

THE EFFECTIVENESS OF APPLYING THE PRACTICE REHEARSAL PAIR (PRP) METHOD IN TEACHING SPEAKING

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ABSTRACT

The objective of this study was to find out whether or not it was significantly effective to teach speaking by applying the Practice Rehearsal Pair (PRP) method to the third-semester students of STAI Bumi Silampari Lubuklinggau in the academic year of 2019/2020. The technique used was quasi-experimental with one group pre-test post-test design. The results of this study were; (1) the mean students' score in the pre-test was 66.70; (2) the mean score of post-test was 83.87; (3) the result of paired t-test was 10.925, which was higher than the 1.697 value of the t_{table} of 30 with 95% significant level for one tailed-test. In conclusion, the result of the research was significantly effective in teaching speaking by applying the Practice Rehearsal Pair (PRP) method to the third-semester students of STAI Bumi Silampari Lubuklinggau in the academic year of 2019/2020.

Keywords: Applying, Effectiveness, Practice Rehearsal Pair (PRP) Method, Teaching Speaking

INTRODUCTION

Language development always takes place and time wherever and whenever in producing and acquiring a language, among people, consciously or subconsciously among interlocutors along the period of locution. A language is used for communication, and then a language operates in a speech community or culture. Finally, people acquire language in much the same language that has universal characteristics (Yassi & Kaharudin, 2018). One of the languages that are used as a foreign language in Indonesia is English.

Mastery of English is not only in skills such as speaking, listening, reading, and writing, but also aspects of language mastery such as grammar, vocabulary, spelling, or pronunciation. According to Putra (2017), teaching English at any level of education always involves four skills. Speaking is one of the four basic skills in learning a foreign language, among listening, reading, and writing. In that case, English teaching should be viewed as an integrated skill, which places English, especially speaking, equally important. It has been taught since the students enter elementary school. Speech is power, act, manner of speaking. Speaking ability has an important used by people to communicate with others, convey an idea, opinion, message, feeling to other people, express their thoughts and wishes, and socialize themselves to communicate or interact.

Speaking is one of the English skills that the students in this disruption era should master because by mastering speaking skills, they can communicate in a formal or informal situation. Mastering speaking skills is not only for academic purposes but also for professional purposes. Speaking is a complex skill in the interaction between a speaker and the listener. It involves an active process. A speaker has to think more of the ideas to be expressed. He or she should consider some aspects of speaking, such as mastering vocabulary, applying correct grammar, and having appropriate situations.

Indeed, in daily interaction, speaking is used as a means of communication. However, the speaker cannot ignore the significance of writing as another of communication, which is still popular with people. This condition is more supported by technology, such as telephone, internet, and teleconferences. Based on the students' comments in the interview with the researcher as the preliminary study, many students had some difficulties and problems learning English, especially in speaking class. The researcher found out that the percentage of the students' scores of the third-semester students of STAI Bumi Silampari Lubuklinggau was 30% means that there were only nine students among 30 students who achieve the English Speaking Standard (ISS). In addition, many of the students' scores were below the Institutional Speaking Standard (ISS) of STAI Bumi Silampari, which was 75.

Moreover, based on the interview, the data also showed that the third-semester students had some problems in speaking English. The issues covered: (1) the students felt hesitant to speak because they thought that their English was not good enough; (2) they still got mixed up with the precise word to communicate their ideas, thought, or feeling because students lack vocabulary and fluency; (3) students tend to be passive in the class although they have been learning English in junior high school and elementary school. The students only tend to listen to their few friends who speak English actively.

Based on the problems above, the researcher tries to apply an active strategy in learning to speak, Practice Rehearsal Pairs (PRP) strategy. According to Uska (2017), PRP is a superficial learning model that can be used to practice a skill or procedure with a classmate. With the friends learn, students are more encouraged to improve learning and free to share knowledge or ask friends to understand and improve students' recall of the material that the lecturer has presented. Practice Rehearsal Pairs or Pair practiced is one of the methods that come from active learning, which explained this strategy used to practice a skill or procedure with a friend by repeatedly practicing exercise that uses the information to learn it.

Previous research conducted by Hasan (2016) that PRP could increase the students' scores on vocabulary and a helpful technique in teaching speaking. However, in its application, Hasan still used pictures and teaching a simple dialogue. Still, the researcher taught the third-semester students without a picture and since the speaking level was through High Order Thinking Skills (HOTS) by using Language expression. Therefore, researchers will research to examine the application of Practice Rehearsal Pair (PRP) in teaching speaking to the third-semester students of STAI Bumi Silampari Lubuklinggau in 2019/2020. In addition, the researchers hope this Practice Rehearsal Pair (PRP) method can improve the third-semester students' speaking skills of STAI Bumi Silampari Lubuklinggau.

