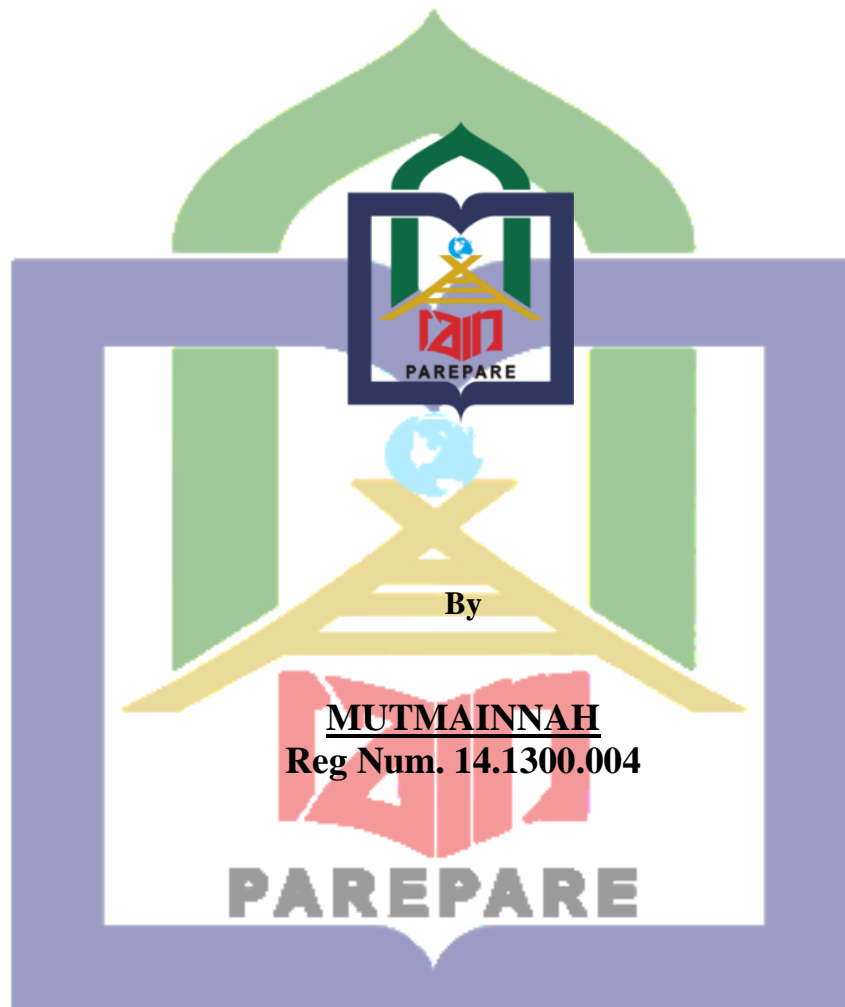


SKRIPSI

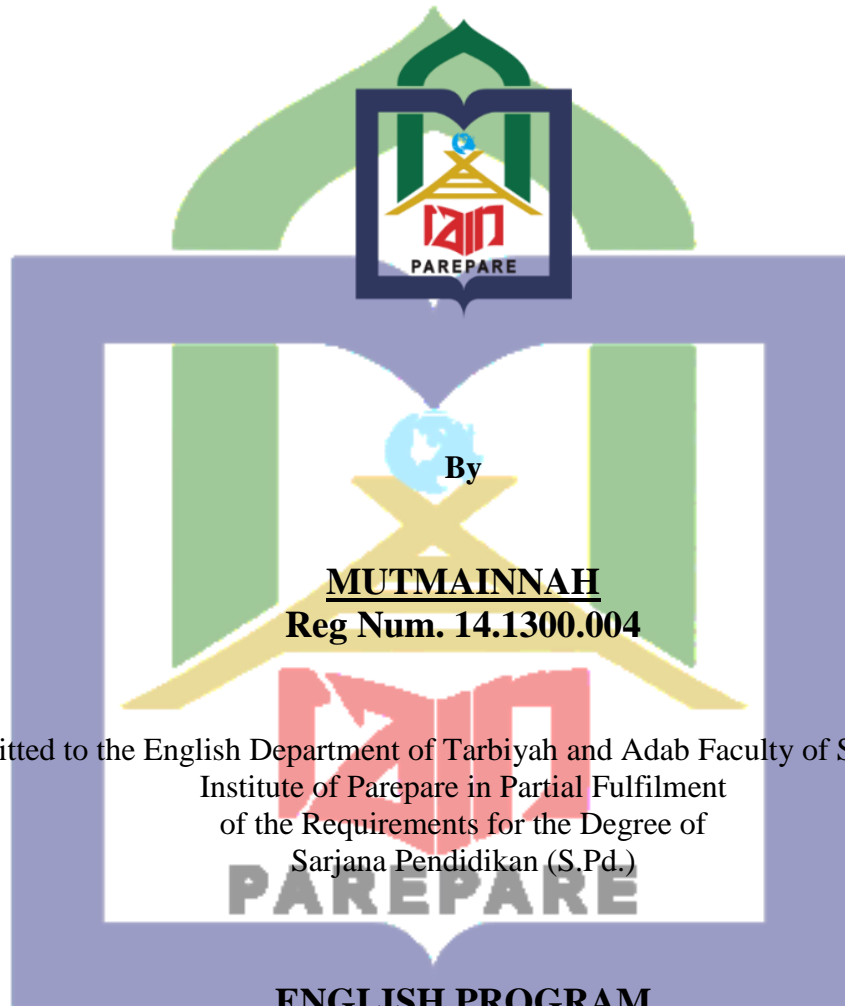
**THE IMPLEMENTATION OF PRACTICE-REHEARSAL PAIRS  
STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS AT  
THE EIGHT GRADE OF MA DDI KABALLANGANG**



**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2018**

**THE IMPLEMENTATION OF PRACTICE-REHEARSAL PAIRS  
STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS AT  
THE EIGHT GRADE OF MA DDI KABALLANGANG**



**By**  
**MUTMAINNAH**  
**Reg Num. 14.1300.004**

Submitted to the English Department of Tarbiyah and Adab Faculty of State Islamic  
Institute of Parepare in Partial Fulfilment  
of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd.)

**ENGLISH PROGRAM**  
**TARBIYAH AND ADAB DEPARTMENT**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2018**

**THE IMPLEMENTATION OF PRACTICE-REHEARSAL PAIRS  
STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS AT  
THE EIGHT GRADE OF MA DDI KABALLANGANG**

**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd.)**

**English Department**

**Submitted by**

**MUTMAINNAH  
Reg Num. 14.1300.004**

**to**

**PAREPARE**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2018**

**ENDORSEMENT OF CONSULTANT COMMISSIONS**

Name of the Student : Mutmainnah  
The Tittle of Skripsi : The Implementation of Practice-Rehearsal  
Pairs Strategy to Improve English Speaking  
Skills at the Eight Grade of MA DDI  
Kaballangang  
Student Reg. Number : 14.1300.004  
Department : Tarbiyah and Adab  
Study Program : English  
By Virtue of Consultant Degree :SK Ketua Jurusan Tarbiyah dan Adab  
No./Sti/ 08/PP.00.9/2636/2017

Has been legalized by

Consultants

Consultant : Drs. Ismail, M.M. (.....)  
Nip : 19631207 198703 1 003  
Co- Consultant : Mujahidah, M.Pd. (.....)  
Nip : 19790412 200801 2 020

Approved by

Plt. The Chairman of Tarbiyah and Adab Department

**Bahliar, S.Ag., M.A.**  
NIP. 19720505 199803 1 004

SKRIPSI

THE IMPLEMENTATION OF PRACTICE-REHEARSAL PAIRS STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS AT THE EIGHT GRADE OF MA DDI KABALLANGANG

Submitted by

MUTMAINNAH

Reg. Num. 14.1300.004


Had been examined of August 21<sup>st</sup>, 2018 and had been declared that it fulfilled the requirements


Approved by

Consultant Commissions

Consultant : Drs. Ismail, M.M.  
NIP : 19631207 198703 1 003  
Co- Consultant : Mujahidah, M.Pd.  
NIP : 19790412 200801 2 020

(.....)  
(.....)

Rector of IAIN Parepare  
  
**Dr. Alimad Sulfa Rustan, M.Si.**  
NIP. 19640427 198703 1 002

Plt. The Chairman of Tarbiyah and Adab Department  
  
**Bahtiar, S.Ag., M.A.**  
NIP. 19720505 199803 1 004

### ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : Mutmainnah  
The Title of Skripsi : The Implementation of Practice-Rehearsal Pairs Strategy to Improve English Speaking Skills at the Eight Grade of MA DDI Kaballangang  
Student Reg. Number : 14.1300.004  
Department : Tarbiyah and Adab  
Study Program : English  
By Virtue of Consultant Degree : SK Ketua Jurusan Tarbiyah dan Adab No./Sti/ 08/PP.00.9/2636/2017  
Date of graduation : August 21<sup>st</sup>, 2018

Approved by Examiner Commissions

|                      |             |         |
|----------------------|-------------|---------|
| Drs. Ismail, M.M.    | (Chairman)  | (.....) |
| Mujahidah, M.Pd.     | (Secretary) | (.....) |
| Bahtiar, S.Ag., M.A. | (Member)    | (.....) |
| Drs. Amzah, M.Pd.    | (Member)    | (.....) |

Cognizant of:

Rector of IAIN Parepare  
  
**Dr. Ahmad Sultra Rustan, M.Si.**  
NIP. 19640427 198703 1 002



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, lets thanks to Allah swt. praise be on him the beneficent the merciful lord of the universe. The master of the judgment day. For he has given the mercy and blessing. He always gives, health, strong and favor in completing this “Skripsi” by the title The Implementation of Practice-rehearsal Pairs Strategy to Improve English Speaking skills at the Eight Grade of MA DDI Kaballangang.

Shalawat and Salam to our beloved prophet Muhammad saw. (peace be upon him), the last messenger of Allah swt. He has already spared the Islamic teaching to all human being in this world.

The researcher realizes that this skripsi has never been possible to be finished without assistance of the people. Therefore the researcher wishes to express a lot of thanks to:

1. Specially thanks the researcher addressed to her beloved parents Rifai and Sanawati. For their incredible patient, for their endless love, amazing motivation and support, her brothers Muhammad Nur Faizin, Abdul Rahmat, her siter Nur Afifah and all of her family.
2. Dr. Ahmad Sultra Rustan, M.Si. The Rector of State Islamic Institute (IAIN) Parepare, the lecturer of English program and Tarbiyah and all of staff of IAIN Parepare for their motivation and help during her study.
3. Bahtiar, S.Ag., M.A. as the chairman of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare who has given the researcher a guideline in finishing this skripsi.

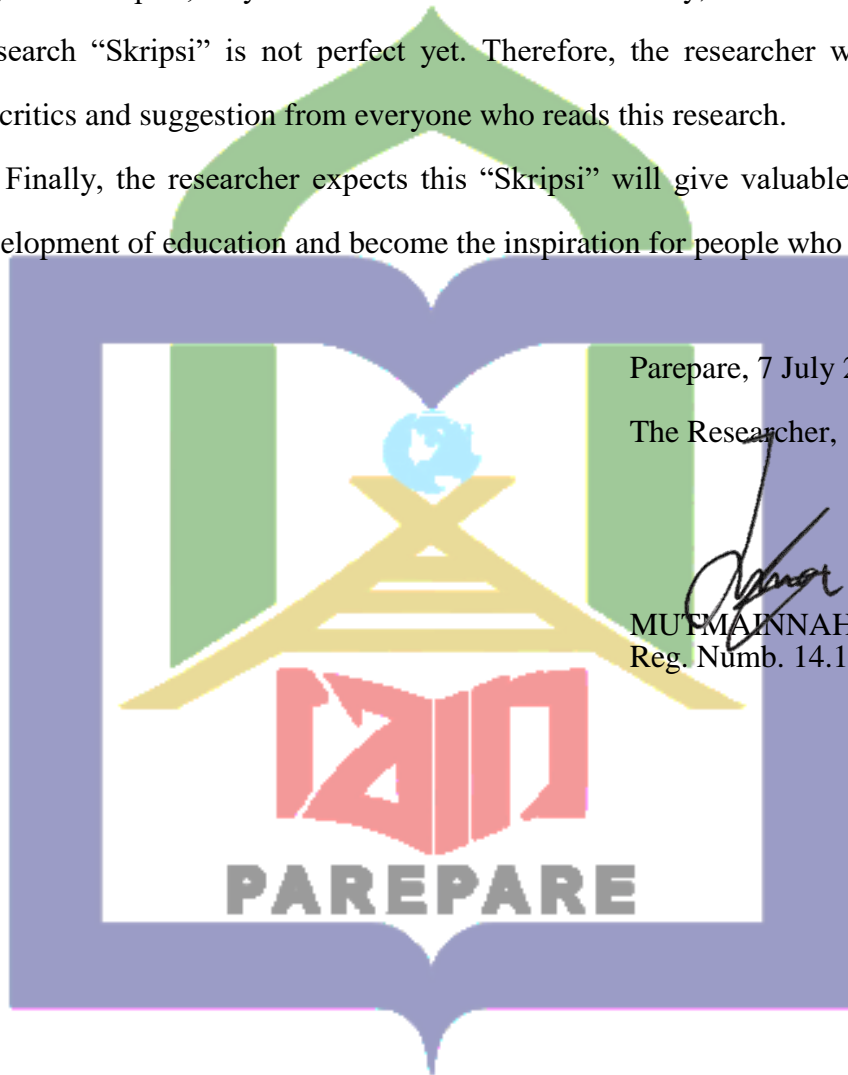
4. Mujahidah, M.Pd, as the Chairman of English Department for the fabulous serving to the students.
5. Drs. Ismail, M.M, the first researchers' consultant, whose though provoking guidance and support extend beyond this skripsi.
6. Mujahidah, M.Pd, the second researchers' consultant, who has given her much motivation guidance and suggestion to complete this skripsi.
7. Zainuddin,S.Pd.I as the headmaster of MA DDI Kaballangang who has allowed the researcher to conduct and observe the research at the school.
8. Rika, S.Pd.I as the English Teacher of MA DDI Kaballangang who has given the researcher advices and change in teaching and doing the research.
9. Her Special sister, Sri Rahayu S.Pd who has guided, motivated, advised, and pushed her to finish this research.
10. Her best friends: Rasdiana, Masriani and Widya Pribadiyanti Areski who always accompanied her start from the first semester until now and always give their support and courage as well as their helping for finishing this research.
11. Her other Family in Elbrus: Dirja Wiharja, S.Pd.I, Abdul Halim S.Pd, Muhammad Iqbal Khairil Tahir S.Pd, Purnamasari, Nurfitri, Hariani, Siti Lestari, Siti Sri Cahyani, Hajirah, Nasrah, Risnah, Nurlaelah, who have pushed her to finish the research.
12. For all best friend they are all the student in English Department Tarbiyah Faculty 2014, members of LIBAM IAIN Parepare, ACE English Training Center Kota Parepare,Thanks for giving support and sharing their time and being good friends.



13. All people who have given their help in writing this “Skripsi” that the researcher could not mention it one by one.

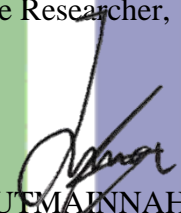
The words are not enough to appreciate for their help and contribution in writing this “Skripsi”, may Allah swt. bless them all. Finally, researcher realizes that this research “Skripsi” is not perfect yet. Therefore, the researcher would like to accept critics and suggestion from everyone who reads this research.

Finally, the researcher expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.



Parepare, 7 July 2018

The Researcher,

  
MUFMANNAH  
Reg. Numb. 14.1300.004

## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : MUTMAINNAH  
Student Reg. Number : 14.1300.004  
Study Program : English  
Department : Tarbiyah and Adab  
Tittle of Skripsi : The Implementation of Practice-Rehearsal Pairs  
Strategy to Improve English Speaking Skills at the  
Eight Grade of MA DDI Kaballangang

State that this skripsi her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 7 July 2018

The Researcher,

  
MUTMAINNAH  
Reg. Numb. 14.1300.003

## ABSTRACT

**Mutmainnah.** *The Implentation of Practice-rehearsal Pairs Strategy to Improve English Speaking Skills at the Eight Grade of MA DDI Kaballangang, English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare* (Supervised by Ismail Latief and Mujahidah).

The purpose of this research was to find out the implementing practice-rehearsal pairs strategy in improving students' speaking skills at the eight grade of MA DDI Kaballangang. The results of the research are useful for the teachers and the students because they will get a new strategy that is effective to be used in English learning process specially in improving speaking.

The subject of this research was XI IPA class which is consisted of 21 students. The sample was taken by using purposive sampling. The design in this research was pre-experimental with pre-test and post-test design. The researcher gave pre-test and post-test to know whether implementing practice-rehearsal pairs strategy can improve students' speaking skills or not.

