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IMPLEMENTING PAIR WORK IN TEACHING ENGLISH AT THE SECOND GRADE STUDENTS OF *SMPN 2 GUNUNG JATI*

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati*
State Institute for Islamic Studies in Partial Fulfillment of the Requirements for
Islamic Scholar Degree in English Education (S.Pd.i)



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ABSTRACT

ANGGA DWITAMA: Implementing Pair Work in Teaching English at the Second Grade Students of SMPN 2 Gunung Jati

Studying English is not a new thing for the students of junior high school. They have studied six years in elementary school, but the students unable to use English in daily activities. They still get many difficulties in studying English. It is difficult for the students to understand the different grammar, pronunciation, and culture of English. The aims of this research are to describe the pair work application in teaching English, to describe the students' responses toward pair work application in learning English, to describe the constraints of pair work application, to describe the teacher's efforts to solve the constraints of pair work application at the second grade students of *SMPN 2 Gunung Jati*.

Pair work is a type of classroom interaction when students are working with another student. This may be to discuss something, to check answer, to do a communicative activity, etc. The writer uses qualitative method. To collect the data, he uses some techniques namely observation, interview, questionnaire, and documentation. The population of this research is the second grade students of *SMPN 2 Gunung Jati*. The sample of this research is class VIII I. The number of the students was 34 students. The instrument of this research is the writer himself.

The result of this research are the pair work implementation in teaching English to the second grade students of *SMPN 2 Gunung Jati* run successfully. What the teacher did, it is still under the principles and there are always the opinions from the experts who support it. From the result of final recapitulation of questionnaire, it can be stated that the students have a good response, because who choose "yes" are 87, 4%, the students who choose "doubt" are 12, 6%, and there is no student who chooses "no". There are many problems faced by the teacher in the pair work application at second students of *SMPN 2 Gunung Jati*. First, it relates to the condition of classrooms which are less suitable furniture. Second, there are some students who will not do activity properly. And third, it is about the teacher's position in the classroom when pair work is progressing. Those are some problems faced by the English teacher of second grade students at *SMPN 2 Gunung Jati*. But all problems can be solved by the teacher.



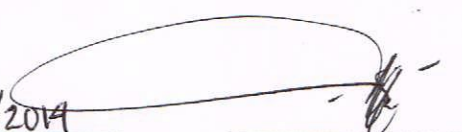
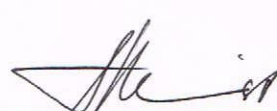




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RATIFICATION

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CHAPTER I

INTRODUCTION

In this chapter, the writer explain about the background of the problems why the writer chooses this title “Implementing Pair Work in Teaching English at The Second Grade Students of *SMPN 2 Gunung Jati*” it is very important to make introduction of the research first before makes a thesis because it used as a project proposal and submitted to Tarbiyah Faculty before make a thesis.

A. The Background of the Problem

English becomes the most essential language in the world. Almost all the people from many countries use it to communicate. The area of English has always become a special interest. It is because of the importance of English in any scope of our lives.

In the international relationship, English is very important to be able to participate in the world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking skill have to be mastered by their students and children.

In Indonesia, English is used as foreign language. It is taught and become primary subject in school, but it does not play an essential role in

national or social life. So, many students feel awkward when they speak English, especially the students who are not active in the English class.

Many people said that someone's English ability is showed by his speaking skill. This view is conventional because the primary function of language is a mean to communicate. For many pupils the prime goal of learning a foreign language is to be able to speak it. Therefore teacher should help them to achieve that goal to the best of their ability. Yet the task is not easy, because conditions in the classroom are very different from those in real life.

Studying English is not a new thing for the students of junior high school. They have studied six years in elementary school, but the students unable to use English in daily activities. They still get many difficulties in studying English. It is difficult for the students to understand the different grammar, pronunciation, and culture of English.

The language skills to achieve are divided into two forms of language, oral and written English. In this case, listening and speaking are oral language. Meanwhile, reading and writing are written language. They are as medium of communication.

In the 2006 English curriculum of junior high school, one of the objectives of the English teaching-learning process is to make the learners



achieve and develop the communicative competence both in speaking and in writing. They are hoped to have that competence. However, most students of junior high school in Indonesia have a low vocabulary.

Sadtono E. in Nurhayati (2007:4) states that the causes of the failure are the limited time for English class, many students in the class, the complicated grammar materials for most students, and the social situation which is not particularly conducive to learn English because it is not usually spoken in society.

In junior high school, speaking is seldom to be taught. Some English teachers feel that the important aspects in junior high school are writing and reading. So, they focus on those aspects. Junior high students need to find ways to express themselves as their transition from childhood to adolescence. The English classroom offers many opportunities to inspire their individuality through reading and writing. They have to exhibit mastery of grammar and language, also be able to analyze the subtle elements of literature.

Related to the global communication era where English is used in the most aspects of media. The ability to use this international language either in the form of oral or written is unavoidable. When the condition is applied to our teaching learning process, there is a moral inquiry intended to English teachers to teach this subject in a better, effective and efficient way.



In order to be able to master English well, students have to feel comfortable and confident in practicing their English. By feeling comfortable and confident, students will not fear of making mistakes when use English. But on the other hand, many students always feel uncomfortable, unconfident, and fear of making mistakes when use English. This fear and uncomfortable feeling can be caused by the inappropriate method in teaching English. They use teaching method that makes their students feel under pressure and fear of making mistakes. Therefore, English teacher should be able to encourage and motivate the students to learn the target language by using the appropriate method. They should use an appropriate method that makes their students feel comfortable, independent, autonomous, and responsible.

