



The Impact of Rehearsal Pair Practice on Students Speaking Ability and Motivation

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ABSTRACT

Speaking ability is the skill as one the language skills. It needs more application or practical instead of the theory. Some the second year's students of Polytechnic LP3I Padang get problem with speaking ability and motivation. This happens because of speaking English was still a major issue for students. Students have problem with learning motivation or speaking motivation. There are some good ways to solve the student's problem speaking ability and motivation, one of them is by using the rehearsal pair practice. It is assumed that this method has the effect toward speaking ability and motivation of students. This study will be carried out at the Polytechnic LP3I Padang for the second-year students. It is assumed that the impact of rehearsal pair practice on students' ability to communicate, and motivation and as well as it has the effect toward both the students' speaking ability and motivation.

Keywords: *Rehearsal Practice, Ability to Communicate and Motivation.*

1. INTRODUCTION

Speaking ability is one of the communication skills at least between two people. They interact to deliver their ideas of concepts in the mind, feeling, and emotional one another. Therefore, in the speaking there will be the speaker and the listener [1]. Speaking in English means the speaker delivers his or her ideas or opinion, feeling and emotional in this language. The listener then will be able to understand he or she has the same background, social and language background, with the speaker.

Talking about the speaking English concept and speaking for teaching and learning English purpose, that one of the four major abilities in this language is speaking. The students are able to engage in process learning by speaking in the class; they interact and communicate among them and with their teacher. They also exchange ideas, thoughts, feelings, opinions, and messages among themselves and with others in the group oral language.

As mentioned above that speaking is an oral communication that demonstrates how well the speaker can arrange words to convey his or her thoughts and comprehended by the audience. Speaking enables one to evaluate the meaning of oral language used by others. Furthermore, speaking is an important part of

communication because it allows people to easily engage in converse with people, exchange their ideas, opinions, and information. Speaking is a collaborative process of construction that requires producing, receiving, and information processing [2]. The four English skills cannot be separated. One of the four abilities listed above is the ability to speak. The most significant aspect in language learning success may be speaking ability. Speaking instruction in the English class has been common in Indonesia from lower school education to the university level. The teacher, the lecturer and the speaking instructor must know the purpose of public speaking instruction, in which introduced speaking as the skills and how the speakers (the students) can do communicate efficiency [3]. This implies that all students must be able to communicate effectively, maximizing their present degree of competence.

Success in teaching and learning speaking depends on several factors, including the approach taken to teach English, the extent to which learning is supported, the availability of engaging media, and the state of the learning environment in the classroom. However, mastering this ability is a difficult task. The reality is that many students are still unable to communicate in English, despite years of study. There are a few issues contribute to the small number students speaking. We are all aware that not every student can talk. Speaking

means saying something expresses thoughts or opinions [4]. To express is to create a feeling or thought known through mind or senses. An idea is a strategy or thought that occurs in the mind and how to behave fluently.

Physical stages are distinct sections of a process that are comprised of actual elements that can be handled or observed. The most essential goal in language acquisition is to speak the target language; that the development of the learners' oral production reflects their success or failure in learning the language [5]. I agree with the concept. Speaking as an active productive skill that involves verbal production like other form of verbal change, speech communication is frequently face to face and partially interactive.

Good students in speaking English assumed that they come from good English class that handled by good English teacher or lecturer in English teaching and learning. They understand and apply the good teaching speaking activity.

For many English speakers in Indonesia, a teacher or instructor with strong English-speaking abilities will be required. They will be helpful for his or her students [6]. This kind of teacher constantly evaluates their methods for teaching languages and assesses how much they think their students' spoken language abilities have improved. Furthermore, speaking proficiency is one of the five skills that every student should acquire. Further, for the good speaking result, the English class must update the Communication and collaboration, as well as language boundaries, has become essential in the diverse character of students. Mutually beneficial relationships are an essential component of business success [7].

According to preliminary observation at second year students of polytechnic LP3i Padang Speaking English was still a challenge for students. Before talking about the speaking point, firstly the writer viewed the students' learning motivation or speaking motivation.

