

**IMPROVING STUDENTS SPEAKING ABILITY TROUGH PRACTICE
REHEARSAL PAIRS OF ELEVENTH GRADE STUDENTS'
AT SMA MUHAMMADIYAH 3 JEMBER IN THE
2015/2016 ACADEMIC YEAR**

By Yasiroh

ABSTRACT

Speaking skill is one of the abilities which are very important in studying language because it is used to express ideas, feeling, and thoughts. Dealing with the effort to improve the students' speaking ability through Practice –Rehearsal Pairs strategy was used in this research.

In this research, the problem is “How can the use of Practice –Rehearsal Pairs improve the XI IPA 1 students' speaking ability at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year?”. The action hypothesis of the research is the use of Practice –Rehearsal Pair can improve the students' speaking ability of eleventh grade at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year.

Classroom action research was applied in this study. The action research was carried out to improve the eleventh grade students' speaking ability through Practice –Rehearsal Pairs at SMA Muhammadiyah 3 Jember. This classroom action research was done with sequence of steps, namely planning of the action, implementing of the action, observing and reflecting of the action.

The implementation of cycle 1 the topics were given. In cycle 2, the students were given different topics from cycle 1. The percentage of students in cycle 1 who got score 75 was 66.67% and in cycle 2 who got score 75 was 78.79%. The requirement of students' active involvement in teaching learning process in pronunciation (75%) had already fulfilled.

It can be concluded that the use of Practice –Rehearsal Pairs can improve the eleventh grade students' speaking ability at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year. By giving this strategy, the students were more confidence in speaking, they could be active, shared the ideas with their friends. In addition, they could learn speaking from their partner, so the students' speaking ability such as fluency, pronunciation, vocabulary, and grammar could be improved.

INTRODUCTION

Speaking is a complex skill which involves an interaction between a speaker and a listener. It involves an active process. A speaker has to think more of the idea to be expressed, and he or she should considers some aspects related to the speaking such as mastering vocabulary, using correct grammar, and having appropriate situation. Surely,

in daily interaction, we use speaking as a means of communication although we can not ignore the significance of writing as another form of communication, which is still popular to people.

Wendy (1990: 33) says, speaking is perhaps the most demanding skill for the teacher to teach. In their own language, children are able to express emotions, communicate intention and reaction, explore the language and make fun of it. It means that the speakers should be able to express the information well. Language learners who are lack of confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges.

Putting all these points together, a simple definition of speaking ability in communication as the process of uttering word by which information can be transmitted between individuals or among groups so that an understanding respond result. Speaking is the ability of expressing an idea, thought, feeling orally in a communicative ways. Speaking is one of the important ability that the students have to master because they express their idea through speaking. This can be proved by the fact that almost all speakers of language can orally use the language to carry out their daily activities and to communicate all events and experiences. They are involved with other speakers.

Literature Review

The Concepts of Speaking

Speaking is one of the important ability that the students have to master, because it can help students to communicate with others. So that the writer will explain about the speaking itself in order to give the obvious information about what speaking is.

According to (Lindsay, 2006: 58) Speaking is a complex process which involves constructing a message in a form that other people can understand, and delivering the message using the correct pronunciation, stress, and intonation. Speaking also involves interaction – communicating with other people. To do this learners need to be able to respond what other people say, and use the language appropriate for the situation they are in and the person they are talking to.

The Component of Speaking Ability

There are 4 items that should be elaborated especially for classifying various concentration related to English speaking. They are Grammar, Vocabulary, Fluency, and Pronunciation. These kind of items are expected to guide us achieve what we seek of English speaking substances. Obviously, they will be discussed in the following term (brown, 2004: 172) :

1. Grammar

English Grammar describes a sequence of language learning which is recognized through orderly phases. It has also supporting details to explain how it maintains the focus of English acquisition process. The details are about structure, tenses, conjunction, preposition, and so on; they compose English Grammar to become an interesting language item to be studied.