Those phenomena indicate that the teachers failed in teaching-learning process. Therefore, English teacher should be considering their teaching methods and any other factors that can support the success in teaching. Teacher and students wish to be successful in teaching-learning process. Teacher wants students to master what they have been studying. In this case, technique of teaching is very important to help the student learning.

Many teachers have developed the teaching methods and approaches which aim to help the students. But teaching in front of the class depends on the teachers themselves or technique in teaching. Teacher should plan the teaching activities well.



There are many methods in teaching English. All of the methods have different advantages each other. According to Setiadi (2006), there are many methods those can be applied in language teaching. Such as Grammar Translation Method (GTM), Direct Method, Community Language Learning Method (CLL), Audio Lingual Method, Silent Way Method, Contextual Teaching and Learning (CTL), Total Physical Response, Suggestopedia, and Natural Approach.

In this research, the writer has chosen pair work as a method of teaching that wants to be studied. Pair work is one of the possible solutions to get all students active. Based on preliminary study, pair work was effective in building up the students' motivation to speak English. Because many students are shy to speak English. Sometimes, they forget how to pronounce some English words. In fact, the teacher had re-read those words. It is one of the problems that the writer found when he did teaching practicum in *SMPN 2 Gunung Jati*.

Most students of *SMPN 2 Gunung Jati* come from coastal. The characters of students are gruff and high emotional level. This is because their place which is situated alongside the beach. Most of their English learning spirits are also low. They have enthusiasm if their teacher fun. In other word, the teacher has an interesting method in teaching English.





The writer try to describe the implementation of pair work in teaching English at the second grade students of *SMPN 2 Gunung Jati*. The writer chooses pair work because the advantages of this strategy are make students active and the teacher does not dominate in the classroom.

Based on the statements above, the writer feels interested to know the implementation of pair work. Is pair work suitable for coastal students?. So, the writer entitles this research “IMPLEMENTING PAIR WORK IN TEACHING ENGLISH AT THE SECOND GRADE STUDENTS OF *SMPN 2 GUNUNG JATI*”.

B. The Identification of the Problem

The problem in this research is classified into three sections:

1. The field of the Research

The field of the research is method of teaching.

2. The Kinds of Problem

According to the writer’s experience when he was in junior high school, speaking is the most difficult part for the students when they learn English language. The writer finds out many students of junior high school still have difficulty in using English although they are supposed to master it after graduating from their schools in order to be able to communicate. Although students have learned English for years, many of them are still incapable to use English orally. These may be

caused by the limitation of opportunity to practice, lack of vocabulary, psychological factors which more concern to the fear of making mistakes when use English and also inappropriate method for the characteristic of the students.

3. The main problem

The main problem in this research is the lack of students' enthusiasm in learning English. The writer wants to know, how the pair work implementation in English class.

C. The Limitation of the Problem

The writer limits the problems in the use of pair work in the teaching English, some procedures in using pair work, the constraints and teacher's solutions in using pair work. The writer limits those problems because the writer does not have much time to observe deeper.

D. The Questions of the Research

The writer gives close attention to know:

1. How is the pair work implementation in teaching English at the second grade students of *SMPN 2 Gunung Jati*?
2. How are the students' responses towards the pair work implementation in learning English at *SMPN 2 Gunung Jati*?
3. How are the constraints of pair work implementation at the second grade students of *SMPN 2 Gunung Jati*?



4. How are the teacher's efforts to solve the constraints of pair work implementation at the second grade students of *SMPN 2 Gunung Jati*?

E. The Aims of the Research

Based on the questions of the research above, the writer tries to arrange the aims of the research as follows:

1. To know the pair work implementation in teaching English at the second grade students of *SMPN 2 Gunung Jati*.
2. To know the students' responses toward pair work implementation in learning English.
3. To know the constraints of pair work implementation at the second grade students of *SMPN 2 Gunung Jati*.
4. To know the teacher's efforts to solve the constraints of pair work implementation at the second grade students of *SMPN 2 Gunung Jati*.

F. The Use of the Research

The findings of this research is hoped to be useful for developing our sense about method of teaching having some strategies in teaching English, automatically help us to make a variant teaching process.



1. For Student

It gives students information about how to do in pair work. By knowing kinds of teaching strategies then the students are hoped to be able to understand that there are some strategies in teaching English.

2. For Teacher

This research is expected to contribute the teachers' knowledge about kinds of teaching strategies. Furthermore, to motivate the teachers make other strategies in teaching English.

3. For the Institution

The researcher himself is considerably hoped that it confers the institution a positive contribution particularly in method of teaching study.

4. For Next Researcher

This research extends to the variety of strategies, especially pair work. Then the researcher expects it gives such reference to next researcher and informs the role of pair work in teaching English.





