THE USE OF PRACTICE REHEARSAL PAIRS STRATEGY FOR TEACHING SPEAKING AT THE SECOND YEAR OF MADARASAH ALIYAH NEGERI (MAN) PALOPO

A THESIS

Submitted to the English Language of S1 Study Program of Tarbiyah and Teacher Training Faculty Of The State Institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Education

BY

IRMA SETIAWATI

10.16.3.0061

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER

TRAINING FACULTY OF THE STATE INSTITUTE FOR ISLAMIC

STUDIES (IAIN) PALOPO 2015

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ABSTRACT

Irma setiawati, 2015. *The Use of Practice Rehearsal Pairs Strategy in Teaching Speaking at The Second Year of Madarasah Aliyah Negeri Palopo.* Thesis English Study Program Educational Department in The State Institute For Islamic Studies (IAIN) Palopo. Consultant, Dr. Jumharia Djamereng, M.Hum and Madehang, S.Ag.,M.pd

Key words: Practice rehearsal pairs strategy, teaching speaking skill.

This thesis focused on teaching speaking skill at the second year in MAN Palopo by using practice rehearsal pairs strategy. The problem statement of this thesis: what is the effective way to teach students' speaking skill by using practice rehearsal pairs strategy at the second year students in MAN Palopo? How is the students response toward the use of practice rehearsal pairs strategy at the second year of MAN Palopo? The objective of the research is to find out the effective ways in teaching students' speaking skill by using practice rehearsal pairs strategy at the second year of MAN Palopo. To know the students' response toward the use of practice rehearsal pairs strategy at the second year of MAN Palopo.

In this research used Classroom Action Research (CAR). The target of this research is the second year students at MAN Palopo in 2014/2015 academic year. It was exactly in classroom IPA^1 and consisted of 16 students. The procedure of the research used three cycles which includes four step for each namely planning, acting, observing and reflecting. In collecting data the researcher used speaking test it is convering three important aspect such us accuracy, fluency, and comprehensibility, observation and questionnaire, the activities of students during learning process, it is analyzid by considering the students' participation and the implementation of Practice Reherasal Pairs strategy.

The result of data analysis and findings of the reserarch found that effective way in teaching speaking skill by using practice rehearsal pairs strategy at the second year students in Madarasah Aliyah Negeri (MAN) Palopo were: (1) give more opportunities to students to make turns in speaking during the times allocated and teaching speaking make more interact and fun, so the students can express their ideas freely, (2) the researcher brought an interesting media to be used by students to describe in practice speaking, (3) in practice speaking by using practice rehearsal pairs strategy students are better practice in pairs. Beside that, students bring English dictionary in every meeting. The improvement can be seen throgh mean score of students' test in cyle I is 48, cycle II is 61 and in the cycle III become 76. Beside that, there were increased attention and the activity of students in the learning process: students more active, motivated, self confidence and students speaking more fluent..

CHAPTER I

INTRODUTION

A. Background

Language is a means of communication, which humans beings use their life. They use it in speaking and writing. Through language they express their ideas and their feeling. Because, without language they can not communicate to another.

In English learning, there are four skills to improve the language namely: listening, reading, writing, and speaking. The goal of people learning language is to be able to speak it. Speaking skill is an important aspect to acquire when learning a second or foreign language and the success of leaning the language is measured from the perfomance of students to speak the language they learned.

Speaking language is especially difficult for foreign language learners because effective oral communicative requires the ability to use the language appropriatly in social interaction.[1] Speaking depends on understanding of what has been said by the speaker or the interlocutor. Another view, speaking is to be fundamental and instrumental but many cases, speaking is the most efficient language because the possibility in misunderstanding is most few. The learners can use many ways to develop their speaking, and can speak a foreign language, learners need to know certain grammar and vocabulary, by giving learners,

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[1]Jack C Richard and Willy A. Renandya, *Methodology in language Teaching*, (Ed.1;New York: Cambridge University Press,2002),p.204

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speaking practice, oral exam, and the most important to develop in practices their speaking skill to learn English.

If the people are eager to be able to speak a foreign language, they must practice and practice to use the language. There are many factors that influence students to succed to learn or to acquire speaking skill,the teachers should know any teaching methodologies of foreign language so they can apply one of them appropriately.

It can be said that the learning process in school is an attempt by teachers to make students learn. Activities in class that does not make students learn can't be said to be a learning process. After observeing at Madrasah Aliyah Negeri (MAN) Palopo. Researcher found that the learning process that occurs in the classroom wass relatively ineffective most of the students do not pay attention and follow the learning process optimally, some of them were playing some others disturbing friends, drawing and writing something beyond the material being taught, and some even sleepy. They are bored during learning process, and they seldom join in speaking class because they are afraid in saying and they do not know what the meaning the words they have said, because they do not know about speaking material and so far, they cannot even speak one sentences and even a word in English because they do not find themselves being encouraged to speak. Based on the problem above, the researcher conduct the study at the school by using " Practice Rehearsal Pairs strategy". Practice Rehearsal Pairs is strategy

which directly in form of real object[2]. In this study the researcher using Rehearsal Pairs strategy to improve the students, speaking skill. The researcher brought objects that they known like shirt origami, fish origami, butterfly origami etc. The researcher was brought it and showed to all students. And then, the students have speak about it, to giving intruction make the origami using their own words or their own sentences according the object that they saw.

Through presentation of this material like that, the researcher hopes it can improve the students' speaking skill. So, they would be able to speak English well. Therefore, the researcher is interest in conducting the research entitled "The Use of Practice Reherseal Pairs Strategy in Teaching Speaking Skill at the second year students of Madrasah Aliyah Negeri (MAN) Palopo.

B. *Problem Statement*

Based on the problem above the researcher formulates the research question as follow:

1. What are the effective ways in teaching students' speaking skill by using Practice Rehearsal Pairs Strategy at the second year of Madrasah Aliyah Negeri (MAN) Palopo?

2. How is the students response toward the use of practice rehearsal pairs Strategy at the second year of Madrasah Aliyah Negeri (MAN) palopo?

C. *Objective of the research*

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[2]Anita, *improving students speaking skill trhough realia at the eleventh year of SMA PMDS putri palopo,* (Palopo: STAIN Palopo, 2013), p. 2

In relation to the problem statement above, this research aims:

1. To find out the effective ways in teaching students' speaking skill by using Practice Rehearsal Pairs Strategy at the second year of Madrasah Aliyah Negeri (MAN) Palopo.

2. To know the students response toward the use of Practice Rehearsal Pairs Strategy at the second year of Madrasah Aliyah Negeri (MAN) palopo.

D. Significance of the Research

The significanceof the research is expected to have both academic and pratical contributions.

1. Academically, to help teacher/ researcher to find out the alternative way to teach speaking and produce the relevant and knowledge for their class to improve their teaching.

2. Practically, the result of this research will be helpful both for students and teacher to reduce the problem in teaching and learning English in speaking skill.

E. Scope of the Research

The scope of this research restricted to improve speaking skill at the second year students of Madrasah Aliyah Negeri Palopo by using Practice Rehearsal Pairs Strategy and concern to improve of accuracy, fluently, and comprehensibility.

F. Operational Defenition

Based on the title of this research, the researcher gives definition as follows :

1. Practice Rehearsal Pairs are a simple technique to practice and repeat the procedure of skills or learning with a couple and every pair has chance to be same role.

2. Teaching is giving instruction to; to guide the students of; to teach a class; to import the knowledge; as teach history; to give skill in the use of.

3. Speaking is the ability to produce articulation sounds or words to express state and convey thought, idea and feeling.
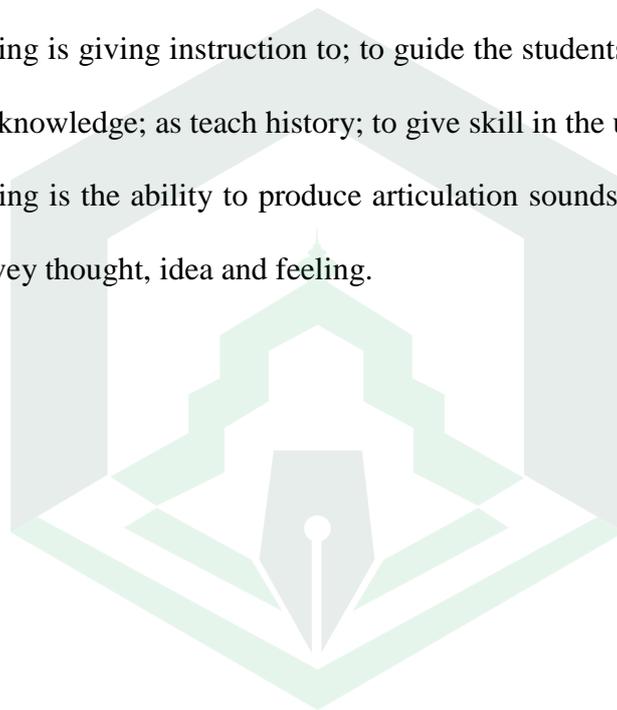
CHAPTER II

LITRATURE REVIEW

A. Previous studies

There are few researchers who have conducted previous research aimed at improving student's speaking skill.

Purwita Anggraeni in her thesis in title : Audio Lingual Teaching as an Alternative Method in teaching speaking to the English Department faculty of language and art Semarang State University. Writer concluded that the speaking mastery achieved by the first year students of junior high school improved after they were taught using Audio Lingual Method. She suggested that Audio-Lingual teaching Method as an alternative method of the teaching process is a good way to be applied in the first year student's of junior high school to improve their ability in speaking.[1]

Menik lestari in her thesis in tittle : The Effectiveness of Practice Rehearsal Pairs for Teaching Speaking (An Experimental study at the Second Grade of SMA Muhamadiyah 1 Purwokerto in Academic Year 2011/2012). Writer concluded that the practice rehearsal pairs was effective for teaching speaking. She suggested that the practice rehearsal pairs as an alternative strategy

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[1]. Purwita Anggraeni,*Audio-Lingual Teaching as an Alternative Method in Teaching Speaking to the first Year Students of SMPN 2 Pemalang* (Semarang StateUniversity,2007)P.67

ot the teaching procces is a god way to be applied in the second grade students' of senior high school to improve their ability in speaking.[2]

Those research above are the same with this research in the case of focusing on speaking skill of students. It is the same with this research namely how to improve speaking skill of students. In other word, there are many ways to improve the students spaking skill.

B. **Some Pertinent Ideas**

1. Teaching Language

According to Martin H. Manser: "language is a system of sounds, words, etc used by humans to communicate, thoughts and feelings"[3].whereas Douglas explain clearly: language is a system of arbitrary, vocal symbols which permit all People in a given culture or other people who have learned the system of the culture, to communicate or interact[4].

In teaching language or English, firstly, we have to know the concept of teaching. According to Douglas teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition of learning.[5] On the other hand, teaching is transference knowledge from the teacher to learners. According to

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[2] Menik lestari, *The Effectiveness of Practice Rehearsal Pairs for Teaching Speaking An Experimental study at the Second Grade of SMA Muhamadiyah 1 Purwokerto in Academic Year 2011/201,.* (Universitas Muhamadiyah Purwokerto) 2013.

[3] Martin H. Manser, *Oxford Learning Dictionary Pocket Dictionary*,(Oxford: Oxford University Press, 1991), P.233

[4] H. Douglas Brown, *Principle of Language Learning & Teaching* (2nd edition, New Jersey : Prentice Hall International Limited, 1987), p.4

[5] *Ibid, H. Douglas Brown, p.*7

Jack Richard, "Teaching is showing or helping someone to learn how to do something, giving information, guiding in the study of something, providing with knowledge, causing to know or understand.[6]

Another expert said that the teaching learning process is device for the learner evaluation of objectives. In this process that has opportunity of experiencing the relationship between syllabus[7]. Teaching is an art that delivered of science and skill to the students. Because of art the variation of method or teaching technique is depend on art skill in every teacher own, the quality of art skill can increase and develop. So the teaching target more effective and efficient.

a). The Principle of Teaching

One of the principles of teaching is using method; using appropriate method can establish the goal of learning teaching process.

According to jack Richard "the application to language teaching of theories concerning the nature of language and language learning has led to a succession of different instructional method. Although differences between methods often reflect opposing views of the nature of language and of language-learning process, the reason for the rise and fall of methods are often independent of either the theories behind those methods or their effectiveness in practice".

b) Theory of Learning

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[6]Jack C. Richards, *Approaches and Methods in Language Teaching*, (Cet. VIII, New York: Cambridge University Press, 1995) p.44

[7]SyaifulBahri, *StrategiBelajarMengajar*.(Jakarta: PT.RinekaCipta, 2006), P.1

The terms of teaching and learning are two different events, but between them there is a close relationship. Even between the two affects each other and support each other.

Syaiful Bahri says that learning and teaching is a valuable activity coloring educative interaction occurs between teachers and students. Educative value of interaction due to teaching and learning activities under taken, aimed to achieve.

2. Speaking Skill

a). Theories of speaking

Speaking is one of the central elements of communication. In EFL teaching is an aspect that needs special attention and instruction. In other to provide effective interaction, it is necessary for teacher of EFL to be careful to examine the factors, conditions, and components that underlie speaking effectiveness. Effective interaction derived from the careful analysis of this area together with sufficient language input and speech promotion activities will gradually helps learners speak fluently and appropriately.[8]

Speaking is a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Speaking is one of the element of communication.

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[8] Jack C. Richard op.cit.P.210

Speaking is used for many different purposes, and each purpose involves different skill, and we may use speaking to describe things to explain about people behavior, to take polite request, or to entertain people with joke and another.[9]

b). The role of speaking

Speaking is means of communication. Communication is contact to the receiver a meaning clothed in words; we are arousing within the receiver associations which will enable that person to person to perform an interaction of the intention of our message.

3. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.

Testing students spoken language command is one of the most important aspects of an overall evaluation of the student's language performance. According to Rasyid and Nur devide speaking skill into two features, firstly is competency features that consists of fluency and accuracy. Second is a performance feature that consists of content and interaction.

Appropriacy is the ability in use of language generally appropriate to the function. Syah says that appropriacy is use lexical, phonology and intonation

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[9]Nasrullah, *Improving Speaking Skill Through Retelling Story at the Tenth Year Students of Madrasah AliyahNegeri (Man) Palopo*, (Palopo: Unpublised Thesis of STAIN Palopo, 2008) P.7

properly and fairly base on situation and condition any own translation. In this case, performance features is the appropriateness in using language.

Based on statement above, the writer divides speaking skill into three main components, as follows:

a. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by all allowing students to focus on the elements of phonology grammar and discourse in their spoken output.[10]

Based on the experts' opinion above, the researcher concludes that accuracy is one of the criteria of speaking assessment which focus on how far the speakers able to perform speaking appropriately on phonological, lexical and grammatical aspects.

b. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. Speak without too great an effort with a fairly wide range of expression. In the past research Rasyid and Nur found that in that students speaking skill they were fairly fluent in interaction with speak of 75-89 word per minute, with not more that 3 false and repetitions and not more that 7 fillers per 100 words.[11]

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[10]H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco State Univerrsity, 2007), p.268.

[11]Muhammad Rasyid and Hafsah J. Nur, *Teaching as Foreign Language (TEFL) in Indonesia.* (Department of English Education : FPBS IKIP Ujung Pandang, 1997), p. 201.

Based on the experts' opinion above, the researcher concludes that fluency is one of the criteria of speaking assessment which focus on how fast the speakers produce words when they are performing speaking to the other people.

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one understands.[12]

In testing speaking proficient, we use some elicitation techniques. According to Madsen elicitation techniques is the ways to get students to say something in speaking test, for example through limited response; directed response, question about picture, reading – aloud, paraphrase explanation, guided role play or relaying information, visual and paraphrase techniques through oral interview.

Based on the experts' opinion above, the researcher concludes that comprehensibility is one of the criteria of speaking assessment which focus on how far are the speakers able to understand what their interlocutors mean when performing speaking.

After knowing the some criteria of speaking assessment stated by the expert above, it will be easier for the researcher to conduct the speaking assessment of this research in order the data collected accurately.

4. **The problems of speaking**

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[12]Martin H,Manser, *Oxford Learners' s Pocket Dictionary*,(Ed, II ; Oxford : Oxford University Press, 1995), p. 8.

