

CHAPTER I

INTRODUCTION

The background of the study, formulation of research problem, purpose of the research, formulation of research hypothesis, significant of the study, scope and limitation of the study, and definition of key terms are all presented in this chapter by the researcher.

A. Background of the Study

Speaking is the most challenging English talent to use or master out of all of them. People need to put in a lot of practice to speak English well. Some people also require speaking practice with partners. Speaking, according to Tarrigan (1990), is the development of language abilities during childhood. It is created through listening abilities, which are acquired during that time. Speaking was a way for students to express themselves and communicate with classmates or friends. Speaking effectively involves persuading others to divulge facts that will help the relationship develop.

Additionally, during teaching a language, teachers spend a lot of time emphasizing the proper methods of instruction. This is how teachers support their students in improving their oral communication skills. To develop students' ideas and convey them to specific peers, a group, and the entire class, teachers should use media or teaching strategies. A speaking activity in class encourages students to speak up. Speaking practices in which students attempt to use any languages they are familiar with give teachers and students feedback or an opportunity to respond.

Speaking achievement demands that students engage in real-world language situations through engagement or conversation, claims McNamara (2000). A sound teaching plan that allows for student participation and teacher feedback or responses should strongly support effective speaking activities and communication. According to Hughes (2002), classrooms must be transformed into "talking-classrooms" in order to effectively teach speaking. Students will gain confidence as a result when speaking activities are a frequent part of lessons. Students' speaking abilities will be improved right away along with their accomplishments.

Through appropriate learning activities in the classroom, teachers must promote real dialogue. Speaking components can be made dynamic in the scenario by designing a variety of activities. Speaking is a useful ability that may be directly and empirically observed, according to Brown (2004). Additionally, Galloway (2008) asserts that the most crucial objective in language learning is to speak the target language. For students' speeches, students and teachers can both offer suggestions. Students' speaking abilities can be increased by receiving feedback. In order to improve students' learning, teachers must implement an engaging teaching style.

The researcher found that majority of teachers, employ the whole-class method, which means that not all students get an equal chance to demonstrate their speaking abilities. Lestari (2002:27) claims that despite learning English for many years, many students in speaking classes are reluctant speakers because they are unable to communicate in the language

either orally or in writing. The previous learning experience has some bearing on this hesitation. Many of them received their education in big or entire classes at schools that are located in busy neighborhoods with few possibilities for speaking. These research issues demonstrate the impact of strategy on students' success in speaking tasks.

The researcher proposes that these conditions must be changed through engaging and active teaching and learning. The Practice Rehearsal Pairs Strategy enables engaging and active speaking learning. Practice Rehearsal Pairs, according to Zaini et al. (2008), is a straightforward learning strategy that may be applied to practice a skill or procedure with a classmate in order to make sure that each partner can execute the skills appropriately. Also Silberman (2009) claims that the phrase "linguistic practice rehearsal pairs" refers to pair exercises. While practice rehearsal pairs, as the title suggests, are a straightforward technique for honing a skill or procedure with a learning partner.

Furthermore, practice rehearsal pairs serve as a means of training discourse or process with a partner and convincing them that both partners are capable of doing so, noted by Silberman (2009). In order for each group to collaborate, some students are divided into sections with 2 to 3 members in a group. According to the guidelines of the Practice Rehearsal Pairs strategy described above, the researcher concluded that "*a skill*" is very suitable for speaking. As Silberman (2009) said that Practice Rehearsal Pairs strategy has

a purpose to train conversation, so that it is very suitable for speaking practice to support student speaking achievement increase.

The practice rehearsal pairs strategy can allow students the chance to practice each other's comprehension based on the experience formed, according to the information above. In order to enhance speaker (students) to more motivated, enthusiastic, confident, and students or individually comprehend the content effectively, practice rehearsal pairs strategy is the approach. Additionally, the Practice Rehearsal Pairs technique aims to persuade students that they can conduct a discussion and speak clearly with a partner because they will have more time and opportunities to practice speaking in class. To aid in the development of their speaking skills.

Some advantage of using Practice Rehearsal Pairs is that it might encourage students to actively interact with the subject matter. Siberman, M. (2006:237) argued that pairing up students is one of the most effective and efficient approaches to boost their learning outcomes and inquisitiveness. This strategy's learning approach places a strong emphasis on each group member's practice and communication in order to teach students how to speak up in class, channel their opinions, boost learning motivation, and help them understand and retain their course material.

