

B-6_IDEAS_2017.pdf

by

Submission date: 06-May-2023 06:44AM (UTC+0700)

Submission ID: 2085521920

File name: B-6_IDEAS_2017.pdf (245.49K)

Word count: 4401

Character count: 23105

STUDENTS VOCABULARY AND PAIRS TEACHING

Shanty Halim

Shantynurul@yahoo.com

Politeknik Negeri Ujung Pandang

Abstract

This article is aimed at describing the use of pairs teaching in developing students' vocabulary. Vocabulary plays an important role in learning English. It is a core component of language proficiency. In mastering English well, students should have sufficient vocabulary because vocabulary is needed in four language skills; they are listening, speaking, reading and writing. Those skills support each other. One of the methods that can be used to teach vocabulary is pairs teaching. Pairs teaching are a classroom activity in which the whole class is divided into groups. Pairs teaching as method which provides a great review and enables students to gather information from each other. The students not only silent in the class but they are sharing idea to get information especially sharing vocabulary. It was first organized as a theory by Scotsman Andrew Bell in 1795, and later implemented into French and English schools in the 19th century. Over the past 30-40 years, pairs teaching have become increasingly popular in conjunction with mixed ability grouping in public schools and an interest in more financially efficient methods of teaching.

Keywords: vocabulary, pairs teaching

INTRODUCTION

Vocabulary plays an important role in learning English. It is a core component of language proficiency. In mastering English well, students should have sufficient vocabulary because vocabulary is needed in four language skills; they are listening, speaking, reading and writing. Those skills support each other.

The students will be able to catch information that they hear from teacher's explanation, understanding the message sent by the speaker and be able to arrange their idea into a good sentence if they have sufficient vocabulary. Learning vocabulary in English as foreign language seems easy but some students feel fear to make mistake because they do not have a good common vocabulary in their mind and make them worry to make a conversation with others. Mastering vocabulary is a difficult task to do, especially English vocabulary. English vocabulary is complex. This complexity brings difficulties; it is probably caused by the word form and

various meanings. Certainly, there are many approaches that can help students to improve and to master English vocabulary. The students can choose one to help them in learning vocabulary. Teaching young learners needs more patience, more attention and more variation activities in teaching learning process. The teacher that uses an interesting media or teaching method will make the students more enthusiasts in learning and the knowledge they got will be retained better in their memory.

In order to challenge the students to learn more about vocabulary and attract their attention to be more active in teaching and learning process, the teacher should be able to use many strategies in teaching vocabulary effectively. There are many strategies which can be used by the teacher.

One of the methods that can be used to teach vocabulary is pairs teaching. Pairs teaching are a classroom activity in which the whole class is divided into groups. Pairs teaching as method which provides a great review and enables students to gather information from each other. The students not only silent in the class but they are sharing idea to get information especially sharing vocabulary. It was first organized as a theory by Scotsman Andrew Bell in 1795, and later implemented into French and English schools in the 19th century. Over the past 30-40 years, pairs teaching have become increasingly popular in conjunction with mixed ability grouping in public schools and an interest in more financially efficient methods of teaching.

DEFENITION OF VOCABULARY

Talking about language, vocabulary is one of the central problems, because to be successful in the implementation of communication, the acquisition and the learning vocabulary is fundamental requirement and through vocabulary we can communicate our ideas, emotion and the desires. Before we go any further, let we see some of the definition of vocabulary.

Cambridge Academic Content Dictionary (2009:1065) states vocabulary as all the words used by a particular person, or all the words that exist in a particular language subject. While Hatch and Brown (1995:1) say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.

Hornby (1995:1331) states vocabulary as:

- 1) The total number of words in a language

- 2) All the words known to a person or used in a particular book, subject, etc.
- 3) A list of words with their meanings, especially one that accompanies a textbook in a foreign language.

Meriam-Webster (2013) state vocabulary as: 1) the words that make up a language 2) all of the words known and used by a person 3) words that are related to a particular subject.

Furthermore, Merriam-Webster (2013) gives full definition of vocabulary:

- 1) a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined : [lexicon](#)
- 2) *a* : a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge
b : a list or collection of terms or codes available for use (as in an indexing system)
- 3) a supply of expressive techniques or devices (as of an art form).