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Appendix 1: List of Students' Name

	Students' Name
1	ADI SUPRIADI
2	APRILIA CHAIRUNNISA
3	ARI SUSANTO
4	ARYA YUDA GUNAWAN
5	DEVITA ROHANA PUTRI
6	ERIKA FERLIANA
7	FERI IANSYAH DWI WINARA
8	IBNU SAHNIAR
9	IDA SINTA
10	INTAN ANGGAENI
11	IRFAN IBNU SULAEMAN
12	ITA
13	KARDIMAN
14	LIA GUSTIN NUR FARISAH
15	M. HAFAS INDRA ADJIE
16	MAR'ATUS SHOLIHA
17	MELAKHATUN NAFSIA
18	MOHAMAD SAMSULFAJRI
19	MUHAMAD IKBAL
20	MUHAMAD MULYADI
21	NUR RIZKI SULISTIAWATY
22	NURYANI
23	PUTRIATIN
24	RIZAL MUHAMAD RUSMAN
25	RIZAL PRANATA
26	ROHISMA HOSTA
27	SAMSUDIN
28	SUMARNI
29	TITI WASNITI
30	TOPAN
31	U'LYA
32	VERTY NURKHASANAH
33	YUKE NUR FADHILAH
34	ZAHARO AINI



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Appendix 2: Questionnaire for the students

Question 1.		
Do you like English lesson?		
	Students' Name	Responses
1	ADI SUPRIADI	Yes
2	APRILIA CHAIRUNNISA	Yes
3	ARI SUSANTO	Yes
4	FERI IANSYAH DWI WINARA	Yes
5	IBNU SAHNIAR	Yes
6	IDA SINTA	Yes
7	INTAN ANGGAENI	Yes
8	IRFAN IBNU SULAEMAN	Yes
9	ITA	Yes
10	KARDIMAN	Doubt
11	LIA GUSTIN NUR FARISAH	Yes
12	M. HAFAS INDRA ADJIE	Doubt
13	MAR'ATUS SHOLIHA	Yes
14	MELAKHATUN NAFSIA	Yes
15	MUHAMAD MULYADI	Yes
16	NUR RIZKI SULISTIAWATY	Yes
17	NURYANI	Yes
18	PUTRIATIN	Yes
19	ROHISMA HOSTA	Doubt
20	SAMSUDIN	Yes
21	SUMARNI	Yes
22	TITI WASNITI	Yes
23	TOPAN	Yes
24	U'LYA	Yes
25	VERTY NURKHASANAH	Yes
26	YUKE NUR FADHILAH	Yes
27	ZAHARO AINI	Yes
	Total: 27 students	Total Yes: 24 students No: 0 student Doubt: 3 students



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Question 2.		
Are the English teaching methods that used had variations enough?		
	Students' Name	Responses
1	ADI SUPRIADI	Yes
2	APRILIA CHAIRUNNISA	Yes
3	ARI SUSANTO	Yes
4	FERI IANSYAH DWI WINARA	Yes
5	IBNU SAHNIAR	Yes
6	IDA SINTA	Yes
7	INTAN ANGGAENI	Yes
8	IRFAN IBNU SULAEMAN	Yes
9	ITA	Yes
10	KARDIMAN	Yes
11	LIA GUSTIN NUR FARISAH	Doubt
12	M. HAFAS INDRA ADJIE	Doubt
13	MAR'ATUS SHOLIHA	Yes
14	MELAKHATUN NAFSIA	Yes
15	MUHAMAD MULYADI	Yes
16	NUR RIZKI SULISTIAWATY	Doubt
17	NURYANI	Yes
18	PUTRIATIN	Yes
19	ROHISMA HOSTA	Yes
20	SAMSUDIN	Yes
21	SUMARNI	Yes
22	TITI WASNITI	Yes
23	TOPAN	Yes
24	U'LYA	Yes
25	VERTY NURKHASANAH	Yes
26	YUKE NUR FADHILAH	Yes
27	ZAHARO AINI	Yes
	Total: 27 students	Total Yes: 24 students No: 0 student Doubt: 3 students



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Question 3.		
Have you known pair work before?		
	Students' Name	Responses
1	ADI SUPRIADI	Yes
2	APRILIA CHAIRUNNISA	Doubt
3	ARI SUSANTO	Yes
4	FERI IANSYAH DWI WINARA	Yes
5	IBNU SAHNIAR	Yes
6	IDA SINTA	Yes
7	INTAN ANGGAENI	Yes
8	IRFAN IBNU SULAEMAN	Yes
9	ITA	Yes
10	KARDIMAN	Yes
11	LIA GUSTIN NUR FARISAH	Yes
12	M. HAFAS INDRA ADJIE	Yes
13	MAR'ATUS SHOLIHA	Yes
14	MELAKHATUN NAFSIA	Yes
15	MUHAMAD MULYADI	Yes
16	NUR RIZKI SULISTIAWATY	Yes
17	NURYANI	Doubt
18	PUTRIATIN	Yes
19	ROHISMA HOSTA	Yes
20	SAMSUDIN	Yes
21	SUMARNI	Yes
22	TITI WASNITI	Yes
23	TOPAN	Yes
24	U'LYA	Yes
25	VERTY NURKHASANAH	Yes
26	YUKE NUR FADHILAH	Yes
27	ZAHARO AINI	Yes
	Total: 27 students	Total Yes: 25 students No: 0 student Doubt: 2 students