The result in this research was indicated that there was the improvement of the students' speaking skills. It was indicated by the students' mean score of post-test (65.10) was greater than pre-test (30). Even, for the level significant ( $p$ ) 5% and  $df = 21$ , and the value of table is 1.725, while the value of t-test is 3.45. It means that, the t-test value is greater than t-table ( $3.45 \geq 1.725$ ). Thus, it can be concluded that the students' speaking skills is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

**Keywords:** Speaking Skills, Practice-rehearsal pairs strategy.

## TABLE OF CONTENTS

|   |      |
|---|------|
| PAGE OF TITTLE  |      |
| SUBMITTED PAGE. ....  | i    |
| APPROVAL OF CONSULTANT COMMISSIONS. ....                      | ii   |
| ENDORSEMENT OF CONSULTANT COMMISSIONS.....                    | iii  |
| ACKNOWLEDGEMENTS.....   | iv   |
| ABSTRACT.....   | viii |
| TABLE OF CONTENTS.....  | ix   |
| LIST OF TABLES.....   | xi   |
| LIST OF FIGURES.....  | xii  |
| LIST OF APPENDICES.....                                       | xiii |
| <b>CHAPTER I: INTRODUCTION</b>                                |      |
| 1.1 Background.....   | 1    |
| 1.2 Problem Statement.....                                    | 3    |
| 1.3 Objective of the Research.....                            | 3    |
| 1.4 Significant of the Research.....                          | 3    |
| <b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>               |      |
| 2.1 Some Pertinent Ideas.....                                 | 5    |
| 2.1.1 The Conceptsof Practice Rehearsal-Pairs Strategy. ....  | 5    |
| 2.1.2 The Concept of Speaking .....                           | 8    |
| 2.2 Previous Research Findings. ....                          | 11   |
| 2.3 Conceptual Framework. ....                                | 13   |
| 2.4 Hypothesis. ....  | 14   |
| 2.5 Variable and Operational Definition of the Research. .... | 14   |

|   |    |
|---|----|
| 2.5.1 Variable .....                            | 14 |
| 2.5.2 Operational Definition of Variables. .... | 14 |
| <b>CHAPTER III: RESEARCH METHOD</b>             |    |
| 3.1 Research Design.....                        | 16 |
| 3.2 Location and Duration of the Research.....  | 17 |
| 3.3 Population and Sample.....                  | 17 |
| 3.4 The Instrument. ....                        | 18 |
| 3.5 Procedure of Collecting Data.....           | 18 |
| 3.6 Treatment. ....                             | 19 |
| 3.7 Technique of Data Analysis.....             | 20 |
| <b>CHAPTER IV: FINDING AND DISCUSSION</b>       |    |
| 4.1 Findings.....                               | 26 |
| 4.2 Discussion. ....                            | 42 |
| <b>CHAPTER V: CONCLUSION AND SUGGESTION</b>     |    |
| 5.1 Conclusions.....                            | 49 |
| 5.2 Suggestion.....                             | 50 |
| BIBLIOGRAPHY.....                               | 51 |
| APPENDICES.....                                 | 53 |

## LIST OF TABLES

| Number of Tables | Title of Tables   | Pages |
|------------------|---|-------|
| 3.1              | The total students of the eight grade at MADDI Kaballangang   | 17    |
| 3.2              | Scoring formulation for students' speaking skills   | 20    |
| 3.3              | The classification students' score  | 23    |
| 4.1              | The students' score in pre-test based on speaking skills  | 27    |
| 4.2              | The students' speaking score in pre-test  | 28    |
| 4.3              | The rate percentage of the frequency of the pre-test  | 29    |
| 4.4              | The students' score in post-test based on speaking skills   | 31    |
| 4.5              | The students' speaking score in post-test   | 32    |
| 4.6              | The rate percentage of the frequency of the post-test   | 34    |
| 4.7              | The mean score and standard deviation of pre-test and post-test                                       | 36    |
| 4.8              | The rate percentage of the frequency of the pre-test and post-test                                    | 37    |
| 4.9              | The worksheet of the calculation the score in pre-test and post-test of the students' speaking skills | 38    |
| 4.10             | The test of significant   | 41    |

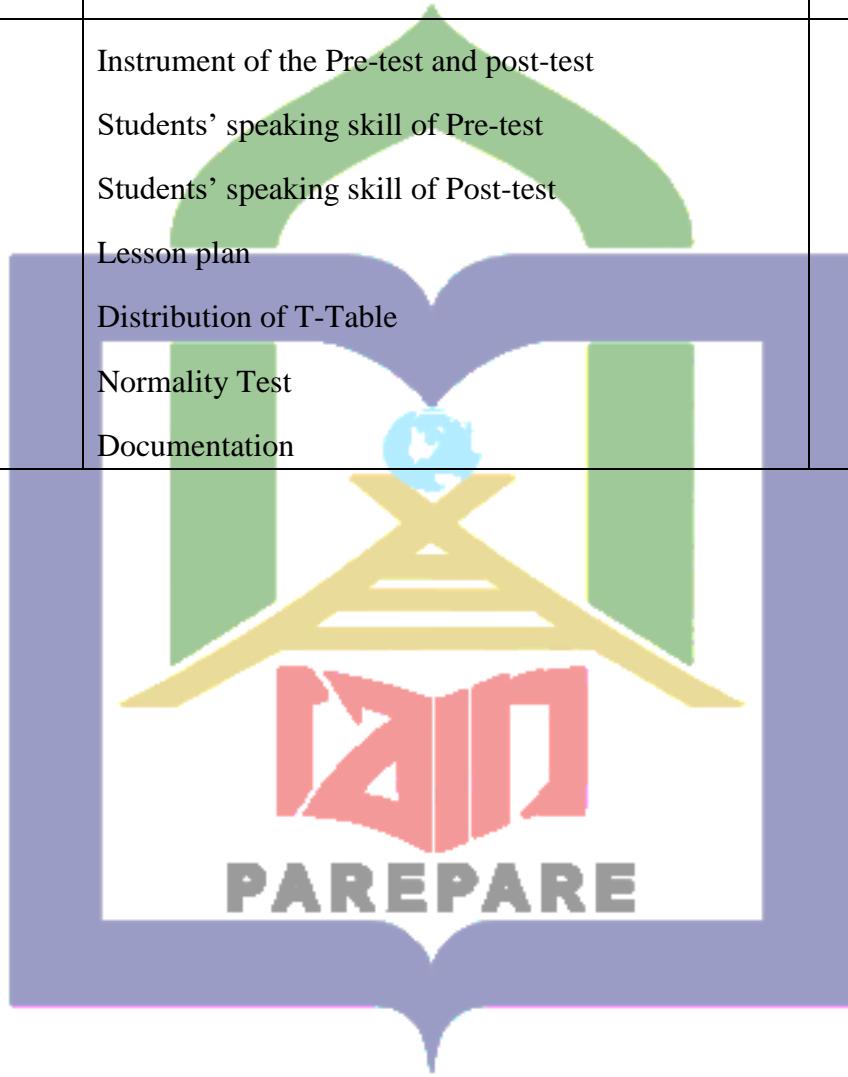
## LIST OF FIGURES

| Number of Figures | Title of Figures                         | Pages |
|-------------------|--|-------|
| 2.3               | The Conceptual Framework of the Research | 13    |
| 3.1               | The Formula of the Research Design       | 16    |



## LIST OF APPENDICES

| <b>Number of Appendices</b> | <b>Title of Appendices</b>               | <b>Pages</b> |
|-----------------------------|--|--------------|
| 1                           | Instrument of the Pre-test and post-test | 51           |
| 2                           | Students' speaking skill of Pre-test     | 53           |
| 3                           | Students' speaking skill of Post-test    | 55           |
| 4                           | Lesson plan                              | 58           |
| 5                           | Distribution of T-Table                  | 88           |
| 6                           | Normality Test                           | 89           |
| 7                           | Documentation                            | 90           |





# CHAPTER I

## INTRODUCTION

### 1.1 Background

Language is tool of communication used by people to express ideas and feelings. In other definition, language is the center of human life. It is one of the most important ways of expressing love or hatred for people.<sup>1</sup> Almost all of the countries in the world use English as the second or become the foreign language, especially in Indonesia English as a foreign language. English is the one of important language that must be mastered because English is international language.

As people learn a foreign language e.g. English, they will involve in the process of learning four kinds of skills namely listening, reading, speaking, and writing.<sup>2</sup> Speaking is one of skills that becomes a key in English communication. Speaking is the way to interact to other people, to giving information as well as to express ideas and feelings. Bailey in Kaharuddin assumes that speaking is the production skills that consist of producing systematic verbal utterances to convey meaning.<sup>3</sup> It means that how the people produce word by word trough oral.

Speaking included students' confidence and communication ability with other people or friends in the classroom. A person who communication well does not necessarily use big words and jargon that cannot be understand. To master in speaking,

---

<sup>1</sup>Edward Arnold, *Second Language Learning and Teaching* (New York: British Library, 1991), p. 1.

<sup>2</sup>A. Kaharuddin Bahar, *Transactional Speaking* (Samata Gowa: Guna Darma Ilmu, 2014), p. ix.

<sup>3</sup>A. Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing, 2014), p. 1-2.

the students should have good speaking skills. The way to get a good speaking skills are about encouraging people to share and to give information that will be able to progress the relationship.

In fact, the English syllabus in some senior high school especially in MA DDI Kaballangang does not demonstrate a satisfactory result. Many students failed to reach the goal of learning English. It because of the students not able to communicate with other people use language neither orally nor in written form even though they have learned English for many years. Most of students are reluctant speakers in a speaking class. This reluctant is partly due to the prior in learning experience. Most of students were in a large class in boring situation, not interested as well as in noisy neighborhoods where the opportunities to speak are severally limited.

The researcher thinks that the condition in the class need some improvement to make the condition interested and enjoyable in learning and teaching. The enjoyable can be reached through speaking by using Practice-Rehearsal Pairs Strategy. Speaking by using Practice-Rehearsal Pairs is one of way to improve the students' speaking skills and increase students' confidence. Practice-Rehearsal Pairs is able to make the students speaking fluently with pair and has a purpose to convince that both of them can make conversation.

In implementing of Practice-Rehearsal Pairs Strategy is able to help the students are directly engage with the material, understanding the material which is presented to them as well as push the depth of students' understanding. Based on the explanation above the researcher interest to find out whether the Practice-Rehearsal Pairs Strategy can be implementing to teach speaking. The researcher decides to determine the title of her research "The Implementation of Practice-Rehearsal Pairs

Strategy to Improve English Speaking Skills at the Second Grade of MA DDI Kaballangang.”

## 1.2 Problem Statement

In relation with the background above, problem of the research can be started as follow:

- 1.2.1 How is the students’ speaking skills before and after implementing the Practice-Rehearsal Pairs Strategy at the Eight Grade of MA DDI Kaballangang?
- 1.2.2 Is Practice-Rehearsal Pairs Strategy able to improve the students’ speaking skills at the Eight Grade of MA DDI Kaballangang?

## 1.3 Objective of the Research

The following are objective of the research:

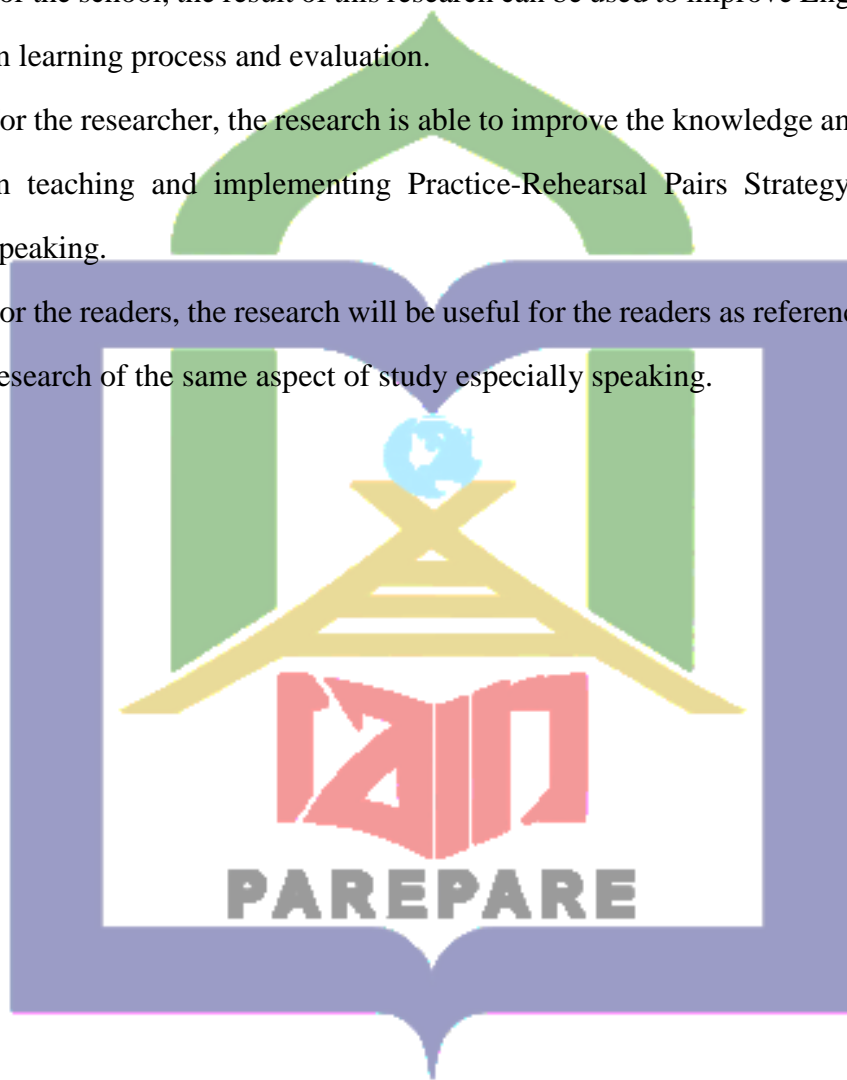
- 1.3.1 To know the students’ speaking skills before and after implementing the Practice-Rehearsal Pairs Strategy at the Eight Grade of MA DDI Kaballangang.
- 1.3.2 To find out whether Practice-Rehearsal Pairs Strategy able to improve the students’ speaking skills at the Eight Grade of MA DDI Kaballangang.

## 1.4 The significance of the Research

The significance could be mentioned as follows:

- 1.4.1 For the students, the result of this research will help the students in overcoming difficulty in speaking skills, increase their skills in speaking and encourage them to participate in the learning activities particularly in a pair.

- 1.4.2 For the teacher, it is expected the finding of this research will motivate the teacher to improve his/her strategy, method, and material in teaching English especially for teaching speaking.
- 1.4.3 For the school, the result of this research can be used to improve English teaching in learning process and evaluation.
- 1.4.4 For the researcher, the research is able to improve the knowledge and experience in teaching and implementing Practice-Rehearsal Pairs Strategy in students speaking.
- 1.4.5 For the readers, the research will be useful for the readers as reference to conduct research of the same aspect of study especially speaking.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

##### 2.1.1 The Concept of Practice Rehearsal-Pairs Strategy

In this part, the researcher construct in her research about the definition about the Practice Rehearsal-Pairs Strategy, the procedure of Practice Rehearsal-Pairs Strategy as well as the advantages of Practice Rehearsal-Pairs Strategy.

##### 2.1.1.1 Definition of Practice-Rehearsal Pairs Strategy

Practice Rehearsal-Pairs Strategy is an effective way to learn the course material in a cooperative learning style. Practice Rehearsal-Pairs Strategy is the one of strategy that originates from active learning, explain that strategy use to practice skills or procedure with partner. Some definition about Practice Rehearsal-Pairs Strategy state as follow:

Practice Rehearsal-Pairs is one of strategy from active learning. D'Silva in Imamudin state that active learning refers to models of instruction that focus the responsibility of learning on students by allowing students to engage in learning that promotes higher-order thinking. Strategically designed active learning is critical for the overall development of graduate students towards life-long learning.<sup>1</sup>

---

<sup>1</sup>Imamudin, "Keefektifan Strategi Practice Rehearsal-Pairs Terhadap Hasil Belajar Sifat-Sifat Cahaya Siswa Kelas V Sekolah Dasar Negeri Debong Tengah 1 dan 3 Kota Tegal" (Published Scrips; Pendidikan Guru Sekolah Dasar: Semarang, 2013), p.30.

In Ayu Citra pratiwi's article state that Practice Rehearsal-Pairs is a simple strategy that train rehearsal skills or procedure with partner of learning. The purpose is to make sure that all of partner able to do that skills and procedure.<sup>2</sup> So, it can be concluded that teachers' strategy can use Practice Rehearsal-Pairs because in learning process need someone to listening and correcting each other. In using this strategy correctly and variety which have an important role to improve students' experience in learning process.

Hisyam Zaini *et al* in Rahmat *et al* state that Practice Rehearsal-Pairs Strategy is a simple strategy that can be used for practicing the students' own skills or procedure with pair.<sup>3</sup> It means that, Practice Rehearsal-Pairs Strategy is a strategy that can be used to get the success or reach the goal in achieving the purpose to practice the students' skills or procedure with pair in active learning process that involve students' mental and physical in hoping learning condition will be enjoyable and getting maximal learning.

Zukhrufarisma in Ahmad Syukron state that 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.<sup>4</sup> It can be learn that Practice Rehearsal-Pairs is a strategy that need a friend, use to practice a skills and procedure.

<sup>2</sup>Ayu Citra Pratiwi, "Penerapan Strategy Practice Rehearsal Pairs (Praktek Berpasangan) Terhadap Hasil Belajar Siswa Kelas II pada Mata Pelajaran Fiqih di Madrasah Ibtidaiyah Daarul Aitam Palembang," (*Jurnal Ilmiah PGMI* 2, no. 1, Januari 2016), p. 85.

<sup>3</sup>Rahmat Sujuanto, Tri Saptuti Susiani and H. Setyo Budi, "Penerapan Strategy practice rehearsal Pairs Dalam Peningkatan Pembelajaran IPA Kelas V SDN Kalijaran 01 Maos Cilacap," (*Kalam Cendikia* 4, no. 2), p. 145.

<sup>4</sup>Ahmad Syukron Sidik "Improving Students' Speaking Ability trough Practice-Rehearsal Pair of The Tenth Grade of MAN Malang 1," (*Language -Edu* 2, no. 4, 2013), p. 684.

Based on previous definition above can be concluded that Practice Rehearsal-Pairs is a simple strategy comes from active learning, use to practice a skills and procedure with pair that can be improve the students' speaking skills in the class and the learning process will be enjoyable.

#### 2.1.1.2 The Procedure of Practice Rehearsal-Pairs Strategy

The first step is the teacher chooses a skills or procedure that want to master for the students. Teacher divides the student into some groups, the group must consist of two students or pair. Next, the second step is choosing one student as an explanatory or demonstrator and one student as an observer. The third step is telling to the student how the rules, the rule is the explanatory or demonstrator will explain or demonstrate how to do the skills that has been plan and the observer must be observe the explanation from their friend that it is true or not, giving motivation and practice if they need. Then, the fourth step is after that they must exchange their task and the second demonstrator will demonstrate different skills. And the last step is this process will be continuing after the student can do the skills that has been fixed.<sup>5</sup>

#### 2.1.1.3 The advantages of Practice-Rehearsal Pairs

The advantages of Practice Rehearsal-Pairs Strategy are giving the students more chance to cooperate with the teacher or other students. Practice Rehearsal-Pairs Strategy will help the student in overcoming difficulty in speaking skills, increase their skills in speaking and encourage them to participate in the learning activities particularly in a pair.

---

<sup>5</sup>Mel Silberman, *Active Learning* (Yogyakarta: Yappendis, 2002), p. 220.

Practice Rehearsal-Pairs Strategy can make the speakers speak fluently with partner and has a purpose to convince that both of them can make conversation, the confidence of the students can increase because they learned to communicate with their friend in pair.

## 2.1.2 The Concept of Speaking

### 2.1.2.1 The Definition of Speaking

In this part the researcher present some definition of speaking according to the science. The first definition is from MCDonough and Shaw state that speaking is the desire of purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing wish or a desire to do something negotiating and/or solving particular problem; or establishing and maintaining social relationships and friendships.<sup>6</sup> Speaking is the way to express what in the people's mind and what they want to say.

Other definition from Bailey in Kaharuddin opine that speaking is to understand speaking as a concept, it is essential that we take into account the definitions of speaking proposed by some linguistics and language practitioners.<sup>7</sup> It means that speaking needs to practice how to speak well in oral.

Scott Thornbury in Jeremy suggests various dimensions of different speaking events in order to describe different speaking genres. For example, we can make a distinction between *transactional* and *interpersonal* functions. Transactional function has as its main purpose conveying information and facilitating the exchange of goods

---

<sup>6</sup>Jo MCDonough and Crishtopher Shaw, *Material and Method in ELT: A Teacher Guide*, (Cambridge: Blackwell Publisher, 1993), p. 152.

<sup>7</sup>A. Kaharuddin Bahar, S.IP, M.Hum, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing Yogyakarta, 2014), p. 1.



and services, whereas the interpersonal function is all about maintaining and sustaining good relations between people.<sup>8</sup> It means that speaking can make a distinction to describe different speaking genres.

