

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia's education context, English language learning has started since elementary school. The curriculum sets English language proficiency standards that students must achieve at each level. At the primary school level, students must understand basic vocabulary and simple sentence patterns in English. Meanwhile, at the junior high school level, students are expected to have a deeper understanding of grammar, a broader vocabulary, and better speaking skills. This indicates that English language proficiency is important in the Indonesian education system, starting from vocabulary and grammar basics to more complex speaking skills at higher levels.

One of the most crucial abilities in language learning is speaking. Speaking is one of the English language skills that students must master, where students can express their opinions, ideas, and understanding while capturing the material presented by the teacher.¹ Speaking is the interactive process of giving meaning and receiving information. Speaking in English language mastery is not just communicating but also building English language components such as vocabulary, grammar, pronunciation,

¹ Gilang Manik Darussalam, Ary Setya, and Budhi Ningrum, 'Improving Students' Speaking Skill in Descriptive Text Using Mind Mapping Method at Seventh Grade Junior High School', *IREELL Indonesian Review of English Education, Linguistics, and Literature*, VOL.01 (2023).

fluency, and comprehension.² Students' ability in these aspects affects their ability to communicate effectively in English. For example, fluent and accurate speaking skills will help students convey their ideas clearly and avoid misunderstandings in communication. Mastery of vocabulary and grammar will enrich students' expression and make them more confident communicating. Good text comprehension will help students understand learning materials and better interact with texts in English.

During the observation in class, the writer found some problems. First, it is related to the situation of students who less motivation to speak English. Students feels that English is difficult to pronounce and they less confident to speak English, They are shy to express their ideas in English because they are scared of their mistakes. Second, Students' ability to master grammar, vocabulary, and pronunciation is low. Students' vocabulary is limited, their grammar is often incorrect, and their pronunciation is poor. This condition causes them difficulties in speaking in class. Third, the teacher's teaching style needs more variety, making students bored and not paying attention in the learning process, which impacts their understanding. These classroom observations are further supported by an analysis of students' speaking test results, which reveal significant weaknesses. Based on the collected data, the average speaking score of students is only 65 out of 100, far below the passing standard set

² Angga Maylia, Arina, 'The Teaching of Speaking Using Storytelling', *PROCEEDING OF SHEPO (International Conference On Social Sciences & Humanity, Economics, And Politics)*, 2020, 63–66.

at 70. In detail, 60% of students scored below 60, with 30% even falling below 60. This data reinforces the classroom observation findings that students experience difficulties in speaking English. Furthermore, only a few students bring the dictionary with them during the lesson, so when they don't understand the meaning of several words, they borrow the dictionary from one another, making the class very noisy again. This situation will not help them improve their speaking skills because it wastes their time and prevents them from participating actively in class. Some of these problems result in low student understanding, which results in their speaking achievement. Therefore, speaking learning must be designed with the right strategy so students' mastery of speaking becomes optimal. One of the strategies that can be applied to optimize students' speaking ability is the REACT strategy.

REACT is one of the learning strategies based on constructivism. This strategy is based on contextual learning theory that emphasizes the importance of student involvement in the learning process. According to Crawford in Musyadad & Avip in other words, REACT learning strategies are learning strategies that can be used to activate students in building their own knowledge.³ This aligns with the views of Abdussakir and Achadiyah,

³ M. A. Musyadad and B. Avip, 'Application of React (Relating, Experiencing, Applying, Cooperating, Transferring) Strategy to Improve Mathematical Communication Ability of Junior High School Students', *Journal of Physics: Conference Series*, 1521.3 (2020)

who state that a learning strategy can activate and develop students' thinking abilities. This strategy can⁴:

1. Connect the material with real-world strategies and the students' prior knowledge.
2. Engage students in problem solving
3. Involve students in cooperative learning.
4. Provide opportunities for students to discover, apply, and transfer the concepts they have learned.