Based on the definition above, the researcher defines vocabulary as a group of words or phrases which have an important role in language and vocabulary form a language.

The Importance of Learning Vocabulary

Vocabulary is very important for understanding or knowing the names of something. The thing that we meet in our daily life it is also needed in doing activities. To be successful in learning English language, the students have to possess adequate vocabulary and as we know the students cannot express their ideas, emotion and desires because the acquisition is the most obviously important in learning English language.

Harmer (2013:11) says that if you want to describe how you feel at this very moment you have to be able to find a word which reflects the complexity of your feeling. Besides, by a good command of vocabulary or language, one can express ideas effectively and efficiently.

Having an adequate vocabulary is one way to succeed in comprehending a reading text. Goodman and Mohr (1991:12) state that vocabulary is a basic part in reading comprehension. It means that we are going to have trouble to understand the text if we do not know most words in the text, thus our comprehension will suffer.

Based on the explanation above, it can be concluded that vocabulary is very important in our life. It is needed to describe feeling and it is a basic part in reading comprehension.

DEFENITION OF TEACHING STRATEGY

There are some definitions about teaching strategy they are:

According to Yogendra in Raslia (2013:6) teaching strategies is a phrase use to indicate application of various methods and techniques of teaching to achieve the objective of teaching in a given situation. Therefore, the teacher has to decide which the combination one or more methods and techniques of teaching need practical application in a given situation.

According to Stressed (1964) teaching strategies are generalized plan for a lesson or lessons which include structure, desired learner behavior, in terms of goals of instruction, and an outline of tactic necessary to implement the strategy.

Based on definitions above the researcher concludes that teaching strategy as generalized plan or tactic strategy to implement the strategy.

TYPES OF TEACHING STRATEGIES

According to Yogendra in Raslia (2013:7) teaching strategies are used for achieving the teaching goals and objectives. Keeping in view the classroom environment and the teacher's attitude, teaching strategies can be divided into two categories:

1) Autocratic Strategies

Autocratic strategies are traditional teaching strategies. These are content centered and teacher centre. While using these strategies, the teachers place is primary and the pupils are secondary. The teacher determines the content himself and by considering himself an ideal and by suppressing pupil's interest, attitudes, capacities, abilities and needs, he tries to impose knowledge forcibly from outside in the minds of the pupils. In such a situation, pupil doesn't have a freedom for their expressions. Hence, in these autocratic strategies, only mental development is emphasized, for achieving cognitive objectives and group development is not

card for all. Autocratic teaching strategies include; lecture, demonstration, tutorial, programmed instruction.

Some autocratic teaching strategies:

a. Demonstration

In order to make success of demonstration method, following these three things are necessary:

1. The objects, being displayed during demonstration, should be of such size that all the pupils may see without difficulty.
2. There should be no use of tough language and difficult words while demonstrating, but such a simple clear interesting language should be used that the pupils may understand the contents very easily.
3. The pupils should be allowed to remove their difficulty by independent questioning with the teachers. If the teacher follow these three points, his teaching will be effective and the pupils will follow the subject-matter very easily

b. Tutorial

It is the fundamental right of every person to get education in democracy. Therefore, instead of individual teaching, group teaching is emphasized so that the large group may be educated at the low rate of expenditure. But it is also true that in group teaching, a general teacher cannot solve the 'personal' problems of every pupil. Its reason is that if he does this, he cannot finish his fixed syllabi in a time-bound manner. To remove this drawback of group-teaching, pupils are divided into small group so that the personal problem which came across during group teaching may be solved successfully. Hence, a tutorial is a su-part of the class in which a teacher tries to solve the problems of the small groups of the pupils through individual teaching.

Three types of tutorials:

3
1. Group Tutorial

Group tutorials are conducted to solve the problems of the grown up pupils of average level. It should be remembered that the group tutorials can only be organized successfully by a teacher who possesses the full knowledge of 131 Group Dynamics and Social Psychology.

2. Supervised Tutorial

In the supervised tutorials, the talented pupils and the teachers discuss the problem time to time the pupils put up their difficulties. Then the teachers try to solve those problems. In this way, after a discussion between a teacher and the pupils, the solutions to some problems come up.

