

THE USE OF PRACTICE-REHEARSAL PAIRS STRATEGY TO IMPROVE ENGLISH SPEAKING ABILITY OF THE SEVENTH GRADERS OF MTS RAUDLATUL ULUM KARANGPLOSO

Ahmad Ari Damhuri¹, Yahya Alaydrus², Diah Retno Widowati³

^{1,2,3}*Faculty of Teacher Training and Education, University of Islam Malang*

Corresponding Email: ¹damhuriari24@gmail.com,
²alaydrus@unisma.ac.id, ³d.retnowidowati@unisma.ac.id

ABSTRACT

The purpose of this study to know whether the practice rehearsal pairs learning model can improve the English speaking ability of seventh graders of Mts Raudlatul Ulum Karangploso. The result using practice rehearsal pairs as learning strategy could increase students' speaking ability, this research finally proved that the implementation of practice rehearsal pairs in learning and teaching English at the seventh grade of MTs Raudlatul Ulum Karangploso Malang was successfully. Subject of this study was grade 7 MTs Raudlatul Ulum Karangploso which consisted of 90 students. The sample were selected purposively, namely in class A who had problems in speaking English. The design in this research was classroom action research (CAR). Classroom action research focuses on teaching techniques used to raise students' proficiency in learning English as well as the caliber of teachers' performance. This cycle model for doing classroom action research consists of four stages of activities: planning, implementing, observing, and reflecting. The researcher was 80% students pass the minimum scores 80 mentioned in the criteria of success. The number of students who got score 75 above were 93,75% or 30 students from 32 students as the total of number of students in the class. It means that target was than enough, it was found that the only 2 students who did not pass the minimum score. The researcher considered that all activities of learning speaking by practice rehearsal pairs could increase students speaking.

Keywords: : Practice-Rehearsal Pairs, speaking ability, classroom action research

INTRODUCTION

English is taught as a foreign language as a required subject in Indonesian junior high schools. Students are expected to learn how to interpret and speak English through the teaching and learning process. Learning a foreign language entails being proficient in verbal and written communication in that language as the target language. Language proficiency, skill, and method use are all important components of the challenging process of learning to speak a foreign language (Chou, 2021).

Speaking is a technique to communicate with others, impart knowledge, and convey thoughts and feelings. (Mutmainnah & Mujahidah, 2019). 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 be understood. To master in speaking, the students should have good speaking skills. The way to get a good speaking skill is by encouraging people to share and to give information that will be able to progress the relationship.

The English syllabus in Islamic junior high school or MTs Raudlatul Ulum Karangploso does not demonstrate a satisfactory result. Many students failed to reach the goal of learning English. It is because of the students are not able to communicate with other people and 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.

The Practice-Rehearsal Pairs Strategy can be used to achieve speaking delight. Speaking in practice-rehearsal pairs is one approach to help students develop their speaking abilities. The Practice Rehearsal Pairs learning strategy is a learning model that provides opportunities for students to practice their mutual understanding based on the experiences they have formed (Nurrika et al., 2016). practice the rehearsal pairs strategy is a strategy used to gain success or success in achieving the goal of practicing a skill or procedure with active learning partners in the learning process that

involves the mental and physical learning participants with a more relaxed learning atmosphere. fun and maximum learning outcomes.

METHOD

This study is an example of classroom action research (CAR). According to (Burns, 2010). Classroom action research focuses on teaching techniques used to raise students' proficiency in learning English as well as the caliber of teachers' performance. Classroom action research is intended to solve the class problem and improve the teaching and learning process in the classroom (Arikunto, 2013). This cycle model for doing classroom action research consists of four stages of activities: planning, implementing, observing, and reflecting.

