

## THE PRACTICE REHEARSAL PAIR STRATEGY TOWARDS STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE STUDENTS OF SMA N 2 LUBUK ALUNG

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Submitted: 29-10-2016, Reviewed: 29-10-2016, Accepted: 17-07-2017

<http://dx.doi.org/10.22216/jcc.v2i3.1679>

### ABSTRAK

Tujuan dari penelitian ini adalah untuk menemukan efek penggunaan Practice Rehearsal Pair terhadap kemampuan speaking siswa kelas sepuluh SMAN2 Lubuk Alung. Penelitian ini adalah penelitian ekperimental yang diujikan kepada siswa tahun ajaran 2015/2016 dengan mengambil data dari delapan kali pertemuan pada X1 sebagai kelas ekperimen dan X3 sebagai kelas control. Kemudian data dianalisis dengan menggunakan hipotesis test. Dari hasil analisis didapatkan  $t_{calculate}=5.12$  and  $t_{table}=2.05$ . karena  $t_{calculate}(5.12) > t_{table}(2.05)$ , kemudian  $H_0$  tidak berterima dan  $H_i$  berterima. Dari situ didapatkan kesimpulan bahwa strategi Practice Rehearsal Pair secara signifikan mempengaruhi kemampuan speaking siswa.

### ABSTRACT

The purpose of this research was to find the effect of the application of Practice Rehearsal Pairs strategy Towards Students' Speaking Ability At The Tenth Grade Students of SMAN 2 Lubuk Alung. This research is an experimental research. The population was all students in class X SMAN 2 Lubuk Alung school year 2015/2016. The samples selected were X<sub>1</sub> class as the experimental class and X<sub>3</sub> class as the control class. The research was conducted for 8 meetings. The research began by providing treatment to the experimental class by using Practice Rehearsal Pair strategy and control class by using conventional technique. At the end of the research, students were given a speaking test as an instrument to determine the result of the strategy used. The technique of analyzing data was the hypothesis test, which was used to test the difference in mean and standard deviation of the two samples. Based on the analysis of data obtained,  $t_{calculate}=5.12$  and  $t_{table}=2.05$ . Because  $t_{calculate}(5.12) > t_{table}(2.05)$ , then  $H_0$  was rejected and  $H_i$  was accepted, so it can be concluded that the application of Practice Rehearsal Pair strategy provides a significant effect towards students' speaking ability at SMAN 2 Lubuk Alung.

**Key words** : Practice Rehearsal Pairs Strategy, Speaking Ability, High School

### INTRODUCTION

Speaking is one of the main four skills in English. Through speaking, students can be active, interact, communicate, share ideas, thought, feeling, opinion, and message to other people in speech. In addition, speaking also can be defined as oral communication that shows how well a speaker is able to arrange the words so that to express his or her thought and can be understood by

listener. Speaking can also assess the meaning of other people. Moreover, speaking is very important because by mastering speaking ability, people can easily do conversations with others, share the opinions, ideas, and exchange the information.

Bygate (2005:2) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In

addition, Kayi (2006) also define speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means speaking is interaction between speakers with a listener.

The four skills of English cannot be separated. Among those four abilities above, it must be mastered by students, one of four abilities that is speaking. Speaking ability may be the most important for success in learning a language.

Teaching and learning speaking will be success if supported by some factors, such as the method that used in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment. However, mastering this ability is not an easy matter to do. It can be seen from the reality that there are many students who are still incapable to speak English despite they have learnt for many years. There are some problems that cause the low of the students speaking. As we know not all of students able to speak.

According to Longman (2001:1742) speaking is to say something that express your ideas or opinions. Express is to make known a feeling or through the mind or the sense. Idea is a plan or though the mind and how it fluency behavior. Physical stages are separate part that a process is divided into of things that can be touched or seen.

Beside that, Richard (2002:204) explain speaking as an effective oral communication requires the ability to use language appropriately in social interaction. In other hand Nunan (2003:48) says that speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning. Brown (2004:140) also states that speaking is a productive skill that can be directly and empirically observed, which necessary compromises the reliability and validity of on oral production test.

According to Scott (2005:1) speaking is a part of daily activity that we do in our communication. It means speaking is the important aspect in our life and our daily activity.

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Based Galloway (2008: 5) claims that speaking they are target language is the most important goal in language learning. He believes that the development of the learners' oral production show their success or their failures in learning the language. Supporting the idea, Metchalf (2008:43) claims that speaking is the skill by which learners are most frequently judge. It means a successful language a learner is the one whom can speak the language communicatively and effectively. Briefly say, the ability to speak in the target language represents the language learning as a whole.