The strategy that meets these criteria is the REACT strategy, In this context, the REACT strategy contains five activities including relating, experiencing, applying, cooperating, and transferring. The concept of relating means that this learning strategy links the material being studied with the context of real-life experiences or previous knowledge; the concept of experiencing is learning that makes students get a learning experience; the concept of applying is learning by applying the concepts that have been learned to use, by providing realistic and relevant exercises; the concept of cooperating is learning by conditioning students to work together, share, respond and connect with other learners; then transferring is learning that encourages students to learn to use the knowledge they have learned into new situations that have not been learned.⁵

⁴ Mulyono Abdurrahman., Pendidikan untuk Anak Berkesulitan Belajar. Jakarta: Rhineka Cipta. (2003), pp. 253

⁵ Khomsatun Dwi Nurhayati, Y L Sukestiyarno, and Mulyono, 'The Effectiveness of the CTL Learning Model Using REACT Strategy with the Mind Map and the Influence of Learning

In terms of speaking, this strategy can help students by 1) associating new vocabulary with relevant contexts for them, 2) direct experience in using grammar in real contexts will deepen students' understanding of grammar structures, 3) applying understanding in speaking, students can practice their ability to express thoughts and ideas clearly. 4) Through speaking exercises together, students can provide feedback and support to improve each other's fluency. 5) The ability to transfer speaking accuracy from practice to everyday speaking situations will help students speak more precisely and accurately.

From the description above, the REACT strategy includes all components of speaking, thus, suitable for application in speaking learning. Several studies have confirmed that implementing this strategy can improve student learning outcomes. One of these studies was revealed by Madani, showing that students experienced an improvement in speaking in terms of vocabulary accuracy. This improvement was demonstrated by the satisfactory average scores of students from two cycles that had been conducted.⁶

Furthermore, in previous research, the use of REACT strategies in learning contexts has been widely applied in various subjects such as science, math, chemistry, physics, geography, and text writing in English.

Independence on Students' Mathematical Connection Ability (A Study at in TNT School, HCMC, Vietnam)', *Unnes Journal of Mathematics Education*, 10.3 (2021), 194–200

⁶ Ira Maisarah and Alamsyah Harahap, 'Integrating React Strategy and Digital Media Literacy to Improve Speaking Proficiency of Elementary Students', 11.02 (2023), 177–95.

However, research on applying this strategy in learning to speak is still very limited. In addition, most of these studies have focused on qualitative and quantitative aspects, while using the REACT strategy in this study offers a different and less explored approach, namely using Classroom Action Research (CAR), which provides more optimal improvement results. Therefore, researchers are interested in exploring the potential of the REACT strategy in improving students' speaking skills, so this research is expected to make a new contribution to developing more effective and innovative learning methods.

Based on the explanation above, the writer wants to bring research "Improving Student's Speaking Skill Through React (Relating, Experiencing, Applying, Cooperative, Transferring) Strategy (A Classroom Action Research At The Eighth Grade Of MTS. Al-Khairiyah Pakuncen)." as the title of the research.

B. Identification of Problem

Given the prior information, the problem identified in this research is as follows:

1. Lack of motivation and confidence to speak English
2. Students' ability to master grammar, vocabulary, and pronunciation is low. Students' vocabulary is limited, their grammar is often incorrect, and their pronunciation is poor. This condition causes them difficulties in speaking in class.

3. Techniques in teaching speaking that are monotonous and lack variety in speaking English
4. Only a few students bring the dictionary with them during the lesson and prevents them from participating actively in class.

C. Focus of Study

Based on identification of problems above , the researcher is focused on:

1. The student speaking skill at MTS.Al-khairiyah Pakuncen
2. Applying react strategy in teaching learning process
3. The improvement of student's speaking skill using react strategy

D. Formulation of Problem

Concerning the context and information contained in the background of the problem, the problem formulation in this research is as follows:

1. How is the implementation of teaching speaking by using REACT strategy at eight grade MTS.Al-Khairiyah Pakuncen?
2. How is the student result in speaking skill by using REACT strategy?

E. Objective of Study

Based on the problem formulation, the researcher determined the following research objectives:

1. To know the implementation of teaching speaking by using REACT strategy at eight grade MTS.Al-Khairiyah Pakuncen
2. To know the result of students' speaking skill using REACT strategy

F. Significance of the Study

The results of this research are expected to benefit all parties significantly:

1. For school

This research can help schools improve the quality of student learning in terms of speaking skills and as a reference material to improve the quality of education.

2. For The Student

The results of this study are likely helpful in improving student learning outcomes optimally by the learning objectives to be achieved.

3. For Researcher

This study can provide additional knowledge to researchers about effective learning strategies for improving students' speaking skills.

This can be useful in their career development in education.

