

THE IMPLEMENTATION OF PRACTICE-REHEARSAL PAIRS STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS AT THE EIGHT GRADE OF MA DDI KABALLANGANG

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Abstract

The purpose of this research was to find out the implementing practice-rehearsal pairs strategy in improving students' speaking skills at the eight grade of MA DDI Kaballangang. The results of the research are useful for the teachers and the students because they will get a new strategy that is effective to be used in the English learning process especially in improving speaking.

The subject of this research was XI IPA class which is consisted of 21 students. The sample was taken by using purposive sampling. The design in this research was pre-experimental with pre-test and post-test design. The researcher gave pre-test and post-test to know whether implementing practice-rehearsal pairs strategy can improve students' speaking skills or not.

The result of this research was indicated that there was an improvement of the students' speaking skills. It was indicated by the students' mean score of post-test (65.10) was greater than pre-test (30). Even, for the level significant (p) 5% and df = 21, and the value of the table is 1.725, while the value of t-test is 3.45. It means that the t-test value is greater than t-table ($3.45 \geq 1.725$). Thus, it can be concluded that the students' speaking skills are significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is fail rejected.

Keywords: *Speaking Skills and Practice-rehearsal Pairs Strategy.*

Introduction

A language is a tool of communication used by people to express ideas and feelings. In other definition, language is the center of human life. It is one of the most important ways of expressing love or hatred for people (Arnold, 1991). Almost all of the countries in the world use English as the second or become the foreign language,

especially in Indonesia English as a foreign language. English is the one of important language that must be mastered because English is an international language.

As people learn a foreign language e.g. English, they will involve in the process of learning four kinds of skills namely listening, reading, speaking, and writing (Kaharuddin, 2014). Speaking is one of the skills that become a key in English communication. Speaking is the way to interact with other people, to giving information as well as to express ideas and feelings. Bailey in Kaharuddin assumes that speaking is the production skills that consist of producing systematic verbal utterances to convey meaning (Kaharuddin, 2014). It means that how the people produce word by word trough oral.

Speaking included students' confidence and communication ability with other people or friends in the classroom. A person who communicates well does not necessarily use big words and jargon that cannot understand. To master in speaking, the students should have good speaking skills. The way to get good speaking skills is about encouraging people to share and to give information that will be able to progress the relationship.

In fact, the English syllabus in some senior high school, especially in MA DDI Kaballangang, does not demonstrate a satisfactory result. Many students failed to reach the goal of learning English. It because of the students not able to communicate with other people use language neither orally nor in written form even though they have learned English for many years. Most of the students are reluctant speakers in a speaking class. This reluctant is partly due to the prior in a learning experience. Most of the students were in a large class in a boring situation, not interested as well as in noisy neighborhoods where the opportunities to speak are severally limited.

The researcher thinks that the condition in the class needs some improvement to make the condition interested and enjoyable in learning and teaching. The enjoyable can be reached through speaking by using Practice-Rehearsal Pairs Strategy. Speaking by using Practice-Rehearsal Pairs is one of the ways to improve

the students' speaking skills and increase students' confidence. Practice-Rehearsal Pairs is able to make the students speaking fluently with a pair and has a purpose to convince that both of them can make conversation.

In implementing of Practice-Rehearsal Pairs Strategy is able to help the students are directly engaged with the material, understanding the material which is presented to them as well as push the depth of students' understanding. Based on the explanation above the researcher interest to find out whether the Practice-Rehearsal Pairs Strategy can be implemented to teach speaking.

Method

The research design of this research was pre-experimental with pre-test and post-test. Its aim to know whether applying Practice-Rehearsal Pairs Strategy was able to improve the student's speaking skills at the second grade of MA DDI Kaballangang. The following is the formula:

$$E = O_1 \times O_2$$

Where:

E: Experimental Group

O1: Pre-test

X: Treatment

O2: Post-test

The location of the research took a place at MA DDI Kaballangang. The researcher used quantitative research that has several times to collect and analyze data. The researcher used more than one month for collecting data.

