CHAPTER V

CONCLUSION

5.1   Conclusion

Pair work gives positive impacts for students in second language (L2) classroom. Pair work helps students to practice their L2 more than in teacher-led classroom because they have more opportunities to practice the L2. Assigning students in pair work help them to have natural conversation to improve their L2 and push them to reflect their language and find solutions to solve their language problems. Moreover, there were studies about students' pair activities and the findings focused on the activities for pair work. However, there were few studies focused on how to pairing students in pair activities and how its pairing influences students' language production. This study was aimed to investigate how pairing students affect students' language production in language task; what types of collaboration did students performed in pair work and how does proficiency pairing influenced the language production.

The first finding was the type of pair work pattern that students performed in pair work. The finding showed that, most of 2nd semester's students formed collaborative pattern in pair work, especially if lower proficiency learners paired with fellow low proficiency learners. However, few of pairs from high proficiency learners who paired with low proficiency learners formed another patterns;

expert/novice and dominant/passive. The students tended to be more comfortable if they paired with the same proficiency students. This also affected their number of LREs produced. The low proficiency learners who paired with fellow low proficiency learners produced more LREs than the low proficiency learners who paired with high proficiency learners.

The second finding was the results of proficiency pairing towards students' language production. The finding showed that, if low proficiency learners worked together with fellow low proficiency learners, they tended to produced more L2 used and L2 turns rather than the low proficiency learners who paired with high proficiency learners. This means, if lower proficiency learners worked together, they practice more L2 than if they worked with higher proficiency learner.

This study showed that pairing students in pair activities is not only based on proficiency difference, but also the kind of pair work pattern that learners form when working in pairs. Similar proficiency pairs seem to form collaborative pattern when they work together. On the other hand, mixed proficiency also seem to form collaborative pattern even few of them form expert/novice or dominant/passive pattern. This study also showed that similar proficiency pairing with collaborative pattern is conducive to L2 learning.

5.2   Recommendation

Referring to the findings, discussion and conclusion of the study, the researcher recommend that the study of students' pair work pattern in pair activities need to be continued and deepened. The researcher also suggests that the study of students' pair work pattern in pair activities can be done in higher proficiency classes (5th or 6th semester students) to see whether any differences of types of pair work pattern and students language production in more mature students. Hopefully this study can contribute to the ESL and EFL learning especially for teachers who want to assigning students in pair activities.