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Question 4.		
Are you comfortable learn English by using pair work?		
	Students' Name	Responds
1	ADI SUPRIADI	Yes
2	APRILIA CHAIRUNNISA	Yes
3	ARI SUSANTO	Doubt
4	FERI IANSYAH DWI WINARA	Yes
5	IBNU SAHNIAR	Doubt
6	IDA SINTA	Yes
7	INTAN ANGGAENI	Yes
8	IRFAN IBNU SULAEMAN	Doubt
9	ITA	Yes
10	KARDIMAN	Yes
11	LIA GUSTIN NUR FARISAH	Yes
12	M. HAFAS INDRA ADJIE	Doubt
13	MAR'ATUS SHOLIHA	Yes
14	MELAKHATUN NAFSIA	Yes
15	MUHAMAD MULYADI	Yes
16	NUR RIZKI SULISTIAWATY	Yes
17	NURYANI	Yes
18	PUTRIATIN	Yes
19	ROHISMA HOSTA	Yes
20	SAMSUDIN	Doubt
21	SUMARNI	Yes
22	TITI WASNITI	Yes
23	TOPAN	Yes
24	U'LYA	Yes
25	VERTY NURKHASANAH	Yes
26	YUKE NUR FADHILAH	Yes
27	ZAHARO AINI	Yes
	Total: 27 students	Total Yes: 22 students No: 0 student Doubt: 5 students



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Question 5.		
From a lot of teaching methods that I know ever, I prefer pair work.		
	Students' Name	Responds
1	ADI SUPRIADI	Yes
2	APRILIA CHAIRUNNISA	Yes
3	ARI SUSANTO	Yes
4	FERI IANSYAH DWI WINARA	Yes
5	IBNU SAHNIAR	Yes
6	IDA SINTA	Yes
7	INTAN ANGGAENI	Yes
8	IRFAN IBNU SULAEMAN	Yes
9	ITA	Yes
10	KARDIMAN	Yes
11	LIA GUSTIN NUR FARISAH	Doubt
12	M. HAFAS INDRA ADJIE	Doubt
13	MAR'ATUS SHOLIHA	Yes
14	MELAKHATUN NAFSIA	Yes
15	MUHAMAD MULYADI	Yes
16	NUR RIZKI SULISTIAWATY	Doubt
17	NURYANI	Yes
18	PUTRIATIN	Doubt
19	ROHISMA HOSTA	Yes
20	SAMSUDIN	Yes
21	SUMARNI	Yes
22	TITI WASNITI	Yes
23	TOPAN	Yes
24	U'LYA	Yes
25	VERTY NURKHASANAH	Yes
26	YUKE NUR FADHILAH	Yes
27	ZAHARO AINI	Yes
	Total: 27 students	Total Yes: 23 students No: 0 student Doubt: 4 students



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Question 6		
Are you sure that pair work can increase your English?		
	Students' Name	Responses
1	ADI SUPRIADI	Yes
2	APRILIA CHAIRUNNISA	Yes
3	ARI SUSANTO	Yes
4	FERI IANSYAH DWI WINARA	Yes
5	IBNU SAHNIAR	Yes
6	IDA SINTA	Yes
7	INTAN ANGGAENI	Yes
8	IRFAN IBNU SULAEMAN	Yes
9	ITA	Yes
10	KARDIMAN	Doubt
11	LIA GUSTIN NUR FARISAH	Yes
12	M. HAFAS INDRA ADJIE	Yes
13	MAR'ATUS SHOLIHA	Yes
14	MELAKHATUN NAFSIA	Yes
15	MUHAMAD MULYADI	Yes
16	NUR RIZKI SULISTIAWATY	Doubt
17	NURYANI	Yes
18	PUTRIATIN	Yes
19	ROHISMA HOSTA	Doubt
20	SAMSUDIN	Yes
21	SUMARNI	Yes
22	TITI WASNITI	Yes
23	TOPAN	Yes
24	U'LYA	Yes
25	VERTY NURKHASANAH	Yes
26	YUKE NUR FADHILAH	Yes
27	ZAHARO AINI	Yes
	Total: 27 students	Total Yes: 24 students No: 0 student Doubt: 3 students



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Question 7		
Do you want to know other kinds of pair work?		
	Students' Name	Responses
1	ADI SUPRIADI	Yes
2	APRILIA CHAIRUNNISA	Yes
3	ARI SUSANTO	Doubt
4	FERI IANSYAH DWI WINARA	Yes
5	IBNU SAHNIAR	Doubt
6	IDA SINTA	Yes
7	INTAN ANGGAENI	Doubt
8	IRFAN IBNU SULAEMAN	Yes
9	ITA	Yes
10	KARDIMAN	Yes
11	LIA GUSTIN NUR FARISAH	Yes
12	M. HAFAS INDRA ADJIE	Doubt
13	MAR'ATUS SHOLIHA	Yes
14	MELAKHATUN NAFSIA	Yes
15	MUHAMAD MULYADI	Doubt
16	NUR RIZKI SULISTIAWATY	Yes
17	NURYANI	Yes
18	PUTRIATIN	Yes
19	ROHISMA HOSTA	Doubt
20	SAMSUDIN	Yes
21	SUMARNI	Yes
22	TITI WASNITI	Yes
23	TOPAN	Yes
24	U'LYA	Yes
25	VERTY NURKHASANAH	Yes
26	YUKE NUR FADHILAH	Doubt
27	ZAHARO AINI	Yes
	Total: 27 students	Total Yes: 20 students No: 0 student Doubt: 7 students