The population of the research was the second year students of MA DDI Kaballangang academic year 2018/2019. There are two classes in that school which are VIII IPA and VIII IPS. The total of the population is 44 students.

The sample was taken by using purposive sampling because the teacher of MA DDI Kaballangang recommend that class because in that school there were only

two classes and Practice Rehearsal-Pairs Strategy would be easily done if the students have English basic comprehension. XI IPA can fulfill it. The researcher took the class XIIPA which consists of 21 students as the sample in this research.

In collecting data, the researcher gave a speaking test which consists of pre-test and post-test. The pre-test was intended to see students' speaking skills before giving treatment, while the post-test was intended to know the student's improvement in speaking. The researcher used another strategy in measuring students' speaking skills before applying the Practice-Rehearsal Pairs Strategy in the pre-test and the researcher used a tape recorder as the aid of these activities.

Table 1 Oral proficiency scoring categories

Vocabulary	1-2	-Speaking vocabulary inadequate to express anything but the most elementary needs.
	3-4	-Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	5-6	- Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	7-8	-Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	9-10	-speech on all levels is fully accepted by educated native speakers in all its features including a breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	1-2	-(No specific fluency description. Refer to other four language areas for an implied level of fluency.)
	3-4	-Can handle with confidence but not with a facility most social situations, including introductions, and casual conversations about current events, as well as work, family and autobiographical information.
	5-6	-Can discuss the particular interest of competence with reasonable ease. Rarely has to grope for words.
	7-8	-Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a

		high degree of fluency.
	9-10	-Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1-2	-Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	3-4	-The accent is intelligible though often quite faulty.
	5-6	-Errors never interfere with understanding and rarely disturb the native speakers. The accent may be obviously foreign.
	7-8	-Errors in pronunciation are quite rare.
	9-10	-equivalent to and fully accepted by educated native speakers.
Comprehension	1-2	-Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	3-4	-Can get the give of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
	5-6	-Comprehension is quite complete at a normal rate of speech.
	7-8	-Can understand any conversation within the range of his experience.
	9-10	-Equivalent to that an educated native speaker.

Table 2 The classification students' score.

Classification	Score
Very good	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very poor	0-20

Findings

Table 3. The students' speaking score in the pre-test

No .	Name	Pre-Test of Students (X ₁)			Classificatio n
		Max Score	Total Score (X ₁)	(X ₁) ²	
1	NH	40	40	1600	Poor
2	ID	40	25	625	Poor
3	A.NA	40	38	1444	Poor
4	JM	40	23	529	Poor
5	AA	40	25	625	Poor
6	KH	40	25	625	Poor
7	AW	40	33	1089	Poor
8	SY	40	23	529	Poor
9	MR	40	25	625	Poor
10	MD	40	48	2304	Fair
11	DS	40	33	1089	Poor
12	AG	40	30	900	Poor
13	A. LH	40	23	529	Poor
14	DWR	40	40	1600	Poor
15	ZF	40	45	2025	Fair
16	ZL	40	18	324	Very Poor
17	EO	40	25	625	Poor
18	NH	40	38	1444	Poor
19	MR	40	28	784	Poor
20	SP	40	20	400	Very Poor
21	FM	40	25	625	Poor
Total			∑X=630	∑X²=2034	0

(Data' Source: the students' score inpre-test)

Found on the table above about students' speaking in pre-test we can know the frequency of the classification score by looking at the following table:

Table 4 the rate percentage of the frequency of the pre-test

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1.	Very Good	81-100	0	0%
2.	Good	61-80	0	0%
3.	Fair	41-60	2	9.52%
4.	Poor	21-40	17	80.95%
5.	Very poor	0-20	2	9.52%
Total			21	100%

(Data source: The rating percentage of the frequency of pre-test)

As the explanation in the table above, the average score of students' prior speaking skills before implementing practice-rehearsal pairs strategy. There were two students got fair, seventeen students got poor and two students got very poor. The total score in pre-test was 630. It had shown that the students' speaking skills in pre-test were low because most of the students got a fair, poor and very poor score.