This study was adapted from (Latief, 2003), as described below:

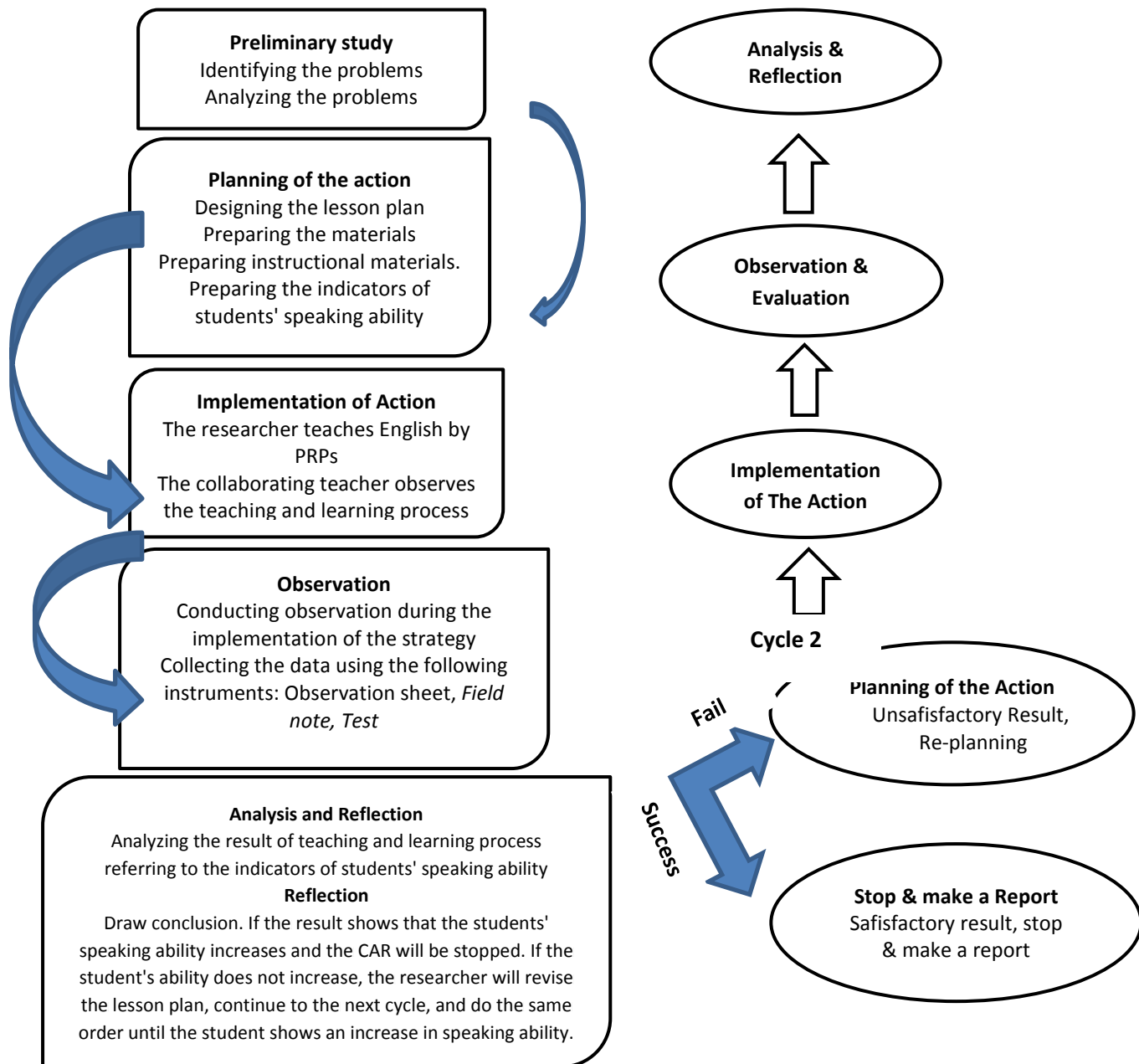


Chart 3.1 Classroom Action Research (adapted from Latief (2003))

The research was conducted at MTs Raudlatul Ulum Karangploso, which was located on Jl. Raya Ngijo No.26 Karangploso, Malang Jawa

Timur 65152 Ngepeh, Kedawung, Ngijo, Kec. Karang Ploso, Kabupaten Malang, Jawa Timur. Subject of this study was grade 7 MTs Raudlatul Ulum Karangploso which consisted of 90 students. Action research took research subjects that were selected purposively.