LITERATURE REVIEW

When a person imparts information or skills to another, it is common to describe the action as teaching. Imparting may mean sharing experiences or communicating information, for instance, lectures. According to Rajagopalan (2019), teaching is regarded as both an art or science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Different educationists hold different ideas regarding the concept of teaching.

In the past two decades, the Indonesian government has made vital expansion in education, including the education system, which is intended to improve learning achievement. Increased access to education is driven by the government's promises to meet its official educational goals, such as implementing the six-year compulsory education for 2 TCT known as UKG (Ujian Kompetensi Guru) in Indonesia. Primary school-age children (7-12 years) since 1984. This new policy was a significant increase in participation in primary schools, which reached 92 percent in 1993 compared to 79 percent just ten years

earlier (Bachtiar, 2016). It shows that the government of Indonesia has implemented much professional learning for teachers who were intended to improve teachers' teaching practice.

After analyzing experts' opinions for teaching above, it can be concluded that teaching is one aspect of education that covers a style of activities, an approach of the instructions and management of the classroom. Teaching and learning activity must occur in the teacher's teaching activity learning and process in demonstrating a lesson material. In addition, the teacher should do three principle activities in teaching they are: (1) to create and to improve the habits of the students; (2) to apply the specific behavioral and expressive objectives; (3) to enhance the students' motivation through specific activities that will lead them to be competent to any skills.

Speaking is an essential element for students when they are learning the English language. According to Putra (2017), speaking ability is the ability to user activity in which one person needs to communicate. Speaking is one of the components of a language. The existence of speaking is essential and cannot be separated by the presence of a language. It means that no interaction exists without speaking. Therefore, speaking is a complex skill in the interaction between a speaker and the listener. It involves an active process. A speaker has to think more of the idea to be expressed. He or she should consider some aspects of speaking, such as mastering vocabulary, applying correct grammar, and having appropriate situations.

It can be concluded that speaking is an interaction between a speaker an interlocutor that is delivered through oral expressions, which includes intonation, rhythm, vocabulary, grammar and pronunciation. To make the message can be delivered, the speaker should think logically and creatively. Contrary, without constructing the sentences well and well prepared, all the information that will be conveyed to the others is failed.

The Goal of the PRP method is to ensure that both partners can perform the skill and the procedure exactly as the procedures from the explainer and demonstrator are given another gift or process to complete. In other words, it involves two students take turns in speaking, performs one step, and has another partner perform the next step. It means that the teachers will engage the students to speak English in pairs. Each pair will do their role and procedures in speaking the topic. They should also elaborate on the topic precisely to be an effective conversation. Students work in teams to solve the problem. One student acts as an explainer or demonstrator and the other one as a listener or checker that listens to the topic.

According to Utami & Mustadi (2019), the learning process that occurs in this PRP method emphasizes the practice and communication of each group member to train students not to be afraid when communicating with others, channel their opinions, increase inquisitiveness about a topic discussed, train students to think critically, increasing learning motivation, and making students more easily understand and remember learning material. People usually have opinions about something or someone or an action. Briefly, it can be said that Practice Rehearsal Pairs (PRP) strategy is a simple method that is done by two students or pairs by practicing the speaking and then rehearsing the steps or procedures and create and describe the topics until the sequence of the steps is completed without any hesitation and doubts.

In addition, Utami & Mustadi (2019) state that teaching speaking by applying Practice Rehearsal Pairs (PRP) can implement through the following procedures: The following are the steps of the Practice Rehearsal Pairs (PRP) that researchers use in the learning process. First, the teacher chooses one topic of skills (learning material) that learners will study; then, the teacher forms students into pairs groups in the group; two roles are made: explanatory or demonstrating and observing. After that, the Students who have assignments explained to their group members will present the material being discussed. Then, the other members listen and assess the friend's explanation to add an opinion that other members will later add. Furthermore, couples exchange roles. The second demonstrator is given other skills. Finally, the process is carried out until all group members turn on their respective parts and all group members master the learning material.

RESEARCH METHOD

This part discusses the following subheadings: (1) research design; (2) operational definition; (3) the subjects of the study; (4) techniques for collecting the data; (5) techniques for analyzing the data.