G. Previous Study

A summary of previous studies that are used as research references are as follows:

First, the research conducted by Gita Sri Jayanti and Yenni Rozimela in 2021 titled "*Using Contextual Teaching and Learning (CTL) Strategy to Improve Students' Writing Skill*". The objectives of the study were to assess student achievement, compare the experimental and control

groups, and determine the effectiveness of the REACT model in teaching literary texts to EFL preparatory school students. The research method used in this study is the experimental design "The Post-Test Only, Equivalent-Group Design". This study involved two groups, namely the experimental group taught using the REACT model and the control group taught using conventional methods. Data were collected through pretest, posttest, and delayed test, and analyzed statistically to get the final result. The results indicate that the experimental group taught using the REACT model had better achievement than the control group. This shows that the REACT model is effective in teaching literary texts to EFL preparatory school students. This study provides recommendations to teachers and curriculum designers to adopt this model in their teaching methods. In addition, this research also provides references to various studies and research on contextualized teaching and learning approaches.⁷

Second, the research conducted by Muhammad Andriana Gaffar, Dini Anggraeni and Riki Ruswandi in 2023, titled "Implementation Of React Strategy To Develop Students Writing Recount Text Self Experiences Skill At Junior High School". The purpose of this study is to implement the REACT strategy to improve students' writing skills in recording their personal experiences, and to evaluate the impact of the strategy on students' interest in learning in English. This study uses a

⁷ Gita Sri Jayanti and Yenni Rozimela, 'Using Contextual Teaching and Learning (CTL) Strategy to Improve Students' Writing Skill', *Proceedings of the 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)*, 624 (2022), 110–14.

qualitative approach to observe the process of implementing the REACT strategy in improving students' writing skills. The study implemented the REACT strategy to improve students' ability to write self-experiential recount texts. The results showed that the strategy was successful in increasing students' grades and abilities in writing. Students showed enthusiasm and improvement in their writing skills after implementing the strategy. The study concluded that the REACT strategy can effectively improve students' ability to write recount texts confidently and enthusiastically.⁸

The third research was conducted by Halimah Tusa'diyah, Bambang Sri Anggoro, Ahmad Ari Aldino and Riyama Ambarwati in 2023, titled "*Puzzle-assisted REACT Learning Strategy on Mathematical Literacy and Adaptive Reasoning Ability: A Study of Indonesian Junior High School Students*". The purpose of the research was to investigate the impact of the puzzle-assisted REACT learning strategy on the mathematical literacy and adaptive reasoning abilities of junior high school students in Indonesia. The study aimed to compare the effectiveness of the REACT learning strategy with puzzle assistance to traditional learning methods in improving mathematical literacy and adaptive reasoning abilities in seventh-grade students. The research employed a quantitative approach with the One-Way MANOVA to analyze the data. Based on the

⁸ Muhammad Andriana Gaffar, Dini Anggraeni, and Riki Ruswandi, Implementation Of React Strategy to Develop Students Writing Recount Text Self Experiences Skill at Junior High School, *Exposure Journal*, 12.November (2023), 257–69.

provided text, the research found that the puzzle-assisted REACT learning strategy had a positive impact on the mathematical literacy and adaptive reasoning abilities of junior high school students in Indonesia. The study compared the effectiveness of the REACT learning strategy with puzzle assistance to traditional learning methods and found that the experimental class using the REACT strategy with puzzle assistance outperformed the control class in both mathematical literacy and adaptive reasoning. The results suggest that the REACT strategy with puzzle assistance can positively influence students' mathematical problem-solving skills and improve their mathematical literacy and adaptive reasoning abilities. The authors recommend further research with larger sample sizes to validate the results.⁹

From the previous research above, the react strategy effectively improves student learning and is considered favorable to be applied in the classroom. This study provides recommendations to teachers and curriculum designers to adopt this model in their teaching methods. Therefore, the researcher wants to apply this strategy in learning to speak English in class, and it is expected also to improve speaking English in class.

⁹ H Tusadiyah and others, 'Puzzle-Assisted REACT Learning Strategy on Mathematical Literacy and Adaptive Reasoning Ability: A Study of Indonesian Junior High School Students', ... *of Mathematics and ...*, 1.1 (2023), 13–24 82

H. Organization of Writing

Chapter I: Introduction, It is including of Background of The Study, Identification of The Problem, focus of study, Formulation of Problem, Objective of Study, Significance of Study, the previous studies and Organization of Writing.

Chapter II: Theoretical Framework, it is including Concept of Speaking and Concept of REACT Strategy

Chapter III: Research Methodology, It is including of Research Design, Unit of Analysis, the procedure of Research, Data Collection Technique and Data Analysis Technique.

Chapter IV: Research Finding and Discussion.

Chapter V: Conclusion and Suggestion.