FINDINGS

First cycle

a) Planning

This cycle was done for four meetings included pre-cycle test. It was started on Tuesday, 19th June until Wednesday, 28th June 2023 at 08.45 to 10.30 am in every meeting. In this step the researcher prepared the material about speaking especially for Asking and Giving Opinion; Expressing Likes and Dislikes as material at this cycle, lesson plan as guidance the activity in the class, realia as a media in teaching the material in the class and also observation sheet.

b) Action

First meeting

Based on the schedule of English subject at the class, the first meeting was conducted on Monday 19th June 2023 which was conducted at 08.45-10.30 a.m. For the first meeting, the researcher introduced to the student about himself and that he would teach them only some meetings. The researcher explained the aim of the research to the students and explained about practice rehearsal pair that had been used during teaching and learning process. After that the researcher gave pre-cycle test to the students. The teacher has listened and paid attention, then gives a score related to the five indicators of speaking namely pronunciation, grammar, vocabulary, fluency, and content. This test was given to the students only to measure the

students' ability in speaking before doing the action. The students' pre-cycle test was given using oral test then the researcher scored.

Second meeting

The second meeting conducted on Wednesday, 21st June 2023 at 08.45-10.30 a.m. In this step, the researcher focuses on enhancing the students' speaking abilities, particularly their capacity to express what they like and dislike and to solicit their opinions. The following activities were performed by the researcher in this step:

- 1) The teacher checked attendance before the class began.
- 2) The teacher outlined the study's goal and the strategy of instruction.
- 3) The researcher explained to the students the rules, saying that the explainer or demonstrator must explain or demonstrate how to carry out the planned skills, and the observer must determine whether the explanation from a friend is accurate or not. The researcher also provided encouragement and practice if necessary.
- 4) The researcher gives the topic: Asking and Giving Opinion, and Expressing Likes and Dislikes.
- 5) Then the researcher demonstrates procedural knowledge and skills.
- 6) The researcher then divides the class into various groups. There must be two students or pairs in the group. The researcher then chooses one pupil to act as an explainer or demonstrator and another pupil to act as an observer.
- 7) Changing roles, the group that gave the problem to the other group earlier, gets a turn to process or detail the problem that given by its partner. The process is repeated until all group members have had a turn in their respective parts and all group members have mastered the learning material

- 8) The teacher has corrected, and repeated the error or asked the students to correct it.

Third meeting

The third meeting was conducted on Monday 26th June 2023 at 08.45-10.30 o'clock AM. Here the researcher clarified the students score at the first meeting and tried to improve it at the third meeting. Here were some activities the researcher did in this meeting:

At this meeting, the indicators that must be achieved in learning. Strategy Practice Rehearsal Pairs the teacher selects a set of skills or procedures to be taught to be mastered by students. Make a pair. In each pair, assign two roles: (a) explainer or demonstrator; and (b) checker. Explanation or demonstrator explaining and or demonstrating how carry out special skills or procedures. The checker verifies that explanations and or demonstrations are correct, encouraging, and giving practice if necessary. Partners reverse roles.

Fourth meeting

The fourth meeting was the last meeting in this cycle; it was conducted on Wednesday 28th June 2023 at 08.45-10.30 o'clock AM. For the fourth meeting, the researcher provided clarification here, focusing in particular on pronunciation, grammar, vocabulary, and smoothness. The researcher next administered an oral test to the students in order to increase their score and improve their speaking fluency.

c) Observing

According on observations the researcher made throughout the first cycle of learning, the following information was discovered:

- 1) During the first cycle of learning, many students were still unsure of what they should be doing in class and still lacked fluency inspeaking.
- 2) Most of the students were not paying attention during the meeting, and occasionally they made jokes about mistakes to their buddies

even if they were unaware of the correction.

3) All data about students' participation are collected

The target from researcher was 80% students pass the minimum scores 80 mentioned in the criteria of success. The number of students who got score 75 above were 93,75% or 30 students from 32 students as the total of number of students in the class. It means that target was than enough, it was found that the only 2 students who did not pass the minimum score. The researcher considered that all activities of learning speaking by practice rehearsal pairs could increase students speaking.

DISCUSSION

The researcher's observation, the student quality learning activity in the class increase and the students seemed more active and cheerful. All students come to the class. The enthusiasm of students increase day by day due to the implementation of the practice rehearsal pairs as learning strategy, there was full attention of the students. The benefits of pair work included the ability to boost student participation, create positive dependencies, develop strong personalities out of each group member, and foster accurate and non-ambitious communication.

