

## CHAPTER I

### INTRODUCTION

This chapter presents and discusses research background, research problem, research objectives, significance of the research, scope and limitation of the research, definition of the key term, and organization of the research.

#### **A. Research Background**

Learning English from the basics, which is a new language, is not easy for students. Based on the results of an interview conducted on November 3<sup>rd</sup>, 2023 at SMKN 1 Bandung, one of the students said that learning a new language was quite difficult because we really learnt the language from the beginning, like babies who were just learning to speak. Moreover, if you didn't have the basics of the language then your interest in learning it would be low. From the results of the interviews, many students were aware of the importance of English in the world of work, especially vocational school students who were designed as students that ready to work after graduating. It was appropriate for students to understand at least the basics of English so that it could be an added advantage in their work. However, due to their unfamiliarity with English and their lack of knowledge regarding vocab, grammar and other aspects, their interest in learning English was low. Apart from that, it was no less important that grammar was also very necessary to learn. One of the English teachers at SMKN 1 Bandung said regarding one of the problems in class that the strengthening of students' language structure was also very low because some of them were still confused about the use of pronouns in sentences. Even though it seemed like a trivial thing, it could change the meaning and create

new problems. In this situation, if teachers faced challenges such as students' difficulties in understanding language structure, there needed to be variations in teaching methods to help overcome the difficulties faced by students. Thus, implementing innovative and varied teaching styles could be a solution to improve students' understanding of language structure and overcome problems that arise in the classroom.

There are several teaching styles that are trendy and used recently in teaching English grammar. First, the use of media containing questions called Quizizz (Pham, 2023). The researcher obtained results in the form of findings indicating that although students from the two groups both improved their marks on the post-test compared to the pre-test, students from the treatment group got significantly higher scores than those from the control group on the achievement test. Then the use of the Chinese whisper game from Erviana, R. I (2023). The research results of the use of Chinese whispers could be considered as one of the alternatives and effective teaching methods to improve students' mastery of the simple present tense. Furthermore, the blended learning method from Tinna Sarira et al.,(2023) with the results that there was an improvement in students' grammar skills at MTS. Hj. Haniah Islamic Boarding School. It's like the students were more motivated to follow instructions during the teaching and learning process. Teaching grammar using the blended learning method could improve students' grammar learning Outcomes (conditional sentences). Next, using the Make A Match Method, from research by Annisa, R & Swondo, A.P (2023) The result was the learning process became fun, active and enthusiastic in working in a group especially when they

found their partner. Then, the use Duolingo from Dian Fadhilawati et al., (2023) with the finding revealed a significant improvement in students' mastery of reported speech, as evidenced by the increase in scores from the pre-test to the post-test.

After conducting observations and interviews with one of the teachers at SMKN 1 Bandung on November 2<sup>nd</sup>, 2023 many students were not very interested in learning English. He applied a reading method that had been agreed upon by class X English teachers. It's like linking grammar with reading text and then discussing it together. He said that there were still many students who did not understand grammar well and still confused about how to arrange the words. In this way, grammar still needed to be discussed so that students could understand the arrangement of words. Seeing students participation and low interest in learning English, efforts to improve the English language skills of SMKN 1 Bandung students by focusing on word-by-word pronunciation and building students' self-confidence before delving into understanding meaning was a wise step. When students felt more comfortable speaking English without the burden of understanding complex meanings, they tended to be more motivated to practice and learn further. This approach could reduce their fear of being unable to speak a foreign language. This was proven by one of the students who said that the reading aspect was easier than other aspects.

Many experts agree that having a good understanding of grammar is very crucial in carrying out efficient communication (Roothoof, 2016). This involves the ability to identify different types of words, understand sentence structure, and recognize and correct writing errors. Experts also highlight the significance of

awareness of style choices and their proper implementation. An understanding of the basic principles of grammar is very beneficial when learning a new language, as it is the basic for understanding the structure of the language and using the language correctly.

Based on experience while teaching in one of X class, Student motivation in the learning process was low, students were afraid to respond, students felt nervous when trying to ask questions, and still felt embarrassed when answering questions. Students found it difficult to create and arrange words into sentences. When they were asked to give examples related to the simple present, many students were still confused and couldn't even answer. From the results of the interview, one of the teachers said that the majority of students' ability to arrange words still felt difficult due to a lack of vocabulary and knowledge related to grammar.

Despite the importance of grammar practice in language learning, there was a significant gap due to lack of opportunities to practice and the classroom environment that did not support skill improvement. While students who engage in regular practice typically master grammar, current conditions resulted in many students failing to achieve this proficiency. There was the difference between what students should achieve in grammar proficiency and what they were actually achieving. To address this gap, this study proposed the use of the Practice Rehearsal Pairs Method. This method, which can be integrated with speaking activities, helps students apply grammar in spoken language, thereby improving usage habits and mastery.

Teachers need to develop cooperative learning methods to motivate students during the teaching process. There are many creative and modern cooperative learning models that can solve this learning problem. According to Dornyei (1997), in the cooperative learning (CL) method, students organize themselves into small groups with the aim of achieving learning outcomes through cooperation. There are various models in cooperative learning, and one of them is Practice Rehearsal Pair (PRP) method. According to Zaini and colleagues (2008), Practice Rehearsal Pairs (PRP) is a learning model that is easy to use to practice skills or procedures with classmates with the aim of ensuring that each pair can master the skill correctly. On the other hand, Silberman (2009) defines practice rehearsal pairs as practice carried out with a partner. Furthermore, in this context, practice rehearsal pairs is a simple method used to practice a skill or procedure with a learning partner. Silberman (2009) also emphasized that practice rehearsal pairs aims to practice conversations or procedures with a partner, as well as ensuring that both partners are able to execute the conversation or procedure. This means that some students are grouped into specific sections and expected to actively practice a specific skill, allowing each group to work together. By detailing the PRP model as explained above, it can be concluded that PRP is a simple learning model by repeating speaking exercises over and over again so that students become skilled in using the grammar being studied. In other words, students will apply one of the materials into oral conversations.