Based on explanation above, the research assumes that speaking is one of important skills to express ideas and feelings and make good relationships and friendships in giving information. In addition learners should study and improve their speaking.

#### 2.1.2.2 The Elements of Speaking

There are some elements in speaking that had to be concise by the speakers as follow:

##### 2.1.2.2.1 Vocabulary

According to Oxford Learner's Pocket Dictionary vocabulary is list of words with their meanings, especially in a book for learning a foreign language.<sup>9</sup> Without vocabularies people cannot arrange words well to express their opinion and wishes.

##### 2.1.2.2.2 Pronunciation

Pronunciation is one of element that people should know to be a good speaker. To full fill that case is important to have a perfect pronunciation. The goal of "perfect pronunciation" is not to take your personality out of your speech. Indeed, mannerism that give hints of your origin are charming English. The goal is, rather, to speak so that

---

<sup>8</sup>Jeremy Harmer, *The Practice of English Language Teaching; Fourth Edition* (England: Longman Pearson, 2002), p. 343.

<sup>9</sup>Oxford, *Oxford Learner's Pocket Dictionary; Fourth Edition* (New York: Oxford University press, 2008), p. 495.

people listen to *what* you say, not *how* you say it. The goal is to be understood the first time you say something, and to be confident and proud of the way you speak.<sup>10</sup>

#### 2.1.2.2.3 Grammar

Grammar is sometimes defined as the way words are put together to make correct sentence. This is, as we shall see presently, an over-simplification, but it is a good starting-point (and an easy way to explain the term to young learners).<sup>11</sup>

#### 2.1.2.2.4 Fluency

Richards in Ahmad Hasan state that the feature which gives speech the qualitative of being natural and normal include native-like of pausing, rhythm, intonation, stress, rate of speaking and use of interjection”. Fluency in speaking is the aim of many language learners. Fluency can be defined as the ability to speak a reasonably fast speed of speaking. It means that speaker does not have to spend a lot of time searching for the language needed to express the message.<sup>12</sup>

#### 2.1.2.2.5 Accuracy

Accuracy is choose a correct, exact and suitable word. In writing scale for the lower intermediate level that have six score or top score in accuracy if pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.<sup>13</sup>

<sup>10</sup>Jean Yates, *Pronounce It Perfectly in English* (USA: Barron’s Educational Series Inc, 1995), p. v.

<sup>11</sup>Penny Ur, *A Course In Language Teaching* (New York, Cambridge University Press, 1991), p. 75.

<sup>12</sup>Ahmad Hasan, “The Effectiveness of Practice Rehearsal Pairs Strategy Towards The Students’ Speaking Achievement At MAN 2 Tulungagung.” (Publish Thesis; English Education Department: Tulungagung, 2016), p. 15-16.

## 2.2 Previous Research Finding

In contrasting this research proposal, the researcher was considering some previous finding to support the researcher's proposal.

Ahmad Hasan in his research concluded that this research uses pre-experimental design with quantitative approach. The type of experimental design which is used in this research is pre-experimental in the form one-group pre-test and post-test. The population in this research is all student of first grade of MAN 2 Tulungagung. The sample is X MIA 4 class which consist of 44 students. In this research, researcher uses test (pre-test and post-test) as an instrument. The data analysis uses T-test formula and process by using SPSS 16 program. The result of administering test shows that students' mean score of speaking achievement before being taught by using Practice Rehearsal Pairs is 67.13, while the students' mean score of speaking achievement after being taught by using Practice Rehearsal Pairs is 83.98.<sup>14</sup>

Ahmad Syukron in his research that related with this research assumed that among the four language skills (Listening, Speaking, Reading and Writing), speaking seems to be the most important one to master. Beside success in a second language is measured in terms of ability to carry out a conversation in that language. The students at the grade tenth of MAN Malang 1 face some problems of speaking, especially grade tenth based on the result of preliminary study, it was relevant that the students were not confident to speak English, because they were shy to speak English. The

---

<sup>13</sup>J. B Heaton, *Writing English Language Test; New Edition* (USA, Longman Group UK Limited, 1998), p. 100.

<sup>14</sup>Ahmad Hasan, "The Effectiveness of Practice Rehearsal Pairs Strategy Towards The Students' Speaking Achievement At MAN 2 Tulungagung." (Publish Thesis; English Education Department: Tulungagung, 2016), p. vii.

implementation of Practice Rehearsal-Pairs Strategy expected to improve the students' speaking score. To get more accurate data, and analytical writing score was used to observe the students' speaking ability which cover speaking components, those are: Pronunciation, Grammar, Vocabulary and Fluency in a 1-5 scale.<sup>15</sup>

Rahmat Sujianto, *et al* in their research "Implementation of Practice-Rehearsal Pairs Strategy in Improving Natural Sciences Fifth Grade in Kalijaran 01 Maos Cilacap." State that the purpose of this research is to describe the step of applying Practice Rehearsal-Pairs Strategy in improving natural sciences. This research uses classroom action research method with three cycles. Each cycle consist of two meeting, each meeting consist planning, action, observation and reflection. Data collecting method are collected through observation, interview, test and documentation. The data analysis is used by this research is quantitative and qualitative data analysis. The result of research showed that the step of applying Practice Rehearsal-Pairs Strategy can improve the natural sciences.<sup>16</sup>

Based on the research finding above that showed of three researchers have been doing about Practice Rehearsal-Pairs Strategy. Two of them showed that implementing the Practice Rehearsal-Pairs Strategy able to improve the students' speaking skills and the researcher will implement Practice Rehearsal-Pairs Strategy in learning English to know that Practice Rehearsal-Pairs Strategy is able to improve the students' speaking skills and increase students' confidence or isn't.

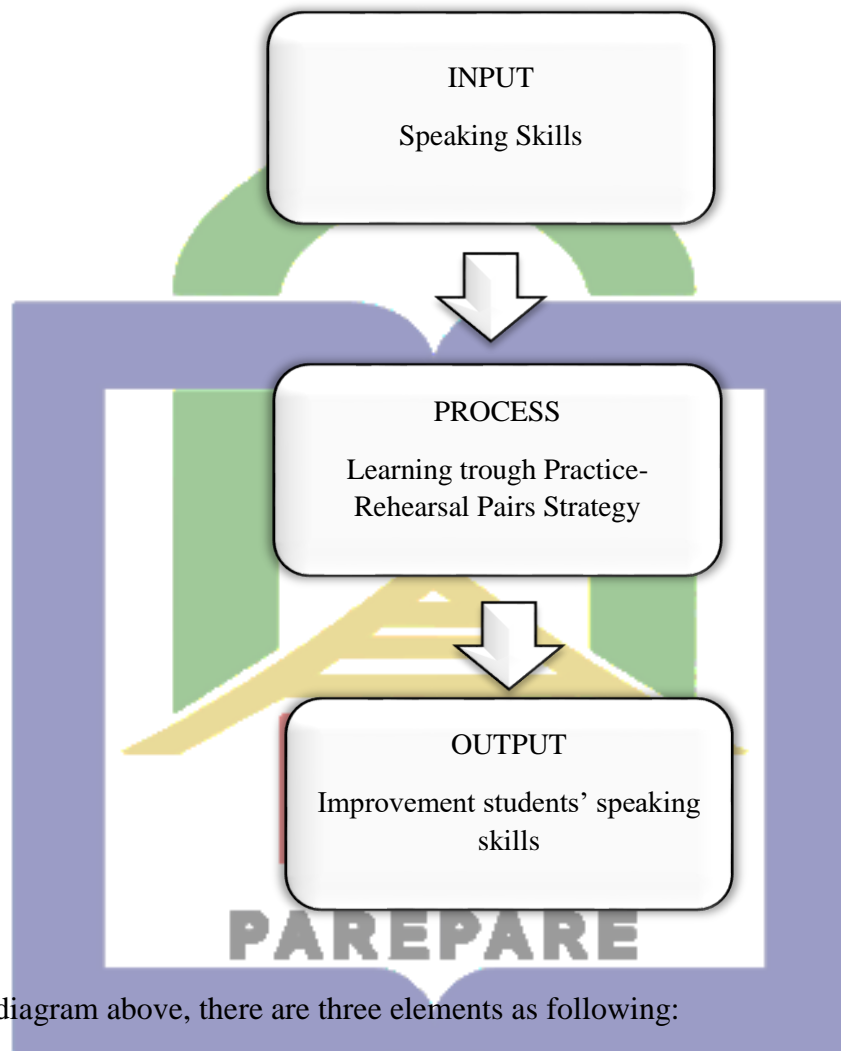
---

<sup>15</sup>Ahmad Syukron Sidik "Improving Students' Speaking Ability trough Practice-Rehearsal Pair of The Tenth Grade of MAN Malang 1," (Language -Edu 2, no. 4, 2013), p. 682.

<sup>16</sup>Rahmat Sujuanto, Tri Saptuti Susiani and H. Setyo Budi, "Penerapan Strategy practice rehearsal Pairs Dalam Peningkatan Pembelajaran IPA Kelas V SDN Kalijaran 01 Maos Cilacap," (Kalam Cendikia 4, no. 2), p. 144.

### 2.3 Conceptual Framework

The conceptual framework underlying this research given in the following diagram:



In the diagram above, there are three elements as following:

- 2.3.1 Input refers to the material that is applied.
- 2.3.2 Process is the implementation of practice-rehearsal pairs strategy in learning and teaching speaking.
- 2.3.3 Output refers to the students' speaking skills.

## 2.4 Hypothesis

In this research, the researcher put forward the hypothesis as following:

- 2.4.1 H<sub>0</sub> (Null Hypothesis): Practice-rehearsal pairs strategy is effective to be used in improving students' speaking skills.
- 2.4.2 H<sub>a</sub> (Alternative Hypothesis): Practice-Rehearsal Pairs Strategy is not effective to be used in improving students' speaking skills.

## 2.5 Variable and Operational Definition

### 2.5.1 Variable

There are two variable in this research, they are dependent variable and independent variable. Dependent variable is speaking skills and independent variable is practice-rehearsal pairs.

### 2.5.2 Operational Definition of Variable

- 2.5.2.1 Practice-rehearsal pairs strategy is the development of cooperative learning. Developed by Dr. Frank Lyman in 1981. It is the one of strategy that used to practice a skill or procedure with partner.
- 2.5.2.2 Speaking means to converse, or expressing one thought and feeling in spoken language and it is important for the student to know and learn it.

## CHAPTER III

### THE RESEARCH METHOD

In this chapter, the researcher will review the research design, location and duration of the research, population and samples, instrument of the research, procedure of collecting data, as well as technique of data analysis.

#### 3.1 Research Design

The research design of this research was pre-experimental with pre-test and post-test. It aim to know whether applying Practice-Rehearsal Pairs Strategy was able to improve the student's speaking skills at the second grade of MA DDI Kaballangang. The following is the formula:

$$E = O1 \times O2$$

Where:

E : Experimental Group

O1 : Pre-test

X : Treatment

O2 : Post-test<sup>1</sup>

---

<sup>1</sup>Sugiono, *Metode Penelitian Pendidikan*, (Cet. XX; Bandung : Alfabeta, 2014). p. 111.

### 3.2 Location and Duration of the Research

The location of the research took a place at MA DDI Kaballangang. The researcher used the quantitative research that have several times to collect and analyze data. The researcher used more than one month for collecting data.

### 3.3 Population and Sample

#### 3.3.1 Population

The population of the research was the second year students of MA DDI Kaballangang academic year 2018/2019. There are two classes in that school which are VIII IPA and VIII IPS. The total of population are 44 students.

Tabel 3.1 The total students of the second year at MA DDI Kaballangang

| No                | Class  | Number of Student |
|-------------------|--------|-------------------|
| 1                 | XI IPA | 21                |
| 2                 | XI IPS | 23                |
| Total of Students |        | 44 Students       |

#### 3.3.2 Sample

The sample was taken by using purposive sampling because the teacher of MA DDI Kaballangang recommend that class because in that school there were only two classes and Practice Rehearsal-Pairs Strategy would be easily done if the students have English basic comprehension. XI IPA can fulfill it. The researcher took the class XI IPA which is consists of 21 students as the sample in this research.



### 3.4 The instrument

In collecting data, the researcher gave a speaking test which consists of pre-test and post-test. The pre-test was intended to see students's speaking skills before giving treatment, while the post-test was intended to know the students's improvement in speaking. The researcher used another strategy in measuring students'speaking skills before applying the Practice-Rehearsal Pairs Strategy in the pre-test and the researcher used tape recorder as the aid of these activities.

### 3.5 Procedure of Collecting Data

The procedures of collecting data in this research, as following:

#### 3.5.1 Pre-test

Pre-test was given before giving the treatment, the researcher would provide one topic. The students must choose one picture and then describe the picture with their own words. The researcher would know the students' speaking skills in pre-test which is given directly before treatment.

#### 3.5.2 Post-test

After treatment, the researcher gave the students post-test to improve students' speaking skills. In this post-test, the researcher would provide one different topic. The students must choose one picture and then describe the picture with their own words. This post-test would answer the third problem statement of this research.

### 3.6 Treatment

After pre-test the researcher gave a treatment to the students. The researcher would be implementing Practice-Rehearsal Pairs Strategy as a way to improve students' speaking skills. The treatment process would be conducted for fourth meetings.

In the first meeting, the researcher greeted the students and introduced herself. After that, the researcher gave one topic, and the topic in this meeting was about asking information in the telephone. Next, the researcher divided the student into some groups, the group must consist of two students or pair. Then, chose one student as an explanatory or demonstrator and one student as an observer. The next step was the researcher told to the student how the rules, the rule was the explanatory or demonstrator explained or demonstrate how to do the skills that has been plan and the observer must be observed the explanation from their friend that it was true or not, giving motivation and practice if they need. Then, after that they must exchange their task or their role.

In the second meeting, third meeting, and fourth meeting would be same as the step of the first meeting but in different topic, the topic in the second meeting was using expressions of attitude (giving opinion, agreement and disagreement. After that, the researcher gave a game to the students, the game was called two truth, one lie. In this game each student should write three facts about themselves on a piece of paper. Two of the facts should be the truth, and one should be a lie. Students reared aloud the facts, and gave the other students a chance to give a question and decided which statement is a lie. In the third meeting, the topic is about expressing intention/ planning and the topic in the fourth meeting is about tourism object.

### 3.7 Technique of Data Analysis

The data would be collected through the test have been analyzed by using quantitative analysis. The following are the steps which undertaken in quantitative analyze.

#### 3.7.1 Scoring Classification

To find out the students' speaking skills, it was viewed from the four components, and they were: Fluency, Accuracy, Content, and Pronunciation.

Table 3.2: Oral proficiency scoring categories<sup>2</sup>

|            |     |   |
|------------|-----|---|
| Vocabulary | 1-2 | -Speaking vocabulary inadequate to express anything but the most elementary needs.  |
|            | 3-4 | -Has speaking vocabulary sufficient to express himself simply with some circumlocutions.  |
|            | 5-6 | - Able to speaks the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word. |
|            | 7-8 |   |

<sup>2</sup>H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (USA, Pearson Education, Inc, 2004), p. 172-173.

|         |      |  |
|---------|------|--|
|         | 9-10 | <p>-Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.</p> <p>-speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.</p> |
| Fluency | 1-2  | -(No specific fluency description. Refer to other four language areas for implied level of fluency.)   |
|         | 3-4  | -Can handle with confidence but not with a facility most social situations, including introductions, and casual conversations about current events, as well as work, family and autobiographical information.  |
|         | 5-6  | -Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.  |
|         | 7-8  | -Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any  |

|               |      |   |
|---------------|------|---|
|               | 9-10 | <p>conversation within the range of this experience with a high degree of fluency.</p> <p>-Has complete fluency in the language such that his speech is fully accepted by educated native speakers.</p> |
| Pronunciation | 1-2  | -Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.   |
|               | 3-4  | -Accent is intelligible though often quite faulty.  |
|               | 5-6  | -Errors never interfere with understanding and rarely disturb the native speakers. Accent maybe obviously foreign.  |
|               | 7-8  | -Errors in pronunciation are quite rare.  |
|               | 9-10 | -equivalent to and fully accepted by educated native speakers.  |
| Comprehension | 1-2  | -Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.                                   |

|  |      |  |
|--|------|--|
|  | 3-4  | -Can get the give of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge). |
|  | 5-6  | -Comprehension is quite complete at a normal rate of speech.   |
|  | 7-8  | -Can understand any conversation within the range of his experience.   |
|  | 9-10 | -Equivalent to that an educated native speaker.  |

### 3.7.2 The Classification of the Students Score

Table 3.3 The classification students' score.

| Classification | Score  |
|----------------|--------|
| Very good      | 81-100 |
| Good           | 61-80  |
| Fair           | 41-60  |
| Poor           | 21-40  |
| Very poor      | 0-20   |

### 3.7.3 Scoring the Students' Speaking of Pre-test and Post-test

|         |                   |       |
|---------|-------------------|-------|
| Score = | Students' correct | x 100 |
|         | The total item    |       |

1. Finding out the mean score by using the following formula:

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

In which:

X = Mean score

$\Sigma$  = Total Score

N = the total number of students<sup>3</sup>

2. Calculating the rate percentage of the students' score by using the following formula:

$$X = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of number of sample.<sup>4</sup>

3. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = test of significance

<sup>3</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: Bumi Aksara, 2009), p.298.

<sup>4</sup>Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p.43.

- D = the mean score of difference ( $X_2 - X_1$ )
- $\sum D$  = the sum of the total score
- $\sum D^2$  = the square of the sum score of difference
- N = the total sample.<sup>5</sup>



---

<sup>5</sup>Gay L.R. *Educational Research, Competencies for Analysis and Application second edition* (Columbus: Charles E Merrill Company, 1981), p.331.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of the findings in this research and its discussion. It provides information about the result of data collected through test that can be discussed in this section below:

#### 4.1 Findings

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two tests which are pre-test and post-test. Pre-test was given before treatment to know students' speaking skills then post-test was given to know students' speaking skills after doing the treatment. From the result of the post-test, it aimed to find out that implementing practice-rehearsal pairs strategy is able to improve students' speaking skills at XI IPA class in MA DDI Kaballangang.