According to Widdowson (2007:18), speaking is the active productive skill that uses oral production. The communication through speaking is common performed face to face and occur is parts a dialogue as other forms of verbal exchange. Furthermore,

Brown (2010:183), speaking is the product of creative contraction of linguistic strings; the speaker makes choices of lexicon, the structure, and discourse. In the other words, speaking is the process of choosing and using the elements of language such as words, structure of sentences, and discourse.

Moreover, Ladouse (1991:23) points speaking is described as activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse a sequence of ideas fluently. Beside that Lynne (2001: 40) states, "Speaking is the active use of language to access other people's meanings, so that other people can make sense of them." Briefly speaking will help everyone to express their feeling whether they are happy, sad, interest, or so on in order to make a good interaction in daily life.

Based on the writer's field practice experience at SMAN 2 LubukAlungon August to November 2015 students' speaking English was still low and big problem for students. There were some factors that make speaking difficult for student. First, the students still made mistakes in accuracy and fluency. When the students were asked to say one of the words or sentences, they said with wrong pronunciation. Second, the students were the lack interested in speaking. The students did not involve in speaking activity maximally. The students felt that speaking was boring activity. They were also do not want to do speaking task. They liked better choose doing the other activities than doing speaking task. When the teacher asked them to make conversation in group or pair, they liked chatting with their friend's work by using Indonesian language.

Third, the students were lack of confidence. They felt shy and afraid to make mistakes in starting their opinion. When they gave their opinion, they were afraid their friends laughing when they did mistakes in speaking English. It makes the

students low to speak English and loss confidence.

Fourth, the teacher still used teacher center strategy in learning. In this strategy, everything came from the teacher, students just listened and tried to understanding what they had listen without having a time to give new ideas, opinions, and sharing information. It means the student do not have time to speak and applied what they had learnt. So the students will passive when learning English.

Based on the problems above, the English teacher is encouraged to implement a teaching strategy in learning English especially speaking. One of the strategies that can be used is Practice Rehearsal Pair (PRP) strategy. The specific reasons why the writer is interested in choose this strategy because at the SMAN 2 Lubuk Alung is still not application yet this strategy. Practice Rehearsal Pairs or Pair practiced is one of the strategy that comes from active learning, which explained this strategy use to practice a skills or procedure with a friend by practicing exercise repeatedly which use the information to learn it.

Based on the several problems above, the writer chooses the title of the research is "The Effect of Practice Rehearsal Pairs Strategy Towards Students' Speaking Ability for teaching speaking to young students at SMAN 2 LubukAlung".

## RESEARCH METHOD

This research was experimental research because it was to find out the effect of Practice Rehearsal Pair toward students' speaking ability at Xgrade at SMAN 2Lubuk Alung. According to Gay, Mill, and Airasian (2009:240) experimental research was the only type of research that can test hypotheses to establish cause-effect relations. The

experimental design must have two groups: an experimental group and control group. Both of these groups were given in different ways, in this research in order to choose experimental group or control group randomly. Experiment group was given a treatment by using Practice Rehearsal Pair Strategy, than control group was not treated by Practice Rehearsal Pair strategy.

Related to the theories above, this research had been an experimental research. The population in this research were tenth grade students of SMAN 2 LubukAlungin 2015/2016 academic year. Which consist of three classes that can be divided into one class for  $X^1$ ,  $X^2$ , and  $X^3$ . Total of the students grade X MIA are 81 students. The sample was selected by Cluster Random Sampling. The researcher got class  $X_1$  social science and  $X_3$  as samples. The class  $X_1$  was as experimental class and  $X_3$  as control class. The instrument was speaking test.

To collect the data, it was important to prepare not only the best instruments but also the best technique of collecting data. That's why the researcher used test, it was performance test which measured students' speaking ability in order to assess Post-test as well as possible. The data of this research was collected by using quantitative data. The quantitative data was used in order to know what did Practice Rehearsal Pair Strategy (PRP) effect the students' speaking ability at SMAN 2 LubukAlung. The data of the research was collected from PRP students' score of post test. The test was given after conducting for eight meetings. The test was given to both classes of sample to get data. The data collected through the following procedure:

First, both classes (experimental and control) were asked to discuss the material that given within several minutes, and while discussing the material the

students would be asked to write down a short dialog by practice it repeatedly. The students, then, discuss together with partner by exchange role and were prepared to perform in front of the class with their pair without bring a text. The oral speaking would be seen and recorded to get the students' score of grammar, vocabulary, pronunciation, fluency, and comprehension of each conversation.