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

There are some characteristics can make speaking difficult. As Brown demonstrates some of characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

a) Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

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d) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

e) Colloquial language

Make sure your students' reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f) Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluent.

g) Stress, rhythm and intonation

The most important characteristic of English pronunciation, as well be explained below. The stress time's rhythm of spoken English and its intonation pattern convey important messages.

h) Interaction

As noted in the section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation. [13]

5. Theory of Practice Reherseal Pairs Strategy

a) Cooperative learning

Practice rehearsal pairs is one of strategy of cooperative learning. *Cooperative learning* done by divides students in a few group or team. Every group or team consist of some students that have different ability. Teacher gives task or about problem to be worked or solved by each group or team. Johnson D. W & Johnson R.T explain that cooperative learning has five base elements which is:

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[13] H. Douglas Brown, *teaching by principle an interactive approach to language pedagogy,* (second Edition; San Fransisco: Longman,2001),p.270.

a.) *Positive interdependence* – which is students shall fill its own studying accountability and mutually helps by other member in its group;

b.) F*ace to face interaction* which is students to have liabilities to explain what does be studied to the other students that becomes its group member;

c.) *Individual accountability* which is each students have to gains control become their task in group,

d.) *Social skill* which is every member to be able get communication effectively, keep respect with the other member and working with to solve conflict;

e.) *Processing's group* , group have to assess and seeing how their team collaborated and thinking up how to be able to fix it. [14]

So cooprative learning is any form of learning which allows learners actively participate in the learning process itself either in the form of interaction between learners and learners with the teacher in the learning process.

b) The Srategy in teaching learning

Strategy, a word of military origini, refers to a plan of action designed to achieve a particular goal. In military usage strategy is district from tactics, wich are concerned with the conduct of an engagement, while strategy is concerned with how different engagement are linked. How a battle is fought is a matter of tactics: the terms and conditions that it is fought on and wether is should be frought at all is a matter of strategy, which is part of the four levels of warfare:

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[14] Dr.Endang Mulyatiningsih.*Diklat Peningkatan Potensi Dalam Rangka Penjaminan Mutu Pendidikan,Pembelajaran, Aktif,Kreatif, Inovatif, Effektif dan Menyenangkan (PAIKEM).* (Depok: P4TK Bisnis dan Pariwisata:2010), p.18

political goals or grand strategy, strategy, operation and tactics. Building on the work of many thinkers on the subject, one can define strategy as " a comprehensive way to try pursue political ends. Including the threat or actual use of force, in a dialectic of wills there have to be at least two sides to a conflict. There sides interact, and those a strategy will rarely be successful if it shows no adaptebility.

The strategy is defined as plan or series of activities designed to activities a particular education goal, so therefore can be interpreted as a learning strategy plan contain a series of activities designed to active specific education goal. There are four basic issues that are critical to be used as guidelines for the implementation of learning activities so successful as expected.

1) Specification and qualification of how changes in behaviour in want as a result of the teaching learning made it.

2) Choosing teaching approach deemed most appropriate and effective way to reach target.

3) Select and establish procedures method and technique of teaching and learning which is considered the most appropriate effective difference.

4) Establishing, the norm or criteria for success so that teacher have a great that can be used to assesses extend the success of task that have been done.[15]

   c) Definition of Practice Rehearsal Pairs.

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[15] Mukminah *teaching simple present tense througt two stay two stray strategy at the eight year of MTS bahrul ulum Sumber agung kec. Malangke* (STAIN palopo, 2010), p. 24

Students have some problem in the speaking competence. The problems are the students' lack of vocabulary, difficulty in pronouncing word, and passive in the teaching and learning process. To solve this problem, the writer uses one of type's cooperative learning. It is Practice Rehearsal Pairs.

According to Zukhrufarisma 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.[16]

Whereas Zaini 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.[17]

Based on the explanation above the researcher makes conclusion that Practice Rehearsal Pairs is one of cooperative learning technique where the students practice and perform their idea, thought and feeling which is applied in a dialogue with their couple. In this activity there are exchange role, do some preparation, before they perform it and it is an easy technique to applying in speaking skills and it make students confidence to speak up in front of the class because they have a partner to accompany him/her.

1) Elements of *Practice Rehearsal Pair* Strategy

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[16]Zukhrufarisma/*StrategyPembelajaran*,http;//zukhrufarisma.wordpress.com/2010/11/02/ strategy_pemelajaran,accessed on 2nd may 2015.

[17]HisyamZaini/*StrategyPembelajaranAktif,*Manusiapinggiran.blogspot,com/2013/04/model strategy_pembelajaran_aktif_hisyam_html,accessed on 2nd may 2015

In student teaching and learning process can study active straight forward engaged student / active deep learned. There is elements even method *practice rehearsal pair* such as:

a). Experience

Learning will happen effective and student gets active while is that student own experience teaching and learning process since child will study a lot of through conducts and experience directly will more a lot of activate senses instead of only via listens, there is process even this gets to be done through activity: watch, attempt, read, investigate, interview, etc.

b). Interaction

To pull student involvement, teacher shall build relationship. This relationship will build bridge builds enthusiastic life, student makes way to enter new world they, knowing their strength yen. Form this interaction can are done in: discussion, question-answer, work group and etc.

c). Communication

A teacher which opens communication to student wills making effective more learning because with communication open end will make definitive's pose student. It is caused a student perceives to get attention of teacher, so them will give feedback. Form this activity gets as activity interposes to have say, presentation, reporting etc.

d). Reflection

Reflection also constitutes a part learning deep essential. Reflection is make the point to bethink about what does have studied or think backward where

of have already we do at past. Its key is how that science precipitates at marrow student. Student notes what already is studied and feels ideas new. With reflection, therefore gets to help student makes relationships among Gnostic one is had in advance with science a new one. With so student perceives getting good for something it whereof have already studied.

Besides available many principle that need to be noticed deep performing elements of *practice rehearsal pair strategy* such as:

(a). Creating situation and good relationship with student so there is wish and willingness of student to watch what do want demonstrate.

(b). Labor that that demonstration is clear for student earlier one don't understand, remembering student haven't obviously gotten the picture what one that is meant deep demonstration because energy limitation its thoughts.

c). Think up carefully before demonstrate subject discussion or given discussion topic about marks sense handicap that will find student while thinking up and looks for trick for settling it.

With gets principle guidance upon, therefore activity demonstration will lose aim and escape conducts so get directed walking along with aim already being pattern zed previous.

d) Teaching Speaking Using Practice Rehearsal Pairs

There are four points of Practice Rehearsal Pairs which explained above are the main requirements in classroom teaching learning process. Below is the

procedure how to apply Practice Rehearsal Pairs, including speaking class activity in the classroom teaching activity:

(a). The teacher chooses one skills or procedure that will be studied by learners. In this step, the teacher chooses speaking skills that will be studied by learners.

(b). The teacher divides the students into some pairs In this step, there is not clarification in dividing students into some pairs, the teacher must be creative, but in each pair there are explanatory or demonstrator and observer. Explanatory is the students has task to explain their result discussion with their pair and observer is the students has duties to observe and assess the explanatory.

(c). The teacher asked the explanatory or demonstrator to explain or perform how to do the material and the observer duties are to observe and assess the explanation with making notes.

(d). The teacher asks each pair to make precedure sebuah origami and they practice the dialogue repeatedly by exchange a role in their seat. It is done until finished and can be mastered by the students.[18]

  e) Advantages and Disadvantages of Practice Rehearsal Pairs

  1) Advantages of Practice Rehearsal Pairs

   Practice Rehearsal Pairs has advantages. The advantages as follows:

(a) The students are not passive in teaching and learning process, they will be active students. Practice rehearsal pairs help students to be active in the teaching learning process by discussing material with pairs and exchanging role.

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[18] Suprijono agus. *Cooperative learning: teori dan aplikasi PAIKEM,* Yogyakarta:Pustaka Pelajar 2013

(b) The students will be easier to interact with the teacher or his/ her pair or another pair because the students don't work the exercise individually but in pair and they can discuss it with the teacher or another pair.

(c) It makes students more interested in the speaking class because there is not traditional method for teacher but the students active to discuss a new material in pairs.

(d) The students have many chances to speak more and more with their pair in the speaking activity.

(d) The students have same opportunities in the each pair. It's mean that every student will get the same role in their pair; they can to be explanatory or observer.

2) Disadvantages of Practice Rehearsal Pairs

Practice Rehearsal Pairs has disadvantages. The disadvantages as follows:

(a) Manage the time. The time will be longer to discuss each pair, make a dialogue, and exchange a role of each pair, so the time to perform every pair is not enough.

(b) Monitoring Class The class will be crowded by discussing each pair and monitoring the activities of students will be difficult in a big class because in big class there are many pair has different ideas Not only the students has different

idea but also the students work in pairs, they just end up and chatting in their own language. It makes the teacher difficult to handle the class.[19]

Practice Rehearsal Pairs is a technique of cooperative learning used by students to help them increasing their speaking ability because every students can practice and express their dialogue repeatedly before they are performing it, with his or her couple, and in this technique the students can exchange the role, it is an easy technique to be applied and used. So the Practice Rehearsal Pairs is effective for teaching speaking.

D. Conceptual Frame work

This research takes students of MAN Palopo who have learned English as a foreign language since the first class. Speaking is one of skill that they have learned. In this research the researcher uses Practice Rehearsal Pairs Strategy to improve students speaking skill.
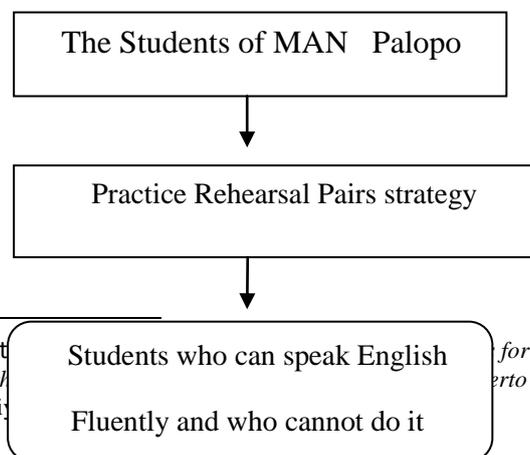
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│      The Students of MAN   Palopo    │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│    Practice Rehearsal Pairs strategy │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│   Students who can speak English     │
│   Fluently and who cannot do it      │
└─────────────────────────────────────┘
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[19] Menik lest... for Teaching Speaking An Experimental study at th... erto in Academic Year 2011/201,. (Universitas Muhamadi......

Sentence and conversation

Production of: fluency, accuracy and comprehensibility

Speaking

Variation in producing: accuracy, comprehensibility and fluently

IAIN PALOPO
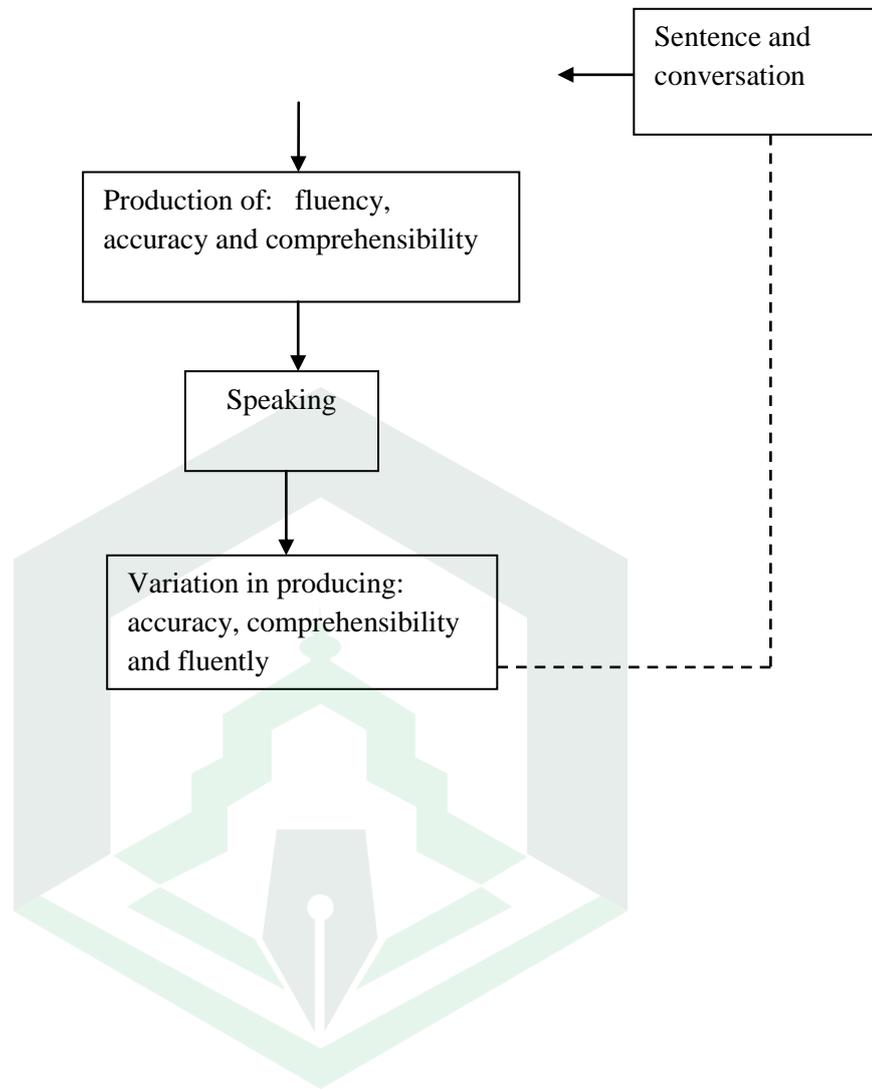
CHAPTER III

METHOD OF THE RESEARCH

A. Type of Research

The type of research in this research was Classroom Action Research (CAR). " Classrom Action Research is research that use of teachers in the classroom it self through self-reflection, with the aim of improving its performance as a teacher. So that, the students learning outcamesbe improved.

There are three words you need to know its meaning one by one, the following explanation:

1. Classroom: in this sense is not tied to the classroom, but in more specific terms, as has long been recoognized in the field of education and teaching, the meaning of the term class is group af students who are in the same time, recieve the same lessons from the same teacher as well.

2. Action: point to something intentional motion activities with a specific purpose. Inj a series of cycles in the form of research activities for students.

3. Research: is an activity to seen an object using a specific methodology and rules to obtain data or information that is useful in improving the quality of the intersting and important for researcher.[1]

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[1] Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas,* (cet.VI, Jakarta; Bumi Asara,2007),p.2.

" Action research is a study of four series of activities done in repeated cycles. There are four activities in each cycle, including planing, action, observation and reflection."[2]

B. Time and place of the research

This research start on 5 january 2015 – 26 january 2015 conducted at the second year of Madarasah Aliyah Negeri Palopo.

C.   Setting and Subject of The Study

The researcher finished in MAN Palopo, it is locate on Balandai in Palopo. The subject of this Classroom Action Research focused on the second year of academic year 2014/2015; the number of students in this class was 16 students.

D.   Data Sources:

1. English Teacher

Eglish teachers was a researcher in this research, where the English teacher applied classroom observation technique while teaching speaking in classroom.

2. Students

The position of students in this research as subject of the reserarch, the reseracher hoped after researching the students could improve their speaking skill.

3. Partner / Collaborator

The position of collaborator in research as a observer, the collaborator help the researcher to observe the students, so the researcher was able to know the

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[2] *Ibid, p.74*

students condition in learning process and gave suggestion and solution to the problem for each cycle.

E. Research procedure

This study begins with identifying the problem of speaking skill of students at the second year of Madrasah Aliyah Negeri Palopo by conducting a pre observation.

Procedures of the research in this study was conducted in three cycles, each cycle consisting four activities in each cycle, including planing, action, observation and reflection. And each cycle was used as students test.

Explanation of the procedures as follows:

a. Planning

In this step, the researcher prepared material and what the students have to do in the action step. Make a learning implementation plan (RPP) based on the curriculum, and arrange material (origami) of lesson planning and it should based on Practice Rehearsal Pairs Strategy in learning speaking. Make a questionnaire for observe the condition of learning process. Arrange the test to know the increasing of the result study after they study Practice Rehearsal Pairs Strategy.

b. Action

When the process going on, the teacher should be researcher that observe behavior change that estimated as reaction or perception toward action which is given. Researcher must observe accurately students is behavior even situation in the classroom. There were some activities that conducted in this phase namely:

1) Brain stoming

(a) The first, the teacher gives motivation to the students before she/he tells out the learning aims and the basic of competence.

(b) The teacher tells out the learning aims and the basic of competence that will be done in with use the classroom observation technique.

2) Core program

(a) Researcher implemented the activities which had been planed before based on lesson plan.

(b) Researcher showed an object to all students in every meeting like (shirt origami, butterfly origami, etc.)

(c) Researcher give opportunities for students to practice speaking with their friends, before they would be speaking one by one.

(d) The researcher would call the students one by one to do practice speaking using their own words through the object, if there is an error in speaking the researcher gave correction. So, the students knew their mistakes when they were speaking.

