CHAPTER I
INTRODUCTION

A. Background of the Research

One of the four skills which plays significance rule by students in mastering English is speaking. It can help them to communicate their thoughts, ideas, suggestion, comments, etc in the most natural, without much distortion of information and to interact with another students or their teacher, what they say each other can change what happen in the class. What happen in the class depends on the students and the teacher interaction. On the other hand, speaking can help them to perform their ideas, feeling or thought in a public. It means that speaking to talk which transmits information in front of the society, such as; public announcements or speeches. It can make them to share their idea with another person. So with speaking, we can see how well their English speaking, but speaking English is very difficult.

Jack C Richards stated that ”Learners consequently often evaluate their success language learning as well as the effectiveness of their English course on the basis how well they fell they have improved in their spoken proficiency”.

From the statement above it could be concluded that most language learners study English in order to develop in speaking. Besides, many language learners regard speaking ability as the measure of knowing language. These learners define fluency as the ability to converse with other, much more than the ability to read, write or comprehend oral language.
On the other hand, language learning is hard work, which can sometimes be frustrating, constant effort is required is very moment and must be maintained over long period of time to understand and produce the target of language. The common problems faced by students in speaking activity are pronunciation, vocabulary, and grammar. It is caused by the student’s mother tongue. They rarely try to speak in English and they were confused to pronounce English words or sentences. It makes them passive in the class.

Based on the writer observation at the second grade of SMA Muhammadiyah I Purwokerto there were some problems that students had in speaking such as; the students were passive in the class, lack of vocabulary mastery so that they got difficulty to speak fluently and they found difficulty to pronounce English well. It made them feel shy and nervous when the teacher asked them to speak in front of the class; they were not self confidence to speak in front of the class. In order that they were lazy to try speaking English in their house, whereas they had many time to learn more to produce pronunciation well by opening an English dictionary. It could be proof, when the students came forward in front of the class to present their result of discussion during one week only some of group had self confidence to present their result but their pronunciation were not well, their voice was very low, and another groups only read their presentation in front of the class. Not only for the students but also the teacher rarely used interesting technique to make the students enjoy in their study.
The writer tried to give solution of those problems by using Practice Rehearsal Pairs. Practice Rehearsal Pairs is one of cooperative learning technique to involve students actively from the beginning of learning that both of couple can perform the dialogue or they can express idea, thought, and feeling with their pair. Before they perform the dialogue in front of the class, they do some preparation such as: make a dialogue and practice it repeatedly by exchanging a role.

By using this technique, the students would be interesting in teaching and learning process especially in the speaking class. Because they could express their idea with their partner and they were self confidence to speak up in front of the class not only read a text of dialogue.

Based on the explanation above the writer chooses the title of the research is “The Effectiveness of Practice Rehearsal Pairs for Teaching Speaking at The second grade of SMA Muhammadiyah I Purwokerto”.

B. Reason For choosing the Topic

The writer chooses the topic the Effectiveness Practice Rehearsal Pairs for teaching speaking at the second grade of SMA Muhammadiyah I Purwokerto with the following considerations:

1. Some of students feel shy when they speak in front of the class and most of them are passive.
2. The students lack of vocabulary mastery so that they get difficulty to speak fluently and they can not pronounce well.

3. Practice Rehearsal Pairs is interesting technique which can increase the students self confidence to speak in front of the class because they do some preparation before they performance the dialogue, they practice the dialogue repeatedly and they have a couple to accompany them, so when they perform it, they are not reading a book but speak up.

C. Research Problem

According to the background of the research, the problem can be formulated as follow” Is Practice Rehearsal Pairs effective for teaching speaking at the second grade of SMA Muhammadiyah I Purwokerto?”

D. Aim of the Research

The writer is intended to find out whether Practice Rehearsal Pairs is effective or not for teaching speaking at the second grade of SMA Muhammadiyah I Purwokerto in academic years 2011/2012.

E. Clarification of Key Term

To make the topic easily to understand, the writer wants to give definition of terms (The effectiveness Practice Rehearsal Pairs for teaching speaking at the second grade of SMA Muhammadiyah I Purwokerto) as follows:

1. The Effectiveness Practice Rehearsal Pairs
a. Effectiveness

   Pei (1976: 314) states that the effectiveness is serving to affect the purpose; producing the intended or expected result; capable of producing effect.

b. Practice Rehearsal Pairs

   Zaini (2008:81) states that Practice Rehearsal Pairs are a simple technique to practice and repeat the procedure of skills or learning with a couple and every pair has chance to be same role.

2. Teaching Speaking

   a. Teaching

   Pei (1976: 1007) stated that teaching is giving instruction to; to guide the students; to teach a class; to import the knowledge; as teach history; to give skill in the use of.

   b. Speaking

   Tarigan (1981:15) states that speaking is the ability to produce articulation sounds or words to express state and convey thought, idea and feeling.

   Thus teaching speaking the writer means is the activity which involves the students and learner, the teacher facilities, helps and guides the learner make an effort to get the new change in their speaking ability, so that they can produce sounds to express, state and
convey their thought, idea, and feeling appropriately, fluently, and correctly

F. Contribution

The writer hopes the result of this study will give some contribution. There are:

1. For Teacher
   The writer can give information for an English teacher that teaching English can use various ways, one of them by using Practice Rehearsal Pairs, because with this technique can give more chance for students to speak more and more in the class with their partner. So the teacher is able to apply this technique in teaching and learning process especially in speaking class.

2. For Students
   The writer wants to give information for students that Practice Rehearsal Pairs is an easy technique which can help the students speak in front of the class because they do some preparation, they have a couple to accompany them to speak up, and they have chance to speak more and more. So they will be trained to speak fluently.