##### 4.1.1 Students' speaking skill in implementing practice-rehearsal pairs strategy

This section described the result of data analysis implementing practice-rehearsal pairs strategy at XI IPA class in MA DDI Kaballangang:

##### 4.1.1.1 The students' score in pre-test

The researcher gave some questions to the students' as the pre-test to know the students' speaking skills. Every student got the questions and answered it then the researcher recorded the students' answers. After giving the pre-test to the students, the researcher found out the result of students' speaking skills based on the criteria of speaking skills which are fluency, comprehension, vocabulary and pronunciation before giving treatment. The result was shown in the following table:

Table 4.1 the students' score in pre-test based on speaking skills

| NO    | Name  | Vocabulary | Comprehension | Fluency | Pronunciation | Score |
|-------|-------|------------|---------------|---------|---------------|-------|
| 1     | NH    | 3          | 5             | 4       | 4             | 16    |
| 2     | ID    | 3          | 3             | 2       | 2             | 10    |
| 3     | A.NA  | 4          | 5             | 3       | 3             | 15    |
| 4     | JM    | 2          | 3             | 2       | 2             | 9     |
| 5     | AA    | 2          | 3             | 3       | 2             | 10    |
| 6     | KH    | 3          | 3             | 2       | 2             | 10    |
| 7     | AW    | 4          | 4             | 3       | 2             | 13    |
| 8     | SY    | 2          | 3             | 2       | 2             | 9     |
| 9     | MR    | 3          | 2             | 3       | 2             | 10    |
| 10    | MD    | 4          | 6             | 5       | 4             | 19    |
| 11    | DS    | 4          | 4             | 3       | 2             | 13    |
| 12    | AG    | 4          | 3             | 2       | 3             | 12    |
| 13    | A. LH | 3          | 2             | 2       | 2             | 9     |
| 14    | DWR   | 4          | 5             | 4       | 3             | 16    |
| 15    | ZF    | 4          | 5             | 5       | 4             | 18    |
| 16    | ZL    | 2          | 1             | 2       | 2             | 7     |
| 17    | EO    | 3          | 3             | 2       | 2             | 10    |
| 18    | NH    | 4          | 4             | 4       | 3             | 15    |
| 19    | MR    | 3          | 2             | 3       | 3             | 11    |
| 20    | SP    | 3          | 2             | 2       | 1             | 8     |
| 21    | FM    | 3          | 3             | 2       | 2             | 10    |
| Total |       | 67         | 71            | 60      | 52            | 250   |

(Data' Source: the students' score in post-test)

After knowing the students' score in pre-test based on the criteria of speaking skills which are vocabulary, comprehension, fluency, and pronunciation. The following table below is to know students speaking score in pre-test:

Table 4.2: The students' speaking score in pre-test

| No.          | Name  | Pre-Test of Students ( $X_1$ ) |                       |                    |                |
|--------------|-------|--------------------------------|-----------------------|--------------------|----------------|
|              |       | Max Score                      | Total Score ( $X_1$ ) | $(X_1)^2$          | Classification |
| 1            | NH    | 40                             | 40                    | 1600               | Poor           |
| 2            | ID    | 40                             | 25                    | 625                | Poor           |
| 3            | A.NA  | 40                             | 38                    | 1444               | Poor           |
| 4            | JM    | 40                             | 23                    | 529                | Poor           |
| 5            | AA    | 40                             | 25                    | 625                | Poor           |
| 6            | KH    | 40                             | 25                    | 625                | Poor           |
| 7            | AW    | 40                             | 33                    | 1089               | Poor           |
| 8            | SY    | 40                             | 23                    | 529                | Poor           |
| 9            | MR    | 40                             | 25                    | 625                | Poor           |
| 10           | MD    | 40                             | 48                    | 2304               | Fair           |
| 11           | DS    | 40                             | 33                    | 1089               | Poor           |
| 12           | AG    | 40                             | 30                    | 900                | Poor           |
| 13           | A. LH | 40                             | 23                    | 529                | Poor           |
| 14           | DWR   | 40                             | 40                    | 1600               | Poor           |
| 15           | ZF    | 40                             | 45                    | 2025               | Fair           |
| 16           | ZL    | 40                             | 18                    | 324                | Very Poor      |
| 17           | EO    | 40                             | 25                    | 625                | Poor           |
| 18           | NH    | 40                             | 38                    | 1444               | Poor           |
| 19           | MR    | 40                             | 28                    | 784                | Poor           |
| 20           | SP    | 40                             | 20                    | 400                | Very Poor      |
| 21           | FM    | 40                             | 25                    | 625                | Poor           |
| <b>Total</b> |       |                                | $\sum X = 630$        | $\sum X^2 = 20340$ |                |

(Data' Source: the students' score in pre-test)

Found on the table above about students' speaking in pre-test we can know the frequency of the classification score by looking the following table:

Table 4.3 the rate percentage of the frequency of the pre-test

| No.          | Classification | Score  | Frequency Of Pre-Test | Percentage Of Pre-Test |
|--------------|----------------|--------|-----------------------|------------------------|
| 1.           | Very Good      | 81-100 | 0                     | 0%                     |
| 2.           | Good           | 61-80  | 0                     | 0%                     |
| 3.           | Fair           | 41-60  | 2                     | 9.52%                  |
| 4.           | Poor           | 21-40  | 17                    | 80.95%                 |
| 5.           | Very poor      | 0-20   | 2                     | 9.52%                  |
| <b>Total</b> |                |        | <b>21</b>             | <b>100%</b>            |

(Data source: The rate percentage of the frequency of pre-test)

As the explanation in the table above, the average score of students' prior speaking skills before implementing practice-rehearsal pairs strategy. There were two students got fair, seventeen students got poor and two student got very poor . The total score in pre-test was 630. It had shown that the students' speaking skills in pre-test was low, because most of the students got fair, poor and very poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$\bar{X} = \frac{630}{21}$$

$$\bar{x} = 30$$

Thus, the mean score ( $X_1$ ) of pre-test is 30

Based on the result of the pre-test, the data showed that the average score of the pre-test is 30. From that analyzing. It had shown that almost of the 21 students skills in speaking was still low because most of the students got fair, poor and very poor score. The total score in pre-test was still low. They mostly have low score in pronunciation and fluency. They spoke with errors in pronunciation and their accent quite faulty in fluency since they spoke unnaturally with many pauses.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{20340 - \frac{(630)^2}{21}}{21 - 1}}$$

$$SD = \sqrt{\frac{20340 - \frac{396900}{21}}{20}}$$

$$SD = \sqrt{\frac{20340 - 18900}{20}}$$

$$SD = \sqrt{\frac{1440}{20}}$$

$$SD = \sqrt{72}$$

$$SD = 8.49$$

Thus, the standard deviation of pre-test is **8.49**

After determining the mean score ( $X_1$ ) of pre-test was 30 and standard deviation of the pre-test was 8.49. It had shown that the students' speaking skills were in low category.

#### 4.1.2 The students score in post-test.

Meantime, the students' score in post-test would be presented in the following table:

Table 4.4 The students' score in post-test

| NO | Name  | Vocabulary | Comprehension | Fluency | Pronunciation | Total (X <sub>2</sub> ) |
|----|-------|------------|---------------|---------|---------------|-------------------------|
| 1  | NH    | 7          | 8             | 6       | 6             | 27                      |
| 2  | ID    | 7          | 8             | 7       | 6             | 28                      |
| 3  | A.NA  | 6          | 7             | 6       | 6             | 25                      |
| 4  | JM    | 7          | 7             | 7       | 6             | 27                      |
| 5  | AA    | 7          | 8             | 7       | 7             | 29                      |
| 6  | KH    | 7          | 7             | 6       | 6             | 26                      |
| 7  | AW    | 6          | 6             | 7       | 6             | 25                      |
| 8  | SY    | 6          | 6             | 6       | 5             | 23                      |
| 9  | MR    | 6          | 6             | 6       | 5             | 23                      |
| 10 | MD    | 8          | 9             | 7       | 7             | 31                      |
| 11 | DS    | 6          | 6             | 6       | 6             | 24                      |
| 12 | AG    | 7          | 7             | 7       | 6             | 27                      |
| 13 | A. LH | 6          | 6             | 6       | 5             | 23                      |
| 14 | DWR   | 6          | 7             | 6       | 6             | 25                      |
| 15 | ZF    | 7          | 8             | 6       | 6             | 27                      |
| 16 | ZL    | 7          | 7             | 6       | 7             | 27                      |

|       |    |     |     |     |     |     |
|-------|----|-----|-----|-----|-----|-----|
| 17    | EO | 7   | 6   | 6   | 6   | 26  |
| 18    | NH | 7   | 8   | 7   | 6   | 28  |
| 19    | MR | 7   | 7   | 6   | 6   | 26  |
| 20    | SP | 6   | 6   | 5   | 5   | 22  |
| 21    | FM | 6   | 7   | 6   | 6   | 25  |
| Total |    | 139 | 147 | 132 | 125 | 544 |

After qualified the students' score in post-test based on the criteria of speaking skills which are vocabulary, fluency, comprehension, and pronunciation. The following table below is to know students speaking score in post-test:

Table 4.5 the students' score in post-test

| NO. | Students | Post-Test of Students ( $X_2$ ) |             | $X_2^2$ | CLASSIFICATION |
|-----|----------|---------------------------------|-------------|---------|----------------|
|     |          | Max Score                       | Score $X_2$ |         |                |
| 1.  | NH       | 40                              | 68          | 4624    | Good           |
| 2.  | ID       | 40                              | 70          | 4900    | Good           |
| 3.  | A.NA     | 40                              | 63          | 3969    | Good           |
| 4.  | JM       | 40                              | 68          | 4624    | Good           |
| 5.  | AA       | 40                              | 73          | 5329    | Good           |
| 6.  | KH       | 40                              | 65          | 4225    | Good           |
| 7.  | AW       | 40                              | 63          | 3969    | Good           |
| 8.  | SY       | 40                              | 58          | 3364    | Fair           |
| 9.  | MR       | 40                              | 58          | 3364    | Fair           |
| 10. | MD       | 40                              | 78          | 6084    | Good           |
| 11. | DS       | 40                              | 60          | 3600    | Fair           |

|       |       |    |               |                  |      |
|-------|-------|----|---------------|------------------|------|
| 12.   | AG    | 40 | 68            | 4624             | Good |
| 13.   | A. LH | 40 | 58            | 3364             | Fair |
| 14.   | DWR   | 40 | 63            | 3969             | Good |
| 15.   | ZF    | 40 | 68            | 4624             | Good |
| 16.   | ZL    | 40 | 68            | 4624             | Good |
| 17.   | EO    | 40 | 65            | 4225             | Good |
| 18.   | NH    | 40 | 70            | 4900             | Good |
| 19.   | MR    | 40 | 65            | 4225             | Good |
| 20.   | SP    | 40 | 55            | 3025             | Fair |
| 21.   | FM    | 40 | 63            | 3969             | Good |
| Total |       |    | $\sum X=1367$ | $\sum X^2=89601$ |      |

(Data' Source: the students' score in post-test)

From the table above shows about students' speaking score in post-test. To find out the students' speaking score in post-test by dividing students' total score with maximum score, after that times with 100. Based on the table above about students' speaking score in post-test we can know the frequency of the classification score by looking the following table:

Table 4.6 the rate percentage of the frequency of the post-test

| No. | Classification | Score  | Frequency of pre-test | Percentage of pre-test |
|-----|----------------|--------|-----------------------|------------------------|
| 1.  | Very Good      | 81-100 | 0                     | 0%                     |
| 2.  | Good           | 61-80  | 16                    | 76.19%                 |
| 3.  | Fair           | 41-60  | 5                     | 23.80%                 |



|       |           |       |    |      |
|-------|-----------|-------|----|------|
| 4.    | Poor      | 21-40 | 0  | 0%   |
| 5.    | Very poor | 0-20  | 0  | 0%   |
| Total |           |       | 21 | 100% |

(Data' source: The rate percentage of the frequency of post-test)

The table above, showed the result of students' improvement in speaking skills after implementing treatment through practice-rehearsal pairs strategy. There were sixteen students' got good score and five students' got fair score. It means that the students' speaking skills had improved through implementing practice-rehearsal pairs strategy. The total score in post-test was 1367. It proved that there were improving of students' score in post-test. In addition, the result of post-test showed that no students had fail classification.

In this table, the researcher analysed the data of students' score in post-test to know whether there is or there is no a significant different of students' achievement before and after learning process in implementing practice-rehearsal pairs strategy speaking skills.

Mean score of the post-test:

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

$$X = \frac{1367}{21}$$

$$x = 65.10$$

Thus, the mean score ( $X_1$ ) of post-test is 65.10

Based on the result of the post-test. The data shows that the mean score of the post-test was 65.10. From that analysing, it could be seen that almost of the 21 students' speaking was good and fair score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{89601 - \frac{(1367)^2}{21}}{21 - 1}}$$

$$SD = \sqrt{\frac{89601 - \frac{1868689}{21}}{20}}$$

$$SD = \sqrt{\frac{89601 - 88985.19}{20}}$$

$$SD = \sqrt{\frac{615.81}{20}}$$

$$SD = \sqrt{30.79}$$

$$SD = 5.55$$

Thus, the standard deviation (SD) of post-test is 5.55

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.7 the mean score and standard deviation of pre-test and post-test

| Test      | Mean Score | Standard Deviation (SD) |
|-----------|------------|-------------------------|
| Pre-test  | 30         | 8.49                    |
| Post-test | 65.10      | 5.55                    |

*(Data' source: The mean score and standard deviation of pre-test and post-test)*

The data in table 4.5. Showed that the mean score of pre-test was 30 ( $X_1$ ) while the mean score of the post-test increased 65.10 ( $X_2$ ). The standard deviation of pre-test was 8.49 while the standard deviation of post-test was 5.55

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that students' speaking skills had improvement after doing the learning process that implementing practice-rehearsal pairs strategy.

#### 4.1.1.4. The rate percentage of the frequency of the pre-test and post-test

The following table showed the percentage of the frequency in pre-test and post-test

Table 4.8 the rate percentage of the frequency of the pre-test and post-test

| No.          | Classification | Score  | Frequency |           | Percentage |           |
|--------------|----------------|--------|-----------|-----------|------------|-----------|
|              |                |        | Pre-Test  | Post-Test | Pre-Test   | Post-Test |
| 1.           | Very Good      | 81-100 | 0         | 0         | 0%         | 0%        |
| 2.           | Good           | 61-80  | 0         | 16        | 0%         | 76.19%    |
| 3.           | Fair           | 41-60  | 2         | 5         | 9.52%      | 23.80%    |
| 4.           | Poor           | 21-40  | 17        | 0         | 80.95%     | 0%        |
| 5.           | Very Poor      | 0-20   | 2         | 0         | 9.52%      | 0%        |
| <b>Total</b> |                |        | 21        | 21        | 100%       | 100%      |

*(Data source: the rate percentage of the frequency of the pre-test and post-test)*

The data of the table above indicated that rate percentage of the pre-test two (9.52%) students got fair score, seventeen (80.95%) students got poor score and two (9.52%) students got very poor score while the rate percentage of the post-test, sixteen (76.19%) students got good score, and five (23.80%) student got fair score. The percentage in post-test that students got good score was higher than percentage in pre-test. It showed that students were able to improve the students' speaking skills after treatment through implementing practice-rehearsal pairs strategy.

4.1.2 The implementation of implementing practice-rehearsal-pairs strategy to improve the students' speaking skills at the eight grade of MA DDI Kaballangang.

This part presented the result of data analysis about implementing practice-rehearsal pairs strategy to improve the students' speaking skills at the eight grade MA DDI Kaballangang.

#### 4.1.3 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 the worksheet of the calculation the score in pre-test and post-test of the students' speaking skills.

| NO. | X1 | X2 | (X1) <sup>2</sup> | (X2) <sup>2</sup> | D(X2-X1) | D(X2-X1) <sup>2</sup> |
|-----|----|----|-------------------|-------------------|----------|-----------------------|
| 1   | 40 | 68 | 1600              | 4624              | 28       | 3024                  |
| 2   | 25 | 70 | 625               | 4900              | 45       | 4275                  |
| 3   | 38 | 63 | 1444              | 3969              | 25       | 2525                  |
| 4   | 23 | 68 | 529               | 4624              | 45       | 4095                  |
| 5   | 25 | 73 | 625               | 5329              | 48       | 4704                  |
| 6   | 25 | 65 | 625               | 4225              | 40       | 3600                  |
| 7   | 33 | 63 | 1089              | 3969              | 30       | 2880                  |
| 8   | 23 | 58 | 529               | 3364              | 35       | 2835                  |
| 9   | 25 | 58 | 625               | 3364              | 33       | 2739                  |
| 10  | 48 | 78 | 2304              | 6084              | 30       | 3780                  |

|              |                                  |                                   |                                      |                                      |                                |                                    |
|--------------|----------------------------------|-----------------------------------|--------------------------------------|--------------------------------------|--------------------------------|------------------------------------|
| 11           | 33                               | 60                                | 1089                                 | 3600                                 | 27                             | 2511                               |
| 12           | 30                               | 68                                | 900                                  | 4624                                 | 38                             | 3724                               |
| 13           | 23                               | 58                                | 529                                  | 3364                                 | 35                             | 2835                               |
| 14           | 40                               | 63                                | 1600                                 | 3969                                 | 23                             | 2369                               |
| 15           | 45                               | 68                                | 2025                                 | 4624                                 | 23                             | 2599                               |
| 16           | 18                               | 68                                | 324                                  | 4624                                 | 50                             | 4300                               |
| 17           | 25                               | 65                                | 625                                  | 4225                                 | 40                             | 3600                               |
| 18           | 38                               | 70                                | 1444                                 | 4900                                 | 32                             | 3456                               |
| 19           | 28                               | 65                                | 784                                  | 4225                                 | 37                             | 3441                               |
| 20           | 20                               | 55                                | 400                                  | 3025                                 | 35                             | 2625                               |
| 21           | 25                               | 63                                | 625                                  | 3969                                 | 38                             | 3344                               |
| <b>Total</b> | <b><math>\sum X_1=630</math></b> | <b><math>\sum X_2=1367</math></b> | <b><math>\sum X_1^2=20340</math></b> | <b><math>\sum X_2^2=89601</math></b> | <b><math>\sum D=737</math></b> | <b><math>\sum D^2=69261</math></b> |

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{737}{21} = 35.10$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{35.10}{\sqrt{\frac{69261 - \frac{737^2}{21}}{21(21 - 1)}}$$

$$t = \frac{35.10}{\sqrt{\frac{69261 - \frac{543169}{21}}{21(20)}}$$

$$t = \frac{35.10}{\sqrt{\frac{69261 - 25865.19}{420}}}$$

$$t = \frac{35.10}{\sqrt{\frac{43392.81}{420}}}$$

$$t = \frac{35.10}{\sqrt{103.31}}$$

$$t = \frac{35.10}{10.16}$$

$$t = 3.45$$

Thus, the t-test value is 3.45

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. In indicated

that there was a significant difference between the result students' pre-test and post-test.

Table 4.8 the test of significant

| Variable             | T-test | T-table value |
|----------------------|--------|---------------|
| Pre-test – post-test | 3.45   | 1.725         |

(Data source: Primary data processing)

#### 4.1.3 Normality Test

In a quantitative research, it is necessary to test the sample distribution of the research in order to know whether the samples are normally distributed or not. To test the normality of sample distribution, the researcher applied Chi Kuadrat in Normality test. The following table is the normality test:

| Interval | $f_o$ | $f_h$ | $f_o - f_h$ | $(f_o - f_h)^2$ | $\frac{(f_o - f_h)^2}{f_h}$ |
|----------|-------|-------|-------------|-----------------|-----------------------------|
| 20 – 25  | 3     | 0.57  | 2.4         | 5.76            | 0.10                        |
| 26 – 31  | 3     | 2.80  | 0.2         | 0.04            | 0.01                        |
| 32 – 37  | 7     | 7.13  | -0.13       | 0.02            | 0.003                       |
| 38 – 43  | 4     | 7.13  | -3.13       | 9.80            | 1.37                        |
| 44 – 59  | 3     | 2.80  | 0.2         | 0.04            | 0.01                        |
| 50 – 55  | 1     | 0.57  | 0.43        | 0.18            | 0.32                        |
|          | 21    | 21    | 0           | 15.98           | 1.81                        |

(Data source: Primary data processing)



Based on the table above, the researcher found value of Chi Kuadrat hitung = 1.81. And then, the value is equalized with value of Chi Kuadrat Table (Appendix 6) with degree of freedom (df)  $6-1 = 5$ . If df 5 and ( $\alpha$ ) 5%, so value of Chi Kuadrat Table = 11.070. Because Chi Kuadrat hitung  $\leq$  Chi Kuadrat Table ( $1.81 \leq 11.070$ ). Thus, the sample is normally distributed.