3. Practical Tutorial

Practical tutorial are conducted to develop the physical skill and to achieve the objectives of psychomotor skill. Pupils have to work in the laboratory for this. Such tutorials are more useful for younger and pupils of lower-lasses. Some people consider the teacher as primary and pupils as secondary in conducting the tutorials. In such a situation, if a tutorial acquires the form of a lecture, then this will be considered as autocratic strategy. Contrary to this, if the pupils are more active instead of the teacher, then it will definitely occupy its main place in democratic strategies.

2) Democratic Strategies

Democratic strategies are child centered. The pupils determine themselves the content. In the use of these strategies, the pupil's place is primary and that of teacher is secondary. As a result of its use, maximum interaction occurs between the pupils and the teacher. This develops their constructive capacities in accordance to their interest, attitudes, capacities, abilities, need and mental level of the pupils. Democratic strategies are objective.

The following strategies are included in democratic category of strategies:

a. Discussion

In discussion method, the teacher motivates the pupils to think over some problem by the way of questioning. After gaining motivation, the pupils answer certain questions of the teacher or respond in some or the other way. In this way, the teacher develops his lesson by discussion, answer some responses of the pupils. As the need arises, the teacher helps the pupil for solving the problem. As a result of this interaction, a change occurs in the attitude, feelings and motivation of the pupils along with the acquisition of knowledge. Hence, psychologically and sociologically, discussion is an appreciable method for social learning and development of the pupils. Discussion is two types 1. Formal 2. Informal. Formal discussion is adopted to gain pre-determined objectives. Hence, its principles are also pre-determined. It is essential to follow these principles in any condition. In informal discussion, there is nothing like pre-determined, but oral actions and reactions and there is no need to follow any principle to participate in informal discussion. It is evident that the class-room discussion is an informal discussion.

b. Discovery

The discovery means to find out that object which has novelty. Hence, the discovery means to disclose a new fact. In other 133 words, discovery is that method in which a new fact is searched

out. In the field of education, the discovery is termed as Problem Method. A teacher makes its use when he wants the pupil to be known as an original discoverer. The discovery method is quite useful for the development of both pupils and the teachers.

c. Heurism

Heurism or heuristic method is that method in which the pupils search out the knowledge themselves by keeping themselves physically and mentally active or they learn by themselves. In this method, the teacher creates such an environment that a problem arises before the pupil. The entire pupils think about the problem, observe and in the end they conclude some result. In this way, all the pupils find to truth by their own way. In short, in this strategy the teacher:

1. Creates problem before his pupil
2. Presents suitable material in order to solve the problem, and
3. As the need arises, provides necessary guidance so that they may search out new knowledge solving the problem as a result of making use books, devices and other resources of his choice.

THE CONCEPT OF COOPERATIVE LEARNING STRATEGY

Deutsch (1949:45) states that Cooperative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it. Collaborative learning represents a significant shift away from the typical teacher centered or lecture-centered milieu in college classrooms. In collaborative classrooms, the lecturing/ listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material. Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students-as coaches or midwives of a more emergent learning process. Though cooperative learning takes on a variety of forms and is practiced by teachers of different disciplinary backgrounds and teaching traditions, the field is tied together by a number of important assumptions about learners and the learning process. Deutsch (1976) states that cooperative learning covers a broad territory of approaches with wide

variability in the amount of in-class or out-of-class time built around group work. Collaborative activities can range from classroom discussions interspersed with short lectures, through entire class periods, to study on research teams that last a whole term or year. The goals and processes of collaborative activities also vary widely. Some faculty members design small group work around specific sequential steps, or tightly structured tasks. Others prefer a more spontaneous agenda developing out of student interests or questions. In some collaborative learning settings, the students' task is to create a clearly delineated product; in others, the task is not to produce a product, but rather to participate in a process, an exercise of responding to each other's work or engaging in analysis and meaning-making.