The researcher used a quasi-experimental method in this research. There was only one group that the researcher investigated in this study. The researcher used the following steps: pre-test, treatment, and post-test. The table that showed pre-test and post-test design was as follows:

Table 1. One Group Pre-test and Post-test Design

Pre-test	Treatment	Post-test
T ₁	X	T ₂

(Note: T₁ = Pre-test; X = Treatment (PRP); T₂ = Post-test)

Teaching means any activity done by a teacher to develop materials used to facilitate the students in the learning process of the language. Speaking means to say something or express oneself in a particular language. The practice Rehearsal Pairs (PRP) method means that teacher involves the students to practice and rehearse some procedures with a learning partner.

In selecting the sample, the researcher used random cluster sampling. The technique of sampling was done by taking the model randomly from the third-semester students at STAI Bumi Silampari Lubuklinggau in the academic year of 2019/2020. Referring to the random cluster sampling used in this study, the researcher took one class as the experimental class that consisted of 30 students used as the sample of this study.

In collecting the data, the researcher used one instrument, which was an oral test. A test is a method of measuring a person's ability in a skill taught by the teacher. A pre-test was administered to know the students' ability to speak before the research conduction. In this research, the researcher has two topics for two meetings: Giving and Asking Opinion about Best People and Performance. The students were to choose one of the topics and present it orally in front of the class. The post-test was administered after the researcher taught the students speaking by applying the Practice Rehearsal Pairs (PRP). In other words, the researcher gave the post-test after conducting the treatment. Every student was asked to speaking in front of the class in 3 minutes, in the following ways;

First, the students have been paired by the teacher before the test and numbered the pairs orderly. Second, the teacher called the number of the teams to present their speaking in front of the class. One takes part as the source of questions and the other as the source of ideas. It is based on the topic from the lecturer that they have ever learned before the test). Finally, while the pairs were practicing the roles, the teacher observed their speaking, but the mark on their ability as an important note and even record it for detail analysis at home.

The data analyzed through three techniques, namely: 1) individual scores; 2) conversion of score range; 3) the matched t-test. The student's speaking scores were obtained based on six aspects of speaking in the scoring scale. They are grammar, vocabulary, comprehension, fluency, pronunciation, and task completion. To collect the data, the researcher recorded the students' presentations while doing the speaking test. The researcher was helped by one rater to avoid the bias test. The researcher also taught the third-semester students of STAI Bumi Silampari Lubuklinggau. To know the maximal scores, the researcher used standard of speaking skill.

Table 2. The Standard of Speaking Skill

Speaking Components	Score
Grammar	5
Pronunciation	5
Vocabulary	5
Fluency	5
Comprehension	5
Task Completion	5
Total	30

FINDING

The Result of Pre-test

The findings show that the highest score in the pre-test was 85 and obtained by two students and the lowest score was 40, which 1 student also received. After getting all the scores, the researcher calculates the average score from the pre-test. It was found out that the mean score of the pre-test was 66.70. The student's score in the pre-test can be seen in the appendix B. Having obtained all the students' scores, the researcher converted the scores to the English Speaking Standard (ISS) of English speaking (75).

The English Speaking Standard (ISS) of English students who can be included in the "passed" category was when the students' score achieved or exceeded 75. In contrast, when the students could not reach or below 75, so the students are considered "failed" category. Moreover, the mean score of the pre-test was 67.10. This average score was considered a "failed" qualification. Having converted students' score to ISS, the researcher categorized only nine students included in the "Passed" qualification. However, there were still 21 students who were included in the "Failed" qualification. The number of students who were compared to ISS was shown below:

Table 3. The Students Score Qualification

The Number of Students on ISS Interval Score	Qualification	The Number of Students
75-100	Passed	9
20-74	Failed	21
Total	30	

Based on the number of students who had passed ISS, the researcher transformed them into a percentage category. It was found out that there were nine students, or 30%, who gave the type ISS. However, there were still 21 students, or 70%, who failed in the category of ISS. The result of the students' mean score was 67.10. This mean score indicated that many students had problems speaking English. Therefore, the researcher needed to increase the students' scores in speaking. The increase should be done through treatment.

The Students' Average Score in the Post-Test

After administering the pre-test, the researcher researched by giving the students treatment, which means that the researcher taught speaking through Practice Rehearsal Pair (PRP). The researcher gave the post-test to the same treated students as the pre-test sample after they completed the experiment. In this matter, the researcher administered the post-test with the same students in the pre-test.

The test required the students to give their opinions and describe the topics by choosing one of two choices were: 1) A Personal Description; 2) threatening events. Furthermore, the researcher gave the students' speaking scores based on six elements: 1) grammar; 2) vocabulary; 3) comprehension; 4) fluency; 5) pronunciation; 6) task completion. In addition, in this research, the researcher involved another rater in calculating the data. In other words, the scoring was evaluated by two raters. The students' scores were obtained by adding the score from Rater 1 and Rater 2. After that, those calculations were divided by 2.