Instead of presenting material that fosters deep understanding, this teaching strategy has been successfully applied to the previous lesson in grade IV SDN Bagor 1 Sragen by Ana Ferianti in the 2013/2014 academic year with the result that this strategy can improve students' speaking skills in

Indonesian. Then, second previous study was in class X MAN Malang 1 by Ahmad Sukron Shiddiq in the 2012/2013 academic year with the results that this strategy being able to develop students' speaking skills, according to target score.

Both of two previous studies focused on improving students' speaking skills even in different languages that are Indonesian and English by using practice rehearsal pairs strategy. While, this research focused on the students' English speaking achievement (increasing students' score) by using practice rehearsal pairs strategy.

Based on the two previous studies mentioned above, researcher curious to know if the Practice Rehearsal Pairs Strategy may improve students' English speaking achievement to the first graders at SMK Negeri 1 Tanjunganom in order for readers to learn something new from this research.

B. Formulation of Research Question

According to the background of the study above, the following are the study's research focuses:

1. Is there any significant difference score in students' speaking achievement that will be taught by using Practice Rehearsal Pairs Strategy and those that will not be taught by using Practice Rehearsal Pairs Strategy?

C. Purpose of the Study

The following is the study's purpose, which is based on how the research question was formulated above:

1. To know whether there is any significant difference score on the 1st grade students' speaking achievement at SMKN 1 Tanjunganom that will be taught by using Practice Rehearsal Pairs Strategy and those that will not be taught by using Practice Rehearsal Pairs Strategy.

D. Formulation of Research Hypothesis

This study's hypothesis can be stated as follows:

1. Null Hypothesis (H_0)

H_0 states that there is no any significant difference score on the 1st grade students' speaking skill that will be taught by using Practice Rehearsal Pairs Strategy and those that will not be taught by using Practice Rehearsal Pairs Strategy.

2. Alternative Hypothesis (H_1)

H_1 states that there is any significant difference score on the 1st grade students' speaking skill that will be taught by using Practice Rehearsal Pairs Strategy and those that will not be taught by using Practice Rehearsal Pairs Strategy.

E. Significance of the Study

The findings of this research are anticipated to be helpful to future researchers, English teachers, and students learning the language. These contributions can be mentioned as follows:

1. English Teachers

The findings of this study are anticipated to inspire teachers to enhance their strategies, processes, and resources for teaching English, particularly for teaching speaking.

2. English Students

The findings of this study will aid students in overcoming speaking skill challenges, improve their speaking abilities, and motivate them to engage in learning activities, particularly in pairs.

3. Further Researchers

The findings of this study will be helpful to other researchers as a reference when they perform research on the same topic, particularly speaking.

F. Scope and Limitation of the Study

Researcher made a scope for this study by dividing the students into groups with two or three students in it. Then, two roles—explanatory or demonstrating and observing—are created. The sole participant will educate the other group members on the subject under discussion. The group members then pay attention and assess the friend's explanation so that, if they have any additional thoughts, they can contribute them later.

In addition, in this research, the researcher makes a limitation because there are many strategies that can be used for improving students' speaking skill. Thus, this research is focuses on the effectiveness of Practice Rehearsal Pairs Strategy towards students' speaking achievement for the 1st grade

students of SMKN 1 Tanjunganom in academic year 2021/2022. Also this research focuses on the 1st graders of SMKN 1 Tanjunganom.

G. Definition of the Key Term

In order to prevent readers from misinterpreting this study's findings when reading which is entitled **“The Effectiveness of Practice Rehearsal Pairs Strategy towards Students’ Speaking Achievement of the First Grade Students at SMKN 1 Tanjunganom, Nganjuk”**, so it is necessary for the researcher to define the following key terms:

1. Speaking Achievement

Speaking achievement in this research is an object that will be improved through the explanation or demonstrating and observing activities that will be done by students. The student will be forms in groups consist of 2 to 3 members and they will take turns discussion and giving feedback to assessment of their assignments.

2. Practice Rehearsal Pairs

Practice Rehearsal Pairs is a strategy that will be used in this research to improved student’s speaking skill so that their speaking achievement improved. This strategy is consists of steps like, the one member will explain to the member of their group about the subject under discussion. Then, the other member has to listen and evaluate the friend's explanation so that if there is an opinion that other members have, they will add it later.

3. Speaking Ability

Speaking ability is the focus of this research that will be improved using a strategy that called practice rehearsal pairs with the aim of supporting the improvement of student's speaking achievement.