PAIRS TEACHING

Pairs teaching are a classroom activity in which the whole class is divided into pairs. (It is really a type of group work, using 'groups' of two.). Because the point of pairs work is to get students speaking and listening and sharing vocabulary, the content of a pairs work session should be mainly oral. (For some types of pair work, it is best if students have no books, papers, or pencils.) (http://flesl.net/Teaching/pair_work.html)

Anna and Lily (2010) states that Pairs teaching was first proposed by Lyman (1981) this is a relatively low-risk and short collaborative learning This types of learning activities is connected to theory of Gardner's Multiple Intelligences, Vygotsky's Zone of Proximal Development, Inductive Learning. Furthermore, Anna and Lily (2010) states that the main benefits of pairs teaching include students have the chance to work with and learn from their pair; struggling students can learn from more capable pair; it is especially useful for students who prefer interpersonal learning settings. Then it can contribute in giving it and getting it activities or in Inductive learning activities.

In order for it to be successful and a valuable use of class time, students need to be able to practice taking on each role to get maximum exposure with the material. For example, if students are practicing a two-person dialogue, each student should have a turn with each role. To take pair work one step further, the teacher should have students work on the same activity in different pairs; by working with several other students in the class, each student gets ample practice, they could make use of Vygotsky's Zone of Proximal Development, and has the opportunity to hear and help other students with pronunciation.

Pairs is a strategy designed to provide students with "food for thought" on a given topic enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Pair encourages a high degree of pupil response and can help keep students on task.

It is difficult to give instructions once a pair-work session is underway, so the activity should be well planned and carefully explained. Otherwise it is likely to be unproductive. The idea of pairs work is to improve listening and speaking skills by requiring students to exchange information with each other. Pairs work should always be accompanied by some sort of 'test' to ascertain whether or not information really has been exchanged. In some kinds of pairs work, split dictations for example, the test is built in to the activity itself. In other cases, it will be a follow-up activity of some sort.

ADVANTAGES AND DISADVANTAGES OF PAIRS

There are some advantages and disadvantages of pairs teaching. In http://flesl.net/Teaching/pair_work.html, it is stated that the unique advantages of pair work are as follows:

1. Like classroom work with larger groups, pairs work has two important advantages: it offers intensive, realistic practice in speaking and listening; and it promotes a friendly classroom ambiance that is conducive to learning. But beyond that, pairs work has another important advantage that activities done with larger groups do not have.
2. Pairs work is a way — the only way, I believe — of getting everyone in a classroom speaking and listening at the same time. In other words, it is an efficient, productive way of spending precious classroom time. If a teacher were to spend, say, three minutes talking individually to each student in a class of, say, twenty students, the whole procedure would take an hour. Working in pairs, those twenty students can get the same amount of practice in three minutes.

On the other side, there are some disadvantages of pair in. <http://busyteacher.org/4265-pair-work-vs-group-work-whats-better-for-the.html> it is stated that the difficulties of pairs work there's a price to pay for the productivity gain offered by pairs work, however. It

presents several disadvantages or difficulties and it's important to be prepared for them and to know how to alleviate them.

1. **High noise level:** If pairs work is successful, it's noisy. I don't think there's any way of avoiding this problem in a classroom — except perhaps in the unusual situation of a room that is much too large for the class it contains. Of course, students can be asked to speak quietly, but pushing this may have an inhibiting effect. In a normally crowded classroom equipped with easily movable desks or tables, the problem can be alleviated by keeping as much distance as possible between the pairs. The best 'solution,' however is simply to keep pairs work sessions short — twenty minutes is probably a reasonable maximum. A high level of noise can be tolerated for approximately that amount of time. If the session lasts longer, the noise will become distracting and annoying.

2. **Furniture.**

The best furniture for an ESL classroom is small, light tables, and simple, light chairs; these can easily be rearranged for pair work. But, of course, many classrooms are not ideally furnished for ESL work. Large tables are difficult to move and to arrange but if they are accompanied by light, movable chairs, they can often be left in place and chairs placed opposite each other on both sides. Fixed tables or fixed desks, particularly those with attached seats discourage pairs work but they do not make it impossible. Something that works fairly well can always be figured out.

3. **partners with no information to offer**

Since information exchange is essential to pair work, if one student in a group has no information to exchange, the activity will fail. When pairs work is preceded by an 'information-acquiring activity' — as in the paired stories activity for example — this problem can be largely eliminated by making sure that everyone understands their material well. And of course it is also important to make sure that the information and the method of conveying it are appropriate for the students' level.