Based on the result of the post-test calculation, it was found out that the highest score was 95 and obtained by one student and the lowest score was 70, which three students also received. Further, the researcher calculated the mean score of the post-test, it was found out that the mean score of the post-test was 83.87.

Having obtained all the students' scores, the researcher conversed the scores to the English Speaking Standard (ISS) of English speaking (70). The requirement of speaking standard of the students who can be included in the "passed" category was when the students' score achieved or exceeded 75. In contrast, when the students could not reach or below 75, so the students are considered "failed" category.

Furthermore, the researcher got that the mean score of the post-test was 70.00. It means the score was considered a "passed" qualification. Comparing the students' scores to ISS, the researcher categorized that there were 27 students included in the "Passed" qualification. In addition, there were only three students who were included in the "Failed" qualification. The number of students who were compared to ISS was shown below:

Table 4. The Number of Students' ISS

Interval Score	Qualification	The Number of Students
75-100	Passed	27
20-74	Failed	3
Total	30	

Based on the number of students who had passed ISS, the researcher transformed them into a percentage category. It was noted that 27 students or 90% who passed the ISS and only three students or 10% did not pass the qualification or ISS. The result of the student's mean score was 83.87. This mean score indicated that many students had been successful in speaking English. In other words, it was practical to apply Practice Rehearsal Pair (PRP) to increase the student's scores in speaking. This improvement was determined effectively to show the differences between students' scores before and after they were taught through Practice Rehearsal Pair (PRP). After that, the researcher presented the table of comparison. Moreover, the researcher showed the students' mean scores in the pre-test and those in the post-test. This comparison was presented in order to see the differences between the students' speaking scores both in the pre-test and in the post-test.

The Result of the Simple Paired t-Test

From the students' score obtained both in the pre-test and those in the post-test, the researcher calculated the simple paired t-test to find out whether or not it was effective to apply "Practice Rehearsal Pair (PRP)" in teaching speaking to the third-semester students of STAI Bumi Silampari Lubuklinggau in 2019/2020. Having obtained the students' scores in the pre-test and those in the post-test, the researcher found out that paired t-test.

Table 5. Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	66.70	30	12.109	2.211
Post-test	83.87	30	6.678	1.219

Based on the results box above, the results of the 2 sample descriptive statistics are the pre-test and post-test values. The pre-test value obtained a mean of 66.70, while the mean post-test value was 83.87. The number of student responses used for the study was 30 students. The standard deviation value for the pretest was 12.109 and the post-test was 6.678. The last standard error value is the mean pre-test of 2.211 and post-test of 1.219.

Because the pre-test score is $66.70 < \text{the post-test} = 83.87$, it means that descriptively there is a difference in the average learning outcome between the pre-test and post-test. Furthermore, to prove whether the difference is significant, it is necessary to interpret the paired sample t-test contained in the second result. It can be concluded that the mean effect of the pre-test and post-test is 17.167 and the significant t-count is 10.925, which is greater than the t-table of 30 students of 1.697. Thus, learning by applying the PRP can increase the pre-test to post-test learning outcomes.

DISCUSSION

Interpretation of the table above the PRP shows that the mean result of the pre-test and post-test is 17.167 and the significant t-count is 10.925, which is greater than the t-table of 30 students of 1.697. Thus, learning by applying the PRP can increase the pre-test to the post-test learning outcome. The students can improve their speaking ability by developing and having more knowledge on English grammar, vocabulary, pronunciation and other aspects of speaking. The teachers should prepare before teaching, and the other researchers reuse and research this method.

It was in line with the research result of Mega (2019). It was practical to teach speaking on TOEFL through the Practice Rehearsal Pair method. It was revealed that PRP Method was more effective than the Lecturing method in teaching speaking. The students who had high motivation could speak better than the students who had a common reason, and there were some interactions among students in speaking class after they were taught through PRP Method. This result is also in line with Pambudi & Budiman's (2019) findings that the Practice Rehearsal Pairs method effectively affects students' storytelling abilities, as evidenced by the improvement of storytelling skills before and after being given treatment. Before being given treatment, the average storytelling ability of students was 53.95, while after being given treatment, the average score of students' storytelling ability was 80.00.

CONCLUSION

Teaching to speak has been proven effective by implementing Practice Rehearsal Pair (PRP) for third-semester students of STAI BumiSilampari Lubuklinggau for the 2019/2020 school year. There is a significant difference between students' speaking ability after being taught by applying Practice Rehearsal Pair (PRP).

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