3) closing

Teacher asks the students' problem about the materials and the learning process. And the teacher say thanks for participation every students.

c. Observation

In this step, the researcher observed what happened in the classroom, and the teacher (monitor) fills in the observation sheets, what the students do in the classroom. The researcher has to observe also the weakness of the learning

process. In this step also the researcher interview some of the students. She does it for getting information about students' opinion about the method and the learning process. They like the method or not.

d. Evaluation and reflection

In this step was conducted to know the ability students to understand the materials this were given. What the strenght and the weakness of the activities are, and what the characteristics of students appeared during the learning process were evaluated. Those phenomena are a reference to manage the next planning. Those cycles are continued to second cycle until the target of learning was achieved.

F. Data Collection Technique

In this research the technique of collecting data to get a valid data namely from observation in learning process and through questionnaire who given to the student. As the instrument that used in collecting data are:

1. Student learning outcames data, data taken from the test and the end of each cycle.

2. Video tape recorder, recordings taken from the firs meeting, to saw more the students' speaking improvment.

3. Questionnaire, It was used to know whether the students response to use Practice Rehearsal Pairs strategy in their learning process.

4. Observation sheet, it was about condition of student during learning process and student active participant in following the process of learning which taken during the learning process was going on, which included in the observation sheet that has been made.

G. Data Analysis Technique

The data in each cycle is collected through the following steps:

1. Scoring students speaking test

The data from speaking test are score on the scoring classification. They are accuracy, fluency, comprehensibility. Detail elaboration is presented as follow:

1) Accuracy

Table 3.1: Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a break down in communication. Many" basic" grammatical and lexical errors.

Very poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

2) Fluency

Table 3.2: Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make and effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, three are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

3) Comprehensibility

Table 3.3: Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker's intention and general meaning. Very few interruption or classification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrase) can be understood and then with considerable effort by someone who is listening the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

(adopted from Heaton)[3]

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[3] J.B Heaton, *Writing English Language test*, (ed 1 : New York inc, 1998), p.100.

Beside the technical of scoring through six scales, the writer also make rating classification to measure the student's speaking ability. The following is rating scale classification.

Table 3.4

Rating Scale Classification

Classification	scale	Rating
Excellent	86 – 100	6
Very Good	71- 85	5
Good	56- 70	4
Fairly Good	41- 55	3
Poor	26- 40	2
Very Poor	< 25	1

Based on the table above, the student will get excellent if their score is 6, very good if their score is 5, good if their score is 4, fairly good if their score is 3, poor if their score is 2, and very poor if their score is 1.

The data in cycle 1,2, and 3 were collected through the following step:

a. Scoring students speaking test

b. Calculating the mean score of the students' speaking test by using the following formula according to Arikunto Suharsimi in Eka ningsih.[4]

$$Md = \frac{\sum x}{N}$$

Where:

Md = Mean Score

$\sum x$ **= Total Row Score**

N = Total Sample

H. Working Indicators

Successfully in this actiion research, if the value of students learning will have an improvement. According to the criteria of completeness of material that is established by Madrasah Aliyah Negeri Palopo for English subject were 70. There will be also changes in attitudes of students during learning process is characterized by increased attendance, attention, and the activity of students in the learning process that can be seen in the observation sheet.

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[4] Eka Ningsih, *Improving Speaking Skill by Using Classroom Observation Technique At the eight Year in SMP PMDS Putra Palopo,*(Palopo:STAIN Palopo,2013)p.36

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The findings are presented by using observation sheet, test, and questionnaire.