The best way to alleviate this difficulty is by 'rotation' having students change partners once, twice, or more during the activity. Doing this means that each of the conversations will have to be kept quite short in order to keep the whole activity within the twenty-minute time span, but that, it is to be hoped, will bring a healthy intensity to the conversations. Rotation also requires a good deal of shifting from one place to another and that may cause some complaints

during the first pairs-work sessions. These complaints will quickly be forgotten, however, as students get used to doing pairs work. Work with larger groups presents the same difficulties that pairs work does but not to the same degree: the noise level will be lower because fewer students will be speaking at the same time; furniture is less likely to be an obstacle because less moving is required and large tables work well; and the success of the activity will not be jeopardized because one student can't Participate fully.

STEPS OF USING PAIRS IN TEACHING VOCABULARY

There are some techniques that can be applied in using pairs in teaching vocabulary, below is the example of the steps in teaching vocabulary by using pairs.

- a. The researcher divided students into fifteen groups.
- b. The researcher asked short questions to students for connecting their pervious knowledge with the material that would be studied.
- c. The researcher explained the learning material of the things in the class room.
- d. The researcher delivered the learning material and gave a little bit explanation about the material that had studied about things in the class room.
- e. The researcher gave students example about things in the class room such as: Table, chair, whiteboard, marker, and book. And the students continued it with their friends in pairs.
- f. The first students in pairs mentioned five words in Indonesian and then the second students in pairs mentioned five words in English and then continued it with the second students mentioned in Indonesian.
- g. After completing five words the pairs went back to their seat, and then continued with the next pairs.

Example:

A: what is the meaning of meja in English?

B: the meaning of meja in English is table.

A: what is the meaning of kursi in English?

B: the meaning of kursi in English is chair.

A: what is the meaning of papan tulis in English?

B: the meaning of whiteboard in English is papan tulis.

A: what is the meaning of guru in English?

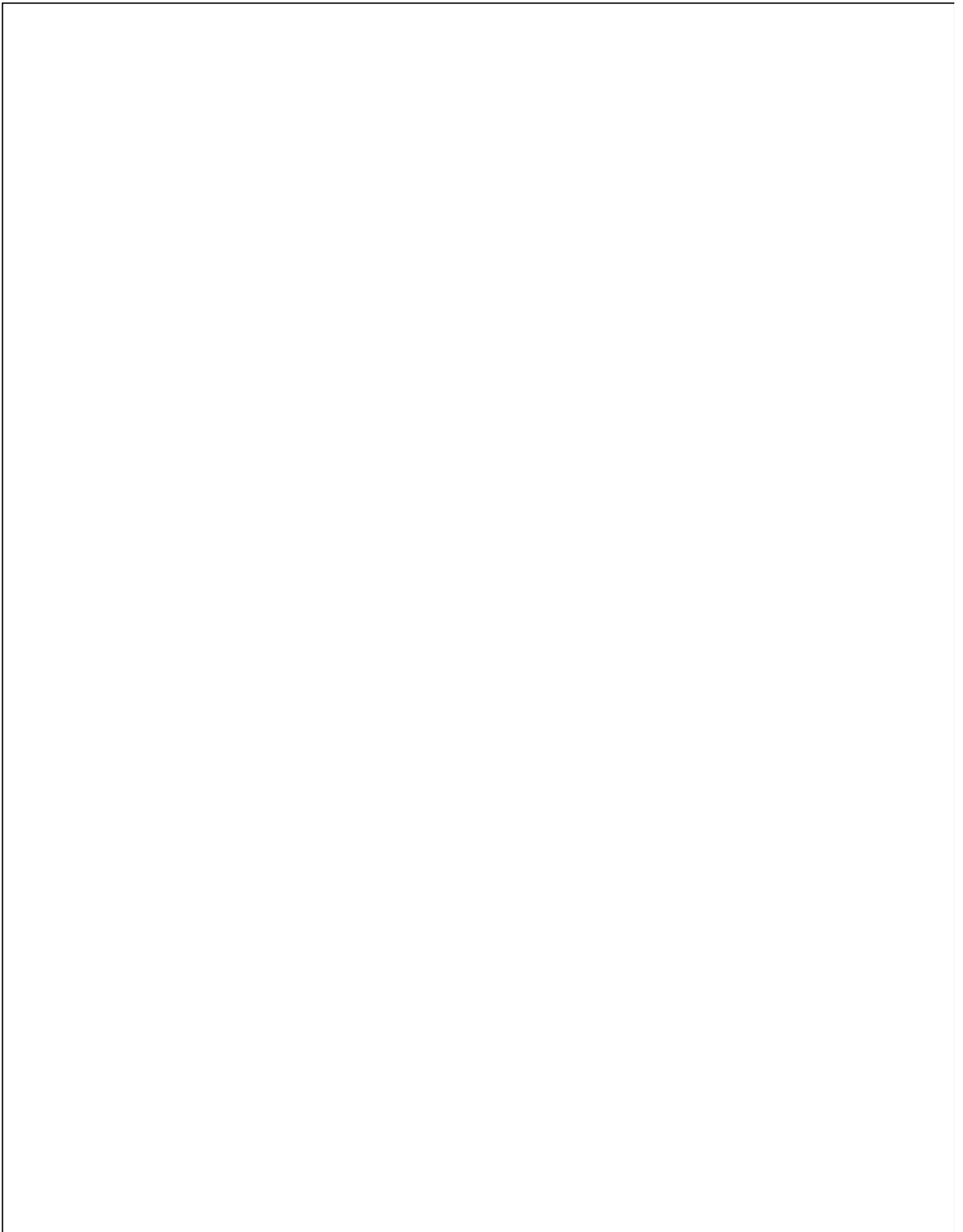
B: the meaning of guru in English is teacher.