In all aspect of life that motivation holds the very important drive. The psychological components of students, including motivation, are another factor that contributes to effective teaching and learning. In order to complete learning activities and maintain the purpose of the subject matter in educational settings, motivation is a necessary inner foundation. One of the key elements in motivating a student to advance more rapidly and effectively is an example of motivation. The motivation can be intrinsic—coming from within the students—or extrinsic—coming from sources other than the students. Anyone who is intrinsically motivated will feel a strong responsibility to learn. On the other hand, extrinsically motivated individuals depend on external factors to be enthusiastic about their studies.

Other info that the author that student's motivation rather low. When they are asking question in English,

they have no idea to respond in English. When following speaking class, they were reluctant to speak. For this they need to have speaking or learning motivation.

After talking about motivation, now about the factor that influence students speaking ability. Speaking was challenging for students due to a few factors. First, the students continued to make fluency mistakes. The capacity to talk effectively and swiftly is known as fluency. Automatic decoding will be performed by fluent speakers and allowing them to concentrate on the meaning of the language. A fluent speaker can recognize and comprehends words at the same time. Understanding is related in some way to spoken fluency. In other words, students who are not fluent in English struggle to understand what they hear. When the students were asked to say, one of the words or sentences, and the second pronunciation. It allows students to express themselves more clearly when they speaking in good pronunciation. It is a phonetic process that refers to grammatical sections made up of components, rules that decide how the sounds and grammatical structures of a language evolve.

Phoneme and super-segmental characteristics are two aspects of pronunciation. It might be challenging to understand speakers who regularly pronounce a group of phonemes incorrectly for speakers from other language communities [8], they stated with incorrect pronunciation. Third, students showed little enthusiasm in communication. The pupils did not participate fully in the speaking activity. Speaking was perceived as a dull activity by the students. They unwilling to do the speaking task either. They preferred other activities to performing than speaking assignment.

When the instructor asked them to make a group or pair conversation, the majority of them preferred chatting with their classmates in Indonesian. Fourth, the students lacked self-assurance. They were hesitant to voice their opinions out of concern of making mistakes. It reduces the students' confidence and ability to speak English and, the students rarely contribute new ideas, point of view, or information. It indicates that the learner did not have sufficient time to talk and implement what they had learnt. As a result, students will be passive when learning English. Fifth, vocabulary. The right vocabulary is what is used in communication when we talk about vocabulary. Without enough vocabulary, they are unable to effectively express themselves verbally and in writing. Another barrier preventing language learning is a small vocabulary.

To ensure that students have great success learning vocabulary, language teachers need to have a thorough understanding of how to run engaging classrooms. Nothing can be said or implied without grammar and without vocabulary.

As a matter of fact, that students' low speaking skill need to be helped. There are a lot of approaches to help them. They are such as: Encourage students to engage in conversation, demonstrate keep eye contact, and remind them to speak up, explain tone nuances, and pay attention to their listening skills, create a class booklet with students' phrases and questions to improve comprehension. Ask students to forecast possible outcomes: "What will occur? How did you find out?", rehearsal pair, and so on. All those methods or strategies are assumed significantly to help students, speaking skill.

The writer himself is also interested to apply all those strategies to help his students who have problem with the low speaking skill. Nevertheless, for this current research he is going to apply the "rehearsal pair" to help his students in improving their speaking skill, as the reason that the writer knows enough about "what to do and how to apply the rehearsal pair to increase his students' poor speaking abilities.

The author's occupation is the English lecturer, he tries to put his teaching strategy into action in learning English, particularly speaking and also to encourage the student's learning motivation. Practice Rehearsal Pair strategy is one of the tactics that can be used. This strategy assumed is also able to develop students speaking motivation. The researcher's interest in using this strategy has specific justifications in that it has not yet been implemented at polytechnic LP3I Padang. Rehearsal Practice Pairs is one of active learning tactics that involve practicing a skill or procedure with a friend by performing the exercise repeatedly while using the information to learn about it. The implementation of Practice Rehearsal Pair is assumed to be able to provide student in order to improve their speaking ability.

2. REVIEW RELATED LITERATURE

The Rehearsal Pairs Practice (RPP) is a strategy that allowed students to practice each other's understandings according to their prior experience. Silberman [9] states dividing students into pairs was the effective and efficient to improve student learning outcomes and curiosity. The learning process using this method places a strong emphasis on practice and communication with others, channels their opinions, increases knowledge of the subject matter, trains students to think critically, boosts learning motivation, and assists students in better understanding and remembering learning content.