According to previous research regarding the use of the practice rehearsal pairs method in speaking carried out by Sidik, A. S (2013), it proved that students

were actively involved in the process of teaching and learning to speak. The students looked happy and enjoyed the process of learning to speak by using the Practice Rehearsal Pair Method. The students felt comfortable practicing with their friends, and it helped them improve their English skills. The application of the Practice Rehearsal Pair Method could assist students in developing students' speaking skills because students would practice skills repeatedly until students were used to them and could master these skills. In addition, when students practiced with their partners, they would give feedback and corrected each other. This also really helped students understand their mistakes and corrected them when practicing to speak in English. The system of repetition and addition of roles would greatly assist them in remembering several things such as vocabulary, pronunciation and structures.

In this way, researcher conducted research by utilizing the "practice rehearsal pairs" method as an option to improve students' understanding of the use grammar or word order. The practice rehearsal pairs method involves repeating speaking exercises over and over again so that students become skilled in using the grammar being studied.

The importance of conducting this research is that it can identify problems and find solutions in order to improve the quality of students' education so that it has a positive impact afterward. Through the use of the practice rehearsal pairs method which involves students in pair activities, this research can also increase student participation in the learning process. In accordance with Harmer's theory (2007: 43), by working in pairs and groups, students can more actively participate and have more opportunities to gain practical experience in the use of the Language.

This can create a more interactive and dynamic learning environment. English language skills, including understanding grammar, have significant relevance in the world of education and work. Students who have a good understanding of grammar will have an advantage in continuing their education and in the world of work.

Based on cases and situations that occur in language classes regarding students' low ability to apply grammar effectively, the researcher is interested in exploring whether the use of the Practice Rehearsal Pair Method could be a solution for the problem in teaching learning grammar in the X grade at SMKN 1 Bandung. With this background, the author carried out research entitled "Improving Students' Grammar Mastery by Using the Practice Rehearsal Pair Method in X-AK1 at SMKN 1 Bandung, Tulungagung."

## **B. Research Problem**

Depending on the background of the study above, the research problem can be formulated "How can the students' grammar mastery be improved by using Practice Rehearsal Pair Method in X-AK1 at SMKN 1 Bandung, Tulungagung?"

## **C. Research Objectives**

Based on the problem of the research above, the objective of this study is to find out whether students' grammar mastery can be improved by using the Practice Rehearsal Pair method in X-AK1 at SMKN 1 Bandung, Tulungagung.

## **D. Significance of the research**

There are some significances of this research which may be useful for English teachers.

- a. Provide information regarding the use of the practice rehearsal pair method to

increase students' grammar mastery.

- b. Provide recommendations for English teachers in implementing the Practice Rehearsal Pairs method effectively.

#### **E. Scope and Limitation of the Research**

To avoid the misunderstanding and deviation of the discussion, the researcher would like to give a scope and limit of the problem discussion in this research. So that, the scope of this study will focus on improving students' grammar mastery in English. The teacher will guide the students to apply the grammar using the practice rehearsal pair method. Then, this limitation in this study will be focused in X-AK1 at SMKN 1 Bandung, Tulungagung.

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

##### 1. Grammar

Grammar is a set of rules that govern the standard order and relationship of words in sentences (Brown, 2000). The importance of grammar is seen in our ability to communicate, as grammar ensures the use of the right words in the right order, at the right tenses, and in the right context. This aims to ensure that the audience can understand the speaker or writer well.

##### 2. Practice Rehearsal Pairs Method

The Practice Rehearsal Pair (PRP) method is a group-based learning approach where members practice in pairs (Zaini, Munthe & Aryani, 2009). According to Silberman (2009: 228), the learning procedure using the Practice Rehearsal Pairs strategy can be described as follows:

- a. Choose skills for students to master and create pairs with two roles:



- 1) The explainer/demonstrator
  - 2) The checker
- b. The explainer/demonstrator shows how to perform the skills, while the checker verifies the accuracy and offers support.
  - c. Partners switch roles, with the checker becoming the new explainer/demonstrator and vice versa. They practice different skills for a comprehensive learning experience.
  - d. Repeat the process until all skills have been practiced, ensuring thorough rehearsal and mastery over time.
3. Simple Present Tense

The simple present tense is used to express straightforward facts, discuss recurring events, and describe things that are universally true (Siklos & Singer, 2016). Additionally, it can indicate actions unfolding at this very moment.

#### **G. Organization of the Research**

This study consists of five chapters. Beginning from chapter one is about introduction of the problem which consists of research background, research problem, research objectives, significance of the research, scope and limitation of the research, definition of the key term, and organization of the research.

Chapter two is about theoretical framework which consists of three subs; the first is grammar mastery that consist of definition of grammar mastery, the need of learning grammar, grammar tests, simple present, and strategy in teaching grammar; the second is Practice Rehearsal Pairs (PRP) method that includes

definition of practice rehearsal pairs method, the procedure using practice rehearsal pair method in teaching grammar, advantages and disadvantages of practice rehearsal pair method; the third is previous study.

Chapter three is about Research Methodology which consists of three subs; the first is research design. The second is setting and subjects of the study. The third is procedure of the study that consist of preliminary study, planning, implementing, observing, and reflecting.

Chapter four is about Research Findings and discussion which consists of two subs; the first is research findings that consist of findings of the preliminary study, cycle 1, cycle 2. Then, the second is discussions.

Chapter five is about conclusion and suggestion. It's about the writer's summarizing about these problems and information for the readers.