A. *Findings*

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were three cycles; it can be seen in general through the following chart:

```
Finished    ┌─────────────────────────────────────────┐
            │ Problem ──▶ plan of acting ──▶ acting    │   Cycle 1
            │                                  │        │
            │                                  ▼        │
            │ Reflection ──▶ data analysis ──▶ observation │
            └─────────────────────────────────────────┘
                              │
                              ▼
                          Unfinished
                              │
                              ▼
                          Next cycle
            ┌─────────────────────────────────────────┐
            │ Problem ──▶ Plan of acting ──▶ Acting    │
Finished    │                                  │        │   Cycle 2
            │                                  ▼        │
            │ Reflection ──▶ Data analysis ──▶ observation │
            └─────────────────────────────────────────┘
                              │
                              ▼
                          Unfinished
                              │
                              ▼
                          Next cycle
            ┌─────────────────────────────────────────┐
            │ Problem ──▶ plan of acting ──▶ acting    │
Finished    │                                  │        │   Cycle 3
            │                                  ▼        │
            │ Reflection ──▶ data analysis ──▶ observation │
            └─────────────────────────────────────────┘
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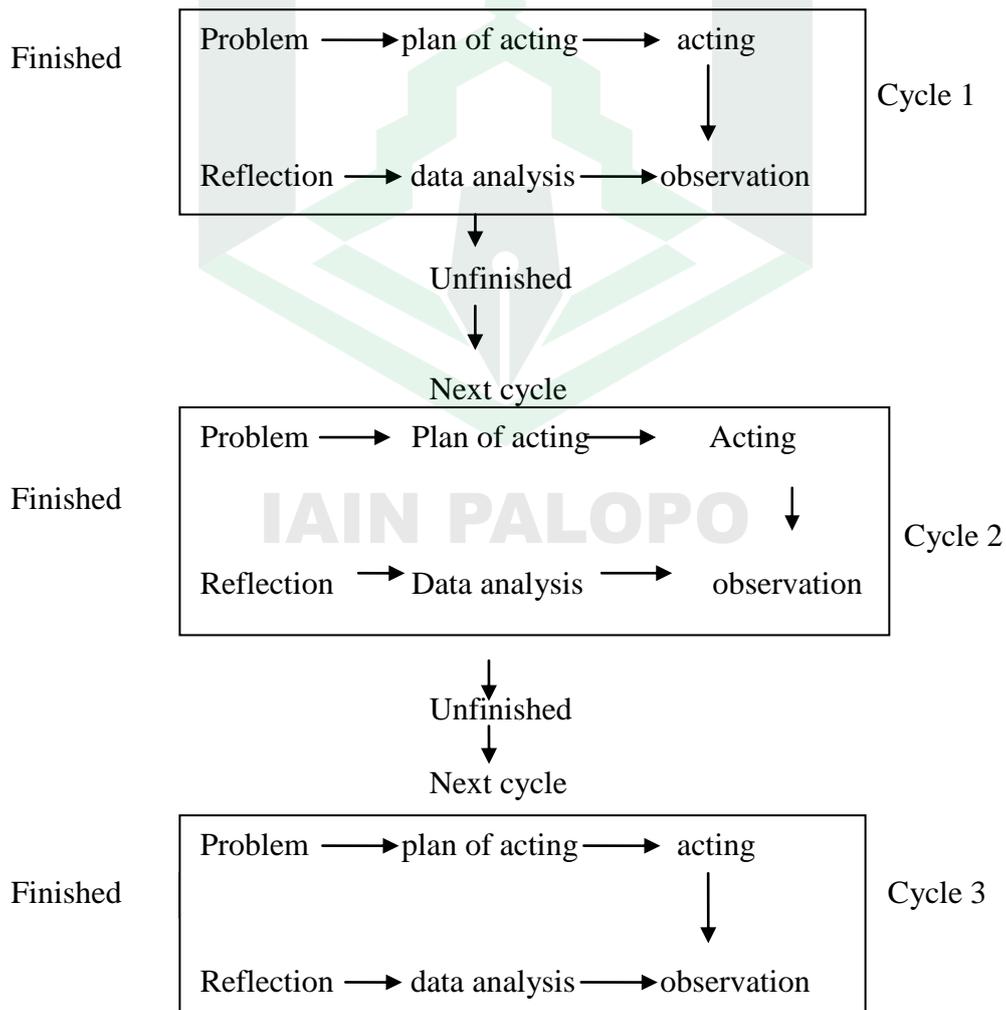
1. Explanation of cycle I

a. Planning

In planning section, the researcher prepared all tools that needed to carry out the study in the class, such as student's test, observation sheet, questionnaire, and camera. In this section, the preparations prepared by the researcher before doing action in the cycle 1 are:

a) Researcher design a lesson plan which described teacher's step and student's step solving the students' problem of speaking skill.

b) Researcher prepared all facilities needed in doing learning teaching process trough Practice Rehearsal Pairs strategy, such as media, the camera, students' test, observation sheet and questionnaire.

c) Researcher determined the success indicators before beginning this research.

b. Action

In this section, the researcher gave the students material of speaking skill by using Practice Rehearsal Pairs strategy, then she gave one material to tell procedure. After that, she asked the students one by one to presentation about their task.

In this meeting, she introduced about Practice Rehearsal Pairs strategy to students. She explained how to conduct Practice Rehearsal Pairs strategy in 5 minutes. After that, she gave them example *"fish"* procedure how to make fish origami in front of the class and her partner followed her instruction. The procedure are: 1) fold in half both ways. Unfold and turn over, 2) fold diagonaly both ways, 3) fold the upper layer and turn over, 4) fold the corner past the edge,

5) bring the left and right sides together. So that the paper into triangle, 6) rotate triangle and the last you are done draw the eye and some stripes to make it look nice. The condition in the class conducive they seemed enthusiastic followed the material and they were active joint speaking in the class.

She gave them chance to prepare themselves before presentation that task during 5 minutes. After she gave them 7 kinds task that is fish, rabit, butterfly, face boy, shirt, frog, and yatch, then they chose one of them for presentation. R1 and R2 *"fish"* R3 and R4 *"butterfly"* R5 and R6 *"rabit"* R7 and R8 *"fish"* R9 and R10 *"shirt"* R11 and R12 *"face boy"* R13 and R14 *"frog"* and the last pairs are R15 and R16 *"yatch"*. All of them demonstrated how to procedure their task during 5 minutes.

In the last meeting in cycle I then she gave them homework that was study about all of the material and gave the vocabulary to memorize because the students' speaking had not still improved in the cycle I, that should be increased in the next cycle. In the activities in action of cycle I she gave chance to them to tell about their difficulties that they were found in learning speaking by using Practice Rehearsal Pairs strateg

Picture 1 in cycle 1

Activities in cycle I

Here are some of the data transcription and score that score that respondent got in cycle I test.

The student who got very poor score is:

R6

Hehehehehe.... assalamualaikum wr..wb, eem mai nem iz nur aini ai wil giv in... in..... inter.... inte...raksen mek em fis origami. Step wan, star wið e e.. origami papǝr, step tu: folt ðǝ u..u... apa ka' uper... ai gak ku tau ka'..

Criteria of score of components:

A (2) = Pronounciation is seriously influenced by mothet tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.

F (2) = full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

C (2) = Only small bits (usually short sentences and phrases) can be understood and than with considerable effort by some one who is used to listening to the speaker.

The student who got poor score is:

R2

Assalamualaikum wr wb, ai wil giv interaksen mek fis origami. Step wan,star wið e.. origami paper. Step tu: folt ðǝ botem korner to ðǝ lower en unfolt.

Step tre folt ðǝ uper layer en tun ofer em step for folt ðǝ korner pas ðǝ edj, step faif bring ðǝ lef en raigt said togeder. So dad ðǝ papǝr into trienjǝl, step siks rotet trienjǝl en ðǝ las yu aː don drau ðǝ ey.

Criteria of score of components:

A (3) = Pronounciation is fluenced by the mother tongue but only a few serious phonological errors, some of which cause confusion.

F (3) = Has to make an effort for much of the time. Often has to search for the desaired meaning. Rather halting delivery and fragmantery. Range of expression often limit.

C (2) = Only small bits (usually short sentences and phrases) can be understood and than with considerable effort by some one who is used to listening to the speaker.

The student got average score

R 14

Assalamualaikum wr wb, em mai neim ɪz khairunissa, aɪ wil gɪv inˈstrʌkʃn frog origami. Step wʌn staːt wið e papǝr, step tuː faʊld ðǝ e top left ˈkoːnǝ (r) to e.. e.. ðǝ rait saɪd, step tri em.. faʊld ðǝ bǽk top, em... step foː(r), faʊld ðǝ left koːner em of ðǝ trienjǝl to ðǝ top. Step faiv drau ðǝ eybals.

Criteria of score of components:

A (3) = Pronounciation is fluenced by the mother tongue but only a few serious phonological errors, some of which cause confusion.

F (2) = Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

C (4) = Most of what the speakersays is easy to follow. His intention is always clear but several interruption are nessesary to help him to convey the massange or to seek clarification.

The student got good score:

R 4

Assalamualaikum wr wb maɪ neɪm ɪz winda aɪ will gɪv inˈstrʌkʃn meik en origami step wʌn staːt wið e papǝr origami, step tuː faʊld in half bot waɪs. ʌnfaʊld ǝnd tuːn over, step θriː faʊld diagonali both waɪs, step foː faʊld ðǝ ʌpper

layer ənd tu:n over, step faiv, faʊld ðə 'ko:ner pas ðə edʒ, step sɪks ðə last, faʊld bɪhaind. Tu:n over ənd faʊld ə long ðə sente: laɪn.

Criteria of score of components:

A (4) = Pronounciation is still moderately influenced by the mother tongue but not serious phonoligal errors but only one or two major errors causing confusion

F (4) = Although he has to make an effort and search words. There are not too many uunatural pauses. Fairly smooth delivery mostly.Occasionaly fragmentary but succedin conveying the general meaning fair range or expression.

C (4) = Most of what the speakersays is easy to follow. His intention is always clear but several interruption are nessesary to help him to convey the massange or to seek clarification.

c. Observation

Based on the observation activities made by researcher and collaborator in the first cycle, we observed the learning activity about describing an object, and giving instruction how to tell procedure in learning speaking by using Practice Rehearsal Pairs strategy. Based on the observation their activity in the class in the first cycle, many students was still confused with the Practice Rehearsal Pairs Strategy especially in the application of strategy before. The Class condition during learning activities showed that:

1) It was noisy when the researcher gave explanation.

2) The students were not familiar with the using Practice Rehearsal Pairs Strategy.

3) The students less active

4) Learning process was not effective because some students just silence although they were confused or they did not understand with the material.

5) The students were not focused when the researcher explained material.

6) There were some students cheat note when presentation.

The observation of activities researcher made by observer when explained the material and explained about practice rehearsal pairs strategy.

Related to the students' participation, the researcher found that:

a) No students seem responsive and part pated fully in all activities in the learning and teaching process (very active),

b) There were 7 students responses the material by listening, speaking, interacting with the others, whether to the researcher or her friends (active).

The classification both of very active students and active students were accumulated and reached 43.75%.

Through students' test the mean score of students reached 48. The researcher found that there were still some of students cannot express theirs speaking well, especially in fluency and comprehensibility, those characterized by some of students look clumsy to say some words because they were doubt about the meaning words, and their speaking sometimes difficult to understand. So, we concluded that Practice Rehearsal Pairs had successfully as strategy of English learning process, but it needs some different strategies to make students' speaking better.

Through questionnaire the researcher and collaborator found that Practice Rehearsal Pairs was an appropriate strategy to learn English, especially in speaking. It can be seen from their questionnaires; among 16 students who filled the questionnaire most of them had positive response about learning speaking by

using Practice Rehearsal Pairs strategy to improve their speaking skill. Some students only chose *strongly agree* and *agree* in every statement.

Table 4.1
The observation result of students active participation of cycle I

Respondents	Very active	Active	Lees active	Not active
R1		■		
R2		■		
R3		■		
R4		■		
R5		■		
R6		■		
R7		■		
R8				■
R9			■	
R10			■	
R11			■	
R12			■	
R13			■	
R14			■	
R15				■
R16				■

Where:

1. **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.

2. **Active:** the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.

3. **Less active:** the students pay attention and gives responses once in a while.

4. **Not active:** the students do not give response to the material, she/he looks confused, bored, and sometimes leaves the class.

Chart 1: observation of cycle I
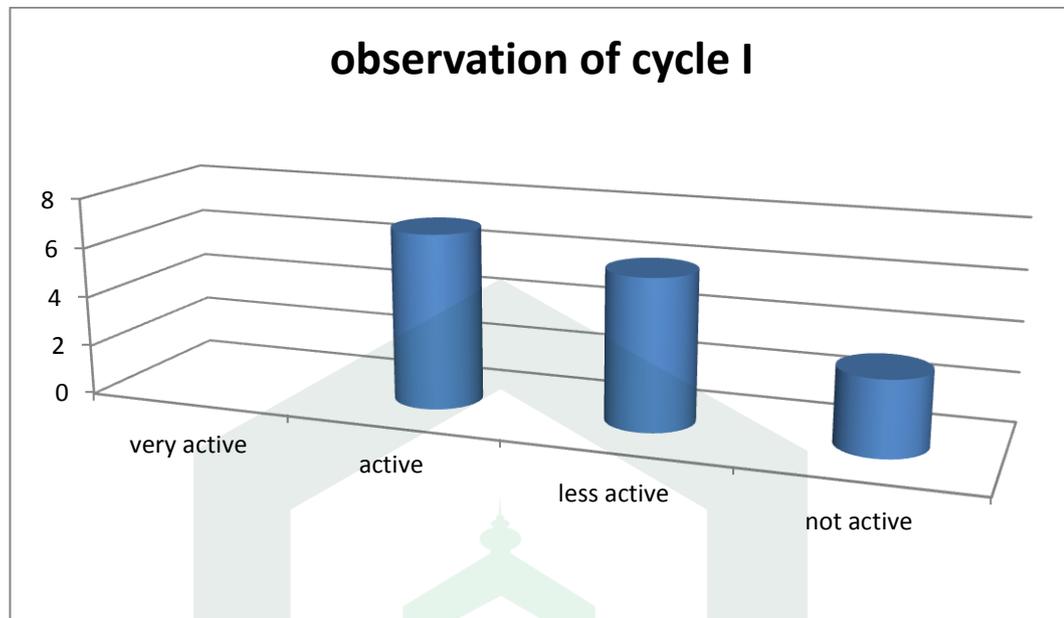
The data of the chart was from table observation students' activities in the first cycle. The indicator was also *very active, active, less active* and *not active.* From the result of observation on students' activities in the cycle I can be clarified that there was no student *very active,* there were 7 students *active,* there were 6 students *less active,* and there were 3 students *not active.*

Table 4.2

The percentage of students' active participation of cycle I

Response	Frequency	Percentage (%)
Very active	-	
Active	7	43.75%
Less active	6	37.5%
Not active	3	18.75%

Based on the researcher observation data in cycle I which was shown by the description above the include 16 respondents, there were no student very active in the speaking class by using Practice Rehearsal Pairs as one of strategy to learn speaking. The active students were 7 and the percentage reached 43.75%. The less active students were 6 and the percentage reached 37.5%. And there were 3 students who were not active and the percentage 18.75%. The classification both of very active students and active students were accumulated and reached 43.75%

Table 4.3
The result of students' scoring of speaking test of cycle I

Respondent	There component of speaking assessment			Score of test
	Accuracy	**Fluency**	**Comprehensibility**	
R1	3	2	2	43
R2	2	3	3	50
R3	4	3	4	68
R4	4	4	4	75
R5	3	2	3	50
R6	2	2	2	37
R7	2	2	2	37
R8	3	2	3	50
R9	3	2	2	43
R10	2	3	3	30
R11	3	3	4	62
R12	3	4	3	62
R13	3	3	2	50
R14	3	2	4	56
R15	2	2	2	37
R16	2	2	2	37
				$\sum D= 771$

Calculating the mean score of the students' speaking test of cycle I

Md $= \frac{\sum D}{N}$

$= \frac{771}{16}$

$= 48$

Chart 2: score of test in cycle I

Score of test cycle I
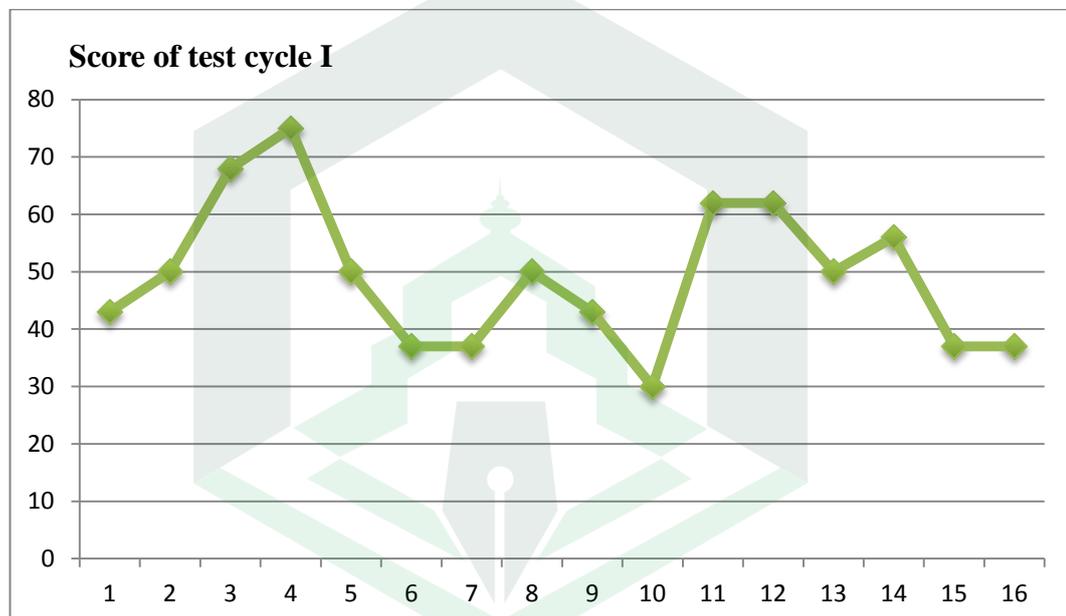
The data of score chart was collected from table score in the cycle I. From the result of score test in cycle I can be clarified that there was 1 student got score 30, there were 4 students got score 37, there were 2 students got score 43, there were 4 students got score 50, there was 1 students got score 56, there were 2 students got score 62, there was 1 student got score 68, and there was 1 student got score 75.

Table 4.4
The students' accuracy score of cycle I

Classification	Score	Frequency	Percentage (%)
Excellent	6	-	-
Very good	5	-	-
Good	4	2	12.5%
Average	3	8	50%
Poor	2	6	37.5%
Very poor	1	-	-

The table 4.4 can be seen that score of accuracy of cycle I varieties: in were there were no students (0.00%)got 'excellent', and 'very good', there were 2 students (12.5%) got 'good',there were 8 students (50%) got 'average', there were 6 students (37.5%) got 'poor', and there was no students (0.00%), got 'very poor', classification.

Table 4.5
The students, fluency score of cycle I

Response	Score	Frequency	Percentage (%)
Excellent	6	-	
Very good	5	-	
Good	4	2	12.5%
Average	3	5	31.25%
Poor	2	9	56.25%
Very poor	1	-	-

The table 4.5 can be seen that score of fluency of cycle I varieties: in where there was no student (0.00%) got 'excellent' there was no student (0.00%) got 'very good', there were 2 students (12.5%) got 'good', there were 5 students

(31.25%) got 'average', there were 9 students (56.25%) got 'poor', and there was

no students (0.00%) got 'very poor', classification.

Table 4.6

The students comprehensibility score of cycle I

Response	Score	Frequency	Percentage (%)
Excellent	6	-	-
Very good	5	-	-
Good	4	4	25%
Average	3	5	31.255%
Poor	2	7	43.75%
Very poor	1		-

The table 4.6 can be seen that score of comprehensibility of cycle I

varieties: there was no student (0.00%) got 'excellent', there was no student

(0.00%)got 'very good', there were 4 students (55%) got 'good', there were 5

students (31.75%) got 'average', there were 7 students (43.75%) got 'poor' and

there was no student (0.00%) got 'very poor', classification.

d. Reflection

The reflection was done by the researcher and collaborator, because there

were still weakness in implementation by using the Practice Rehearsal Pairs as

strategy in teaching speaking, such us learning process was not effective because

some students were just silence although they did not understand with the

material. We found that some of them had problem in fluency and

comprehensibility. Many students were still not able telling procedure and they

still pause showed many pronunciation errors. Some of them were not active in learning process, such us playing games, disturbing their friends, drawing, writing something beyond the material being taught and they seldom joint in speaking class.

2. Explanation of cycle II

a. Planning/ revised planning

The researcher hoped in cycle II the students more active in class then before. Planning in the second cycle different with first cycle, in the second cycle was made them to be active in the class and not just silent if they confused in understanding the material. The reflection in the first was used to plan the second cycle.

In order to decrease the weaknesses and keep the successfulness in the first cycle, then the second was planned as follows:

1) In the second cycle observed the students more intense.

2) Giving more explanation and intensive guidance to the students for understand and practice the speaking through giving more vocabulary to difficult word and guide the students that could not speak English until they could fluent to speak English.

3) Giving motivation to the students in order to be active speaking and learning process and more explaining the material and Practice Rehearsal Pairs strategy.

4) Asking the students to change their pair from cycle I.

At the cycle II, the students were not given the questionnaire anymore because they had given positive response by using practice rehearsal pairs such as in their motivation, and their increasing ability in speaking, it could be seen from all statements of Practice Rehearsal Pairs strategy (telling procedure), many students only chose *strongly agree* and *agree*. She hoped students' speaking in the cycle II could be better.

b. Action

Like in the first cycle, in this action the researcher gave explanation about the material in speaking skill by using Practice Rehearsal Pairs strategy and gave guidance to the students how to speak in good way.