## FINDINGS

**Table I.1**

**The statistic of the students' scores was as follows:**

	Experimental group	Control group
Total Score	1896	1816
Highest score	84	80
Lowest score	56	52
Mean	70.22	67.25

Based on the data analysis, the researcher found some findings as follows:

1. Practice Rehearsal Pairs Strategy gave positive effect to the students because it improved students' speaking ability.
2. It was found that the mean score for experimental class was 70.22 with standard deviation 5.00 where the mean score for control class was 67.25 with standard deviation 3.67.
3. It was also found that the students were taught through using Practice Rehearsal Pair made student be active in learning speaking

**Table I. 2**

**Sums of Scores, Mean Scores, Sums of Square of Post Test**

	Experimental Class	Control Class
X	1896	1816
N	27	27
$\bar{X}$	70.22	67.25
$S^2$	130.13	95.60
S	5.00	3.67

After calculating the data, the hypothesis testing show that t-calculated was 5.12 while the value of t-table was 2.05. it could be said that  $H_1$  was accepted and  $H_0$  was rejected. It can be concluded there is a significant effect in teaching speaking by using Practice Rehearsal Pair to the students because it improved students' speaking ability better than conventional technique.

## DISCUSSION

According to Silberman (2008:237) "Practice Rehearsal Pairs is one of skills that emphasize more between students to a certain practice skill. It means that, in learning, a pupil is not demanded to understand about one theory. Active skill is as preparation in the real life. From Zukhrufarisma (2010: 2) "Practice Rehearsal Pairs or Pair practiced is one of the strategy that comes from active learning, which explained this strategy use to practice a skills or procedure with a friend by practicing exercise repeatedly which use the information to learn it". In addition Zaini (2008:81) stated that "Practice Rehearsal Pairs are a simple strategy to practice and repeat the procedure with a couple of skills or learning by exchanging a role".

There are some studies that have been conducted by using Practice Rehearsal Pair strategy below:

First, Ahmad (2011) Improving students' speaking ability through Practice Rehearsal Pair 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 pair. Besides, the students enjoy the teaching learning of speaking by using Practice Rehearsal Pair.

Second, Mansyur (2012) the implementation Practice Rehearsal Pair strategy to increase students' speaking in Arabic language IV grade MI Krajangkulon Kaliwungu Kendal, He found that the results It helps the students to produce and organize ideas easily. Besides, most of the students give good responses towards the implementation of Practice Rehearsal Pair strategy to teach speaking. Most of the students feel enthusiastic to study material using Practice Rehearsal Pair.

Third, Zakariya (2014) to increasing students' speaking by using practice rehearsal pair, the result showed by writer was done Practice Rehearsal Pair strategy has the significant contribution to students speaking achievement of procedure text.

Based on the explanation of some experts above, it was true that Practice Rehearsal Pair gave effect to the students' speaking ability. It can be seen from the result of the research at SMAN 2 Lubuk Alung class X 1. It was indicated that the result of t-calculated 5.12 was bigger than t-table 2.05. It can be concluded, the hypothesis was accepted. It means that the class that has been taught by using Practice Rehearsal Pair gave better effect on speaking ability than class that had been taught by conventional technique.

In conclusion, many factors might cause the fact that the using PRP Strategy had greater contribution and more significance effect on students' speaking ability than conventional technique.



## CONCLUSION

Based on the research, the researcher concluded that:

The purpose of this research was to find the effect of using Practice Rehearsal Pair Strategy on students' speaking ability at SMA N 2 Lubuk Alung. Based on the result of this research, it was found that there was a significant difference on students' speaking ability before treatment and after treatment by using Practice Rehearsal Pair Strategy. After using Practice Rehearsal Pair Strategy, students' speaking ability were better than before treatment, it could be seen from post test score (see appendix), it increased significantly. The analyzed data showed that t-calculated was higher than t-table. This indicated that hypothesis was accepted. It could be concluded that Practice Rehearsal Pair Strategy gave better effect on students' speaking ability than applying conventional technique.

Note: This article was arranged by the researcher's thesis with advisors; Amal Hayati, S.Pd.I., M.Pd and Siska Oktawidya Wati, M.Hum

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