Vocabulary

Vocabulary means list of words with their meaning (Oxford Pocket Dictionary, 2008: 495). English vocabulary is absolutely considered to be part of English mastery

Fluency

English fluency is determined by student's skillfulness to react to interview questions based on student's mastery regarding certain topic being discussed.

Pronunciation

English pronunciation underlines a significant role to reflect an understanding to absorb those previous items then practice to pronounce English vocabulary in order to deliver message precisely. This item takes serious process which apparently shows tangible output of collaborated English learning substances. Pronunciation category will be transferred in numbers in order to describe student's level based on the scoring categories.

The Concepts of Practice –Rehearsal Pairs

Groupwork and pairwork have been popular in language teaching for many years and have many advantages. They both foster cooperative activity in that the students involved work together to complete a task (Harmer, 2007: 43). The requirement for pair work is that it must have more than one person or at least contains two members who interact with friends because students can practice language together.

According to Zaini 2009, Practice –Rehearsal Pairs is a simple strategy that can be use to practice a skill or procedure with partner. The purpose is to make sure that each partner can do a right skill. So, when students work in pairs they can practise their speaking and get to know each other better. Lessons are livelier than with solo activities and classmates can spur each other on and offer correction (Maxom, 2009: 90).

In addition, TESS – India states “Pair work is a natural way for students to talk and learn more. It gives them the chance to think and try out ideas and new language. It can provide a comfortable way for students to work through new skills and concepts, and works well in large classes. Pair work is suitable for all ages and subjects. It is especially useful in multilingual, multi-grade classes, because pairs can be arranged to help each other. It works best when you plan specific tasks and establish routines to manage pairs to make sure that all of your students are included, learning and progressing”.

1. The Advantages of Practice-Rehearsal Pairs

Practice -Rehearsal pairs provides an opportunity for the students to actively response to a question, state on opinion. Practice-Rehearsal Pairs, students more willing to suggest ideas because they have already discussed it with their partner. Thus, it help students to be more active in class. It supporting by Harmer (2001: 116) says that many advantages of Practice -Rehearsal Pairs such as:

- a. Increases the amount of speaking time any student gets in the class.
- b. Allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.

- c. Teacher times to work with one or two pairs while the others students continue working.
- d. It recognises the old maxim that ‘two heads are better than one’, and in promoting cooperation helps the classroom to become a more relaxed and friendly place.
- e. It is relatively quick and easy to organise.

2. The Step of Practice – Rehearsal Pairs

According to Suprijono (2015: 155) expressed that there are five points of Practice Rehearsal Pairs in classroom teaching learning process.

- a. The teacher choose one skill that will be studied by learners.
- b. The teacher divides the students into some pairs, in each pair , there are explanatory or demonstrator and observer.
- c. The explanatory or demonstrator explain how to perform a specified skill or procedure. And the observer observe and asses the explanatory.
- d. The partners reverse roles, the new explainer/ demonstrator is given another procedure to perform. The process continues untill all the procedures are rehearsed.

RESEARCH METHODOLOGY

a. Kind of the Research

Sanjaya (2015: 33) states that the purposes of the CAR are to improve the quality of teaching learning process and to solve the students’problem. In addition, Dawson (2007: 18) explains that in action research, the researcher

works in close collaboration with a group of people to improve a situation in a particular setting.

b. Design of the Research

According to Arikunto (2013: 134-135) “ Classroom action research is intended to solve the class problem and improve the teaching and learning process in the classroom.

The Classroom Action Research (CAR) procedure used in this research is Kemmis and Mc Taggart’s design. This classroom action research is conducted in a cycle model consists of four stages activities namely; planning, implementing, observing, and reflecting. If the results of the first cycle does not achieve the target score, researchers can perform the cycle once again in order to achieve the criteria that have been determined.

c. The Subject of the Research

The subject of this Classroom Action Research is the eleventh grade students of IPA 3 at SMA Muhammadiyah 3 Jember in the 2015 / 2016 academic year.

d. Procedures of the Research

The classroom Action Research using Kemmis and Mc Taggart design consists of four phases in one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle. To make clear what happens in every phase, here are the explanation

e. The Technique of Collecting and Analyzing Data

Test

Arikunto (2013: 193) states that test is a set of questions or other instruments used to measure skill, knowledge, intelligence, aptitude of an individual or group. In this research achievement test is used to measure the eleventh grade students' speaking skill. The form of the test given is an oral test.