#### 4.1.3 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 21-1 \\ &= 20 \end{aligned}$$

For the level, significant ( $\alpha$ ) 5% and df = 20, and the value of the table is 1.725, while the value of t-test 3.45. It means that the t-test value is greater than t-table ( $3.45 \geq 1.725$ ). Thus, it can be concluded the students' speaking skills through implementing practice rehearsal-pairs strategy is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

## 4.2 Discussion

4.2.1 The improvement of students' speaking skills through applying two stay two stray by using picture series.

From the previous result, it showed that the improvement of students' speaking skills through implementing practice rehearsal-pairs strategy because the mean score of the pre-test was 30 and the mean score of post-test was 65.10. The researcher conclude that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment can supported by the result of the

pre-test and post-test, the data showed that the student speaking skills in pre-test was low because most of the student got fair, poor and very poor score than the result of the post test could be seen that almost of the students' speaking was good and fair score.

The researcher in teaching speaking to make the students were easier to express their ideas and feelings. The researcher measured the students' speaking by focusing on the aspect of speaking which are vocabulary, fluency, comprehension and pronunciation. These aspects also were a guideline of the researcher in scoring students' speaking.

The data provided in classification table based on the aspects of speaking from the test finding. There was an improvement skills after giving the treatment because the students score in the pre-test was 30 and it was very low score then the score of the post-test was 65.10 and it was very high score. In the pre-test, two (9.52%) students got fair score, seventeen (80.95%) students got poor score, and two (9.52%) students got very poor score. While, sixteen (76.19%) students got good score and five (23.80%) students got fair score in the post-test. From the result the researcher concluded that the students speaking skills from poor to good score, also from fair to very good score.

In addition, to know what was the hypothesis received between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ), the researcher use t-test to calculating result showed that on the t-test value 3.45 was greater than t-table value 1.725 table ( $3.45 \geq 1.725$ ) with degree of freedom (df) 20. It means alternative hypothesis ( $H_a$ ) was concluded that by implementing practice rehearsal-pairs strategy was able to improve the students' speaking skills at the eight grade of MA DDI Kaballangang. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected.

Based on the finding above the researcher conclude that there was an improvement of implementing practice-rehearsal pairs strategy to improve English speaking skills of MA DDI Kaballangang.

4.2.2 The ways of implementing practice-rehearsal pairs strategy in improving students' speaking skills.

After finishing the research, the writer conclude that the students felt enjoy and fun in learning English by implementing practice-rehearsal pairs strategy. It made them easier to express their ideas orally in a pairs and they felt fun because they could communicate and interact with their classmate using English because as long as the meeting, they not only speak individually but also they spoke in a group.

Implementing practice-rehearsal pairs strategy in teaching English has impact in improving the students' speaking skills. In fact, based on the finding most students have a good score in post-test by looking the result scoring of the student post-test. It meant that, implementing practice-rehearsal pairs strategy was better to be used in improving students' speaking skills. This strategy also can make the student closer with their friends because they would find different partner for each meeting and they would be confident to express their ideas in front of the class.

Before giving the treatment there was pre-test. In pre-test, the writer introduced herself and gave explanation about the purpose of the research to make the students understood what they would be done. After that, the writer gave a question about their experience based on the picture that have been showed to them. Then, the students answer the question which was given by the researcher to know the students skills in speaking. The writer recorded the students answer to make easier evaluate the aspects

of students' speaking which are vocabulary, pronunciation, fluency, and comprehension.

In the first meeting on Wednesday, May 9<sup>th</sup>, 2018, the researcher greets the students and introduces herself. After that the writer gave a topic about asking information in the telephone. Then, the researcher divided the student into some groups in a pairs. Next, the researcher asked the students to do the skills that has been plan. One student be explanatory and the partner be observer. The next step is they exchanged their task or their role. Most of the students were still shy to speak, they asked their friends to present their task first because they really coy and also make some grammatical errors in their speaking.

On Monday, June 28<sup>th</sup>, 2018, was the second meeting, the writer divided the students in pairs and gave the topic about using expression of attitude (giving opinion, agreement and disagreement). After that, the researcher gave example about the topic. Then, the students made conversation based on the expression with their partner and also played a game two truth one lie. In this meeting, the students still shy to speak, but they were enjoy the learning process because they played while studied to express their ideas with their partner.

The third meeting on Wednesday, June 30<sup>th</sup>, 2018, the students were divided into several groups. Same as the second meeting, the writer gave a topic and the topic in this meeting is about expressing intension/planning and made conversation about the topic. Each student had a chance to speak based on the topic after that exchange their task. In this meeting, the students speaking's skills better than the first and second meeting although there were some of students still shy but they were confident than

before. The writer examined the mistake of the students and let them repaired by themselves.

On Saturday, July 1<sup>st</sup>, 2018 was the fourth meeting. The writer gave the topic about tourism object. The researcher showed the picture about tourism object and asked them to write what on their mind. Each student has a chance to express their ideas in front of the class in a pairs. In this meeting the students' speaking skills still there was a grammatical errors but they were excited to ask the writer and look up in dictionary by themselves and enthusiastically to present their task. Then, the writer gave some corrections after the students spoke.

In the last, the writer gave post-test on Wednesday, May 2<sup>nd</sup>, 2018. In this meeting the researcher showed three pictures that are about mountain, sea and school then, the students explained their experience based on that pictures. Most of the students excited to talk about sea than others picture. It aimed to know the students' speaking skills after doing the treatment. The researcher took the recording of the students to make easier gave a score of speaking aspects because the researcher had to focus on four aspects.

On the first meeting until the last meeting, the students express their ideas in speaking with a different topics in a pairs for each meeting. It was hoped to make the students confident to speak and also develop their ideas. Implementing practice-rehearsal pairs strategy in learning speaking was able to help the students to speak correctly and confidently. As the conclusion, implementing practice-rehearsal pairs has an impact in improving the students' speaking skills.

According to Silberman “Practice Rehearsal Pairs strategy is one of skill that emphasize more between students to a practice skill. It means that, in learning, a pupil is not demanded to understand about one theory.

There are some studies that have been conducted by using practice rehearsal pairs strategy below:

Ahmad in his skripsi “Improving Students’ Speaking Ability Trough Practice Rehearsal Pairs Strategy of The Tenth Grade of Man Malang”. From the result of observation in the class, the writer concludes that students involve actively in the teaching and learning process of speaking. They were not reluctant to speak the words because they learned to communicate with their friends in pair. Besides, the students enjoy the teaching learning of speaking by using Practice Rehearsal Pairs.

Mansyur in his skripsi “The Implementation of Practice Rehearsal Pairs Strategy to Increase Students’ Speaking in Arabic Language IV Grade MI Krajankulon Kaliwungu Kendal”. He found that the result is help the students to produce and organize ideas easily. Besides, most of the students give good responses towards the implementation of Practice Rehearsal Pairs strategy to teach speaking. Most of the students feel enthusiastic to study material using Practice Rehearsal Pairs.

Zakariyah in his skripsi, to increase students’ speaking by using Practice Rehearsal Pairs, the result showed by writer was done Practice Rehearsal Pairs strategy has the significant contribution to students speaking achievement of procedure text.

Based on the explanation of some expert above, it was true that Practice Rehearsal Pairs strategy gave effect to the students’ speaking ability. It can be seen from the result of the research at the eight grade of MA DDI Kaballangang. It was indicated that the result of t-test is 3.45 was bigger than t-table 1.725. It can be

concluded the hypothesis was accepted. It means that the class that have been taught by using Practice Rehearsal Pairs strategy gave better effect on speaking skills.<sup>1</sup>



---

<sup>1</sup>Thenzia Februa Reza, Amal Hayati, Siska Oktawidya Wati “The Practice Rehearsal Pair Strategy Towards Students of SMAN 2 Lubuk Alung” *Jurnal curricula*, vol. 2 no.3, (December 2017) p. 46 <https://www.researchgate.net> (Accessed on August 26<sup>th</sup> 2018).

## CHAPTER V

### CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

#### 5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' speaking skills and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether practice rehearsal-pairs strategy was able or not to improve the students' speaking skills. Therefore, the researcher concluded that there was a significant difference of the students' speaking skills before and after treatment. The following are the description of the conclusion based on the problem statement of this research:

5.1.1 T-test result in which the value of t-test was 3.45. It was greater than t-table was 1.725 at the level significance 0.05 and degree of freedom (df) was 20.

5.1.2 The mean score of pre-test (30), standard deviation (8.49), and the mean score of post-test (65.10) and the standard deviation (5.55)

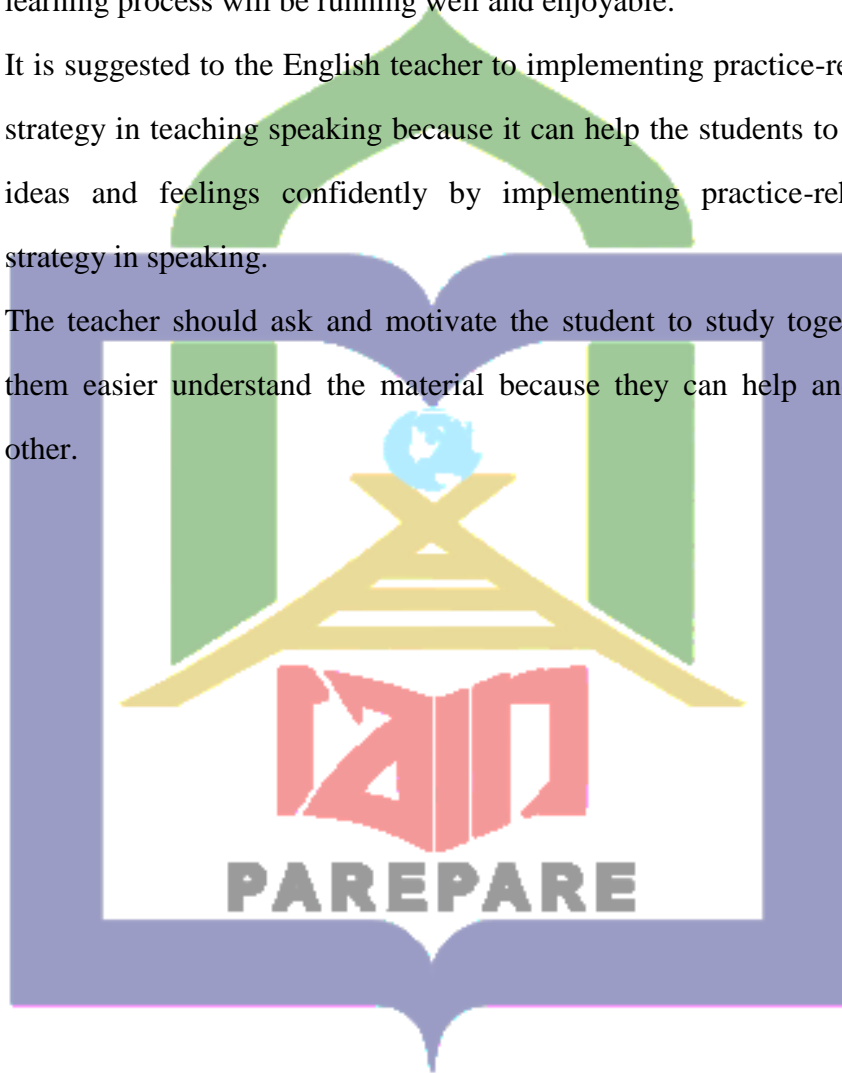
Based on the description of the result above, it can be proved by looking at the mean score of the students' speaking test in pre-test and post-test. The mean score of pre-test (30) is lower than the mean score of post-test (65.10). Then, the t-test (3.45) was greater than t-table (1.725). it means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.



## 5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

- 5.2.1 The teacher has to know many ways to teach English so that, make the learning process will be running well and enjoyable.
- 5.2.2 It is suggested to the English teacher to implementing practice-rehearsal pairs strategy in teaching speaking because it can help the students to express their ideas and feelings confidently by implementing practice-rehearsal pairs strategy in speaking.
- 5.2.3 The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.



## BIBLIOGRAPHY

- Arikunto, Suharsimi. 2009. *Dasar-Dasar Evaluasi Pendidikan*. Edisi Revisi. Jakarta: Bumi Aksara.
- Arnold, Edward. 1991. *Second Language Learning and Teaching*. New York: British Library.
- Bahar, A. Kaharuddin. 2014. *Interactional Speaking*. Yogyakarta: Trustmedia Publishing.
- \_\_\_\_\_. 2014. *Transactional Speaking*. Samata Gowa: Guna Darma Ilmu.
- Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practices*. USA, Pearson Education, Inc.
- Citra Pratiwi, Ayu. 2016. "Penerapan Strategy Practice Rehearsal Pairs (Praktek Berpasangan) Terhadap Hasil Belajar Siswa Kelas II pada Mata Pelajaran Fiqih di Madrasah Ibtidaiyah Daarul Aitam Palembang," *Jurnal Ilmiah PGMI 2*, no. 1.
- Gay L.R. 1981. *Educational Research, Competencies for Analysis and Application second edition* Columbus: Charles E Merrill Company.
- Harmer, Jeremy. 2002. *The Practice of English Language Teaching; Fourth Edition*. England: Longman Pearson.
- Hasan, Ahmad. 2016. "The Effectiveness of Practice Rehearsal Pairs Strategy Towards The Students' Speaking Achievement At MAN 2 Tulungagung." *Publish Thesis; English Education Department: Tulungagung*.
- Heaton, J. B. 1998. *Writing English Language Test; New Edition*. USA, Longman Group UK Limited.
- Imamudin. 2013. "Keefektifan Strategi Practice Rehearsal-Pairs Terhadap Hasil Belajar Sifat-Sifat Cahaya Siswa Kelas V Sekolah Dasar Negeri Debong Tengah 1 dan 3 Kota Tegal." *Published Scrips; Pendidikan Guru Sekolah Dasar: Semarang*.
- MCDonough, Jo and Crishtopher Shaw. 1993. *Material and Method in ELT: A Teacher Guide*. Cambridge: Blackwell Publisher.
- Oxford. 2008. *Oxford Learner's Pocket Dictionary; Fourth Edition*. New York: Oxford University press.

Reza, Henzia Februa, Amal Hayati, Siska Oktawidya Wati. 2018. "The Practice Rehearsal Pair Strategy Towards Students of SMAN 2 Lubuk Alung" *Jurnal curricula*, vol. 2 no.3. (December 2017) p. 46 <https://www.researchgate.net> (Accessed on August 26<sup>th</sup>).

Silberman, Mel. 2002. *Active Learning*. Yogyakarta: Yappendis.

Sudijon, Anas. 2006. *Pengantar Statistik Pendidikan* Jakarta: Raja Grafindo Persada.

Sugiono. 2014. *Metode Penelitian Pendidikan*. Bandung : Alfabeta.

Suharsimin Arikunto. 2009. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.

Sujuanto, Rahmat, Tri Saptuti Susiani and H. Setyo Budi. "Penerapan Strategy practice rehearsal Pairs Dalam Peningkatan Pembelajaran IPA Kelas V SDN Kalijaran 01 Maos Cilacap," *Kalam Cendikia* 4, no. 2.

Syukron Sidik, Ahmad. 2013. "Improving Students' Speaking Ability trough Practice-Rehearsal Pair of The Tenth Grade of MAN Malang 1," *Language -Edu* 2, no. 4.

The assessment of the 2013 curriculum based on the rule of education and culture minister 104 in 2014

Ur, Penny. 1991. *A Course In Language Teaching*. New York, Cambridge University Press.

Yates, Jean. 1995. *Pronounce It Perfectly in English*. USA: Barron's Educational Series Inc.



## Appendix 1. Pre-Test and Post-Test Instrument

### Pre-Test Instrument

**Please tell me about your experience based on this picture with your own words!**



**Please tell me about your experience based on this picture with your own words!**



## Post Test Instrument

Please tell me about your experience based on this picture with your own words in a pair!



Please tell me about your experience based on this picture with your own words a pair!



Please tell me about your experience based on this picture with your own words a pair!



## Appendix 2. Students' speaking skills of Pre-test

Name : Atma arda

Class : IPA

Student : My name is Atma arda.

Researcher : Ok, please tell me about your experience based on this picture with your own words.

Student : One day, when I was 6 years old and my parents took me to play bike for the first time and then I fell of my bike and I was sick.

Researcher : Thank you.

Name : Zulfahmi

Class : XI IPA

Students : My name is Zulfahmi, once upon a time when I 5 yers old. I learn to ride a bicycle and at the time I know the struggle.

Researcher : Thank you.

Name : Anugrah

Class : XI IPA

Student : My name Anugrah, I will tell you about me experience when I yarned to ride a bike I feel happy and scared. I am afraid to fall

Researcher : Ok, thank you.

Name : Mardatillah

Class : XI IPA

Student : Assalamualaikum warahmatullahi wabarakatu.

Researcher : Ok, please tell me about your experience based on this picture with your own words.

Student : My name is Mardatillah, I tell you about my experience based on this picture, motorcycle. When I learn to ride motorcycle started when I in junior high school in the second grade. At the time, my younger sister taught me to ride and I brave to ride motorcycle in the road when I in this grade, in the third grade and I almost fell in the drain in front of my house. It is lucky because my uncle pulled my motorcycle.

Researcher : Thank you.

Name : Muh. Risaldi

Class : XI IPA

Student : My name Muh. Risaldi

Researcher : Ok, please tell me about your experience based on this picture with your own words.

Student : when I ride motorcycle, I don't have any plan where should go and at the end my gasoline is used up.

Researcher : Thank you.



Appendix 3. Students' speaking skills of Post-test

Name : Atma arda

Class : XI IPA

Researcher : Ok, please tell about your personal experience based on this picture with your own words!

Students : My name is Atma arda, when my first day at senior high school in the morning I got my new uniform and got my new bag. When we got there, we were soon into our class room with our new teacher it was scary because I did not know most of the children. I really like my new school and my teacher are lovely the lesson were really great and I really enjoy my first day and not nervous know and we have my first day.

Researcher : Ok, thank you.

Name : Zulfahmi

Class : XI IPA

Researcher : Ok, please tell about your personal experience based on this picture with your own words!

Students : My name is Zulfahmi I ever went to the beach and at the time I was so happy if I went to the beach because go to the beach made me forget my problem.