The using of practice rehearsal strategy in teaching especially speaking could increase students' ability in speaking. It could be seen from the comparing of result preliminary-test and test score after cycle in this research. So, it could be interpreted that students could accept practice rehearsal as strategy of learning speaking.

They improved their pronunciation, had more freedom to express themselves, and spoke with more ease. They could also overcome the difficulty of speaking with their companion. Students can practice speaking and get to know one another better when they work in pairs. Lessons are more engaging than when students complete solo exercises because classmates can encourage and correct one another. According to Harmer

(2001), "two heads are better than one, and in promoting cooperative helps the classroom to become a more relaxed and friendly place." The rationale is in keeping with this statement. so that teamwork is more beneficial than working alone.

Based on the evidence above, The researcher conclude that using practice rehearsal pairs as learning strategy could increase students' speaking ability, this research finally proved that the implementation of practice rehearsal pairs in learning and teaching English at the seventh grade of MTs Raudlatul Ulum Karangploso Malang was successfully. The researcher used one cycle because the criterion of success was reached.

CONCLUSION

Based on the result of data analysis and the discussion of the result in previous chapter, the conclusion focuses to increase students' speaking ability by using practice rehearsal pairs at the seventh grade of MTs Raudlatul Ulum Karangploso Malang. Finally, practice rehearsal pairs strategy implied that it could be used in English learning to develop and increase students' speaking ability. To increase students' speaking ability successfully the teaching strategies should be well suited each other and more creative. There were many kinds of learning strategy that could be used and in this study the researcher use practice rehearsal pairs as a learning strategy. By applying practice rehearsal pairs the students had motivation because they were active in learned English.

The researcher provides some suggestions related this study. The majority of students so active using practice rehearsal pairs to develop their speaking abilities had a favorable influence, thus the researcher recommended that English teachers incorporate rehearsing pairs procedures as one of their tactics in the teaching process, particularly when teaching speaking English. The teachers should give motivation to students and be creative to get student's attention and make happy atmosphere in the class.

The researcher hoped that the students can apply practice rehearsal pairs to increase their speaking ability whether in or out of the class in learning English. Language can not be separated from speaking because speaking is a speaker's action in real life that involves interacting with listeners and expressing ideas through spoken language.

The researcher hoped that further researcher can use practice rehearsal pairs strategy to increasing student's speaking ability, but may use another indicators such as chunking, signaling intention, and turn-taking, and communication tactics (paraphrasing, rephrasing, and approximation).

ACKNOWLEDGEMENT

Thank you so much to Drs. Yahya Alaydrus, M.Pd as the first advisor, and Diah Retno Widowati, S.Pd., M.Pd as the second advisor for patiently assisting in the completion of this article with suggestions, guidance, and correction. Thank you so much to my parents and some people who have supported and provided many stories to accompany me throughout the work.

REFERENCES

- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi. Jakarta: PT. Rineka Cipta.
- Burns, A. (2010). *Doing Action Research in Language Teaching: A Guide for Practitioners*. NY: Routledge.
- Chou, M.-H. (2021). *An integrated approach to developing and assessing EFL students' speaking ability and strategy use*. *Language Education and Assessment*, 4(1), 19–37. <https://doi.org/10.29140/lea.v4n1.428>
- Harmer, J. (2001). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Essex: Longman.
- Latief, M. A. (2003). *Classroom Action Research in Language*. Malang: State University of Malang.
- Mutmainnah, M., & Mujahidah, M. (2019). the Implementation of Practice-Rehearsal Pairs Strategy To Improve English Speaking Skills At the Eight Grade of Ma Ddi Kaballangang. *Inspiring: English Education Journal*, 2(2), 97–115. <https://doi.org/10.35905/inspiring.v2i2.1268>
- Nurrika, A., Sutarno, & Sudana, I. M. (2016). *Strategi Pembelajaran Practice Rehearsal Pairs dalam Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran TIK Kelas VIII di SMP Negeri 2 Ungaran*. *Jurnal Edu Komputika*, 3(1), 68–74.