Observation Checklist

Observation is used to get the data of the students during the teaching and learning process of speaking ability through Practice –Rehearsal Pairs. Further, the observation is guided by a checklist paper to know the students activity during the teaching and learning process. In this case, observation is focused on the indicators of the participation of the students' involvement actively and passively in the teaching learning process of speaking.

RESULT AND DISCUSSION OF THE RESEARCH

The result of speaking test in the first Cycle showed that the mean score of students' speaking ability was 71.06 and the percentage of students who got score ≥ 75 was 66.67 %. It means that the students' speaking ability was not satisfied yet. The requirement of students' speaking test was ≥ 75 and at least 75% of the students involved in teaching learning process of speaking. It was regarded that the action in the first cycle had not successful.

The result of the students' speaking test in cycle 2 was higher than before. It was found that 78.79% or 26 students could reach the target score. That was ≥ 75 . Moreover, only 21.21% or 7 of 33 students could not pass the target score. The improvements from cycle 1 to cycle 2 were 12.12%. It means that the students had reached the target score,

the students were more confidence when they were speaking. They made progress in pronunciation, they also could develop their ideas, and they were more relaxed in speaking. Furthermore, they could also solve the adversity of their speaking with their partner. So, when students work in pairs they can practise their speaking and get to know each other better. Lessons are livelier than with solo activities and classmates can spur each other on and offer correction (Maxom, 2009: 90). The explanation is in line with Harmer (2001: 116) who states that ‘two heads are better than one, and in promoting cooperative helps the classroom to become a more relaxed and friendly place. So that working together helps more than working alone. In addition, TESS – India states “Pair work is a natural way for students to talk and learn more. It gives them the chance to think and try out ideas and new language. It can provide a comfortable way for students to work through new skills and concepts, and works well in large classes.

The second one is that the students’ active participation. It was found that there were 20 or 60.61% of 33 students who actively involved in teaching learning of speaking in meeting 1, and there were 28 or 84.84 % of students who were actively involved in meeting 2. The result was satisfied because the requirement of the students’ active participation was 75% and the average score of the students’ active participation was 81.75 %. So the students’ active participation in cycle 2 was successful and it was higher than the students’ active participation in cycle 1. It was because the students had been more active, they were not shy anymore to share with their partner.

From the result above, it could be said that Practice –Rehearsal Pairs strategy was an effective strategy to help students in improving speaking ability of the eleventh

grade students of SMA Muhammadiyah 3 Jember. All indicators of the criteria of success had fulfilled, the result of the students' response toward the implementation of practice rehearsal pair strategy had positive impact.

CONCLUSION AND SUGGESTION

Based on the result and discussion, it is clear that using Practice Rehearsal Pairs in second cycle can improve the students speaking ability and active participation of XI IPA 1 class at SMA Muhammadiyah 3 Jember in the 2015/216 academic year by giving more practice and ask them to perform the task in front the class. By pairing them, they can share their idea into good speaking and become more confident to perform the task. So, the students' fluency, grammar, vocabulary, and pronunciation can be improved.

SUGGESTION

- ✓ The English teacher is suggested to use Practice Rehearsal Pairs as alternative strategy in teaching speaking to improve the students' speaking ability since it is interesting and helping students to speak English.
- ✓ The students' speaking ability can be improved because in every lesson they can practice their speaking ability with their partner of the class. That is why the students are suggested to be active in teaching learning process by using Practice Rehearsal Pairs. And they have to practice their English not only in class but also in daily activities in order to speak English fluently.
- ✓ The suggestion for another researcher that the researcher suggested in this research such as: Conduct Practice Rehearsal Pairs by using another research design, such as experimental research, to know the effect of Practice Rehearsal

Pairs on speaking ability, Conduct Practice -Rehearsal Pairs to improve the listening, reading, or writing skill.

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