Researcher : Ok, thank you.

Name : Anugrah

Class : XI IPA

Researcher : Ok, please tell about your personal experience based on this picture with your own words!

Students : My name is Anugrah. Wednesday I came late to my school because I played plastation until 2 a.m in the night because of that I woke up late. I woke up about 6 a.m and my class began at 7 a.m. I ran to bath room to take a bath. I usually had a breakfast after took a bath. I usually had a breakfast after took a bath. But, at that day I did not do that.

Researcher : Ok, thank you.

Name : Mardatillah

Class : XI IPA

Researcher : Ok, please tell about your personal experience based on this picture with your own words!

Students : Assalamualaikum warahmatullah wabarakatuh. My name is mardatillah. I want to tell you about my favorite place to holiday. My favorite place to holiday is beach. I like beach as a place to holiday. Beach have a beautiful scenery, we can swimming together in the beach. We can eating fish in the beach and we will enjoy there.

Researcher : Ok, thank you.

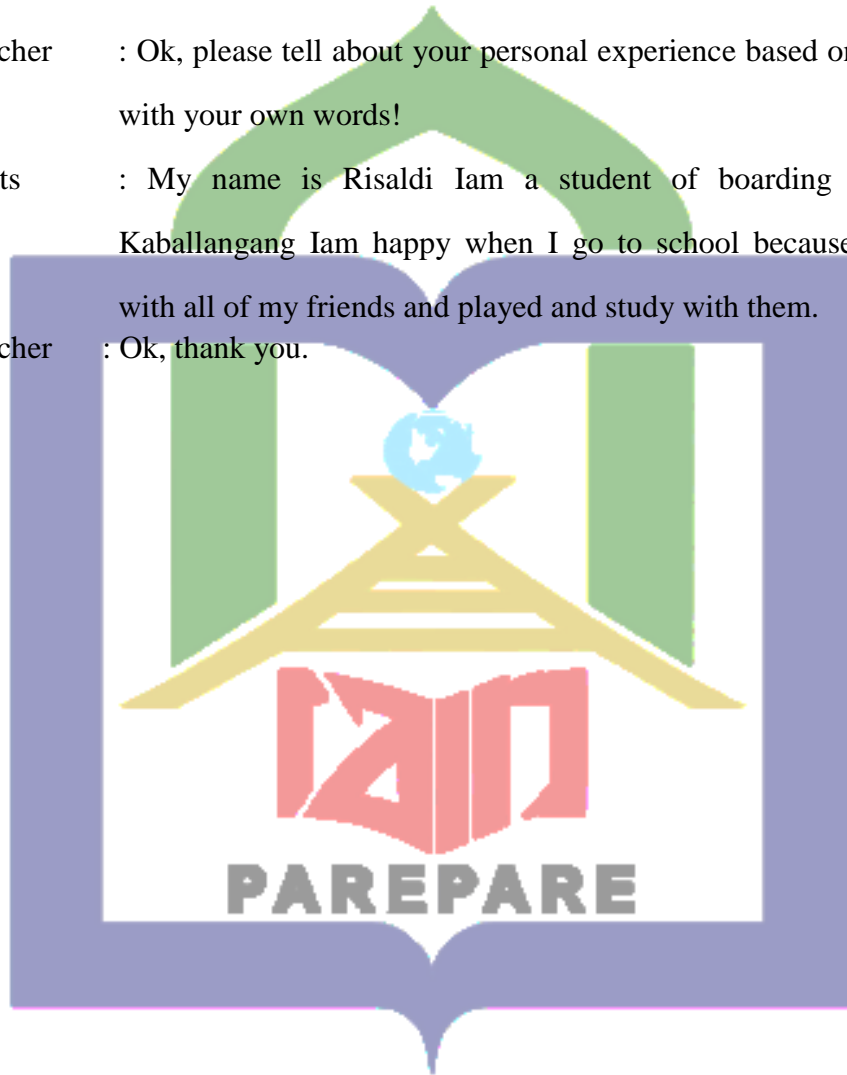
Name : Muh. Risaldi

Class : XI IPA

Researcher : Ok, please tell about your personal experience based on this picture with your own words!

Students : My name is Risaldi Iam a student of boarding school DDI Kaballangang Iam happy when I go to school because I can meet with all of my friends and played and study with them.

Researcher : Ok, thank you.



## Appendix 4. Lesson Plan

**(RPP) 01**

Sekolah : MA DDI Kaballang  
Matapelajaran : BAHASA INGGRIS  
Kelas/Semester : XI/1  
Materi Pokok : Meminta informasi melalui telepon.  
Alokasi Waktu : 2X45 MENIT

**A. Kompetensi Inti (KI)**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab penomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **Kompetensi Dasar:**

KD 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya.

### **Indikator:**

1. Menjelaskan pengertian speaking dan memberikan motivasi belajar bahasa inggris .
2. Memberikan materi tentang Using expressions of attitude (giving opinion, agreement and disagreement dan mempraktekannya bersama partner/pasangan masing-masing siswa.

### **C. Tujuan Pembelajaran:**

1. Siswa mampu memahami pengertian speaking dan mengetahui seberapa penting belajar bahasa.
2. Siswa mampu menyebutkan vocabulary dan mampu mengaplikasikan sesuai dengan makna.
3. Siswa mampu membuat kalimat berdasarkan vocabulary yang telah diberikan.

### **D. Materi Pembelajaran.**

- Fungsi Sosial  
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain

- Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
  - Ungkapan baku yang lazim digunakan.,
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
  - Topik
  - Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.

Materi : Memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya.

**E. Metode pembelajaran** : scientific approach

**F. Media, Alat, dan Sumber Pembelajaran**

1. Media dan Alat: white board, board marker dan teks.
2. Sumber Belajar: Buku bahasa Inggris dan Internet.

**G. Kegiatan Pembelajaran:**

| Kegiatan    | Deskripsi   | Alokasi Waktu |
|-------------|---|---------------|
| Pendahuluan | 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam<br>2. Mengecek kehadiran siswa<br>3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai<br>4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas | 10 menit      |
| Inti        | 5. Pengajar menjelaskan tentang Meminta   | 70 menit      |

|         |   |          |
|---------|---|----------|
|         | <p>informasi melalui telepon.</p> <p>6. Memperlihatkan contoh-contoh yang terkait dengan materi ajar dan membagi siswa dalam beberapa kelompok.</p> <p>7. Memberikan vocabulary tentang meminta informasi melalui telepon.</p> <p>8. Membuat kalimat berdasarkan vocabulary yang telah diberikan.</p> <p>9. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait dengan materi ajar.</p> <p>10. Menjawab pertanyaan dari siswa, memberikan motivasi sebelum meninggalkan kelas.</p> |          |
| Penutup | <p>11. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.</p> <p>12. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>13. Menyampaikan rencana kegiatan pertemuan berikutnya</p>   | 10 menit |

## PENILAIAN PENGETAHUAN

Rubrik penilaian pengetahuan dan keterampilan

| No | Nama | Keterampilan     |                   |                  |                      | Pengetahuan    |                       |                      |
|----|------|------------------|-------------------|------------------|----------------------|----------------|-----------------------|----------------------|
|    |      | Fluency<br>(1-4) | Accuracy<br>(1-4) | Content<br>(1-4) | Performance<br>(1-4) | Content        |                       | Gram<br>mar<br>(1-4) |
|    |      |                  |                   |                  |                      | Vocab<br>(1-4) | Exp.<br>Used<br>(1-4) |                      |
| 1  |      |                  |                   |                  |                      |                |                       |                      |
| 2  |      |                  |                   |                  |                      |                |                       |                      |
| 3  |      |                  |                   |                  |                      |                |                       |                      |
| 4  |      |                  |                   |                  |                      |                |                       |                      |
| 5  |      |                  |                   |                  |                      |                |                       |                      |

### Fluency

- 4: Berbicara dengan sangat lancar dan intonasi mendekati native speaker
- 3: Berbicara dengan sangat lancar tapi intonasi masih belum mendekati native speaker
- 2: Berbicara dengan lancar dan intonasi masih belum mendekati native speaker
- 1: Berbicara tidak lancar dan intonasi masih belum mendekati native speaker

### Accuracy

- 4: 90% Pronunciation benar



3: 85% Pronunciation benar

2: 75% Pronunciation benar

1: 65% Pronunciation benar

### **Content**

4: Diksi 90% tepat dan ungkapan sesuai dengan yang diajarkan

3: Diksi 80 % tepat dan ungkapan sesuai dengan yang diajarkan

2: Diksi 70% tepat dan ada ungkapan sesuai dengan yang diajarkan

1: Diksi 60% tepat dan banyak ungkapan sesuai dengan yang diajarkan

### **Performance**

4: Penuh percaya diri dan penyampaiannya jelas

3: Percaya diri dan penyampaian jelas

2: Kurang percaya diri dan penyampaian kurang jelas

1: Tidak percaya diri dan penyampaian tidak jelas

### **Grammar**

4: struktur kalimat 90% memenuhi kaidah tata bahasa Inggris

3: struktur kalimat 80% memenuhi kaidah tata bahasa Inggris

2: struktur kalimat 70% memenuhi kaidah tata bahasa Inggris

1: struktur kalimat 60% memenuhi kaidah tata bahasa Inggris

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maks (28)

## H. Bahan Ajar

Shinta : Hello, is this nadia's house?

Nadia : Hello. Yes it is. How can I help you?

Shinta : Can I talk to nadia?

Nadia : Oh yes this is nadia

Shinta : Nadia!! This is me shinta! Your friend from kindergarten!

Nadia : Shinta... really, shinta??!!! Waaa how are you now??

Shinta : Haha yes it's me! Im great. How are you?

Nadia : Oh, im glad then. Im great too. It's been a long time, isn't it? Where do you live now, shinta?

Shinta : Yeah it really is! Now I live in manado with my parents. How do you do?

Continuing your study at Jogja?

Nadia : Say hello to your parents from me! Yeah im continuing my study in jogja now. Do you already have a job?

Shinta : That's greaaatt. Good luck for your study! Yeah I have a job now. And I was looking for your contact and as soon as I got it I called you, haha

Nadia : What's the matter?

Shinta : IM GOING MARRIED NEXT WEEK! I WANT YOU TO COME TO MANADO!

Nadia : WHATTTT YOU ARE GOING MARRIED?? You must be happy! Yeah I'm sure will come to manado!

Shinta : Yeah im so nervouse about the wedding haha. Wish me luck!

Nadia : Sure!

Shinta : Sorry shinta I got to go. I have to prepare everything for the wedding. I'll call

you later!

Nadia : Alright, shinta! Good luck!



**(RPP) 02**

Sekolah : MA DDI Kaballang  
Matapelajaran : BAHASA INGGRIS  
Kelas/Semester : XI/1  
Materi Pokok : Using expressions of attitude (giving opinion, agreement and disagreement).  
Alokasi Waktu : 2X45 MENIT

**A. Kompetensi Inti (KI)**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR DAN INDIKATOR

### Kompetensi Dasar:

KD

- 3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyetujui untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

### Indikator:

3. Memberikan game two truth, one lie berdasarkan practice rehearsal pairs strategy.

### C. Tujuan Pembelajaran:

4. Siswa mampu memahami materi using expressions of attitude (giving opinion, agreement and disagreement) dengan mudah melalui practice rehearsal pairs strategy.
5. Siswa mampu mengaplikasikan practice rehearsal pairs strategy melalui game.

### D. Materi Pembelajaran.

- Fungsi Sosial  
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
  - Ungkapan yang sesuai untuk menyetujui. (*I believe..., I think..., I suppose..., In my opinion...*)
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
  - Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.

Materi : Using expressions of attitude (giving opinion, agreement and disagreement).

**Metode pembelajaran** : scientific approach

#### **E. Media, Alat, dan Sumber Pembelajaran**

- Media dan Alat: white board, board marker dan teks.
- Sumber Belajar: Buku bahasa Inggris dan Internet.

#### **F. Kegiatan Pembelajaran:**

| <b>Kegiatan</b> | <b>Deskripsi</b>  | <b>Alokasi Waktu</b> |
|-----------------|---|----------------------|
| Pendahuluan     | <ol style="list-style-type: none"> <li>1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam</li> <li>2. Mengecek kehadiran siswa</li> <li>3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai</li> <li>4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</li> </ol> | 10 menit             |
| Inti            | <ol style="list-style-type: none"> <li>5. Pengajar menjelaskan materi tentang using expressions of attitude (giving opinion, agreement and disagreement).</li> <li>6. Memperlihatkan contoh-contoh yang terkait dengan materi ajar dan membagi siswa dalam</li> </ol>   | 70 menit             |

|         |  |          |
|---------|--|----------|
|         | <p>beberapa kelompok.</p> <p>7. Megekspresikan ide menggunakan expressions of attitude (giving opinion, agreement and disagreement bersama pasangan atau kelompok.</p> <p>8. Bermain game two truth,one lie berdasarkan practice rehearsal pairs strategy.</p> <p>9. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait dengan materi ajar.</p> <p>10. Menjawab pertanyaan dari siswa, memberikan motivasi sebelum meninggalkan kelas.</p> |          |
| Penutup | <p>11. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.</p> <p>12. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>13. Menyampaikan rencana kegiatan pertemuan berikutnya</p>  | 10 menit |

Rubrik penilaian pengetahuan dan keterampilan

| No | Nama | Keterampilan     |                   |                  |                      | Pengetahuan    |                       |                  |
|----|------|------------------|-------------------|------------------|----------------------|----------------|-----------------------|------------------|
|    |      | Fluency<br>(1-4) | Accuracy<br>(1-4) | Content<br>(1-4) | Performance<br>(1-4) | Content        |                       | Grammar<br>(1-4) |
|    |      |                  |                   |                  |                      | Vocab<br>(1-4) | Exp.<br>Used<br>(1-4) |                  |
| 1  |      |                  |                   |                  |                      |                |                       |                  |

|   |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |

### Fluency

- 4: Berbicara dengan sangat lancar dan intonasi mendekati native speaker
- 3: Berbicara dengan sangat lancar tapi intonasi masih belum mendekati native speaker
- 2: Berbicara dengan lancar dan intonasi masih belum mendekati native speaker
- 1: Berbicara tidak lancar dan intonasi masih belum mendekati native speaker

### Accuracy

- 4: 90% Pronunciation benar
- 3: 85% Pronunciation benar
- 2: 75% Pronunciation benar
- 1: 65% Pronunciation benar

### Content

- 4: Diksi 90% tepat dan ungkapan sesuai dengan yang diajarkan
- 3: Diksi 80 % tepat dan ungkapan sesuai dengan yang diajarkan
- 2: Diksi 70% tepat dan ada ungkapan sesuai dengan yang diajarkan
- 1: Diksi 60% tepat dan banyak ungkapan sesuai dengan yang diajarkan



**Performance**

- 4: Penuh percaya diri dan penyampaiannya jelas
- 3: Percaya diri dan penyampaian jelas
- 2: Kurang percaya diri dan penyampaian kurang jelas
- 1: Tidak percaya diri dan penyampaian tidak jelas

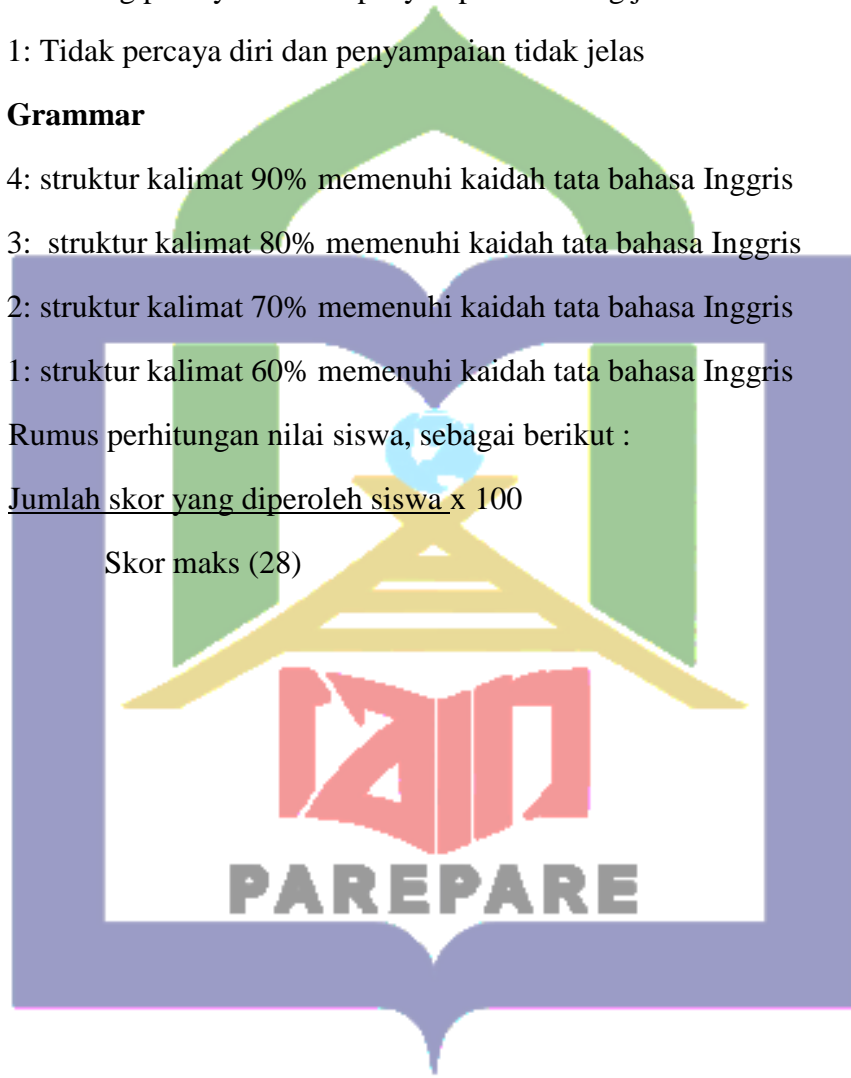
**Grammar**

- 4: struktur kalimat 90% memenuhi kaidah tata bahasa Inggris
- 3: struktur kalimat 80% memenuhi kaidah tata bahasa Inggris
- 2: struktur kalimat 70% memenuhi kaidah tata bahasa Inggris
- 1: struktur kalimat 60% memenuhi kaidah tata bahasa Inggris

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maks (28)



## G. Bahan Ajar

Below are some phrases that you can use to help express opinions. Some of these phrases are more appropriate for written English such as giving your opinion in an essay whereas some can also be used in spoken English.

### Personal Point of View

We use these words and phrases to express a personal point of view:

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I'd say that...
- I'd suggest that...
- I'd like to point out that...
- I believe that...
- What I mean is...

### General Point of View

We use these words and phrases to express a point of view that is generally thought by people:

- It is thought that...
- Some people say that...
- It is considered...
- It is generally accepted that...

