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English Language Teaching For Adult Learners' Speaking Proficiency Through Pair Work Technique

At The First Year Students of UIN SU in 2014/2015



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English Language Teaching For Adult Learners' Speaking Proficiency
Through Pair Work Technique At The First Year Students Of UTN SU
In 2014/2015

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ABSTRACT

Dalimunte, Muhammad, 2015. ENGLISH LANGUAGE TEACHING FOR THE FIRST YEAR ENGLISH MAJORED STUDENTS' SPEAKING PROFICIENCY THROUGH PAIRWORK TECHNIQUE AT FITK OF UIN-SU IN 2014/2015 ACADEMIC YEAR.

This Classroom Action Research was done to know if pairwork technique can increase the students' English speaking ability. After conducting the two cycle activities in language teaching, it was attained that the students' ability at speaking could be increased. It was seen on the improvement of the test score from pre-cycle (before doing treatment on the subjects) to the second cycle test score after doing treatment, in pre-test there was 78.1% (25 students) got score below 70, in cycle one post-test it was attained 90,6% (29 students of 32 research subjects) got score 70 up and in cycle two post-test 93,75% of the students got score 70 up. The teaching-learning process in the classroom run well, the students were attracted taking part in classroom activities so it is suggested to apply this technique in speaking class.

ACKNOWLEDGEMENT

In recent years, English has been considered one of some important subjects and a compulsory subject for Indonesian students. It is an impression shows "Better English, better careers" was the answer given by many of them when they told about their purpose of learning this language. In their daily life, it can't be denied that this international language may help them prepare better for their career in the future because it does not only equip learners with a necessary source of information of social and culture knowledge but also gives them up-to-date information concerning a different issues in our society nowadays. In terms on the usefulness of mastering English language, the ability of oral speaking is the most problem of language learners so the English lecturers at university try to apply appropriate technique that bring students are active in teaching-learning process. This research was done to know if pairwork technique can increase the students participation in class activity and improve their ability at speaking. It was done to offer an alternative way to attract students interesting in speaking class.

The students of State Islamic university of North Sumatera especially the English department students still have problem in oral speaking. This phenomenon drives the writer to do a research focused on speaking subject. This research finding supposed to help speaking class lecturer to create a good atmosphere in language teaching so students feel interesting to take part in class activity so the teaching target can be gained and the students as prospective English language teacher has speaking competence. It is hoped that this research

finding is meaningful to everyone who concerns with Teaching English as a Foreign Language.

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CHAPTER ONE

INTRODUCTION

1.1 English Language Teaching

A teacher's thought about the teaching and learning process will certainly have impacts on the way he teaches. In recent years, language teaching has been focused on the learning process rather than the teaching of the language. The emphasis is not only on linguistic competence of language learners but also on the development of the communicative ability. Learners need to learn how to use the target language in real life situation.

In terms of the language use, we still find some undergraduate students are still poor at English oral communication even few of them who have finished their study, this phenomenon drives the writer to find out the alternative solution to overcome this problem. This problem might be able to overcome by applying appropriate language teaching technique that brings students to practice effectively. One of the techniques is pairwork technique. This technique brings students to be active in speaking class as if they were in real life situation. In teaching speaking, the lecturer should be able to bring students to use the target language naturally. In pairwork activity students have opportunity to explore ideas by using target language. The lecturer's role is as a facilitator or activity controller during the class taking place, the teaching-learning process in the classroom is learners – centered activity.

We may be in one point of view that a good English lecturer should not only master the subject matter but also he should be able to

CHAPTER TWO

LANGUAGE PERFORMANCE

2.1 Theory of Speaking

In communication process, language is as a media for people to express ideas both in written and spoken language. Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings (Bloomfield, 1914). People do communication firstly in spoken language then written form comes next. It is universal among human beings who use it for carrying out various activities of life. It is such a common phenomenon that we always take it for granted. We never bother to think about it. John Lyon (2002), in his famous book "Language and Linguistics" has discussed five famous definitions of Language: i). According to E.Sapir (1921): "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". ii). B. Bloch and G.L. Trager (1942) write: "A language is a system of arbitrary vocal symbols by means of which a social group co-operates". iii). R.A. Hall (1968) tells us that language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols". iv). R.H. Robins (1979) does not give a formal definition of language but points out certain facts related to language, saying that "languages are symbol systems, almost wholly based on pure or arbitrary conventions". v). According to N. Chomsky (1969) a

CHAPTER THREE

STUDENTS' SPEAKING ABILITY

The research data were found from tests, observation and interview. The students' test scores were taken from pre-test in pre-cycle and pos-test in cycle one and two. The pre-test was done before the treatment carried out to know the primary students' speaking ability, and the post-tests certainly were done after the students taught by applying pairwork technique, the post-test one was done in cycle one and post test two in cycle two. The post tests were conducted to know the progress of students' speaking ability after being done the treatment.

3.1 The Students' Speaking Ability Before The Treatment Carried Out

The test was administered in pre-cycle to know the primary knowledge of students before they were taught by using pairwork technique. The following is the table of students' scores in pre-cycle.

Table 1. Table of Students' Pre-test Scores

No.	Students	Score
1	DF	72
2	EUS	70
3	IYS	60
4	IN	68
5	IRW	65
6	IC	72
7	JA	70
8	JZ	58
9	KH	68
10	KHR	65
11	KA	75

CHAPTER FOUR

CONCLUSION AND RECOMMENDATION

4.1. Conclusion

The increasing of speaking skills needs long term process because there are some components should be mastered by language learners if they want to achieve speaking competence, the components are 1) Pronunciation including the segmental features-vowels and consonants –, and the stress and intonation patterns, 2) Grammar, 3) Vocabulary, 4) Fluency and 5). Comprehension.

The ability of mastering the components of speaking skills above leads a speaker to be good speech producer. The role of lecturer in language teaching on speaking subject should be as facilitator in order the students have more opportunity to practice the target language and he should focus on the learning process rather than the teaching of the language. The emphasis is not only on linguistic competence of language learners but also on the development of the communicative ability because the learners need to learn how to use the target language in real life situation. Pairwork technique as this research could bring the students to get more practice the target language in speaking class.

4.2. Recommendation

Based on the result of this research, it is suggested to speaking lecturer to facilitate the language learners to practice more the target language instead of the linguistic competence, and not to give correction on the students' mistakes in speaking at the time they are

speaking, let them to speak as they can, the correction should be given at the end of the class. The speaking lecturer should also create relaxed atmosphere in class activity in order the students feel free to talk, pairwork is one of appropriate techniques can be applied to get the situation.

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