Meantime, the students' score in post-test would be presented in the following table:

Table 5. The students' speaking score in the post-test

No.	Students	Post -Test of Students (X ₂)		X ₂ ²	Classification
		Max Score	Score X ₂		
1.	NH	40	68	4624	Good
2.	ID	40	70	4900	Good
3.	A.NA	40	63	3969	Good
4.	JM	40	68	4624	Good
5.	AA	40	73	5329	Good
6.	KH	40	65	4225	Good
7.	AW	40	63	3969	Good
8.	SY	40	58	3364	Fair
9.	MR	40	58	3364	Fair
10.	MD	40	78	6084	Good
11.	DS	40	60	3600	Fair

12.	AG	40	68	4624	Good
13.	A. LH	40	58	3364	Fair
14.	DWR	40	63	3969	Good
15.	ZF	40	68	4624	Good
16.	ZL	40	68	4624	Good
17.	EO	40	65	4225	Good
18.	NH	40	70	4900	Good
19.	MR	40	65	4225	Good
20.	SP	40	55	3025	Fair
21.	FM	40	63	3969	Good
Total			$\sum X=1367$	$\sum X^2=89601$	

(Data' Source: the students' score in post-test)

From the table above shows students' speaking score in post-test. To find out the students' speaking score in post-test by dividing students' total score with a maximum score, after that times with 100. Based on the table above about students' speaking score in post-test we can know the frequency of the classification score by looking at the following table:

Table 6 the rate percentage of the frequency of the post-test

No.	Classification	Score	Frequency of pre-test	Percentage of pre-test
1.	Very Good	81-100	0	0%
2.	Good	61-80	16	76.19%
3.	Fair	41-60	5	23.80%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			21	100%

(Data' source: The rating percentage of the frequency of post-test)

The table above showed the result of students' improvement in speaking skills after implementing treatment through practice-rehearsal pairs strategy. There were sixteen students got good score and five students got a fair score. It means that the students' speaking skills had improved through implementing practice-rehearsal pairs strategy. The total score in post-test was 1367. It proved that there was improving

students' score in post-test. In addition, the result of post-test showed that no students had to fail classification.

Table 7 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	30	8.49
Post-test	65.10	5.55

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table Showed that the mean score of pre-test was 30 (X_1) while the mean score of the post-test increased 65.10 (X_2). The standard deviation of pre-test was 8.49 while the standard deviation of post-test was 5.55

As the result at this item is the mean score of the post-test was greater than the mean score in the pre-test. It means that students' speaking skills had improvement after doing the learning process that implementing practice-rehearsal pairs strategy.

Table 8 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	3.45	1.725

(Data source: Primary data processing)

Discussion

From the previous result, it showed that the improvement of students' speaking skills through implementing practice rehearsal-pairs strategy because the mean score of the pre-test was 30 and the mean score of post-test was 65.10. The researcher concluded that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment can be supported by the result of the pre-test and post-test, the data showed that the student speaking skills in pre-test were low because most of the student got fair, poor and very poor score

than the result of the post-test could be seen that most of the students' speaking was good and fair score.

The researcher in teaching speaking to make the students were easier to express their ideas and feelings. The researcher measured the students' speaking by focusing on the aspect of speaking which is vocabulary, fluency, comprehension, and pronunciation. These aspects also were a guideline of the researcher in scoring students' speaking.

The data provided in the classification table based on the aspects of speaking from the test finding. There was an improvement skill after giving the treatment because the students score in the pre-test was 30 and it was very low score then the score of the post-test was 65.10 and it was a very high score. In the pre-test, two (9.52%) students got a fair score, seventeen (80.95%) students got a poor score, and two (9.52%) students got a very poor score. While sixteen (76.19%) students got a good score and five (23.80%) students got a fair score in the post-test. From the result, the researcher concluded that the students speaking skills from poor to a good score, also from fair to very good score.