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Question 8		
Do you like if your English teacher uses pair work as her method of teaching?		
	Students' Name	Responses
1	ADI SUPRIADI	Yes
2	APRILIA CHAIRUNNISA	Yes
3	ARI SUSANTO	Yes
4	FERI IANSYAH DWI WINARA	Yes
5	IBNU SAHNIAR	Doubt
6	IDA SINTA	Yes
7	INTAN ANGGAENI	Yes
8	IRFAN IBNU SULAEMAN	Yes
9	ITA	Yes
10	KARDIMAN	Doubt
11	LIA GUSTIN NUR FARISAH	Yes
12	M. HAFAS INDRA ADJIE	Doubt
13	MAR'ATUS SHOLIHA	Yes
14	MELAKHATUN NAFSIA	Yes
15	MUHAMAD MULYADI	Yes
16	NUR RIZKI SULISTIAWATY	Doubt
17	NURYANI	Yes
18	PUTRIATIN	Yes
19	ROHISMA HOSTA	Yes
20	SAMSUDIN	Yes
21	SUMARNI	Yes
22	TITI WASNITI	Yes
23	TOPAN	Doubt
24	U'LYA	Yes
25	VERTY NURKHASANAH	Yes
26	YUKE NUR FADHILAH	Doubt
27	ZAHARO AINI	Yes
	Total: 27 students	Total Yes: 21 students No: 0 student Doubt: 6 students



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Question 9		
Are you difficult when you work with your partner?		
	Students' Name	Responses
1	ADI SUPRIADI	Doubt
2	APRILIA CHAIRUNNISA	Yes
3	ARI SUSANTO	Yes
4	FERI IANSYAH DWI WINARA	Doubt
5	IBNU SAHNIAR	Yes
6	IDA SINTA	Yes
7	INTAN ANGGAENI	Yes
8	IRFAN IBNU SULAEMAN	Yes
9	ITA	Yes
10	KARDIMAN	Doubt
11	LIA GUSTIN NUR FARISAH	Yes
12	M. HAFAS INDRA ADJIE	Doubt
13	MAR'ATUS SHOLIHA	Yes
14	MELAKHATUN NAFSIA	Yes
15	MUHAMAD MULYADI	Yes
16	NUR RIZKI SULISTIAWATY	Doubt
17	NURYANI	Yes
18	PUTRIATIN	Yes
19	ROHISMA HOSTA	Doubt
20	SAMSUDIN	Yes
21	SUMARNI	Doubt
22	TITI WASNITI	Yes
23	TOPAN	Yes
24	U'LYA	Doubt
25	VERTY NURKHASANAH	Yes
26	YUKE NUR FADHILAH	Yes
27	ZAHARO AINI	Doubt
	Total: 27 students	Total Yes: 18 students No: 0 student Doubt: 9 students



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Question 10		
Do you like if you work with the same partner?		
	Students' Name	Responses
1	ADI SUPRIADI	Doubt
2	APRILIA CHAIRUNNISA	Doubt
3	ARI SUSANTO	Yes
4	FERI IANSYAH DWI WINARA	Yes
5	IBNU SAHNIAR	Doubt
6	IDA SINTA	Yes
7	INTAN ANGGAENI	Yes
8	IRFAN IBNU SULAEMAN	Doubt
9	ITA	Yes
10	KARDIMAN	Yes
11	LIA GUSTIN NUR FARISAH	Yes
12	M. HAFAS INDRA ADJIE	Doubt
13	MAR'ATUS SHOLIHA	Yes
14	MELAKHATUN NAFSIA	Yes
15	MUHAMAD MULYADI	Doubt
16	NUR RIZKI SULISTIAWATY	Yes
17	NURYANI	Yes
18	PUTRIATIN	Doubt
19	ROHISMA HOSTA	Doubt
20	SAMSUDIN	Yes
21	SUMARNI	Doubt
22	TITI WASNITI	Yes
23	TOPAN	Doubt
24	U'LYA	Yes
25	VERTY NURKHASANAH	Doubt
26	YUKE NUR FADHILAH	Yes
27	ZAHARO AINI	Yes
	Total: 27 students	Total Yes: 16 students No: 0 student Doubt: 11 students



Appendix 3: The Percentage of the Students' Responses

Table 1

Questionnaire for students

Question 1: Do you like English lesson?

No.	Indicator	Alternative Answer	Frequency	%
1.	Do you like English lesson?	a. Yes	24	88,9
		b. No	0	0
		c. Doubt	3	11,1

Table 2

Questionnaire for students

Question 2: Are the English teaching methods that used had variations enough?

No.	Indicator	Alternative Answer	Frequency	%
2.	Are the English teaching methods that used had variations enough?	a. Yes	24	88,9
		b. No	0	0
		c. Doubt	3	11,1

Table 3

Questionnaire for students

Question 3: Have you known pair work before?

No.	Indicator	Alternative Answer	Frequency	%
3.	Have you known pair work before?	a. Yes	25	92,6
		b. No	0	0
		c. Doubt	2	7,4



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Table 4

Questionnaire for students

Question 4: Are you comfortable learn English by using pair work?

No.	Indicator	Alternative Answer	Frequency	%
4.	Are you comfortable learn English by using pair work?	a. Yes	22	81,5
		b. No	0	0
		c. Doubt	5	18,5

Table 5

Questionnaire for students

Question 5: From a lot of teaching methods that I know ever, I prefer pair work.

No.	Indicator	Alternative Answer	Frequency	%
5.	From a lot of teaching methods that I know ever, I prefer pair work.	a. Yes	23	85,2
		b. No	0	0
		c. Doubt	4	14,8

Table 6

Questionnaire for students

Question 6 : Are you sure that pair work can increase your English ability?

No.	Indicator	Alternative Answer	Frequency	%
.6.	Are you sure that pair work can increase your English ability?	a. Yes	24	88,9
		b. No	0	0
		c. Doubt	3	11,1

Table 7

Questionnaire for students

Question 7 : Do you want to know other kinds of pair work?