The steps of the Rehearsal Pairs Practice used in the learning process were as follows: 1) The teacher selects one skill topic (learning material) for students to study.; 2) The teacher divides the students into pairs and assigns them to one of two roles: explaining or demonstrating and observing. 3) Students who had assignments like described would explain the content to

their group members, and the other members would listen to and evaluate the friend's explanation to see if there was anything would later add; 4) Roles were switched between couples, and the second demonstration displayed various abilities. 5) The practice was continued until all group members had a turn in their allocated roles and had mastered the learning content.

The impact of applying "practice rehearsal pairs", namely the impact for improving student's speaking ability and for student's motivation. Learning strategy means the learner's specific action in understanding the subject during his or her personal learning. Therefore, there a lot of the learning strategies available, one of them are "Rehearsal Pairs Practice". This strategy or method has been explained in the previous part.

Learning strategies certainly benefit or "good impact" for the students. This method works best with psychomotor or practical elements. This method in contrast is not appropriate for use in theoretical material. Speaking activity is part of practical process; therefore, this strategy is very recommended [10].

Rehearsal Pair Practices has another impact, it is able to increase the students' participation, it can foster good reliance, develop all group members into strong individuals, and promote accurate and non-ambitious communication among students. If the students were inactive, there would have been only a few ideas [11]. As a result, it would take a long time, giving rise to the negative impression that if the group members did not adjust to the group, they would lose their personal characteristics or distinctiveness.

Rehearsal Pairs Practice will have Roles were switched between couples, and the second demonstration displayed various abilities. strategy has some impact toward student's motivation, if the teaching and learning activity in the form of students centred. This method will make students who actively assist and motivate one another to achieve success together, improves students' argumentative abilities and encourages students to explore and express their views and thoughts. On the other hand, because there are several student groups, the negative influence of this strategy must be monitored. More time should be allotted for in-depth discussion, which should be supported by teachers and have supervisors in providing the explanation.

The benefit of rehearsal practice pair for improving students' motivation that Rehearsal Pairs Practice is a straightforward model of learning for practicing a skill or procedure with a classmate [12]. Students are more liberated to ask questions of friends or share knowledge, which helps learning. This method can help students remember the information the lecturer has given them. Finally, the use of RPP approaches improves students'

learning results in the affective and psychomotor domains.

Rehearsal Pair Practice is one of good methods in teaching speaking that assumed has the good effect or impact. It is recommended that teachers and lecturers use this method to help students improve in both their speaking ability and motivation.

3. METHOD

The purpose of this study was to investigate the effect of RPP on students' speaking abilities and motivation at polytechnic LP3I Padang. Only experimental research may test hypotheses in order to demonstrate cause-and-effect linkages [13]. The experimental design must include an experimental group and a control group. In this study, both groups were distributed in various ways in order to ensure a random selection. either the experimental or control groups. The experiment group received a treatment using the Rehearsal Pair Practice Strategy, while the control group did not.

This was an experimental study that was related to the theories mentioned above. This study's population consisted of second-grade students at Politeknik LP3I Padang 2022/2023 academic year which consist of two classes. There are 102 second grade students in total. Cluster Random Sampling was used to select the sample. The researcher recruited 50 students and placed them into two groups: control and experimental.

During data collection, it needed the pre-research activity for obtaining the data speaking test/speaking assessment. Then the researcher has the treatment activity, the treatment for this research that the experiment class will be given the teaching and learning activity using practice rehearsal pairs. The authors here will take field note, denotes to the stages of indicators of implementing the method of Rehearsal Pairs Practice.

After conducting speaking activity for improving using the method of Rehearsal Pairs Practice, students' motivation and speaking skill can be improved, the research wanted to observe how this approach affects the motivation and communication skills of the students. The questionnaire is designed based on indicator of questionnaire for speaking ability, motivation and practice rehearsal pair.

Information was gathered using quantitative analysis as a data analysis technique. Then for research procedures, it used the experimental procedure checklist then analysing data to see whether the hypothesis answered or not.

4. FINDING AND DISCUSSION

4.1. Finding

Following data collection, the researcher analysed the data, which is shown in table 1 below.

