

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the research focuses on the background of the research, research problem, objectives of the research, research hypothesis, significant of the research, scope and limitation of the research, and definition of key terms.

#### **A. Background of the Study**

Language is instrument of communication. Language can be used to express kinds of people's mind based from what they say and the purpose. Almost all of the countries in the world use English as the second or become the foreign language. English is the one of important languages that must be mastered in the international communications.

There are four skills that must be mastered in teaching learning English, there are listening, speaking, reading, and writing. Speaking is one of the keys in English communication. Speaking is an interactive process of constructing meaning, receiving, and processing information. By mastering speaking they can carry out conversation with others, give ideas and some information's with interlocutor and people able to know the situation that happen in the world. Kayi, (2006:13) states, "Speaking itself is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context."

Speaking included students' confidence and communication ability with other people or friends in the classroom. A person who communicates well and has good speaking skill does not necessarily use big words and elaborated jargon. Good speaking skills are about encouraging people to share, to give information that will enable the relationship to progress.

In fact, the English instruction in some Senior High School especially at MAN 2 Tulungagung does not demonstrate a satisfactory result. Many students failed to reach the goal of the English teaching. According to Lestari (2002:27) the students are not able to communicate with the language either orally or in written form although they have learned English for many years, many of the learners in a speaking class are reluctant speakers. This reluctance is partly due to the prior learning experience. Many of them were educated in a large class in schools situated in noisy neighborhoods where the opportunities to speak are severely limited. Others were taught in school where speaking was simply not encouraged.

The researcher thinks the condition needs improving through an enjoyable teaching and learning. The enjoyable can be reached through Speaking using Practice Rehearsal Pairs Strategy. Speaking by using Practice Rehearsal Pairs is the way to improve the spoken to confident and students or individually comprehend the material well. Practice Rehearsal Pairs Strategy is the part of active learning. Practice Rehearsal Pairs Strategy can make the speaker speaking fluently with partner and has a purpose to convince that both of them can make conversation.

The benefit of Practice Rehearsal Pairs Strategy is can help students are directly engage with the material, instead of having material presented to them, which fosters depth of understanding. This teaching strategy has been successfully implemented in the previous study at the fourth grade of SDN BAGOR 1 Sragen by Ana Feriati in academic year 2013/2014. The second previous study is at the tenth grade of MAN MALANG 1 by Ahmad Sukron Shidiq in academic year 2012/2013.

The researcher is interested in finding out whether Practice Rehearsal Pairs Strategy can be effective to teach speaking in Islamic Senior High School Tulungagung 2.

## **B. Research Question**

Based on the background of the study above, this research focuses of the study are as follows”:

1. How is the students’ speaking achievement before being taught by using Practice Rehearsal Pairs?
2. How is the students’ speaking achievement after being taught by using Practice Rehearsal Pairs?
3. Is there any significant different in student’ speaking achievement before and after being taught by using Practice Rehearsal Pairs?

### **C. Research Objective**

1. To know the students' speaking achievement before being taught by using "Practice Rehearsal Pairs"
2. To know the students' speaking achievement after being taught by using "Practice Rehearsal Pairs"
3. To know whether there is significance difference in students' speaking achievement using "Practice Rehearsal Pairs"

### **D. Research Hypothesis**

#### **1. Null hypothesis (Ho)**

Null hypothesis (Ho) states that there is no any significant difference on students' speaking skill before and after using Practice Rehearsal Pairs Strategy

#### **2. Alternative hypothesis (Ha)**

Alternative hypothesis (Ha) states that is any significant different on students' speaking skill before and after using Practice Rehearsal Pairs Strategy.

### **E. Significance of the study**

The result of this research was expected to give some valuable contribution especially for students' learning English, English teachers, and the further researchers. These contributions could be mentioned as follows:

### **1. For the students**

The result of this research will help the students in overcoming difficulty in speaking skill, increase their skill in speaking and encourage them to participate in the learning activities particularly in a pair.

### **2. For the teacher**

It is expected that the finding of this research will motivate the teacher to improve his/her strategy, method, and material in teaching English especially for teaching speaking.

### **3. For the further researchers**

This research will be useful for the further researcher as reference to conduct research of the same aspect of study, especially speaking.

## **F. Scope and Limitation**

The study focuses on the effectiveness of Practice Rehearsal Pairs Strategy toward students' Speaking Achievement for first grade students of MAN Tulungagung 2 in academic year 2015/2016. The Researcher focuses the study on Students' Speaking Achievement. Required Students' tell their experience based on the picture. Then, they are required to tell their experience based on the picture by using their own language.

## **1. Definition of the Key Term**

### **a. Practice Rehearsal Pairs Strategy**

Practice Rehearsal Pair Strategy is an effective way to learn the course material in a cooperative learning style. Practice Rehearsal Pair Strategy is the one of strategy that originates from active learning, explain that strategy use to practice e skill or procedure with partner.

### **b. Effectiveness.**

The capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcomes.

### **c. Speaking Skill.**

Speaking is one of the keys in English communication. Speaking is an interactive process of constructing meaning, receiving, and processing information.