No.	Indicator	Alternative Answer	Frequency	%
7.	Do you want to know other kinds of pair work?	a. Yes	20	74,1
		b. No	0	0
		c. Doubt	7	25,9

Table 8

Questionnaire for students

Question 8: Do you like if your English teacher uses pair work as her method of teaching?

No.	Indicator	Alternative Answer	Frequency	%
8.	Do you like if your English teacher uses pair work as her method of teaching?	a. Yes	21	77,8
		b. No	0	0
		c. Doubt	6	22,2

Table 9

Questionnaire for students

Question 9: Are you difficult when you work with your partner?

No.	Indicator	Alternative Answer	Frequency	%
9.	Are you difficult when you work with your partner?	a. Yes	18	66,7
		b. No	0	0
		c. Doubt	9	33,3



Table 10

Questionnaire for students

Question 10: Do you like if you work with the same partner?

No.	Indicator	Alternative Answer	Frequency	%
10.	Do you like if you work with the same partner?	a. Yes	16	59,3
		b. No	0	0
		c. Doubt	11	40,7

Table 11

Recapitulation of Result from Questionnaire number 1-10 Refers to the Students' Responses Toward Pair Work Application in Learning English

No Item	Options			Total
	Yes	No	Doubt	
1	88.9%	0%	11.1%	100%
2	88.9%	0%	11.1%	100%
3	92.6%	0%	7.4%	100%
4	81.5%	0%	18.5%	100%
5	85.2%	0%	14.8%	100%
6	88,9%	0%	11,1%	100%
7	74,1%	0%	25,9%	100%
8	77,8%	0%	22,2%	100%
9	66,7%	0%	33,3%	100%
10	59,3%	0%	40,7%	100%
Total	803,9%	0%	196,1%	1000%
Average	80,4%	0%	19,6%	100%



Appendix 4: The process of Pair Work Implementation in Teaching English at the Second Grade Students of *SMPN 2 Gunung Jati*



1) The teacher are giving explanation



2) The students are working in pair





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3) The teacher moves around to check students' work



4) The students write their answers on the board



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5) The teacher corrects the students' answer



6) The researcher and his partner are observing and making notes



Appendix 5: Profile of School

1. Background of The School

SMPN 2 Gunung Jati is located at *Jalan Raya Sunan Gunung Jati, Grogol* village, *Cirebon* district, West Java Province. It has width of land 9870 m², 67 rooms, and 26 classes. There are 9 classes of VII and VIII grades, then 8 classes of IX grade. Learning times at *SMPN 2 Gunung Jati* are as follow:

- Enter : 07.00 WIB
- Rest : 09.40 WIB – 10.10 WIB
- Exit : 12.50 WIB

SMPN 2 Gunung Jati has vision and missions as follow:

- a. The vision of *SMPN 2 Gunung Jati* is create learning community, excellent, cultured, and characterized generation.
- b. The missions are:
 - 1) Creating generation who has independent learning motivation and long life learning mentality.
 - 2) Creating generation who perform religion values.
 - 3) Creating generation who has nationalism.
 - 4) Creating professional generation.
 - 5) Creating generation who loved local culture.

- 6) Creating generation who be able to appreciate global culture by upholding local culture.

2. The Condition and Facilities of The School

After collecting the data about the facilities of *SMPN 2 Gunung Jati*, it is not bad to be present. From year to year some rooms and other facilities have been built to accommodate more students. Now, the building of *SMPN 2 Gunung Jati* has some facilities such as classrooms, sport-field, and many others. They can be seen from the table below.

Table 12
The Facilities of *SMPN 2 Gunung Jati*

No.	Name of Facilities	Total
1.	Classroom	26
2.	Library	1
3.	Science laboratory	2
4.	Language laboratory	1
5.	Computer laboratory	1
6.	Artistry	1
7.	Multimedia	1
8.	Headmaster's room	1
9.	Vice-headmasters' room	1
10.	Teachers' room	1
11.	Administrators' room	1
12.	Lobby	1
13.	Warehouse	1
14.	Kitchen	1
15.	Teachers' toilet	3
16.	Students' toilet	10
17.	Counseling room	1
18.	Wellness room	1
19.	Pramuka/PMR room	1
20.	OSIS room	1
21.	Mosque	1



22.	Cooperation	1
23.	Canteen	1
24.	Security post	1
25.	Parking lot	1
26.	Sport field	4
27.	Ceremony field	1

Source: Administrator staffs, 2013.

There is also available media of learning, such as appliance of mathematic, sport equipment, gamelan as artistry instructional, Al-Qur'an and equipment of praying, etc. Those facilities help the teachers and students in teaching-learning process.

3. The Teachers, The Administrators, and The Students of *SMPN 2*

Gunung Jati

There are 39 teachers in *SMPN 2 Gunung Jati*. Consist of 16 males including a headmaster and 23 females. The table below shows their name and the subject they teach.