The objects in cycle II same with first cycle was giving instruction how to tell procedure. In the beginning learning activities, gave motivation to them. She explained how to use Practice Rehearsal Pairs strategy, because some students were confused how to practice in the first cycle. In the second cycle she gave them example how to practice speaking test. The condition in class was more conducive, she could control the class, and they enthusiasm followed the material. They were disciplined, good participation and joint speaking in the class.

The researcher gave the students chance to prepare themselves before making they spoke during 7 minutes. After that, she guided them to choose partner for presentation. The researcher asked students if they talked to themselves as they prepare to do.

In this meeting they changed their partner from the cycle I. They had to discuss with their partner about their task what they speak to describe instruction. In cycle

I R1 in pairs R2 in the cycle II became R1 to be partner R3 and R2 to be partner R4 and so on. R1 and R3 took the form of *"butterfly"* and describe the procedure are the first start with paper origami, the second fold in half both ways. Unfold and turn over, afterwards fold diagonaly both ways, then fold the upper layer and turn over, in addition fold the corner past the edge, and the last, fold behind. Turn over and fold a long the center line.

Before, she closed the class she gave the conclusion as appreciation to all students that they have been better than yesterday meeting. She suggested to all they to study hard again at home because we would continued in the next meeting.

Picture 2 in cycle II

Here are some of the data transcription that show the students' improvement in cycle II

The students who got poor in cycle I and in cycle II she got

R2 got poor in cycle I

Assalamualaikum wr wb, ai wil giv interaksen mek fis origami. Step wan,star wið e.. origami paper. Step tu: folt ðǝ botem korner to ðǝ lower en unfolt. Step tre folt ðǝ uper layer en tun ofer em.... step for folt ðǝ korner pas ðǝ edj, step faif bring ðǝ lef en raigt said togeder. So dad ðǝ papǝr into trienjǝl, step siks rotet trienjǝl en ðǝ las yo ar don drau ðǝ ey.

R2, got good score in cycle II

Assalamualaikum wr wb, aɪ will gɪv in'strʌkʃn meik fish origami. Step wʌn ee.. staːt wɪð e papƏr. Step tu: faʊld ðƏ boot..tem 'koːner to ðƏ lower Ənd ʌnfaʊld. Step tu: fold the upper layer Ənd tuːn over em step foː faʊld ðƏ 'koːner past ðƏ edʒ, step faiv bring ðƏ left Ənd raight saɪds together. So ðat the papƏr into trienjƏl, step sɪks rotaet trienjƏl Ənd ðƏ last yu aː don draʊ ðƏ eye so look naɪs.

Criteria of score of components:

A (4) = Pronounciation is still moderately influenced by the mother tongue but not serious phonoligal errors but only one or two major errors causing confusion

F (4) = Although he has to make an effort and search words. There are not too many uunatural pauses. Fairly smooth delivery mostly.Occasionaly fragmentary but succedin conveying the general meaning fair range or expression.

C (3) = The listener can understand a lot of what is said, but the most constanly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

The students who got average score in cycle I and in cycle II she got:

R14 got average score in cycle I

Assalamualaikum wr wb, em mai neim ɪz khairunissa, aɪ wil gɪf in'strʌkʃn frog origami. Step wʌn staːt wit e papƏr, step to faʊld ðƏ e top left 'koːnƏ (r) to e.. e.. ðƏ rait saɪd, step tri em.. fold ðƏ bæk top, em... step foː(r), fold ðƏ left koːner em of ðƏ trienjƏl to ðƏ top. Step faiv drau ðƏ eybals.

R 14 good score in cycle II

Assalamualaikum wr wb, em mai neim iz khairunnisa aɪ will gɪv in'strʌkʃn frog origami. Step wʌn staːt wɪð e papƏr origami step tu: faʊld ðƏ top left 'koːnƏ (r) to ðƏ raɪght saɪd Step Ɵri: faʊld ðƏ left 'koːner of ðƏ trienjƏl to ðƏ top of ðƏ triangle Ənd repeat with ðƏ right, step foː(r), fold ðƏ bootom corners Ənd fold ðƏ bottom rectangle in half, and the last step turn ðƏ frog over edd sameeyballs.

Criteria of score of components:

A (4) = Pronounciation is still moderately influenced by the mother tongue but not serious phonoligal errors but only one or two major errors causing confusion

F (4) = Although he has to make an effort and search words. There are not too many uunatural pauses. Fairly smooth delivery mostly.Occasionaly fragmentary but succedin conveying the general meaning fair range or expression.

C (3) = The listener can understand a lot of what is said, but the most constanly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

The student got average score in cycle I

R4 got average score

Assalamualaikum wr wb maɪ neɪm ɪz winda aɪ will gif in'strʌkʃn meik en origami step wʌn sta:t wið e papƏr origami, step tu: faʊld in half bot waɪs. ʌnfaʊld Ənd tu:n over, step thri: faʊld diagonali both waɪs, step fo: faʊld ðƏ ʌpper layer Ənd tu:n over, step faiv, faʊld ðƏ 'ko:ner pas ðƏ edj, step siks ðƏ last, faʊld bɪhaind. Tu:n over Ənd faʊld Ə long ðƏ sente: laɪn

R 4 got good in cycle II

Assalamualaikum wr wb Assalamualaikum wr wb maɪ neɪm ɪz winda aɪ will gɪv in'strʌkʃn meik en origami step wʌn sta:t wið e papƏr origami, step tu: faʊld in half bot waɪs. ʌnfaʊld Ənd tu:n over, step Ɵri: faʊld diagonali both waɪs, step fo: faʊld ðƏ ʌpper layer Ənd tu:n over, step faiv, faʊld ðƏ 'ko:ner pas ðƏ edʒ, step sɪks ðƏ last, faʊld bɪhaind. Tu:n over Ənd faʊld Ə long ðƏ sente: laɪn.

Criteria of score of components:

A (4) = Pronounciation is still moderately influenced by the mother tongue but not serious phonoligal errors but only one or two major errors causing confusion

F (4) = Although he has to make an effort and search words. There are not too many uunatural pauses. Fairly smooth delivery mostly.Occasionaly fragmentary but succedin conveying the general meaning fair range or expression.

C (4) = Most of what the speakersays is easy to follow. His intention is always clear but several interruption are nessesary to help him to convey the massange or to seek clarification.

c. Observation

Based on the observation activity made by the researcher and collaborator in the cycle II we observed the learned activity about condition class and student's activity in learning speaking using Practice Rehearsal Pairs Strategy. Based observation the students activities in the second cycle many students were active in the class, the students' self confidence was increasing, and they were not shy to speak English. Then condition in class more conducive than cycle I.

Related to the students' participation the researcher and collaborator observed and found that classification both of very active students and active students reached 74.75% where as in the cycle I only 43.75%.

Through students test there were great improvement in speaking test in which mean score of students, test in cycle I is 48, and the in cycle II 61.

Table 4.7

The observation result of students active participation of cycle II

Respondents	Very active	Active	Lees active	Not active
R1		■		
R2		■		
R3	■			
R4	■			
R5		■		
R6			■	
R7			■	
R8		■		
R9		■		
R10		■		
R11		■		
R12		■		
R13		■		

R14		██████████		
R15				██████████
R16				██████████

Chart 3: Observation of cycle II
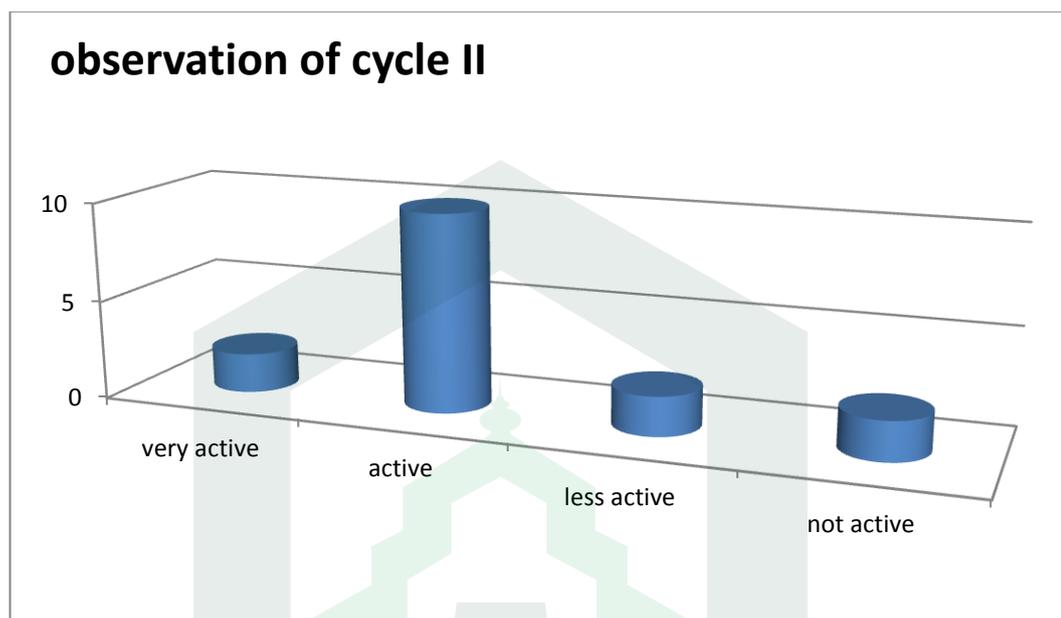
The data of the chart was from table observation students' activities in the cycle II. The indicator was also *very active, active, less active* and *not active.* From the result of observation on students' activities in the cycle II can be clarified that there were 2 students *very active,* there were 10 students *active,* there were 2 students *less active,* and there were 2 students *not active.*

Table 4.8
The percentage of students' active participation of cycle II

Response	Frequencytcy	Percentage (%)
Very active	2	12.25%
Active	10	62.5%
Less active	2	12.25%
Not active	2	12.25%

This observation data was collected and classification like in cycle I. Based on the researcher observation data in cycle II which is shown by the description above the include 16 respondents, there were 2 students very active in the speaking class by using Practice Rehearsal Pairs as one of strategy to learn speaking, and the percentage reached 12.25%. The active students were 10 and the percentage reached 62.5%. The less active students were 2 and the percentage reached 12.25%. And there were 2 students who were not active and the percentage 12.25%. The classification both of very active students and active students were accumulated and reached 74.75%.

Table 4.9
The result of students' scoring of speaking test of cycle II

Respondent	There component of speaking assessment			Score of test
	Accuracy	Fluency	Comprehensibility	
R1	3	2	3	50
R2	4	4	3	68
R3	5	4	4	81
R4	4	4	4	75
R5	4	3	4	68
R6	3	3	3	56
R7	3	2	4	56
R8	4	3	4	68
R9	3	2	3	50
R10	3	2	4	56
R11	3	3	3	56
R12	4	4	4	75
R13	3	3	4	62
R14	4	4	3	68
R15	2	3	2	44
R16	2	2	3	44

				$\sum$D= 977

Calculating the mean score of the students' speaking test of cycle II

$$\mathbf{Md} = \frac{\sum D}{N}$$

$$= \frac{977}{16}$$

$$= 61$$

Chart 4: Score of test cycle II
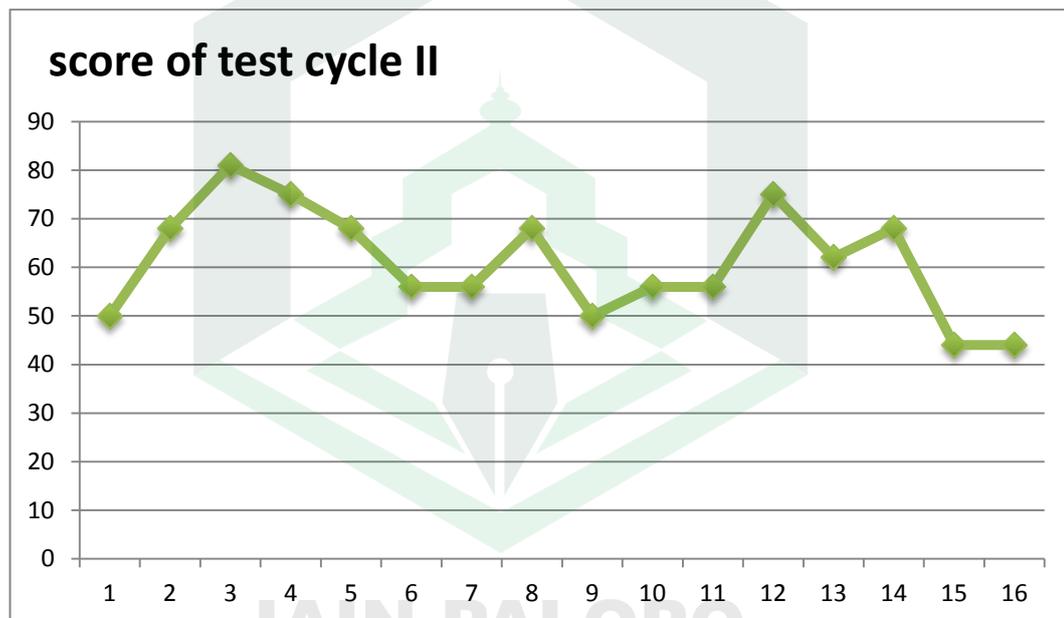
The data of score chart was collected from table score in the cycle II. From the result of score test in cycle II can be clarified that there were 2 students got score 44, there were 2 students got score 50, there were 4 students got score 56, there was 1 student got score 62, there were 4 students got score 68, there were 2 students got score 75, there was 1 student got score 68, and there was 1 student got score 81.

Table 4.10

The students' accuracy score of cycle II

Response	Score	Frequency	Percentage (%)
Excellent	6	-	-
Very good	5	1	6.25%
Good	4	6	37.5%
Average	3	7	43.75%
Poor	2	2	12.5%
Very poor	1	-	-

The table 4.10 can be seen that score of accuracy of cycle II varieties: in were there was no students (0.00%)got 'excellent', there were 1 student (6.25%)got 'very good', there were 6 students (37.5%) got 'good', there were 7 students (43.75%) got 'average', there were 2 students (12.5%) got 'poor', and there was no students (0.00%), got 'very poor', classification.

Table 4.11
The students fluency score of cycle II

Response	Score	Frequency	Percentage (%)
Excellent	6	-	
Very good	5	-	
Good	4	5	31.25%
Average	3	6	37.5%
Poor	2	5	31.25%
Very poor	1	-	-

The table 4.11 can be seen that score of fluency of cycle II varieties: in where there was no students (0.00%) got 'excellent' there was no students (0.00%) got 'very good', there were 5 students (31.25%) got 'good', there were 6 students

(37.5%) got 'average', there were 5 students (31.25%) got 'poor', and there was

no student (0.00%) got 'very poor', classification.

Table 4.12

The students comprehensibility score of cycle II

Response	Score	Frequency	Percentage (%)
Excellent	6	-	-
Very good	5	-	-
Good	4	8	50%
Average	3	7	43.75%
Poor	2	1	6.25%
Very poor	1	-	-

The table 4.12 can be seen that score of comprehensibility of cycle II

varieties: in were there was no students (0.00%) got 'excellent 'there was no

student (0.00%) got 'very good', there were 8 students (50%) got 'good', there

were 7 students (43.75%) got 'average', there was 1 student (6.25%) got 'poor'

and there was no student (0.00%) got 'very poor', classification.

d. Reflection

The reflection was done by us, caused there were still weakness in

implementation the Practice Rehearsal Pairs as strategy in teaching speaking. For

example the students were not familiar with the practice rehearsal pairs strategy,

so they were not focused when she explained the material. we found that some of

students have problem in comprehensibility and less active in learning process,

such as there were some of them cheat note when presentation their task, however

some of them were able to tell procedure well and looked more active. they

showed good response. They studied to tell procedure in learning speaking through Practice Rehearsal Pairs strategy.

3. Explanation of cycle III

a. Planning/ revised planning

The researcher hoped in the cycle III the students were more active when learning than before. Planning in the third cycle was similar to the second cycle, in the third cycle. The students looked active in the class activities. They were not just silent if they were confused with the material, reflection in the second was used to plan activities in the third cycle.

In order to decrease the weaknesses and keep the successfulness of the cycle II, the cycle III was planned as follows:

1) Giving more explanation and intensive guidance to the students to understand and practice speaking by giving more vocabularies and difficult words. Guide them who can not speak English so they can speak fluently.

2) Giving motivation to the students in order to be actively speaking in learning activities.

3) Asking to the students to prepare their speaking in front of class with their partner.

4) Giving motivation to the students to build their self confidence to study more and more.

b. Action

As in the second cycle, in this activity the researcher gave explain the material in speaking skill by using Practice Rehearsal Pairs strategy. She also guided to them how to speak correctly by practice rehearsal pairs strategy.

The media in the cycle III were similar to what it used in the second cycle, such astelling procedure. She explained the procedure how to use the strategy, because there were some of them were still confused how to practice it. In the third cycle she gave them example how to practice in using of speaking test. The condition in class more conducive, she could control the class, and their enthusiasm followed the material. Some students were active in the class. In the third cycle gave much time them to prepare themselves in test.

She gave them chance to prepare themselves before making their speaking in front of class during 10 minutes. After that, she guided them to choose partner for presentation in front of class. She asked them prepare what whould they showed. Presentation all students in front of class to tell procedure appearance during 10 minutes. Example R13 gave procedure *"fish"* have six step 1) fold in half both ways. Unfold and turn over, 2) fold diagonaly both ways, 3) fold the upper layer and turn over, 4) fold the corner past the edge, 5) bring the left and right sides together. So that the paper into triangle, 6) rotate triangle and the last you are done draw the eye. And R14 gave procedure *"yatch"* have four steps; (1) Begin with a square sheet of origami paper with color side down, (2) Fold diagonally in half taking the upper left corner and bringing it over to the bottom right corner, (3) Take the bottom right corner and fold it left aligning the edges, (4) Take a part of the bottom and simply fold it.

By the and of the class, she closed of the class by conclucions and appreciation that they had done great improvement. She told they that the day was the last meeting of the research and she also said many thanks to all they for their participation during teaching learning process. She gave them motivation to keep study hard, especially to learn English speaking.

Picture 3 in cycle III

Here are some of the data transcription that show the students improvement in cycle III

The students who got vey good in cycle III

R 13

Assalamualaikum wr wb maI neIm Iz yayan aI wIll gIv*"yatch"* ðƏ prosedur ar step wʌn sta:t wið e papƏr origami wið 'kʌlƏ(r) saId down, step tu: faʊld diagonalli in half teIking ðƏ ʌpper left 'ko:ner Ənd bringing it ove: to ðƏ battƏm raIght 'ko:ner, step Ɵri: TeIk ðƏ battƏm raIght 'ko:ner Ənd faʊld it left aligning the edʒs, step fo: TeIk Ə part of ðƏ battƏm and simpli faʊld.

Criteria of score of components:

A (5) = Pronounciation is slighty influenced the mother tongue. A fiw minor grammatical and lexical errors but most utterance are correct.

F (4) = Although he has to make an effort and search words. There are not too many uunatural pauses. Fairly smooth delivery mostly.Occasionaly fragmentary but succedin conveying the general meaning fair range or expression.

C (5) = The speaker's intention and general meaning are fearly clear. A few interuption by the shake or clarification are necessary.

R 3 got very good score

Asslamualaikum mai neim iz amirah aɪ wɪll gɪv in'strʌkʃn meik origami batterflai. step wʌn sta:t wɪð e papƏr origami, step tu: faʊld in half bot waɪs. ʌnfaʊld Ənd tu:n over, step Ɵri: faʊld diagonali both waɪs, step fo: faʊld ðƏ ʌpper layer Ənd tu:n over, step faiv, faʊld ðƏ 'ko:ner pas ðƏ edʒ, step sɪks ðƏ last, faʊld bɪhaind. Tu:n over Ənd faʊld Ə long ðƏ sente: laɪn.

Criteria of score of components:

A (5) = Pronounciation is slighty influenced the mother tongue. A fiw minor grammatical and lexical errors but most utterance are correct.

F (5) = Has to make an effort at to search for words. Nevertheless smooth, delivery on the whole and only a few unnatural pauses.

C (5) = The speaker's intention and general meaning are fearly clear. A few interuption by the shake or clarification are necessary.

c.   Observation

Based on the observation activity made by the researcher and collaborator in the cycle III, she and collaborator observed the learned activity about condition class and student's activity in learning speaking. Some students looked active in the class. They also develop self confidence, and were not shy to speak English. The condition class was more conducive than cycle II.