In addition, to know what was the hypothesis received between a null hypothesis (H_0) and the alternative hypothesis (H_a), the researcher uses t-test to calculating result showed that on the t-test value 3.45 was greater than t-table value 1.725 table ($3.45 \geq 1.725$) with a degree of freedom (df) 20. It means alternative hypothesis (H_a) was concluded that by implementing practice rehearsal-pairs strategy was able to improve the students' speaking skills at the eight grade of MA DDI Kaballangang. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the finding above the researcher conclude that there was an improvement of implementing practice-rehearsal pairs strategy to improve English speaking skills of MA DDI Kaballangang.

After finishing the research, the writer concludes that the students felt enjoy and fun in learning English by implementing practice-rehearsal pairs strategy. It made

them easier to express their ideas orally in a pairs and they felt fun because they could communicate and interact with their classmate using English because as long as the meeting, they not only speak individually but also they spoke in a group.

Implementing practice-rehearsal pairs strategy in teaching English has an impact on improving the students' speaking skills. In fact, based on the finding most students have a good score in post-test by looking the result scoring of the student post-test. It meant that implementing practice-rehearsal pairs strategy was better to be used in improving students' speaking skills. This strategy also can make the student closer with their friends because they would find a different partner for each meeting and they would be confident to express their ideas in front of the class.

Before giving the treatment, there was pre-test. In the pre-test, the writer introduced herself and gave an explanation about the purpose of the research to make the students understood what they would be done. After that, the writer gave a question about their experience based on the picture that has been shown to them. Then, the students answer the question which was given by the researcher to know the students' skills in speaking. The writer recorded the students answer to make easier evaluate the aspects of students' speaking which are vocabulary, pronunciation, fluency, and comprehension.

In the first meeting on Wednesday, May 9th, 2018, the researcher greets the students and introduces herself. After that, the writer gave a topic about asking for information on the telephone. Then, the researcher divided the student into some groups in a pairs. Next, the researcher asked the students to do the skills that have been a plan. One student is explanatory and the partner is an observer. The next step is they exchanged their task or their role. Most of the students were still shy to speak, they asked their friends to present their task first because of they really coy and also make some grammatical errors in their speaking.

According to Silberman "Practice Rehearsal Pairs strategy is one of skill that emphasizes more between students to a practical skill. It means that, in learning, a pupil is not demanded to understand one theory.

There are some studies that have been conducted by using practice rehearsal pairs strategy below:

Ahmad in his skripsi "Improving Students' Speaking Ability Trough Practice Rehearsal Pairs Strategy of The Tenth Grade of Man Malang". From the result of observation in the class, the writer concludes that students involve actively in the teaching and learning process of speaking. They were not reluctant to speak the words because they learned to communicate with their friends in a pair. Besides, the students enjoy the teaching-learning of speaking by using Practice Rehearsal Pairs.

Mansyur in his skripsi "The Implementation of Practice Rehearsal Pairs Strategy to Increase Students' Speaking in Arabic Language IV Grade MI KrajankulonKaliwungu Kendal". He found that the result helps the students to produce and organize ideas easily. Besides, most of the students give good responses to the implementation of Practice Rehearsal Pairs strategy to teach speaking. Most of the students feel enthusiastic to study material using Practice Rehearsal Pairs.

Zakariyah in his skripsi, to increase students' speaking by using Practice Rehearsal Pairs, the result showed by the writer was done Practice Rehearsal Pairs strategy has a significant contribution to students speaking achievement of procedure text.

Based on the explanation of some expert above, it was true that Practice Rehearsal Pairs strategy gave effect to the students' speaking ability. It can be seen from the result of the research at the eight grade of MA DDI Kaballangang. It was indicated that the result of t-test is 3.45 was bigger than t-table 1.725. It can be concluded the hypothesis was accepted. It means that the class that has been taught by using Practice Rehearsal Pairs strategy gave a better effect on speaking skills (Reza, 2017).

Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' speaking skills and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether practice rehearsal-pairs strategy was able or not to improve the students' speaking skills. Therefore, the researcher concluded that there was a significant difference of the students' speaking skills before and after treatment.

Based on the description of the result above, it can be proved by looking at the mean score of the students' speaking test in pre-test and post-test. The mean score of pre-test (30) is lower than the mean score of post-test (65.10). Then, the t-test (3.45) was greater than t-table (1.725). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was fail rejected.

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