A: what is the meaning of buku in English?

B: the meaning of buku in English is book.

REFERENCES

- Briggs, Saga, 2013. *How Peer Teaching Improve Students' Learning*. An Online Article (<http://www.opencolleges.edu.au/informed/features/peer-teaching>) Retrieved on April 20th, 2015 10:37 a.m.
- Cambridge Academic Content Dictionary*. 2009. Cambridge University Press.
- Goodman, D.J. and C. Mohr. 1991. *Building Vocabulary Skills*. Short Version. New Jersey: Townsend Press
- Hatch, Evelyn Cheryl Brown. 1995. *Vocabulary, Semantic and Language Education*. Cambridge University Press, Cambridge.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. London : Longman Group.
- Hancock, Kelly. *Kelly Hancock's EDUC 310 Teaching Strategies* (Online). <http://kmhancock0507.wordpress.com/>. Retrieved on November 28th, 15:20 p.m.
- Hornby, A S. 1995. *Oxford Advanced Learners Dictionary* (5th edition). Oxford University Press.
- Long, Fan Xia. 2003. *The Ten Best Vocabulary Learning Tips* (Online). <http://www.sheppardsoftware.com/>. Retrieved on November 28th, 13.25 p.m.
- Mantooth, Stanley C. 2010. "Engagement Ring" *Effective Instructional Strategies*" (Online). www.vcoe.org. Retrieved on December 6th 05:00 a.m.
- Merriam-Webster. Merriam-Webster Dictionary (Online). <http://www.merriam-webster.com/dictionary/vocabulary>, Retrieved On December 7th, 2013 9:07 AM.
- Parrot, Martin. 2010. *Grammar for English Language Teachers* (2nd edition). Cambridge University Press.
- Rahmi, Ardita. Tanpa tahun. *The Effect of Using Give One-Get One Strategy toward Students' Reading Comprehension* (Online). www.jurnal.stkip-pgri-sumbar.ac.id. Retrieved on November 28th, 2013 16:00 a.m.
- Thomson, AJ & A.V Martinet. 1986. *A Practical English Grammar* (4th Edition). Oxford University Press.
- Thornburry, scott. 2002. *How to Teach Vocabulary*. Oxfordshire: Longman Pearson Education.
- WU, Yiwei. 2009. The Application of CLT in College English Vocabulary Teaching. *Journal of Cambridge Studies*. 4 (3): 128-131



B-6_IDEAS_2017.pdf

ORIGINALITY REPORT

24%

SIMILARITY INDEX

24%

INTERNET SOURCES

5%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

123docz.net

Internet Source

7%

2

kampusat.blogspot.com

Internet Source

6%

3

ddceutkal.ac.in

Internet Source

6%

4

www.deanza.edu

Internet Source

5%

Exclude quotes On

Exclude bibliography On

Exclude matches < 5%