Table 13.1
The Teachers of *SMPN 2 Gunung Jati*

No.	Name	Subject
1.	Dedy Aryadi, S. Pd.	Math/Computer
2.	Drs. Abd. Rosyid	Islamic/Sundanese
3.	Mulyati, S. Pd.	Science
4.	Rodianah	Indonesian
5.	Asmuni S, S. Pd.	Social/Citizen
6.	Aa Ruhiana BS	Computer/Math
7.	Dewi Ayu R	English
8.	Hermawan, M. Pd.	Science/Computer
9.	Rochaniyati	Social
10.	Bambang S, S. Pd.	Social
11.	Yayah Sopiah	Indonesian



12.	Nurja, S. Pd.	Mathematic
13.	Turilah, S. Pd.	Social
14.	Susi Agusetiani	Mathematic
15.	Wasiri, S. Pd.	Science
16.	Suhendi, S. Pd.	Sundanese
17.	Nurjanah, M. Pd.	Mathematic
18.	S. Rokhmayati, S. Pd.	Mathematic
19.	Irman F, M. Pd.	English
20.	Asep Syaefudin	Science
21.	Erna, S. Pd.	Citizen
22.	Supartini, S. Pd.	Science
23.	Drs. Edi Waryanto	Indonesian
24.	Mohamad Mukif, S. Pd.	Sport
25.	S. Nurhidayati, S. Pd.	Science
26.	A. Mulyo Oetomo, S. Kom.	Computer
27.	Siti Khaeriyah, S. Pd.	English
28.	Akmad Adnani, S. Pd.	Sport/Artistry
29.	Kuramsi, S. Pd. I.	Islamic/Computer
30.	Abdul Ghani, S. Ag.	Islamic/Cirebonese
31.	R. Suhartini, S. Pd.	Indonesian
32.	Nining, S. Pd. I.	Sundanese
33.	Ita Novitasari, S. Pd.	English
34.	Ismawati Z, S. Pd.	English
35.	Retno W, S. Pd.	Artistry
36.	Lusiana S, S. Sos.	Citizen
37.	Puji Ambarwati, S. Pd.	Citizen
38.	Silma ANM, S. Pd.	English
39.	Dewi Dianurani, S. Pd.	Indonesian

Source: Administrator staffs, 2013.

Staff of administration has a big role in executing activity of school administration such as managing the problem of students, letter and officer, medium of equipment, typing, monetary, archives, etc. Table below shows their name and position.



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**Table 13.2**The Administrators of *SMPN 2 Gunung Jati*

No.	Name	Position
1.	Bambang Suhardiman, S. Pd.	Chief of Administration
2.	Juleha	Accountant
3.	R. Bambang Nursila	Studentship
4.	Wiwin Laeli	Lettering
5.	Uus Kursiana, S. Sos	Staff
6.	Atun Rifatun	Staff
7.	Suwarti	Staff
8.	Mu'I	Servant
9.	Suyanto	Servant
10.	Subandi	Servant
11.	Kadmira	Servant
12.	Dirhon	Employee
13.	Suilin	Employee
14.	Eko Herawan	Employee

Source: Administrator staffs, 2013.

The number of students of *SMPN 2 Gunung Jati* from year to year has been increased. In the period 2013/2014 the data of students are:

Table 13.3The students of *SMPN 2 Gunung Jati*

No.	Class	Students
1.	VII	318
2.	VIII	319
3.	IX	299
Total		936

Source: Administrator staffs, 2013.

4. The English Curriculum Based in SMPN 2 Gunung Jati

Curriculum is a set of plan and regulation concerning target, consist, and lesson materials and also the way of which is used as by guidance of management of activity of study to reach the target of certain education. Curriculum compiled by set of education to enable adjustment of education program with potency and requirement exist in that area.

These days, curriculum which in used is *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. Development of *KTSP* relates at education national standard to guarantee attainment of national education target. Education national standard consist of content standard, process, grad interest, energy of educational, facilities and basic facilities, management, defrayal, and assessment of education. *SMPN 2 Gunung Jati* uses *KTSP* in the instructional process, including in English subject.

5. The Process of Teaching and Learning

The process of English teaching and learning can take place if there are several competences, such as the teacher, the students, the material, the method, the evaluation, and the environment.

a. The Teacher

The teacher of English is considered to be prominent teaching and learning activity. This is very clear since the role of



the teacher is not only has the knowledge contributor for students but also facilitator, manager or catalyst of the learning process.

b. The Student

The students are the important elements of teaching and learning process. Without students, teaching and learning process cannot happen and feedback, without teacher the teaching and learning process cannot happen.

c. The Material

The materials of teaching are number of essential elements that are taught in the class. There are available at GBPP (Garis-garis Besar Program Pengajaran) or the basic curriculum. The teachers use it as the guide in teaching. It's make them easier to those materials and guides the to decide which materials will be taught to the students.

d. The Method

There are many methods in teaching English. Most of the method develops over the pass few countries are still in use one form or another in various parts of the world. According to Setiadi (2006), there are many methods those can be applied in language teaching. Such as Grammar Translation Method (GTM), Direct Method, Community Language Learning Method (CLL), Audio



Lingual Method, Silent Way Method, Contextual Teaching and Learning (CTL), Total Physical Response, Suggestopedia, and Natural Approach. Some methods are usually used by the eighth grade students are direct method, grammar translation method, and contextual teaching and learning.

e. The Evaluation

The evaluation is very important thing in the aspect of teaching and learning process. To know how far the students master all of the materials which have learnt as long as teaching-learning process in the class.

f. The Environment

The environment is one of the important things in the aspect of teaching and learning process. Most of the students in *SMPN 2 Gunung Jati* are lack of vocabularies. It is caused by lack of practicing their English when finish the lesson. So, not only in the classroom but also outside, they have to create English area. In order they can practice and improve their English.