### Agreeing with an opinion

We use these words and phrases to agree with someone else's point of view:

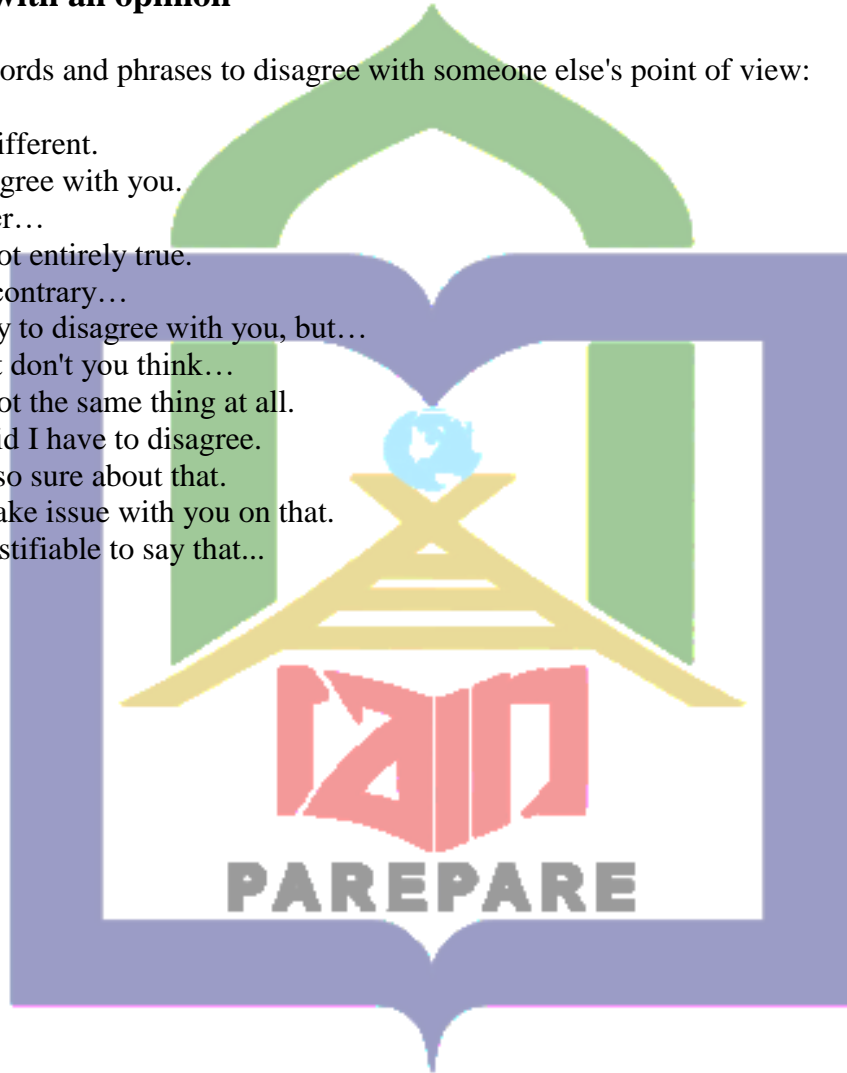
- Of course.
- You're absolutely right.
- Yes, I agree.
- I think so too.
- That's a good point.
- Exactly.

- I don't think so either.
- So do I.
- I'd go along with that.
- That's true.
- Neither do I.
- I agree with you entirely.
- That's just what I was thinking.
- I couldn't agree more.

### **Disagreeing with an opinion**

We use these words and phrases to disagree with someone else's point of view:

- That's different.
- I don't agree with you.
- However...
- That's not entirely true.
- On the contrary...
- I'm sorry to disagree with you, but...
- Yes, but don't you think...
- That's not the same thing at all.
- I'm afraid I have to disagree.
- I'm not so sure about that.
- I must take issue with you on that.
- It's unjustifiable to say that...



**(RPP) 03**

Sekolah : MA DDI Kaballang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI  
Materi Pokok : Expressing Intention/ Planning  
Alokasi Waktu : 2 x 45 Menit

**A. Kompetensi Inti:**

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

**B. Kompetensi Dasar:**

KD 3.3: menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be going to, would like to*)

**C. Indikator:****Pengetahuan :**

1. Siswa mampu memahami pengertian, fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

2. Siswa mampu mengidentifikasi teks lisan dan tulis untuk memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

#### D. Tujuan Pembelajaran:

##### 1. Pengetahuan

Setelah mengamati dan mendiskusikan materi secara lisan dan tulis tentang materi *expressing intention/planning*, peserta didik dapat memahami fungsi sosial, struktur teks dan unsur kebahasaan yang tepat digunakan dalam memberi dan meminta informasi terkait niat dalam suatu tindakan/kegiatan.

#### E. Materi Pembelajaran:

- a. Memahami pengertian dan fungsi sosial tentang materi intention

The definition of intention is a determination or plan to do a specific thing

To state plans or something intended to do in the future.

Job

Daily activity

Ambition

Vocation

Achievement

Party

Education

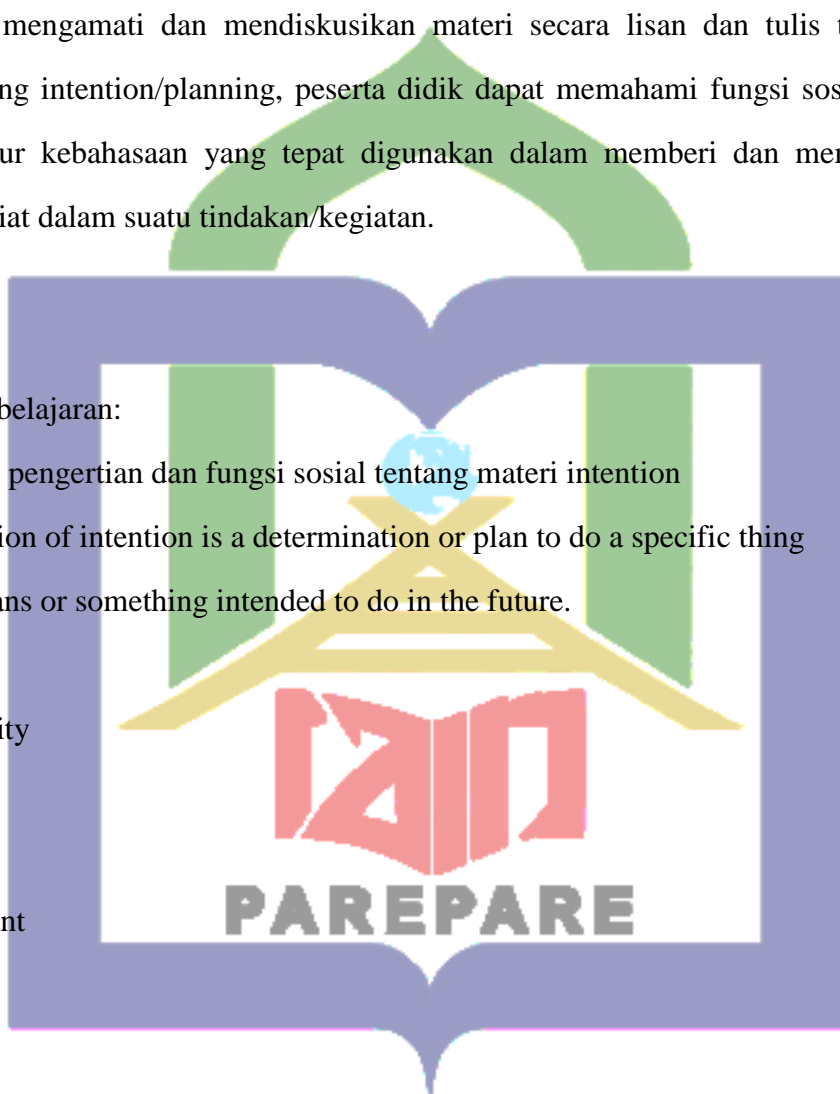
- b. Mengidentifikasi *Expressing Intention/ Planning*

Bayu : It will be a long weekend soon.

Do you have any plans?

Santi : Uhm, I'm not sure. I don't have

any idea yet. I think I might stay at



home.

Bayu : Stay at home? Well, you could do something more interesting!

Santi : So, what about you Bayu? Do you have any plans?

Bayu : Definitely! My dad and I are going to go fishing.

Santi : Fishing? I don't really like fishing. I would rather stay at home than go fishing.

Bayu : What would you like to do on the long weekend?

Santi : I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.

Sarah : That sounds like a very good plan!

Andi : Are you going to bake choco chips cookies like the last time?

Dinda : Well, yes. That is my favorite. But we will also try to make ginger cookies. would you like to join me to learn baking cookies? You can come to my house.

Andi : It's a good idea! Or will you go fishing with me and my dad?

Sarah : Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking me to join you Riri.

Dinda : No problem. I will call you on Friday to let you know the time when we can start.

Sarah : Thanks a lot. I will be waiting for your call.

Andi : Have a nice long weekend everyone.

Dinda , Sarah : You too.

F. Pendekatan : Scientific learning

Model Pembelajaran : cooperative script

Metode : Penugasan, tanya jawab, diskusi

G. Media, Alat, dan Sumber Pembelajaran

a. Media dan Alat: audio/video, speaker ,white board, board marker dan teks

- b. Sumber Belajar: Buku Bahasa Inggris Internet.

#### H. Kegiatan Pembelajaran

| Kegiatan    | Deskripsi  | Alokasi Waktu |
|-------------|--|---------------|
| Pendahuluan | <ol style="list-style-type: none"> <li>1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam</li> <li>2. Mengajukan pertanyaan tentang materi yang telah dipelajari.</li> <li>3. Mengaitkan materi yang telah dipelajari dengan yang akan dipelajari.</li> <li>4. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai</li> <li>5. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</li> </ol>  | 10 menit      |
| Inti        | <ol style="list-style-type: none"> <li>6. Mengamati             <ol style="list-style-type: none"> <li>a. Siswa mengamati sebuah video yang diperlihatkan oleh guru dan mengidentifikasi ungkapan niat yang digunakan dalam video tersebut.</li> <li>b. Siswa dibagi ke dalam 6 kelompok dan masing-masing kelompok terdiri dari 2 orang.</li> <li>c. Siswa menyampaikan ungkapan-ungkapan niat yang didapatkan dari video tersebut.</li> <li>d. Siswa akan dijelaskan tentang apa yang dimaksud dengan practice rehearsal pairs strategy dan pencapaian yang diinginkan.</li> </ol> </li> </ol> | 70 menit      |

|  |   |  |
|--|---|--|
|  | <p>7. Mempertanyakan</p> <ol style="list-style-type: none"><li>a. Memberikan kesempatan kepada siswa untuk bertanya tentang ungkapan niat yang digunakan berdasarkan video.</li><li>b. Memberikan kesempatan kepada siswa untuk bertanya dan merespon jawaban dari kelompok lain.</li></ol> <p>8. Mengeksplorasi</p> <ol style="list-style-type: none"><li>a. Memberikan siswa teks/conversation tentang expressing intention.</li><li>b. Siswa mengidentifikasi expression intention yang ada dalam teks tersebut.</li><li>c. Setiap kelompok secara bergantian membacakan teks/conversation yang diberikan oleh guru kemudian kelompok lain menuliskan expression intention dari teks/conversation tersebut.</li></ol> <p>9. Mengasosiasi</p> <ol style="list-style-type: none"><li>a. Meminta siswa untuk menunjukkan tugas yang telah dituliskan.</li></ol> <p>10. Mengkomunikasikan</p> <ol style="list-style-type: none"><li>a. Meminta siswa perwakilan kelompok menyampaikan intention expression yang didengarkan dari teks yang dibacakan oleh kelompok lain.</li><li>b. Siswa memiliki kesempatan bertanya kepada kelompok yang telah membacakan teks/conversationnya dan kelompok yang ditanya harus siap menjawab pertanyaan dari kelompok lain.</li></ol> |  |
|--|---|--|



|         |  |          |
|---------|--|----------|
| Penutup | 11. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.<br>12. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.<br>13. Menyampaikan rencana kegiatan pertemuan berikutnya | 10 menit |
|---------|--|----------|

### PENILAIAN SIKAP

| No. | Nama Siswa | Religius |    |    |    | Percaya diri |    |    |    | Tanggung jawab |    |    |    | Santun |    |    |    |
|-----|------------|----------|----|----|----|--------------|----|----|----|----------------|----|----|----|--------|----|----|----|
|     |            | BT       | MT | MB | SK | BT           | MT | MB | SK | BT             | MT | MB | SK | BT     | MT | MB | SK |
| 1.  |            |          |    |    |    |              |    |    |    |                |    |    |    |        |    |    |    |
| 2.  |            |          |    |    |    |              |    |    |    |                |    |    |    |        |    |    |    |
| 3.  |            |          |    |    |    |              |    |    |    |                |    |    |    |        |    |    |    |
| ... |            |          |    |    |    |              |    |    |    |                |    |    |    |        |    |    |    |

#### Keterangan

BT : Belum Tampak : 1

MT : Mulai Tampak : 2

MB : Mulai Berkembang : 3

SK : Sudah Membudayakan : 4

#### Rubrik Penilaian Sikap

| Rubrik   | Skor |
|--|------|
| Menunjukkan adanya usaha sungguh-sungguh dalam melakukan kegiatan secara terus-menerus dan ajeg/konsisten          | 4    |
| Menunjukkan ada usaha sungguh-sungguh dalam melakukan kegiatan yang cukup sering dan mulai ajeg/konsisten          | 3    |
| Menunjukkan sudah ada usaha sungguh-sungguh dalam melakukan kegiatan tetapi masih sedikit dan belum ajeg/konsisten | 2    |

|  |   |
|--|---|
| Sama sekali tidak menunjukkan usaha sungguh-sungguh dalam melakukan kegiatan | 1 |
|--|---|

Rubrik penilaian pengetahuan dan keterampilan

| No | Nama | Keterampilan     |                   |                  |                      | Pengetahuan    |                    |                  |
|----|------|------------------|-------------------|------------------|----------------------|----------------|--------------------|------------------|
|    |      | Fluency<br>(1-4) | Accuracy<br>(1-4) | Content<br>(1-4) | Performance<br>(1-4) | Content        |                    | Grammar<br>(1-4) |
|    |      |                  |                   |                  |                      | Vocab<br>(1-4) | Exp. Used<br>(1-4) |                  |
| 1  |      |                  |                   |                  |                      |                |                    |                  |
| 2  |      |                  |                   |                  |                      |                |                    |                  |
| 3  |      |                  |                   |                  |                      |                |                    |                  |
| 4  |      |                  |                   |                  |                      |                |                    |                  |
| 5  |      |                  |                   |                  |                      |                |                    |                  |

**Fluency**

- 4: Berbicara dengan sangat lancar dan intonasi mendekati native speaker
- 3: Berbicara dengan sangat lancar tapi intonasi masih belum mendekati native speaker
- 2: Berbicara dengan lancar dan intonasi masih belum mendekati native speaker
- 1: Berbicara tidak lancar dan intonasi masih belum mendekati native speaker

**Accuracy**

- 4: 90% Pronunciation benar
- 3: 85% Pronunciation benar
- 2: 75% Pronunciation benar
- 1: 65% Pronunciation benar

### Content

- 4: Diksi 90% tepat dan ungkapan sesuai dengan yang diajarkan
- 3: Diksi 80 % tepat dan ungkapan sesuai dengan yang diajarkan
- 2: Diksi 70% tepat dan ada ungkapan sesuai dengan yang diajarkan
- 1: Diksi 60% tepat dan banyak ungkapan sesuai dengan yang diajarkan

### Performance

- 4: Penuh percaya diri dan penyampaiannya jelas
- 3: Percaya diri dan penyampaian jelas
- 2: Kurang percaya diri dan penyampaian kurang jelas
- 1: Tidak percaya diri dan penyampaian tidak jelas

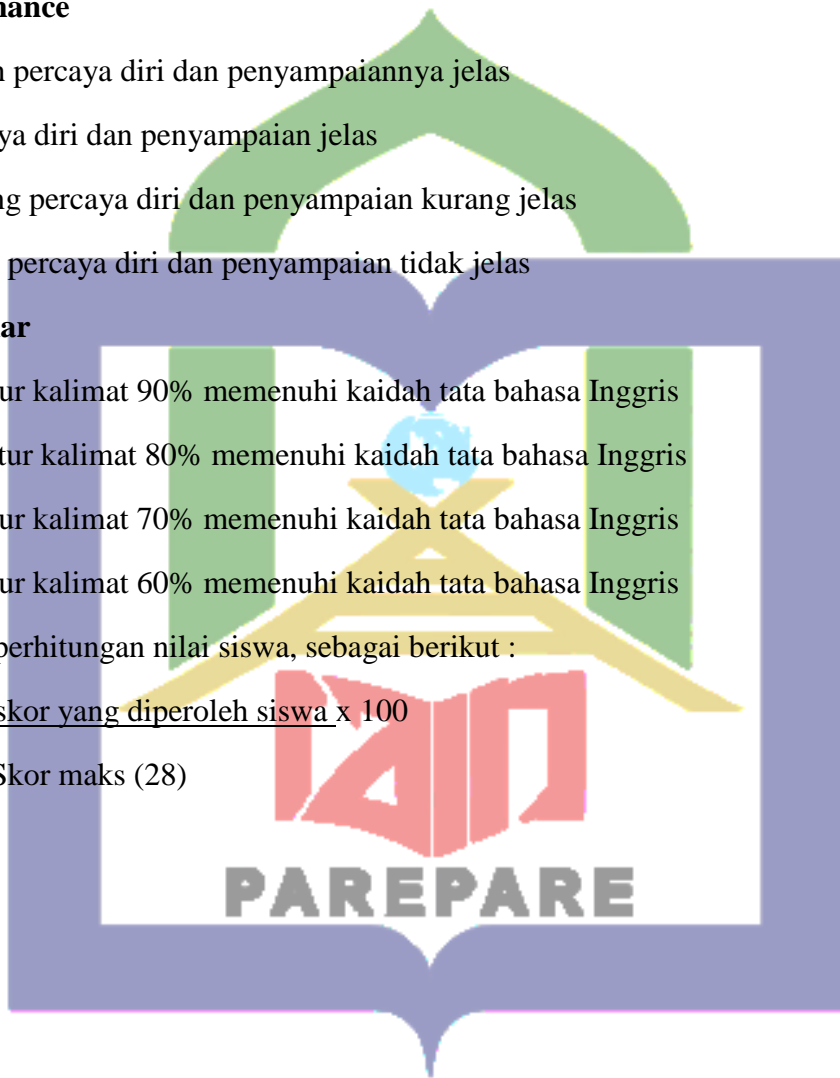
### Grammar

- 4: struktur kalimat 90% memenuhi kaidah tata bahasa Inggris
- 3: struktur kalimat 80% memenuhi kaidah tata bahasa Inggris
- 2: struktur kalimat 70% memenuhi kaidah tata bahasa Inggris
- 1: struktur kalimat 60% memenuhi kaidah tata bahasa Inggris

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maks (28)



**(RPP) 04**

Sekolah : MA DDI Kaballangang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI  
Materi Pokok : Tourism object  
Alokasi Waktu : 2 x 45 Menit

**A. Kompetensi Inti:**

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

**B. Kompetensi Dasar:**

KD 3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

**C. Indikator:**

Pengetahuan :

- i. Siswa mampu memahami pengertian, fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk memberi terkait descriptive text dan tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

- ii. Siswa mampu mengidentifikasi teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

D. Tujuan Pembelajaran:

i. Pengetahuan

Setelah mengamati dan mendiskusikan materi secara lisan tentang materi tourism object, peserta didik dapat memahami fungsi sosial, struktur teks dan unsur kebahasaan yang tepat digunakan dalam memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal .

E. Materi Pembelajaran:

i. Memahami pengertian Tourism Object dan pengertian, tujuan, dan struktur descriptive text

- A **tourism object** is a place of interest where **tourists** visit, typically for its inherent or exhibited natural or cultural value, historical significance, natural or built beauty, offering leisure, adventure and amusement.
- **The Definition and Purpose of Descriptive Text**  
Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.
- **The Generic Structure of Descriptive Text**  
Descriptive text has structure as below:  
Identification; identifying the phenomenon to be described.  
Description; describing the phenomenon in parts, qualities, or/and characteristics.

- ii. Mengidentifikasi teks deskriptif terkait tourism object



- iii.



F. Pendekatan : Scientific learning

Model Pembelajaran : cooperative script

Metode : diskusi, persentase, dan tanya jawab

G. Media, Alat, dan Sumber Pembelajaran

a. Media dan Alat: audio/video, speaker ,white board, board marker dan teks

b. Sumber Belajar: Buku Bahasa Inggris Internet.

H. Kegiatan Pembelajaran

| Kegiatan    | Deskripsi   | Alokasi Waktu |
|-------------|---|---------------|
| Pendahuluan | <ol style="list-style-type: none"> <li>1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam</li> <li>2. Mengajukan pertanyaan tentang materi yang telah dipelajari.</li> <li>3. Mengaitkan materi yang telah dipelajari dengan yang akan dipelajari.</li> <li>4. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai</li> <li>5. Menyampaikan garis besar cakupan materi dan</li> </ol> | 10 menit      |

|      |   |          |
|------|---|----------|
|      | penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas   |          |
| Inti | <p>6. Mengamati</p> <p>e. Siswa mengamati beberapa gambar terkait tourism object yang diperlihatkan oleh guru dan menebak materi berdasarkan gambar-gambar tersebut.</p> <p>f. siswa mengungkapkan apa yang muncul dalam pikirannya setelah melihat gambar-gambar tersebut</p> <p>7. Mempertanyakan</p> <p>c. Siswa memiliki kesempatan untuk bertanya kepada guru jika ada yang tidak dipahami terkait materi tourism object dan descriptive text</p> <p>8. Mengeksplorasi</p> <p>d. Siswa dibagi ke dalam beberapa kelompok</p> <p>e. Setiap kelompok diberikan teks deskriptif dengan tema objek wisata yang berbeda-beda</p> <p>f. Masing-masing kelompok membuat percakapan tentang tourism object.</p> <p>g. Setiap siswa tampil membacakan percakapan yang telah di buat, kemudian berganti peran.</p> <p>9. Mengasosiasi</p> <p>b. Meminta siswa untuk menunjukkan tugas yang telah dikerjakan.</p> <p>Mengkomunikasikan</p> <p>c. Meminta siswa perwakilan kelompok menyampaikan hasil diskusinya.</p> <p>d. Siswa memiliki kesempatan bertanya kepada kelompok yang persentase dan kelompok yang ditanya harus siap menjawab pertanyaan dari kelompok lain.</p> | 70 menit |

|         |   |          |
|---------|---|----------|
| Penutup | <p>10. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.</p> <p>11. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>12. Menyampaikan rencana kegiatan pertemuan berikutnya</p> | 10 menit |
|---------|---|----------|

#### Rubrik penilaian pengetahuan dan keterampilan

| No | Nama | Keterampilan     |                   |                  |                      | Pengetahuan    |                       |                  |
|----|------|------------------|-------------------|------------------|----------------------|----------------|-----------------------|------------------|
|    |      | Fluency<br>(1-4) | Accuracy<br>(1-4) | Content<br>(1-4) | Performance<br>(1-4) | Content        |                       | Grammar<br>(1-4) |
|    |      |                  |                   |                  |                      | Vocab<br>(1-4) | Exp.<br>Used<br>(1-4) |                  |
| 1  |      |                  |                   |                  |                      |                |                       |                  |
| 2  |      |                  |                   |                  |                      |                |                       |                  |
| 3  |      |                  |                   |                  |                      |                |                       |                  |
| 4  |      |                  |                   |                  |                      |                |                       |                  |
| 5  |      |                  |                   |                  |                      |                |                       |                  |

#### Fluency

- 4: Berbicara dengan sangat lancar dan intonasi mendekati native speaker
- 3: Berbicara dengan sangat lancar tapi intonasi masih belum mendekati native speaker
- 2: Berbicara dengan lancar dan intonasi masih belum mendekati native speaker
- 1: Berbicara tidak lancar dan intonasi masih belum mendekati native speaker



**Accuracy**

- 4: 90% Pronunciation benar
- 3: 85% Pronunciation benar
- 2: 75% Pronunciation benar
- 1: 65% Pronunciation benar

**Content**

- 4: Diksi 90% tepat dan ungkapan sesuai dengan yang diajarkan
- 3: Diksi 80 % tepat dan ungkapan sesuai dengan yang diajarkan
- 2: Diksi 70% tepat dan ada ungkapan sesuai dengan yang diajarkan
- 1: Diksi 60% tepat dan banyak ungkapan sesuai dengan yang diajarkan

**Performance**

- 4: Penuh percaya diri dan penyampaiannya jelas
- 3: Percaya diri dan penyampaian jelas
- 2: Kurang percaya diri dan penyampaian kurang jelas
- 1: Tidak percaya diri dan penyampaian tidak jelas

**Grammar**

- 4: struktur kalimat 90% memenuhi kaidah tata bahasa Inggris
- 3: struktur kalimat 80% memenuhi kaidah tata bahasa Inggris
- 2: struktur kalimat 70% memenuhi kaidah tata bahasa Inggris
- 1: struktur kalimat 60% memenuhi kaidah tata bahasa Inggris

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maks (28)

## Appendix 5. Distribution of T-Table

| Df  | $\alpha$ (level of significance) ( <i>one-tailed test</i> ) |       |       |        |        |        |
|-----|---|-------|-------|--------|--------|--------|
|     | 0,25  | 0,10  | 0,05  | 0,025  | 0,01   | 0,005  |
| 1   | 1,000   | 3,078 | 6.314 | 12.706 | 31,821 | 63.657 |
| 2   | 0,816   | 1,886 | 2.920 | 4.303  | 6,965  | 9.925  |
| 3   | 0,765   | 1,638 | 2.353 | 3.182  | 4,541  | 5.841  |
| 4   | 0,741   | 1,533 | 2.132 | 2.776  | 3,747  | 4.604  |
| 5   | 0,727   | 1,476 | 2.015 | 2.571  | 3,365  | 4.032  |
| 6   | 0,718   | 1,440 | 1.943 | 2.447  | 3,143  | 3.707  |
| 7   | 0,711   | 1,415 | 1.895 | 2.365  | 2,998  | 3.499  |
| 8   | 0,706   | 1,397 | 1.860 | 2.306  | 2,896  | 3.355  |
| 9   | 0,703   | 1,383 | 1.833 | 2.262  | 2,821  | 3.250  |
| 10  | 0,700   | 1,372 | 1.812 | 2.228  | 2,764  | 3.169  |
| 11  | 0,697   | 1,363 | 1.796 | 2.201  | 2,718  | 3.106  |
| 12  | 0,695   | 1,356 | 1.782 | 2.179  | 2,681  | 3.055  |
| 13  | 0,692   | 1,350 | 1.771 | 2.160  | 2,650  | 3.012  |
| 14  | 0,691   | 1,345 | 1.761 | 2.145  | 2,624  | 2.977  |
| 15  | 0,690   | 1,341 | 1.753 | 2.131  | 2,602  | 2.547  |
| 16  | 0,689   | 1,337 | 1.746 | 2.120  | 2,583  | 2.921  |
| 17  | 0,688   | 1,333 | 1.740 | 2.110  | 2,567  | 2.989  |
| 18  | 0,688   | 1,330 | 1.734 | 2.101  | 2,552  | 2.878  |
| 19  | 0,687   | 1,328 | 1.729 | 2.093  | 2,539  | 2.861  |
| 20  | 0,687   | 1,325 | 1.725 | 2.086  | 2,528  | 2.845  |
| 21  | 0,686   | 1,325 | 1.721 | 2.080  | 2,518  | 2.831  |
| 22  | 0,686   | 1,321 | 1.717 | 2.074  | 2,508  | 2.829  |
| 23  | 0,685   | 1,319 | 1.714 | 2.069  | 2,500  | 2.807  |
| 24  | 0,685   | 1,318 | 1.711 | 2.064  | 2,492  | 2.797  |
| 25  | 0,684   | 1,316 | 1.708 | 2.060  | 2,485  | 2.787  |
| 26  | 0,684   | 1,315 | 1.706 | 2.056  | 2,479  | 2.7798 |
| 27  | 0,684   | 1,314 | 1.703 | 2.052  | 2,473  | 2.771  |
| 28  | 0,683   | 1,313 | 1.701 | 2.048  | 2,467  | 2.763  |
| 29  | 0,683   | 1,311 | 1.699 | 2.045  | 2,462  | 2.756  |
| 30  | 0,683   | 1,310 | 1.697 | 2.042  | 2,457  | 2.750  |
| 40  | 0,681   | 1,303 | 1.684 | 2.021  | 2,423  | 2.704  |
| 60  | 0,679   | 1,296 | 1.671 | 2.000  | 2,390  | 2.660  |
| 120 | 0,677   | 1,289 | 1.658 | 1.980  | 2,358  | 2.617  |

## Appendix 6. Value of Chi Kuadrat

| dk | Taraf significant |        |        |        |        |        |
|----|-------------------|--------|--------|--------|--------|--------|
|    | 50%               | 30%    | 20%    | 10%    | 5%     | 1%     |
| 1  | 0.455             | 1.074  | 1.642  | 2.706  | 3.841  | 6.635  |
| 2  | 1.386             | 2.408  | 3.219  | 4.605  | 5.991  | 9.210  |
| 3  | 2.366             | 3.665  | 4.642  | 6.251  | 7.815  | 11.341 |
| 4  | 3.357             | 4.878  | 5.989  | 7.779  | 9.488  | 13.277 |
| 5  | 4.351             | 6.064  | 7.289  | 9.236  | 11.070 | 15.086 |
| 6  | 5.348             | 7.231  | 8.558  | 10.645 | 12.592 | 16.812 |
| 7  | 6.346             | 8.383  | 9.803  | 12.017 | 14.067 | 18.475 |
| 8  | 7.344             | 9.524  | 11.030 | 13.362 | 15.507 | 20.090 |
| 9  | 8.343             | 10.656 | 12.242 | 14.684 | 16.919 | 21.666 |
| 10 | 9.342             | 11.781 | 13.442 | 15.987 | 18.307 | 23.209 |
| 11 | 10.341            | 12.899 | 14.631 | 17.275 | 19.675 | 24.725 |
| 12 | 11.340            | 14.011 | 15.812 | 18.549 | 21.026 | 26.217 |
| 13 | 12.340            | 15.119 | 16.985 | 19.812 | 22.362 | 27.688 |
| 14 | 13.339            | 16.222 | 18.151 | 21.064 | 23.685 | 29.141 |
| 15 | 14.339            | 17.322 | 19.311 | 22.307 | 24.996 | 30.578 |
| 16 | 15.338            | 18.418 | 20.465 | 23.542 | 26.296 | 32.000 |
| 17 | 16.338            | 19.511 | 21.615 | 24.769 | 27.587 | 33.409 |
| 18 | 17.338            | 20.601 | 22.760 | 25.989 | 28.869 | 34.409 |
| 19 | 18.338            | 21.689 | 23.900 | 27.204 | 30.144 | 36.191 |
| 20 | 19.337            | 22.775 | 25.038 | 28.412 | 31.410 | 37.566 |
| 21 | 20.337            | 23.858 | 26.171 | 29.615 | 32.671 | 38.932 |
| 22 | 21.337            | 24.939 | 27.301 | 30.813 | 33.924 | 40.289 |
| 23 | 22.337            | 26.018 | 28.429 | 32.007 | 35.172 | 41.638 |
| 24 | 23.337            | 27.096 | 29.553 | 33.196 | 35.415 | 42.980 |
| 25 | 24.337            | 28.172 | 30.675 | 34.382 | 37.652 | 44.314 |
| 26 | 25.336            | 29.246 | 31.795 | 35.563 | 38.885 | 45.642 |
| 27 | 26.336            | 30.319 | 32.912 | 36.741 | 40.113 | 46.963 |
| 28 | 27.336            | 31.391 | 34.027 | 37.916 | 41.337 | 48.278 |
| 29 | 28.336            | 32.461 | 35.139 | 39.087 | 42.557 | 49.588 |
| 30 | 29.336            | 33.530 | 36.250 | 40.256 | 43.773 | 50.892 |

## Appendix 7. Documentation







**MADRASAH ALIYAH  
PONDOK PESANTREN MANAHILIL ULUM ADDARIYAH  
DDI KABALLANGANG KABUPATEN PINRANG  
SULAWESI SELATAN**

*Alamat : Kampus : Jl. Poros Pinrang-Polman Km.15 Tlp. (0421) 3913069 Kode Pos 91253*

**SURAT KETERANGAN PENELITIAN**

NOMOR : 43 / D / MA / VII / 2018

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga Institut Agama Islam Negeri (IAIN) Pare-pare No.B-107/Sti.08/PP.00.9/05/2018, Tanggal 03 Mei 2018 tentang izin melaksanakan penelitian dalam rangka melengkapi salah satu persyaratan penyusunan skripsi yang bersangkutan,. Maka yang bertanda tangan dibawah ini :

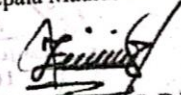
Nama : Zainuddin, S.Pd.I  
NIP : -  
Jabatan : Kepala Madrasah Aliyah DDI Kaballangan  
Alamat : Kaballangan

Menerangkan dengan sesungguhnya :

Nama : Mutmainnah  
Nim : 14.1300.004  
Jurusan/Prody : Tarbiyah/Pendidikan Bahasa Inggris  
Program : Strata Satu (S1)

Benar yang bersangkutan tersebut diatas telah selesai mengadakan penelitian di MA DDI Kaballangan di desa Kaballangan Kab.Pinrang,mulai pada tanggal 08 mei s/d 02 juli 2018 dengan judul" **THE IMPELEMENTION OF PRACTICE REHEALSAL PAIRS STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS AT THE EIGHT GRADE OF MA DDI KABALLANGAN**"  
Demikian surat keterangan penelitian ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

من الله المستعان وعليه التكلان

Kaballangang,07 Juli 2018  
Kepala Madrasah  
  
**ZAINUDDIN, S. Pd.I**

**Tembusan Yth:**

- Lembar satu untuk siswa beserta lapornya
- Lembar dua Kepala Dinas Pendidikan dan kebudayaan Kab.Bulo
- Lembar tiga Untuk seksi Madrasah kab.Pinrang

### ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Mutmainnah  
 The Tittle of Skripsi : The Implementation of Practice-Rehearsal  
 Pairs Strategy to Improve English Speaking  
 Skills at the Eight Grade of MA DDI  
 Kaballangang  
 Student Reg. Number : 14.1300.004  
 Department : Tarbiyah and Adab  
 Study Program : English  
 By Virtue of Consultant Degree :SK Ketua Jurusan Tarbiyah dan Adab  
 No./Sti/ 08/PP.00.9/2636/2017

Has been legalized by

Consultants

Consultant : Drs. Ismail, M.M. (.....)  
 Nip : 19631207 198703 1 003  
 Co- Consultant : Mujahidah, M.Pd. (.....)  
 Nip : 19790412 200801 2 020

Approved by

Plt. The Chairman of Tarbiyah and Adab Department



**Bahtiar, S.Ag., M.A.**  
**NIP. 19720505 199803 1 004**



**PEMERINTAH KABUPATEN PINRANG  
SEKRETARIAT DAERAH**

Jln. Bintang No. 01 Telp (0421) 923 056 – 922 914 - 923 213  
**PINRANG**

Pinrang, 04 Mei 2018

Kepada

Nomor : 070 / 242 / Kemasy.

Yth Kepala MA DDI Kaballangang

Lamp. : -

di-

Perihal : Rekomendasi Penelitian.

Kaballangang.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga Institut Agama Islam Negeri (IAIN) Parepare Nomor : B-107/Sti.08/PP.00.9/05/2018 tanggal 3 Mei 2018 Perihal Izin Melaksanakan Penelitian, mahasiswa atau peneliti di bawah ini :

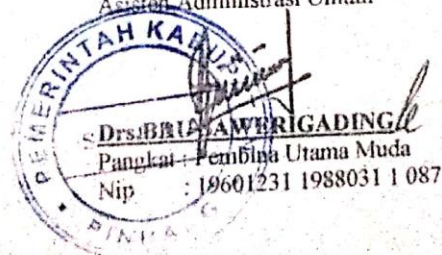
Nama : MUTMAINNAH  
Nim : 14.1300.004  
Jenis Kelamin : Perempuan  
Pekerjaan/Prog Study : Mahasiswi /Pend. Bahasa Inggris  
Alamat : Dusun Batri, Desa Kaballangang,  
Kec. Duampanua, Kab. Pinrang  
Telephone : 085395855909.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul "THE IMPELEMENTION OF PRACTICE - REHEARSAL PAIRS STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS AT THE EIGHT GRADE OF MA DDI KABALLANGANG" yang pelaksanaannya pada tanggal 08 Mei s/d 02 Juli 2018.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang surat rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH  
Asisten Administrasi Umum



**Tembusan:**

1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas P & K Kab. Pinrang di Pinrang;
5. Kepala Badan Keshang dan Politik Kab. Pinrang di Pinrang;
6. Plt Wakil Rektor Bidang APL IAIN Parepare di Parepare;
7. Camat Duampanua di Lempur;
8. Yang bersangkutan untuk diketahui;
9. Arsip.



## CURRICULUM VITAE



**MUTMAINNAH**, the writer was born on January 2<sup>nd</sup> 1997 in Batri. She is the first child from four children in her family. From the couple, Arifai and Sanawati. She has one sister and two brothers, her sister name is Nur Afifah and her brothers name are Muh. Nur Faizin and Abd. Rahmat.

She began her study in MI DDI Kaballang and graduated on 2008. She decided to continue her study at SMPN 3 Duampanua and finished her Junior High School on 2011. After that, she is registered as a student in SMAN 1 Duampanua but now it was changed become SMAN 2 Pinrang and graduated on 2014. In the same year she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. During she study in IAIN Parepare. She actives in Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare 2014-2018. Also active in one of community Skholatanpabatas in 2015-2016. Finally, on 2018 she completed her skripsi with the tittle “The Implementation of Practice-rehearsal pairs Strategy to Improve English Speaking Skills at The Eight Grade of MA DDI Kaballangang”.