 60-69.

Based on the results of above, we can see that the score gain in balloon debate materials of group work class and pair work class is higher and more appropriate in used group work. The score of map direction material group work and pair work class refer that used pair work is higher and more

appropriate for this learning model. It means that use of both learning model group work and group work is effect and appropriate for students' in teaching and learning used for students to be well in speaking subject depend on the subject material fills use and also the students' to get achievement learning English speaking skill.

From the checklist observation both group work and pair work also shows that the students be helpful, increases the number of talking cooperation between one to others and get more their chances to do speaking with pair or group work. The observer also find out that the students whom with used group work is see be more active, enjoyable cause the students can be freely talks in opinion, idea, and interest with many people as part of their needs in learning process especially in out and in daily life of speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing the research, it can be concluded that there was a more successful of students' speaking skill using group work technique. It can be seen from T-Test calculation of both classes pair work and group work (map direction) is 0.049 and for (balloon debate) is 0.035. It can be conclude that there was a significant different between both of scores and also mean score of pre-test and post-test of group work and pair work. Group work score of pre-test was 45.63 to post test was 48.79; meanwhile pair work score of pre-test was 44.81 to post-test 48.77. It indicated that by applying group work and pair work can give more effect and appropriate for students in teaching and learning speaking depended on the subject material used by the English teacher in the classroom.

B. Suggestion

Based on the conclusion above, the researcher proposes the following suggestions:

1. For the Students

It is important for students to have specific learning techniques, especially in speaking. Pair work and group work are recommended

techniques for students in learning speaking because in learning speaking, students need partners.

2. For Teacher

The teacher should make the class interesting and enjoyable. Here, the use of group work and pair work as learning techniques, contributed to as guide, director the students' in learning speaking process. Comparing learning techniques is important for teachers in order to find the most appropriate learning techniques for students in certain skill, especially speaking skill.

3. For the Next Researcher

It is recommended to the next researchers to do the same topic of the research, but in broader scope in order to give larger dimension of research in speaking skill because speaking is the most important English skill for students to apply in real life.

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APPENDICES

Appendix 1

<div align="center">

SPEAKING TEST

</div>

Name　　　　　　**:** _____

Date　　　　　　**:** _____

Time Allocation　**: 5 minutes for each student**

Direction: The students will dramatize the following map description. The teacher will give instruction about the direction that must be esplained by the students based on the map. Then, the teacher will pay attention to the expressions and responses used by them.

Exercise!

Balloon Debate

Name   :

Pair/Group   :

Situation/ Story

Imagine that you are a political prisoner and thrown away an uninhabited island and have no possibility to escape. Before being detained, you are given the opportunity to bring 5 items.

*Why you are should bring the 5 items? Explain and reasons!

1)

2)

3)

4)

5)

Appendix 2
Observation Checklist Pair Work

OBSERVATION CHECKLIST
STUDENTS' PAIR WORK ACTIVITIES

School :
Grade :
Date of Observation :
Topic :
Instructor :
Collaborator :

Directions: Give checklist the number which presents your response. Then, write some notes in the column to describe clear condition about the students.

No.	Focus of Observation	YES	NO	Notes
A	**Preparation**			
	1. The students come to the class on time.			
	2. Bring the dictionary			
	3. Bring English Textbook			
	4. Bring Stationaries (Pen and Book)			
B	**The Implementation of Pair Work Activities**			
	1. The students sit in their pair			
	2. Discuss the learnig material in pair			
	3. students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.			

	4. The students in their pairs are promoting cooperation, helps the classroom to become a more relaxed and friendly place.			
	5. The students are relatively quick and easy to organize the speaking activity.			
	6. Students get more chances to do speaking activities.			
	7. The students do natural language practice.			
	8. The students do a higher percentage of their talk in real communicative activities.			
	9. The students do two way communication - a chance both to ask and to answer questions.			
C	**Students' Attitude during the Lesson**			
	1. Listen the teacher's explanation seriously.			
	2. Participating in group discussion			
	3. Did not access handphone			
	4. Did not chating with friends			
	5. Present their activities in the classroom			
D	**Closing Activity**			
	1. Conclude the lesson/write summary			

	2. Do exercise seriously			

Observation Checklist Group Work

OBSERVATION CHECKLIST
STUDENTS' GROUP WORK ACTIVITIES

School   :
Grade   :
Date of Observation   :
Topic   :
Instructor   :
Collaborator   :

Directions: Give checklist the number which presents your response. Then, write some notes in the column to describe clear condition about the students.

No.	Focus of Observation	YES	NO	Notes
A	**Preparation**			
	5. The students come to the class on time.			
	6. Bring the dictionary			
	7. Bring English Textbook			
	8. Bring Stationaries (Pen and Book)			
B	**The Implementation of Group Work Activities**			
	10. The students sit in their group			
	11. Discuss the learnig material in their group			
	12. It dramatically increases the number of talking opportunities for individual students.			
	13. There is a greater chance of different opinions and varied contributions.			
	14. It encourages broader skills of			

	cooperation and negotiation.		
	15.　It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher		
	16. Some students can choose their level of participation more readily than in a whole-class		
	17. Groups stimulate creativity.　In regard to problem solving, the old adage can be applied that "two heads are better than one.		
	18.　People remember group discussions better.　Group learning fosters learning and comprehension.　Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats		
	19. Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group.		
	20. Students gain a better understanding of themselves.　Group work allows people to gain a more accurate picture of how others see them.　The feedback that they receive		

	may help them better evaluate their interpersonal behavior			
	21. Team work is highly valued by students.			
C	**Students' Attitude during the Lesson**			
	6. Listen the teacher's explanation seriously.			
	7. Participating in group discussion			
	8. Did not access handphone			
	9. Did not chating with friends			
	10. Present their activities in the classroom			
D	**Closing Activity**			
	3. Conclude the lesson/write summary			
	4. Do exercise seriously			

Appendix 9 : Documentation

Pair Work Class

Group Work Class