Through students active participation   the researcher and collaborator observed and found that classification both of very active students and active students reached 87.5% whereas in the cycle II only 74.75%.

There were great improvement in speaking test in which mean score of students, test in cycle II is 61, and the in cycle III 76.

Table 4.13

The observation result of students active participation of cycle III

Respondent	Very active	Active	Less active	Not active
R1		■		
R2		■		
R3	■			
R4	■			
R5		■		
R6		■		
R7		■		
R8		■		
R9	■			
R10		■		
R11		■		
R12		■		
R13		■		
R14	■			
R15			■	
R16			■	

Chart 5: Observation of cycle III

observation of cycle III
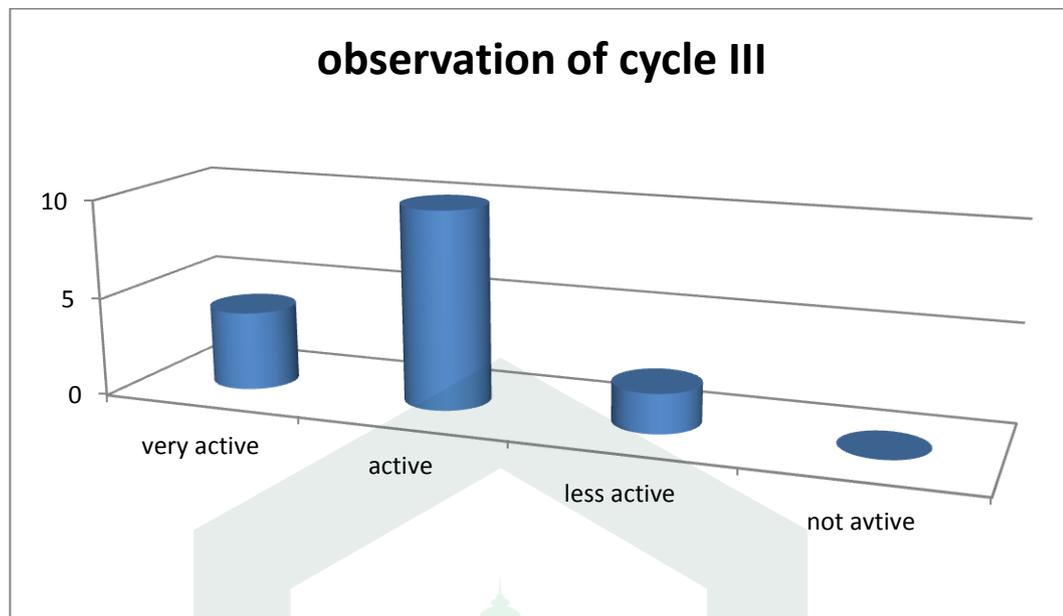
The data of the chart was from table observation students' activities in the cycle III. The indicator was also *very active, active, less active* and *not active.* From the result of observation on students' activities in the cycle III can be clarified that there were 4 students *very active,* there were 10 students *active,* there were 2 students *less active,* and there was no students *not active*

Table 4.14

The percentage of students' active participation of cycle III

Response	Frequency	Percentage (%)
Very active	4	35%
Active	10	62.5%
Less active	2	12.5%
Not active	-	**-**

Based on observation in the cycle III, there were 4 students *very active* in the speaking class by using Practice Rehearsal Pairs as one of method to learn speaking, and the percentage reached 35%. The *active* students were 10 and the percentage reached 62.5%. The *less active* students were 2 and the percentage reached 12.5%. There not student who was *not active*. The total percentage of very active and active students reached 87.5%

Table 4.15
The result of students' scoring of speaking test of cycle III

Respondent	Three components of speaking assessment			Score of test
	Accuracy	**Fluency**	**Comprehensibility**	
R1	4	4	5	81
R2	5	4	5	87
R3	5	5	5	93
R4	5	5	5	93
R5	5	4	5	87
R6	5	4	4	81
R7	5	3	4	75
R8	5	4	5	87
R9	5	5	5	93
R10	5	5	4	87
R11	5	3	4	75
R12	5	4	5	87
R13	5	4	5	87
R14	5	4	5	87
R15	5	3	4	70
R16	4	4	4	70
				$\sum D$ =1216

Calculating the mean score of the students' speaking test of cycle III

$$Md = \frac{\sum D}{N}$$

$$= \frac{1216}{16}$$

$$= 76$$

Chart 6: Score of test cycle III
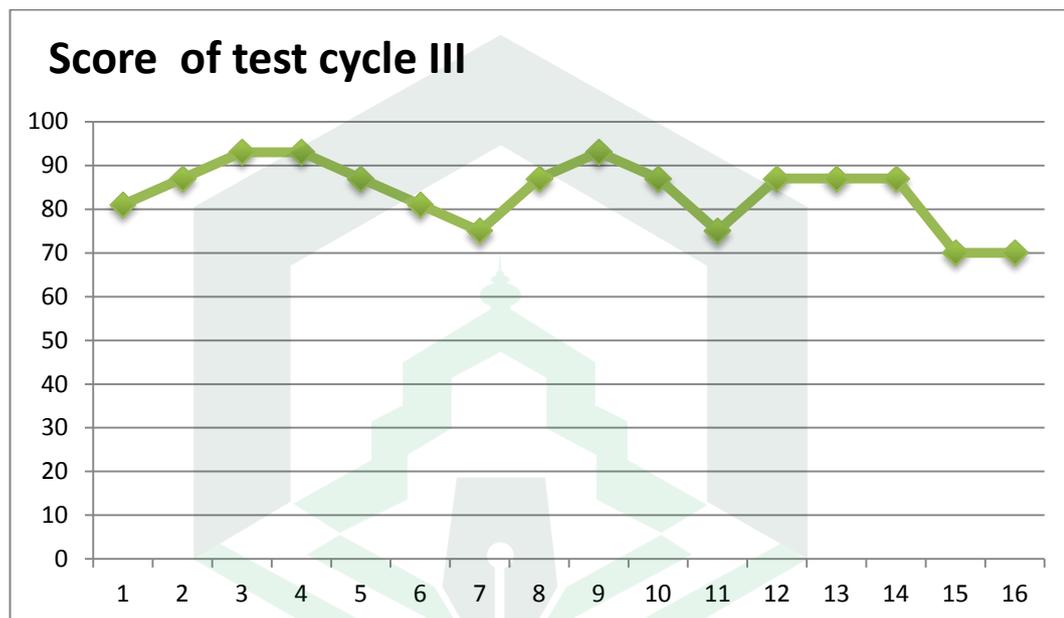
The data of score chart was collected from table score in the cycle III. From the result of score test in cycle III can be clarified that there were 2 students got score 70, there were 2 students got score 75, there were 2 students got score 81, there were 7 students got score 87, there were 3 students got score 93.

Table 4.16

The students' accuracy score in the cycle III

Response	Score	Frequency	Percentage (%)
Excellent	6	-	-
Very good	5	14	87.5%
Good	4	2	12.5%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

The table 4.16 can be seen that score of accuracy of cycle III were still varieties but there were some improvement. There was no students (0.00%) got 'excellent', there were 14 students (87.5%) go 'very good', there were 2 students (12.5%) got 'good', and there were no students got 'poor' and 'very poor' classification.

Table 4.17

The students' fluency score in the cycle III

Response	Score	Frequency	Percentage (%)
Excellent	6	-	-
Very good	5	4	25%
Good	4	9	56.25%
Average	3	3	18.75%
Poor	2	-	-
Very poor	1	-	-

The table 4.17 can be seen that score of the students' fluency of cycle III were still varieties There was no students (0.00%) got 'excellent', there were 4 students (25%) got 'very good', there were 9 students (56.25%) got 'good', there

were 3 students (18.75%) got 'average', and there were no students (0.00%) got 'poor' and 'very poor' classification.

Table 4.18

The students' comprehensibility score in the cycle III

Response	Score	Frequency	Percentage (%)
Excellent	6	-	-
Very good	5	10	62.5%
Good	4	6	37.5%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

The table 4.18 can be seen that score of comprehensibility of cycle III There was no students (0.00%) got 'excellent', there were 10 students (62.5%) got 'very good', there were 6 students (37.5%) got 'good', and there were no students (0.00%) got 'average', 'poor', and 'very poor' classification.

d. Reflection

The researcher believed that Practice Rehearsal Pairs was an effective strategy to learn English especially in English speaking.

After passing the cycle I and II, The learning process in the cycle III has observed by the researcher and collaborator and found that students have shown the improvement in their speaking skill, such as the students in order to be active in learning process and they to be self confidence. All of this statement can be proven from observation sheet, test, and questionnaire.

4. Findings of Students' response through Questionnaire

Table 4.19

The result of students' response through questionnaire

Questionnaire	Strongly agree (SA)	Agree (A)	Uncertain (U)	Disagree (D)	Strongly disagree (SD)
1	10	6	-	-	-
2	9	7	-	-	-
3	8	7	-	1	-
4	7	7	2	-	-
5	9	6	1	-	-
6	13	3	-	-	-
7	11	5	-	-	-
8	9	6	1	-	-
9	14	2	-	-	-
10	13	2	1	-	-

The table 4.19 shows the common result of students' response through questionnaire. Most of them had positive response about learning speaking by using Practice Rehearsal Pairs strategy to improve their speaking skill. Almost all students only chose *strongly agree* and *agree* in every statement. The following tables were the detail description or explanation of the data that were used to know the students' perception about Practice Rehearsal Pairs as the strategy to learn English, especially in learning speaking.

Table 4.20

**After using of Practice Rehearsal Pairs strategy I feel interested to
learn speaking than before**

Response	Frequency	Percentage
Strongly agree	10	62.5%
Agree	6	37.5%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table 4.20 indicates that most of the respondents said *agree* that after
using Practice Rehearsal Pairs strategy they feel interested to learn speaking than
before. There were 10 (62.5%) respondents said *strongly agree,* there were 6
(37.5%) respondents said *agree*. None of the respondents said *uncertain, disagree*,
and *strongly disagree*. It means that after using Practice Rehearsal Pairs strategy
students feel interested in learning speaking.

Table 4.21

**Learning speaking by using Practice Rehearsal Pairs strategy can
improve my speaking skill**

Response	Frequency	Percentage
Strongly agree	9	56.25%
Agree	7	43.75%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table 4.21 indicates that most of the respondents said *strongly agree*
that learning speaking by using Practice Rehearsal pairs strategy can improve
their speaking skill. There were 9 (56.25%) respondents said *strongly agree*, there

were 7 (43.75%) respondents said *agree*. And none of the respondents said *uncertain, disagree*, and *strongly disagree*. It means that learning speaking by using Practice Rehearsal Pairs strategy can improve students' speaking skill.

Table 4.22

Learning speaking by using Practice Rehearsal Pairs strategy makes me not feel clumsy to speaking by using my own words and own sentences

Response	Frequency	Percentage
Strongly agree	8	50%
Agree	7	43.75%
Uncertain	-	-
Disagree	1	6.25%
Strongly disagree	-	-

The table 4.22 indicates that most of the respondents said *strongly agree* that learning speaking by using Practice Rehearsal Pairs strategy makes them were not fell clumsy to speak by using their owns words and sentences. There were 8 (50%) respondents said *strongly agree*, there were 7 (43.75%) respondent said *agree*. None respondents said *uncertain*, but there was 1 (6.25%) respondent said *disagree*, and none students said *strongly disagree*. It means that learning speaking by using Practice Rehearsal Pairs strategy makes them were not fell clumsy to speak by using their owns words and sentences

Table 4.23

**Learning speaking by using Practice Rehearsal Pairs strategy
presenting my confidence for speaking**

Response	Frequency	Percentage
Strongly agree	7	43.75%
Agree	7	43.75%
Uncertain	2	12.25%
Disagree	-	-
Strongly disagree	-	-

The table 4.23 indicates that most of the respondents *agree* that learning speaking by using Practice Rehearsal Pairs strategy presenting their confidences for speaking. There were 7 (43.75%) respondents said *strongly agree*, there were 7 (43.75%) respondents said *agree*, there were 2 (12.25%) respondents *uncertain*, and none of the students said *disagree* and *strongly disagree*. It means that learning speaking by using Practice Rehearsal Pairs strategy emerge their confidences for speaking.

Table 4.24

**Learning speaking by using Practice Rehearsal Pairs strategy makes
me was dare to express my opinion**

Response	Frequency	Percentage
Strongly agree	9	56.25%
Agree	6	37.5%
Uncertain	1	6.25%
Disagree	-	-
Strongly disagree	-	-

The table 4.24 indicates that most of the respondents said *agree* that learning speaking by using Practice Rehearsal Pairs strategy d makes them were dare to express their opinion. There were 9 (56.25%) respondents said *strongly agree*, there were 6 (37.5%) respondents said *agree,* there was 1 (6.25%) respondents said *uncertain*, and none of the students *said disagree* and *strongly disagree*. It means that learning speaking by using Practice Rehearsal Pairs strategy makes the students were dare to express their opinion.

Table 4.25

The use of Practice Rehearsal Pairs strategy really required to help me increase my speaking skill

Response	Frequency	Percentage
Strongly agree	13	81.25%
Agree	3	18.75%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table 4.25 indicates that most of the respondents said strongly agree that the use of Practice Rehearsal Pairs strategy help them increasing their speaking skill. There were 13 (81.25%) respondents said *strongly agree*, there were 3 (18.75%) respondents said *agree*, and none of the students said *uncertain, disagree*, and *strongly disagree*. It means that the use of Practice Rehearsal Pairs strategy required helping students to increase their speaking skill.

Table 4.26

I feel happy and comfortable to learn speaking by using Practice Rehearsal Pairs strategy

Response	Frequency	Percentage
Strongly agree	11	68.75%
Agree	5	31.25%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table 4.26 indicates that most of the respondents *said agree* that the students feel happy and comfortable to learn speaking by using Practice Rehearsal Pairs strategy. There were 11 (68.75%) respondents said *strongly agree*, there were 5 (31.25%) respondents said *agree*, and none of the students said *uncertain, disagree* and *strongly disagree*. It means that the feel happy and comfortable to learn speaking by using Practice Rehearsal Pairs strategy.

Table 4.27

I feel motivated to learn speaking by using Practice Rehearsal Pairs strategy

Response	Frequency	Percentage
Strongly agree	9	56.25%
Agree	6	31.25%
Uncertain	1	6.25%
Disagree	-	-
Strongly disagree	-	-

The table 4.27 indicates that most respondents said agree that they were motivated to learn speaking by using Practice Rehearsal Pairs strategy. There were 9 (56.25%) respondents said *strongly agree*, there were 6 (31.25%) respondents said *agree*, there was 1 (6.25%) respondent said *uncertain,* and none of the students said *disagree, and strongly disagree*. It means that students feel motivated to learn speaking by using Practice rehearsal Pairs strategy.

Table 4.28

Learning speaking by using Practice Rehearsal Pairs strategy makes me more easily to understand material because I can see the object directly

Response	Frequency	Percentage
Strongly agree	14	87.5%
Agree	2	12.25%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table 4.28 indicates that most respondents said *strongly agree* that learning speaking by using Practice Rehearsal Pairs strategy. Made them more easily to understand the material because they can see the object directly. There were 14 (87.5%) respondents said *strongly agree,* there were 2 (12.25%) respondents said agree, and none of the students said *uncertain, disagree*, and *strongly disagree*. It means that learning speaking by using Practice Rehearsal Pairs strategy made students more easily to understand the material because they can see the object directly.

Table 4.29

**Learning speaking by using Practice Rehearsal Pairs strategy
encouraged me to speak**

Response	Frequency	Percentage
Strongly agree	13	81.25%
Agree	2	12.25%
Uncertain	1	6.25%
Disagree	-	-
Strongly disagree	-	-

The table 4.29 indicates that most of the respondents said *agree* that to speak by using Practice Rehearsal Pairs strategy encouraged them to speak. There were 13 (81.25%) respondents said *strongly agree*, there were 2 (12.25%) respondents said *agree*, there was 1 (6.25%) respondent said *uncertain*, and none of the students said *disagree*, and *strongly disagree*. It means that learning speaking by using Practice Rehearsal Pairs strategy encouraged the students to speak.

B. Discussion

Loking at data findings, the researcher present the discussion of data given to the students. The students of MAN palopo was lower in the cycle I,II than III. In this case: discussion about data analysis, which was intended to find out the improvement on the students' speaking skill by using Practice Rehearsal Pairs strategy. It can be identified through the result of cycle I,II and III.

The improvement the students speaking skill through practice rehearsal pairs strategy in the case, she duscusses the result of the data analysis in

accordance with the scope of this research. The discussion was intended to know the students improvement in speaking by using practice rehearsal pairs strategy.

Cycle I

In the first cycle, the researcher introduction to students hopefully between she and students could be built close relation, asking students one by one to introduce themselves. She did not apply the strategy directly. She explained the practice rehearsal pairs strategy, and she gave a chance for students to ask if there was still confuse. She also helped them if the students find difficulties to do their task. Some students still had poor ability in vocabulary so they were confuse to make sentence. And if the result of the test still low she planned to continue on the next cycle.

The data transcription R3. In cycle I

"Hehehehehe.... assalamualaikum wr..wb, eem mai nem iz nur aini ai wil giv in... in..... inter.... inte...raksen mek em fis origami. Step wan, star wið e e.. origami papƏr, step tu: folt ðƏ u..u... apa ka' uper... ai gak ku tau ka'..

In cycle I , there was task given to the students to got the score of students in speaking ability accuracy, fluency, and comprehensibility.

Related to the analysis of the table of classification and percentage rate of the students in cycle I and the students' mean score, the researcher concluded that the students' speaking ability was still low.

The result in *accuracy* was still less. Because lack of vocabulary, and the influence of the mother tongue or first language. Sometimes the students made some mistakes, they find it difficult to pronounce some English words because, most of them were influenced by their mother tongue.

The result in *Fluency* was still less, although there was slight increase. It can be seen on the table. Less students' fluency caused by a sense of nervous and tense when talking because unfamiliar speak directly with no time to write a paper. Although the students were given an explanation some of the origami. In fact, most of the students were still not able to tell procedure. Students often talk disjointed, even between parts severed inserted certain sounds that interrupt the conversation, for example, slipped sound "*giv in... in..... inter.... inte...raksen mek em fis origami. Step wan, star wið e e.. origami papƏr, step tu: folt ðƏ u..u... apa ka' uper...* Many also found pronunciation errors that cause a lack of effective use of language students.

The result in *comprehensibility* was still less. Because in this research was focus in practice and did not emphasize in teach grammar and some students nervous and also limitid of the time.

The observation in this cycle, she knew that classroom situation was until not conducive because the students were little bit of noisy when she explained material in front of the class. Based on the observation activity made by researcher and observer in the first cycle. It was found some weakness in teaching, they were: a) the class situation was not effective during learning process. The students still crowded in classroom, they disturb each other students, beside that they did not pay attention to the researcher's explanation. b) Most of students were still not familiar with the learning by using practice rehearsal pairs strategy. The students have poor ability in vocabularies. c) The evaluation mean means score was 48. It means that the students' scores in the first cycle were still low

because almost students were still lack in vocabulary. She suggested to all they to study hard in home because we would continued in the next meeting.

Cycle II