KEPUTUSAN
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) SYEKH NURJATI CIREBON
Nomor : In.14/F.I.1/PP.009/1153/2014

TENTANG
PEMBIMBING PENYUSUNAN SKRIPSI MAHASISWA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN IAIN SYEKH NURJATI CIREBON

DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN

1. a. bahwa dalam rangka menunjang kelancaran pelaksanaan penyusunan skripsi mahasiswa Program Sarjana Fakultas Ilmu Tarbiyah dan Keguruan IAIN Syekh Nurjati Cirebon perlu ditunjuk pembimbing skripsi;
- b. bahwa Saudara yang namanya tercantum dalam Keputusan ini dipandang mampu dan memenuhi syarat untuk menjadi pembimbing skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan IAIN Syekh Nurjati Cirebon.
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2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Peraturan Pemerintah RI Nomor 60 Tahun 1999 jo Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan jo Nomor 66 Tahun 2010 tentang Perubahan Peraturan Pemerintah Nomor 17 Tahun 2010;
4. Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
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6. Peraturan Menteri Agama Republik Indonesia Nomor 11 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Syekh Nurjati Cirebon;
7. Peraturan Menteri Agama RI Nomor 66 Tahun 2010 tentang Statuta IAIN Syekh Nurjati Cirebon;
8. Kurikulum Institut Agama Islam Negeri Syekh Nurjati Cirebon Tahun 2013;
9. Pedoman Akademik Institut Agama Islam Negeri Syekh Nurjati Cirebon Tahun 2013.

MEMUTUSKAN

1. Terhitung mulai tanggal 27 Maret 2014 Mengangkat:
1. Dr.Hj.Huriyah,M.Pd
2. Sumadi,SS.M.Hum

Sebagai pembimbing penyusunan skripsi mahasiswa tersebut dibawah ini:

Nama : ANGGA DWITAMA

NIM : 59430527

Jurusan : Tadris Bhs.Ingggris

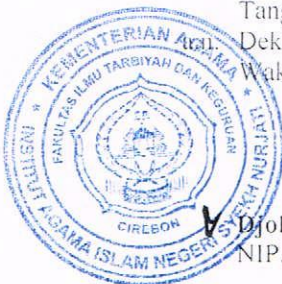
Judul Skripsi : THE APPLICATION OF PAIR WORK IN TEACHING ENGLISH AT THE SECOND GRADE STUDENTS OF SMPN 2 GUNUNGJATI

1. Kepada pembimbing diberikan honorarium sesuai dengan ketentuan yang berlaku.
2. Keputusan ini berlaku untuk Semester Genap terhitung mulai tanggal 01 Februari s.d. 31 Juli 2014, dengan ketentuan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perubahan dan perbaikan sebagaimana mestinya.

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Ditetapkan di : Cirebon
Tanggal : 27 Maret 2014

Dekan
Wakil Dekan Bidang Akademik,



Djohar Murnun, S.Si, M.Si.
NIP. 19651004 200003 1 003

Tembusan :

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SMP NEGERI 2 GUNUNG JATI

Jalan Sunan Gunung Jati – Desa Grogol Kec. Gunung Jati 45151 telp. 0231-8227453

SURAT KETERANGAN
No : 422/151/SMP.02/2014

Kepala SMP Negeri 2 Gunung Jati Kabupaten Cirebon provinsi Jawa Barat, menerangkan bahwa :

Nama : **ANGGA DWITAMA**
M : **59430527**
Usan : **Pendidikan Bahasa Inggris**
ultas : **Tarbiyah**
l Perguruan Tinggi : **IAIN Syekh Nurjati Cirebon**

ah melakukan penelitian di SMP Negeri 2 Gunung Jati Kabupaten Cirebon dari tanggal 30 April
31 Mei 2014 dalam rangka penyusunan skripsi dengan judul “ **THE APPLICATION OF PAIR
ORK IN TEACHING ENGLISH AT THE SECOND GRADE STUDENTS OF SMP
GERI 2 GUNUNGJATI** “

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Cirebon, 3 Juni 2014

Kepala,



DEBY ARYADI, S.Pd.

NIP. 19630913 198412 1 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
SYEKH NURJATI CIREBON
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Website: <http://www.iainsyekhnurjatierb.ac.id> E-mail: dafo@iainsyekhnurjatierb.ac.id

SURAT PENGANTAR PENELITIAN

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Tempat/Tgl. Lahir : Cirebon, 13 April 1991
No. Induk : 59430527
Jurusan : X/ Tadris Bhs. Inggris
Alamat : Jl. Sumber Lestari 3 No. 100 Rt 004 Rw 004 GSI Tukmudal

melaksanakan penelitian dalam rangka penyusunan *skripsi* yang berjudul :

APPLICATION OF PAIR WORK IN TEACHING ENGLISH AT THE SECOND GRADE STUDENTS OF
GUNUNGGJATI

Penelitian ini dilaksanakan selama 1 (satu) bulan mulai tanggal 31 April s.d 31 Mei 2014

Penyumpulan data :

Observasi
Wawancara
Dokumentasi
Literatur


Penelitian ini disampaikan, dan kepada yang berkepentingan harap menjadi maklum Atas perhatian dan bantuan
kami ucapkan terima kasih.

Cirebon, 27 Maret 2014

a.n. Dekan

Wakil Dekan Bidang akademik,




Djohar Maknun, S.Si. M.Si
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Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Waktu Penelitian : Dari Tanggal 31 April s.d. 31 Mei 2014


Adalah benar mahasiswa IAIN Cirebon dan diijinkan untuk melakukan penelitian di SMP Negeri 2 Gunung Jati dalam rangka penyusunan skripsi yang berjudul :

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