Table 1. The student performance statistics

Item of Data	Experimental group	Control group
Total score	1896	1816
Higher score	84	80
Lowest score	56	52
Mean	70.22	67.25

The researcher discovered the following findings based on data analysis:

1. The students benefited from the Practice Rehearsal Pairs Strategy because it significantly improved their speaking ability and motivation.
2. The results revealed that the control group had a mean score of 67.25 in addition to a standard deviation of 3.67. The experimental group's mean score was 70.22, with a standard deviation of 5.00.
3. Additionally, it was discovered that using Practice Rehearsal Pairs in the classroom encouraged participation in speaking instruction and improved motivation.

Table 2. Sums of Score, Mean of Score of Post Research

Item of Data	Experimental Group	Control Group
$\sum X$	1896	1816
N	27	27
\bar{X}	70.22	67.25
$\sum X$	1896	1816

Following data calculation, hypothesis testing revealed that the calculated t-value was 5.12, while t-table was 2.05. It is possible to say that H_1 was accepted while H_0 was rejected. Because Practice Rehearsal Pairs improved students' speaking abilities more than conventional technique, it can be concluded that using Rehearsal Pairs Practice to teach students about speaking has a significant effect.

4.2. Discussion

One of the skills that emphasizes more between students to a certain practice skill is rehearsal pairs practice. This means that students are not expected to understand a single theory while learning. In real life, the active skill serves as a form of preparation.

Practice is one of the methods derived from active learning, which detailed how this approach is used to practice a skill or procedure with a friend by repeating an exercise that uses the material to learn it." Furthermore, [14] states " Rehearsal Pairs Practice is a basic approach for practicing and repeating a procedure with a few abilities or learning by switching roles."

Practice Rehearsal Pair strategy has been employed in some studies; they are as follows:

1. Uska [15] found that the results revealed that the RPP model is the average worth of learning outcomes was greater in comparison to the contextual model's average value of learning outcomes.

2. Mutmaidah and Mujahidah [16] discovered that the students' speaking skills had improved. The students' mean post-test score (65.10) was greater than their pre-test score (30). Even at a level of significance (p) of 5% and $df = 21$, the table value is 1.725, whereas the t-test value is 3.45.

3. Sidik [17] found that the use of the students' speaking scores are predicted to improve as a result of their rehearsal pairs practice. An analytical the students' speaking ability was assessed using a rating score that encompassed four speaking components. on a 1-5 scale: Pronunciation, Vocabulary, Grammar, and Fluency.

4. Then, Reza [18] claimed that constructed on the analysis of data, $t_{\text{calculation}} = 5.12$ and $t_{\text{table}} = 2.05$. Since $t_{\text{calculation}} (5.12)$ is bigger than $t_{\text{table}} (2.05)$, H_0 can be rejected and H_1 was accepted, implying that The Rehearsal Pairs Practice technique has a substantial impact on speaking skills SMAN 2 Lubuk Alung students.

5. Based on her findings, Mega [19] stated that it is possible to draw the conclusion that Rehearsal Pairs Practice is an efficient method for teaching speaking with university students that participated in the Language Laboratory's TOEFL Training Class at STKIP Muhammadiyah Bangka Belitung. The method's is determined by the level of the students' motivation.

The prior studies have the some connections and transformations as the present study. The pairs is in common to all previous studies. However, the highlighting is different from the previous studies. The present study focuses on speaking's ability and inspiration.

According to explanations of some experts above, Rehearsal Pairs Practice did influence students' speaking ability. It is obvious from the study's findings conducted at Politeknik LP3I Padang. The t - computed 5.12 result was greater than the t - table 2.05. It is possible to conclude the hypothesis was accepted. It means that the class taught using Rehearsal Pairs Practice had a greater impact on speaking ability and motivation than the class taught using conventional techniques.

To summarize, several reasons may have contributed to the finding that employing the RPP Strategy had a bigger contribution and a more substantial influence on students' speaking skill and motivation than traditional techniques.

5. CONCLUSION

The goal of this study, according to the findings, was to investigate the impact of employing the Rehearsal Pairs Practice Strategy on students' speaking ability and motivation at Politeknik LP3I Padang. According to the findings of this study, students' speaking skill differed significantly before and after using with Rehearsal Pairs Practice Strategy.

In conclusion, in applying Rehearsal Pairs Practice, the students have improved their speaking's ability and motivation in the learning process especially in their achievement of performance in front of the class. Because in Rehearsal Pairs Practice, students more focus and intense each other in learning process.

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