They were still significant weakness in the first cycle namely. Most of students were still not familiar with the learning to make practice rehearsal pairs strategy. After making observation in this cycle the researcher concluded that the learning was still effective because most of them did not pay attention and followed the learning process optimally, some of students just disturb their friends and make classroom situation be crowded. It was challenged for researcher to develop teaching technique hopefully they were interest in learning process.

The problem in the first cycle attracted she to continue to the next cycle in the second cycle. She observed the students more intense and did revised plan in the second cycle namely: a) setting the classroom to create learning process better, b) giving motivation to the students in order to be active in learning process, c) dividing students in new pairs, d) to solve the problems' students make sentence she gave explanation how to look up the meaning of words in dictionary, e) giving more intensive guidance to the students in order to the understand the material In the first cycle almost students still confuse about the material therefore in the second cycle made students to be more active in the class during learning process, she did efforts

The data transcription R14 in cycle II

"assalamualaikum wr..wb.. ai would laik giv instraksien yatch origami, Ənd yatch origami em... have fo: step. Step 1, begin wið e papƏr origami, step 2, eemm, faʊld diagonalli in half teɪking ðƏ ʌpper left ʹkoːner Ənd bringing it oveː tɒ

ðə battəm raɪght ʻkoːner. step 3, Teɪk ðə battəm raɪght ʻkoːner ənd faʊld it left aligning ðə edʒs,. Step 4, Teɪk ə part of ðə battəm and simpli faʊld.

In the cycle II, the researcher asked the students to tell procedure with their own word and sentences to got the score of students' speaking skill ability accuracy, fluency, and comprehensibiulity:

The results in *accuracy* have increase. Most of the students have started to pay attention to the accuracy speak English, both in pronunciation, forming words and sentences as well as the selection of words right.

The results in *fluency* in speaking were good enough and increasing. Student expression in speech was good enough, with an emphasis on sentences that seem obvious, pause with the sound slipped "*yatch origami em... have foː step.*" during the speech has not looked. When the teacher asks the students, most students have been able to tell procedure.

Result in *comprehensibility* was enough category. This is indicated by the acquisition of the increased value of the total students. On average enough students understand the purpose of the task gave of them, students have also begun to actively speak the English language.

In observation activities in the second cycle, observing the learning activity about situation class and students activity during learning process by using practice rehearsal pairs strategy. The condition in classroom more conducive than first cycle, in the second cycle the class had been better and exiting. But there were some students still lack vocabulary and was still nervous to practice speaking in front of their friends so that they were got the mean score

under 70, while standard point that should be adchieving by students is 70. So that she planned to continou in the third cycle.

Cycle III

In the cycle II mean score of students test under 70. So that in the cycle III, she changed plan and applied the last role the practice rehearsal pairs strategy namely: a) asking the students pairs to practice their speaking in front of class. b) Giving more intensive guidance to the students in order to understand the material. c) Giving motivation to the students in order to be active in learning process.

The data transcription R 3 in cycle III

Asslamualaikum mai neim iz amirah aɪ wɪll gɪv inʼstrʌkʃn meik origami batterflai. step wʌn sta:t wɪð e papƏr origami, step tu: faʊld in half bot waɪs. ʌnfaʊld Ənd tu:n over, step Ɵri: faʊld diagonali both waɪs, step fo: faʊld ðƏ ʌpper layer Ənd tu:n over, step faiv, faʊld ðƏ ʻko:ner pas ðƏ edʒ, step sɪks ðƏ last, faʊld bɪhaind. Tu:n over Ənd faʊld Ə long ðƏ sente: laɪn.

After seeing in cycle III students' speaking skill have increase, in cycle III the researcher concluded that there were improvement of students' speaking ability by using practice rehearsal pairs strategy. The more students' improvement were in accuracy, fluency and comprehensibility. Most of the students had improvements in these area. It was appropriate with the principles of teaching speaking that the students must be given opportunities to develop their fluency by provide students with fluency building and realize that making mistakes is a natural part of learning a new language. Teaching speaking by using practice rehearsal pairs strategy can make the students develop their knowledge, they learnt to practice their speaking with their owm words and sentences, and train the

students to understand quik obout tell procedure. The result can be seen in this research that the students got improvements especially in fluency and comprehensibility.

In observation activities in the cycle III, observing the learning activity about situation class and students activity during learning process by using practice rehearsal pairs strategy. The condition in classroom more conducive than the cycle II, in the cycle III the class had been better and exiting. The students looked enjoyed in learning speaking by using practice rehearsal pairs strategy. They were more active and could be focused in learning process.

To solve the problem in the cycle II, she planned to fix the lack, in the cycle III by giving students different technique to get maximal score based on the success characteristic that had been decided before. Students speaking ability, in the cycle III had been improved. It indicated after giving the reflection based on the observation in the cycle III, the students had better achievement.

According to the criteria of completeness of material that is established by Madrasah Aliyah Negeri (MAN) Palopo for English subject were 70. And this cycle (cycle III) there were no students got score under 70, and there were increased attention and the activity of students in the learning process that can be seen in the observation sheet. So, in this research the researcher found that Practice Rehearsal Pairs strategy has successful to improve students' speaking skill with in fact that there were no students in cycle III got score under 70. Mean score of students reached 76. pair work in this research has given great

improvements in students speaking skill, it was closely related to the relevant material in the previous chapter about principle for teaching speaking, in there said that one principle for teaching speaking is " provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk." [1] And it was proved in this study that teaching students like that can improve the students' speaking skill.

The result of mean score in the cycle I,II, and III as the chart below :

Chart 7: Mean score of students' test
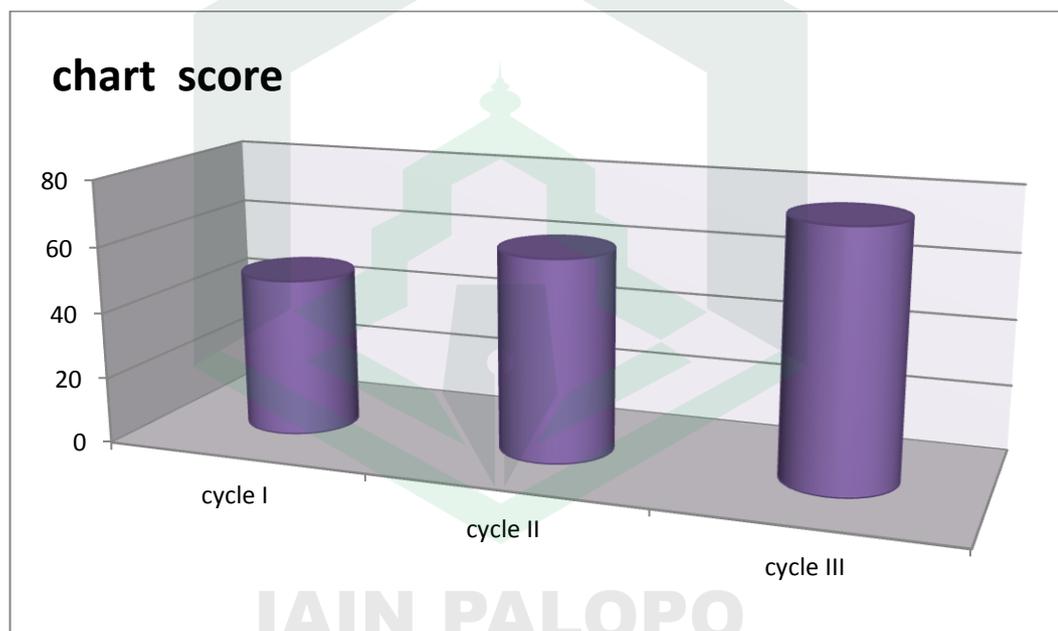
The data chart score the data was collected from the cycle I, Cycle II and cycle III. To the compare the result scores in this research. In the cycle I got mean score was 48, cycle II got mean score was 61 and in the cycle III got mean score was 76.

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[1] David nunan, *practical English Language Teaching,* (Singapore;Mc Graw Hill,2003),p.47.

Chart 8: Students' activities
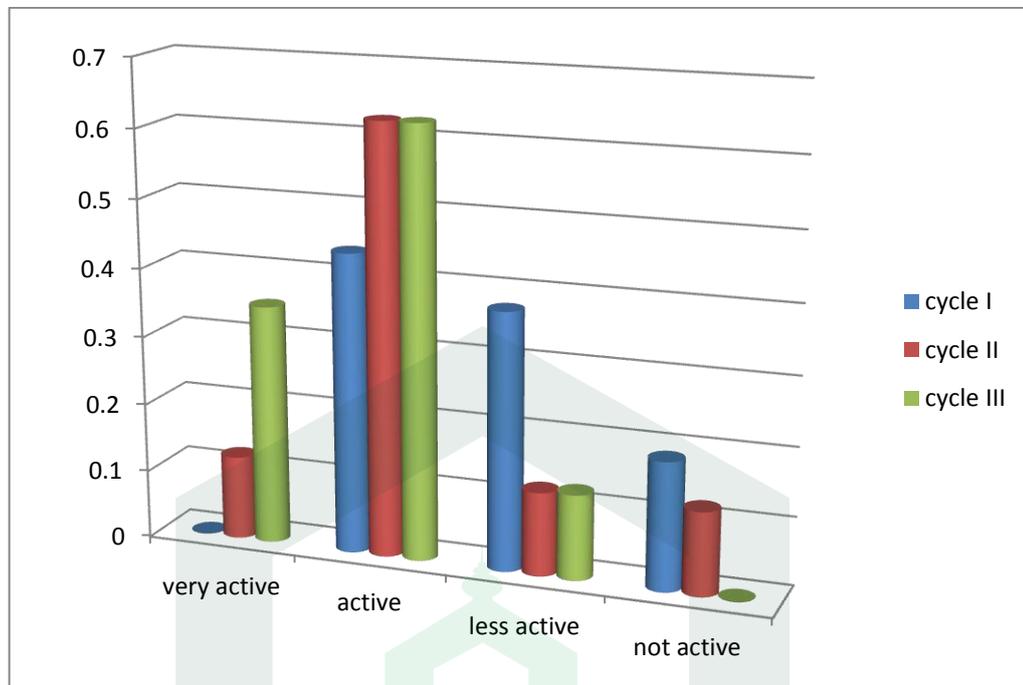
The data of the chart students' activities was collected from the observation students' activity in the first cycle, second cycle and third cycle. To know the result of students' participation the indicator was *very active, active, less active* and *not active.*

Students' Responses through Questionnare

The result of students' response through questionnaire can be seen that most of the respondents   gave positive response in every item about learning speaking by using Practice Rehearsal Pairs strategy to improve their speaking skill. For the first statement in questionnaire " after using of Practice Rehearsal Pairs strategy feel interesting to learn speaking than before". Indicated that most of the respondents said agree that after using of Practice Rehearsal Pairs strategy

they feel interesting to learn speaking than before. There were ten respondents said strongly agree, six respondents said agree. And none the respondents said uncertain, disagree, and strongly disagree. It means that after using of Practice Rehearsal Pairs strategy students fell interesting in learning speaking. In teaching learning process in this research the researcher brought the origami than not foreign for them and interesting. So, in this research they feel interesting to practice speaking. In which they can saw the object directly and they also can touch the object. It was closely related to the relevant material in the previous research that "media can increase the motivation and stimulate students to study." [2]

The second statement "learns speaking by using Practice Rehearsal Pairs strategy can improve my speaking skill". Indicated that most of the respondents said strongly agree, they learn speaking by using Practice Rehearsal Pairs strategy can improve their speaking skill. There were nine respondents said strongly agree, seventh respondents said agree. And none of the respondents said uncertain, disagree and strongly disagree. It means that learn speaking by using Practice Rehearsal Pairs can improve students' speaking skill.

The third statement " learn speaking by using Practice Rehearsal Pairs strategy makes me no feel clumsy to speaking by using my own words or my own sentence". Indicated that most of the respondents said strongly agree that learn speaking by using Practice Rehearsal Pairs strategy makes them were not feeling awkward to speaking by using their own words or their own sentences. There

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[2] Anita, *improving Students Speaking Skill Trhough Realia at the Second Year of SMA PMDS Putri Palopo,* A published Thesis STAIN Palopo, 2013, p. 80

were respondents said strongly agree, seven respondents said agree. And none of the students said uncertain, but one respondent said disagree, and none students said strongly disagree. It means that learn speaking by using Practice Rehearsal Pairs strategy makes students were not feel awkward to speaking by using their own words or their own sentences. It was closely related to the relevant material of speaking, especially in solution to speaking activity problems. Most of the students said strongly agree that learning speaking by using Practice Rehearsal Pairs strategy makes them not feel clumsy to speaking by using their own words or own sentences. It is because in this study the researcher allow to students to speak using their own word choice and their own sentences. With essential vocabularies they can improve their speaking skill in some phrase or sentences. So, they were did not feel clumsy to practice speaking to improve their speaking ability.

The fourth statement "learns speaking by using Practice Rehearsal Pairs strategy presenting my confidence for speaking". Indicated that most of the respondents said agree learn that speaking by using Practice Rehearsal Pairs strategy presenting their confidences for speaking. There were seven respondents said strongly agree, seven respondents said agree, two respondents said uncertain, and none of the students said disagree and strongly disagree. It means that learn speaking by using Practice Rehearsal Pairs strategy presenting their confidences for speaking. It is important to the teacher to find out the way to teaching speaking where the students have self confidence, so in practice speaking they can express about what they have to express without doubt feelings. The students can express

it with her friends, to the researcher, and the others people. With the ways like that the students can improve their speaking skill.

The fifth statement "learns speaking by using Practice Rehearsal Pairs strategy makes me to dare to express my opinion." Indicated that most of the respondents said agree that learn speaking by using Practice Rehearsal Pairs strategy made them dare to express their opinion. There were nine respondents said agree, six respondents said agree, one respondent said uncertain, and none of the students said disagree and strongly disagree. It means that learn speaking by using Practice Rehearsal Pairs strategy made the students was dare to express their opinion. In speaking, someone must able to express their opinion about something. Speaking is how to make someone or the other people understand about what we say or to express in speaking about something in our minds. Speaking is oral communication in expressing ideas or information to others. To communicate is to express a certain attitude, and the type of speech act being expressed. For example, a statement expresses a belief, a request something, and an apology expresses regret. . [3] The result of the fifth statement " learn speaking by using Practice Rehearsal Pairs strategy makes me was dare to express my opinion" shows that respondents has given positive response about origami as a media to improve their speaking skill. The students can free express about their opinions to other about something.

The sixth statement "the use of Practice Rehearsal Pairs strategy really required to help me increase my speaking skill". Indicated most of the

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[3]Risma wardi, *teaching the Eleventh Year Students English Speaking Skill Through Self Talk Strategy at SMANegeri 4 Palopo,* (Palopo; STAIN Palopo,2010), p.7.

respondents said strongly agree that the use of Practice Rehearsal Pairs strategy really required helping students increase their speaking skill. There were thirteen respondents said strongly agree, three respondents said agree, and none of the students said uncertain, disagree and strongly disagree. It means that the use of Practice Rehearsal Pairs strategy required helping students increase their speaking skill.

The seventh statement "I feel happy and comfortable to learn speaking by using Practice Rehearsal Pairs strategy". Indicated the most of the respondents said agree that they feel happy and comfortable to learn speaking by Practice Rehearsal Pairs strategy. There were eleven respondents said strongly agree, five respondents said agree, and none of the students said uncertainly, disagree and strongly disagree. It means that the students feel happy and comfortable to learn speaking by using Practice Rehearsal Pairs strategy. During the researcher conduct the study at the second year of Madrasah Aliyah Negeri (MAN) palopo, while the students practice speaking process most of them looks enjoy and comfortable during practice speaking. This is because they can practice speaking to their friends about what they want to express from the object that they saw, and besides that they were not confused to think about what they have to describe above, because they saw the object directly so the students can be describe it well and clearly. Another that, the students was practice speaking by using interesting practice rehearsal pairs strategy, so while they saw and touch the object they feels happy caused they saw and practice speaking by using interesting and funny

objects. It was made the students happy and feels comfortable in learning speaking.

The eighth statements "I feel motivated to learn speaking by using Practice Rehearsal Pairs strategy" indicated that most of the respondents said agree that they feel motivated to learn speaking by using Practice Rehearsal Pairs strategy. There were nine respondents said strongly agree, six respondents said agree, one respondent said uncertain, and none of the students said disagree and strongly disagree. It means that students feel motivated to learn speaking by using Practice Rehearsal Pairs strategy. This statement was proved in the result of respondents of the eight questionnaire of this research. In which there most of the students said agree that they feel motivated to learn speaking by using Practice Rehearsal Pairs as strategy to learn speaking.

The ninth statement "learns speaking by using Practice Rehearsal Pairs strategy makes me easily to understand the material because I can see the object directly". Indicated that most of the respondents said strongly agree that learn speaking by using Practice Rehearsal Pairs strategy made them easily to understand the material because they can saw the object directly. There were fourteen respondents said strongly agree, two respondents said agree, and none of the students said uncertain, disagree and strongly disagree. It means that learn speaking by using Practice Rehearsal Pairs strategy made students easily to understand the material because they can saw the object directly. So, the students were easy to understand about the material, about what they have to talk about the

object. They can describe about the shape and colors, it help the students to describe more.

The last statement "learning speaking by using Practice Rehearsal Pairs strategy pushed me harder to learn speaking". Indicated that most of the respondents said agree that learning speaking by using Practice Rehearsal Pairs strategy encouraged me to speak. There were thirteen respondents said strongly agree, two respondents said agree, one respondent said uncertain, and none of the students said disagree and strongly disagree. It means that learning speaking by using Practice Rehearsal Pairs strategy pushed the students harder to learn speaking. This is because there were so many words and sentences can be aroused from the material. So, this is pushed the students to speak more. From those questionnaires the researcher found that the second year students of Madrasah Aliyah Negeri (MAN) Palopo shows great perception, in which most of the respondents gave positive response about learning speaking by using Practice Rehearsal Pairs strategy to improve their speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the data analysis and the findings in the previous chapter.

A. Conclusion

1.   The students' speaking skill was higher after used practice rehearsal pairs strategy in conducting learning strategy. The researcher had classified based on English speaking assessment that consisted of accuracy, fluency, and comprehensibility. The students' speaking skill improve on three aspect, but in the area fluency there were significance developments because learning speaking through practice rehearsal pairs strategy provides the opportunity for students to practice their speaking skill through demonstration while explain the material had been given, and then the students gave opportunity to do feedback with their pairs, and in this way the students claimed to more active speak in the class. And after used practice rehearsal pairs strategy to students speaking skill has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. Although he has made an effort and search the words, they ate not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range expression.

The improvement can be seen trhough mean score students' test in cycle I is 48, cycle II is 61 and in cycle III become 76. besides that, there were incresed

attention and the activity of students in the learning proccess: students more active, motivated and students' speaking becomes more fluent. So, they were able to describe well the object or something.

2. Having analyzed the result of questionnaire in student`s perception toward the strategy applied by the researcher in this research, it was found that most of the students at the second year MAN Palopo is motivation in improve their speaking skill get percentage is 56.25%, they gave attention seriously in learning process, they have been more active than before, make them enjoy the class get percentage is 68.75%, and of course they can improve their vocabularies. Besaides, by applying this strategy the students learn speaking easily and happily. It means that the students give positive response and are interest in learning speaking through practice rehearsal pair srategy.

3. Suggestion

Based on the conclusions above the researcher put some suggestions as follows:

1. According to the result of this study the researcher suggest to anyone who want to teach English, especially a teacher who want to improve students' speaking skill can use Practice Rehearsal Pairs as one of strategy which can be use to improve students' speaking skill.

2. In teaching speaking by using Practice Rehearsal Pairs strategy, the teacher has to bring interesting material as object to described by students. So, students can enjoy practice speaking, and if their practice enjoy they will speak

more because they are become motivated the material that is showed by the teacher.

3. In teaching speaking by using Practice Rehearsal Pairs strategy, the teacher has to divide students in some pairs so the students feel not clumsy to speak with their friends. Besides that, students can be exchange ideas about what should they describe of the object. And it can make the students to speak more.

4. To learn speaking by using Practice Rehearsal Pairs as a strategy the student not only describe about something real that they see, but they also can speak more about telling procedure an object.

5. In learning speaking skill by using Practice Rehearsal Pairs strategy, do not set the words or the sentence for students to use. Let them decide what words or sentences that they can be use for describe an object. Because there are some different word or sentence which can be use for describing an object.

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IAIN PALOPO

Rencana Pelaksanaan Pembelajaran

(lesson plan)

Aspek/skill   : speaking

Kelas   : ipa 1

Waktu   : 90 menit

Standar kompetensi

1. Siswa mampu membangun hubungan dengan dan di antara siswa sangat penting
2. Siswa mampu menggambarkan cara membuat sebuah origami
3. Siswa mampu berbicara di depan guru dan teman-temannya
4. Siswa mampu melatih keprcayaan diri

Langkah-langkah pembelajaran

a. Kegiatan awal (15 menit)

No	Kegiatan guru	Kegiatan siswa
1	Guru memberi salam dan bertanya tentang keadaan siswa sertakesiapan mereka mengikuti proses pembelajaran	Siswa menjawab salam dan pertanyaan guru tentang keadaan mereka dan kesiapan mereka dalam menerima pelajaran
2	Guru menjelaskan apa itu Practice Rehearsal Pairs strategy dan menjelaskan tentang tujuan penelitiannya	siswa memperhatikan penjelasan dari guru
3	Guru memberikan tugas agar siswa dapat langsung mempraktekannya	Siswa memperhatikan tugas yang diberikan oleh guru dan berusaha mempraktekannya

b. Materi inti (60 menit)

No	Kegiatan guru	Kegiatan siswa
1	Guru menganjurkan siswa agar bekerja sama dengan teman sebangku masing-masing	Melaksanakan perintah guru dan bekerja sama dengan teman sebangku masing-masing
2	guru mulai memberikan tugas kepada siswa	Siswa memperhatikan tugas yang telah diberikan guru
3	Guru memperhatikan	Siswa berdiskusi dengan

		kemampuan dan keaktifan siswa dalam berdiskusi misalnya kemampuan berbicara, kefasihan berbicara serta menjalin kerja sama dengan pasangannya	pasangan masing-masing dalam menyelesaikan trugas
4		Guru memberikan waktu kepada siswa untuk mempersiapkan diri untuk mempresentasikan tugas mereka	Siswa berlatih dan mempersiapkan diri untuk mempresentasikan tugas mereka
5		guru memerintahkan siswa untuk berdiri dan mempresentasikan tugas mereka dan Guru bersama collaborator memberikan nilai atas penampilan mereka	Siswa mengikuti perintah guru

c. **Kegiatan akhir (15 menit)**

No	Kegiatan guru	Kegiatan siswa
1	Guru bertanya kepada siswa bagaimana perasaan mereka setelah melakukan praktik speaking	Siswa menceritakan perasaan mereka tadi setelah belajar

Rencana Pelaksanaan Pembelajaran

(lesson plan)

Aspek/skill   : speaking

Kelas   : ipa 1

Waktu   : 90 menit

Standar kompetensi

1. Siswa mampu membangun hubungan dengan dan di antara siswa sangat penting
2. Siswa mampu menggambarkan cara membuat sebuah origami
3. Siswa mampu berbicara di depan guru dan teman-temannya
4. Siswa mampu melatih keprcayaan diri

Alat dan media

1. Kertas origami
2. kamera

Langkah-langkah pembelajaran

a. **kegiatan awal (15 menit)**

No	Kegiatan guru	Kegiatan siswa
1	Guru memberi salam dan bertanya tentang keadaan siswa sertakesiapan mereka mengikuti proses pembelajaran	Siswa menjawab salam dan pertanyaan guru tentang keadaan mereka dan kesiapan mereka dalam menerima pelajaran
2	Guru menjelaskan apa itu Practice Rehearsal Pairs strategy lebih rinci	siswa memperhatikan penjelasan dari guru
3	Guru melihat perkembangan speaking siswa	Siswa tetap melakukan diskusi

b. **materi inti (60 menit)**

No	Kegiatan guru	Kegiatan siswa
1	Guru menganjurkan siswa agar bertukar pasangan dengan temannya	Melaksanakan perintah guru dan bertukar pasangan
2	guru mulai memberikan tugas	Siswa memperhatikan tugas yang

	kepada siswa	telah diberikan guru
3	Guru memperhatikan kemampuan dan keaktifan siswa dalam berdiskusi misalnya kemampuan berbicara, kefasihan berbicara, kepercayaan diri serta menjalin kerja sama dengan pasangannya	Siswa berdiskusi dengan pasangan masing-masing dalam menyelesaikan tugas
4	Guru memberikan waktu kepada siswa untuk mempersiapkan diri untuk mempresentasikan tugas mereka	Siswa berlatih dan mempersiapkan diri untuk mempresentasikan tugas mereka
5	guru memerintahkan siswa untuk berdiri dan mempresentasikan tugas mereka dan Guru bersama collaborator memberikan nilai atas penampilan mereka	Siswa mengikuti perintah guru

c. **kegiatan akhir (15 menit)**

No	Kegiatan guru	Kegiatan siswa
1	Guru bertanya kepada siswa bagaimana perasaan mereka setelah melakukan praktik speaking	Siswa menceritakan perasaan mereka tadi setelah belajar
2	Guru memberikan motivasi kepada siswa agar berlatih lebih sering untuk melancarkan speaking skill mereka	Siswa mengiyakan yang disampaikan guru

<div align="center">

Rencana Pelaksanaan Pembelajaran

(lesson plan)

</div>

Aspek/skill   : speaking

Kelas   : ipa 1

Waktu   : 90 menit

Standar kompetensi

1. Siswa mampu membangun hubungan dengan dan di antara siswa sangat penting
2. Siswa mampu menggambarkan cara membuat sebuah origami
3. Siswa mampu berbicara di depan guru dan teman-temannya
4. Siswa mampu melatih keprcayaan diri
5. Siswa dapat terlatih dalam berbicara

Alat dan media

1. Kertas origami
2. kamera

Langkah-langkah pembelajaran

d. **kegiatan awal (15 menit)**

No	Kegiatan guru	Kegiatan siswa
1	Guru memberi salam dan bertanya tentang keadaan siswa sertakesiapan mereka mengikuti proses pembelajaran	Siswa menjawab salam dan pertanyaan guru tentang keadaan mereka dan kesiapan mereka dalam menerima pelajaran
2	Guru menjelaskan apa itu Practice Rehearsal Pairs strategy lebih rinci	siswa memperhatikan penjelasan dari guru
3	Guru melihat perkembangan speaking siswa	Siswa tetap melakukan diskusi

e. **materi inti (60 menit)**

No	Kegiatan guru	Kegiatan siswa
1	Guru menganjurkan siswa agar bertukar pasangan dengan temannya	Melaksanakan perintah guru dan bertukar pasangan

2	guru mulai memberikan tugas kepada siswa	Siswa memperhatikan tugas yang telah diberikan guru
3	Guru memperhatikan kemampuan dan keaktifan siswa dalam berdiskusi misalnya kemampuan berbicara, kefasihan berbicara, kepercayaan diri serta menjalin kerja sama dengan pasangannya	Siswa berdiskusi dengan pasangan masing-masing dalam menyelesaikan tugas
4	Guru memberikan waktu kepada siswa untuk mempersiapkan diri untuk mempresentasikan tugas mereka	Siswa berlatih dan mempersiapkan diri untuk mempresentasikan tugas mereka
5	guru memerintahkan siswa untuk maju ke depan kelas dan mempresentasikan tugas mereka dan Guru bersama collaborator memberikan nilai atas penampilan mereka	Siswa mengikuti perintah guru

f. **kegiatan akhir (15 menit)**

No	Kegiatan guru	Kegiatan siswa
1	Guru bertanya kepada siswa bagaimana perasaan mereka setelah melakukan praktik speaking	Siswa menceritakan perasaan mereka tadi setelah belajar
2	Guru memberikan motivasi kepada siswa agar berlatih lebih sering untuk melancarkan speaking skill mereka	Siswa mengiyakan yang disampaikan guru
3	Guru mengucapkan terimakasih atas partisipasi dan kerja sama siswa selama proses penelitian	Siswa merespon dengan baik penyampaian guru

ANGKET PENELITIAN

Keterangan

Daftar ini bertujuan untuk mengumpulkan data tentang sikap terhadap pengaplikasian Practice Rehearsal Practice terhadap peningkatan berbahasa inggris mahasiswa. Untuk itu anda diharapkan memberikan jawaban dengan sejujur-jujurnya. Kejujuran dan kebenaran penilaian anda merupaka sumbangan terbesar dalam penelitian ini dan atas kerjasamanya di ucapkan terimakasih.

Petunjuk :

1. Bacalah petunjuk kerja sebelum mengerjakan angket dibawah ini
2. Pada setiap pertanyaan di sediakan 4 kriteria yaitu, sangat setuju, setuju, tidak setuju, dan sangat tidak setuju
3. Berilah tanda chek list pada setiap pilihan
4. Terimakasih atas kejujuran anda dalam mengerjakan angket ini.

Nama responden:

Nis :

Kelas :

1. Practice Rehearsal Pairs sangat efektif dalam meningkatkan kecakapan berbahasa inggris siswa MAN Palopo.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju
2. Practice Rehearsal Pairs mampu memotivasi anda untuk berbahasa inggris
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju
3. Belajar speaking menggunakan Practice Rehearsal Pairs Method membuat saya tidak merasa canggung untuk speaking menggunakan kata-kata dan kalimat saya sendiri.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

4. Belajar speaking menggunakan Practice Rehearsal Pairs Method membuat saya lebih mudah memahami materi karena saya dapat menggungkapkan langsung pendapat saya.

a.Sangat setuju

b. Setuju

c. Tidak setuju

d. Sangat tidak setuju

5. Melalui Practice Rehearsal Pairs anda dapat dengan mudah berbicara dalam bahasa inggris.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

6. Practice Rehearsal Pairs lebih efektif daripada technique lainnya dalam meningkatkan speaking anda.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

7. Practice Rehearsal Pairs mampu memperlancar speaking serta menambah vocabulary anda dalam bahasa inggris.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

8. Penggunaan media sangat berperan dalam proses pembalajaran di Practice Rehearsal Pairs
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

9. Practice Rehearsal Pairs memberikan nuansa baru dalam peningktan dan proses pembeajaran bahasa inggris
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

10. setelah menggunakan Practice Rehearsal Pairs Method saya lebih tertarik belajar speaking dibandingkan sebelumnya.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

LEMBAR OBSERVATION

Berilah tanda (√) pada kotak pilihan yang tersedia untuk setiap pertanyaan berikut sesuai fakta yang ada (dapat diberi tambahan jika diperlukan).

No	Pernyataan	SB	B	C	K	SK	Cat.
1	Student seem enthusiastic in learning speakin by Practice Rehearsal pairs.						
2	Student seem not confiused to speak English .						
3	Student seem more confidence to speak English by using Practice Rehearsal pairs.						
4	The use of Practice Rehearsal pairs can helps student improve their speaking ability in Speaking English.						
5	Student be more motivated to speak longer after using Practice Rehearsal pairs.						

Catatan :

Sangat Baik (SB)   : Jika 90%-100% dari siswa (berhasil)

Baik (B)   : Jika 75%-89% dari siswa (berhasil)

Cukup (C)   : Jika 60%-74% dari siswa (berhasil)

Kurang (K)   : Jika 45%-59% dari siswa (gagal)

Sangat Kurang   : Jika 0%-44% dari siswa (gagal)

TABLE OF CONTENTS

SIKLUS I

LEMBAR PENGAMATAN AKTIVITAS SISWA DALAM PROSES PEMBELAJARAN SPEAKING MELALUI ORIGAMI AND PRACTICE REHEARSAL PAIRS STRATEGY

No	Aspek yang di amati	Penilaian			
		1	2	3	4
1	Perhatian siswa menerima intruksi pada proses awal kegiatan pembelajaran				
2	Pusat perhatian siswa dalam menerima materi				
3	Semangat siswa dalam menerima materi menggunakan practice rehearsal pairs strategy				
4	Kemampuan siswa dalam memahamin materi yang di berikan				
5	Keaktifan siswa dalam kelas				
6	Tingkat kemampuan siswa dalam bertanya				
7	Ketertiban siswa dalam selama proces pembelajaran berlangsung				

Ket: 1. Tidak baik   2. Kurang baik   3. Cukup baik   4. Baik

Catatan:

Pengamat

APPENDIX 4

ORIGAMI PICTURE

FACE BOY

FISH

FROG

YATCH

RABIT

Appendix 5

THE DOCUMENTASI ON THE RESEARCH

Activities in cycle I

The researcher exlpained the made an origami and implementation of practice rehearsal pairs strategy but the classroom situation was not still conducive because the students still confused about the new strategy and unfimiliar material.

Test of cycle I

the students still look at in they note as a guide in practice speaking.

Activities in Cycle II

The researcher tried to explain more how the make an origami and way to implementation of practice rehearsal pairs strategy in teaching speaking, and students had been serious in learning process so that the students had understood about the make an origami, and she asked the students to practice their job in pairs.

Test of Cycle II

The students practice their job to give instruction make an origami in pairs in their place

Activities in cycle III

The researcher explaines more and students had been serious in learning process because the students had understood about the make an origami, and asked the students to prepare their job to practice in the front of the class.

Tes of Cycle III

The students practiced speaking in pairs in front of the class

Irma setiawati, was born on 10th December 1991 in Sidoarjo, as the Second child from the happy and simple family. Her father's name is Samidi and her mother's name is Usmiati. She has one brother (Supoyo) and one sister (ummul Latifah) who always give support to continue her studying.

She was starting her studying at the elementary School (SD) Cendana Hijau and graduated in 2003 and continued it in Islamic Junior High School Al falah, in 2006 she graduated it and then continued her studying in Islamic Senior High School Lambara Harapan and she graduated in 2009. After that, she continued her studying at the State Institute for Islamic Studies (IAIN) Palopo and taking English Department because English was her favorite subject. She finished her studying at the State Institute for Islamic Studies (IAIN) in 2015 that turn into the State Institute for Islamic Studies (IAIN) Palopo.