

Applying Practice Rehearsal Pairs: Improving Students' Speaking Skill Viewed From Motivation

Iful Rahmawati Mega

STKIP Muhammadiyah Bangka Belitung

iful.rahmawati@stkipmbb.ac.id

Abstract. This article refers to an experimental research about the effectiveness of Practice Rehearsal Pairs Method to teach speaking at TOEFL Training Class of Language Laboratory in STKIP Muhammadiyah Bangka Belitung. The population of this research is the university students who took TOEFL Training Class of Language Laboratory in STKIP Muhammadiyah Bangka Belitung. The sample of this research consists of two classes; class A was used as the experimental group treated by using Practice Rehearsal Pairs, and class B as the control group treated by using lecture method, each class consists of 30 students, so the total sample is 60 students. The sampling technique used is purposive sampling. The instruments used to collect the data are students' motivation questionnaire and speaking skill test. The data were analyzed by using multifactor analysis of variance (ANOVA 2X2) and Tukey test. Based on the results of the analysis, the findings of this research are: (1) Practice Rehearsal Pairs is more effective than lecture method to teach speaking; (2) the students with high level of motivation have better speaking skill than those with low level of motivation; and (3) there is an interaction between teaching methods and students' level of motivation to teach speaking. Based on the above findings, it can be concluded that Practice Rehearsal Pairs is an effective method to teach speaking for the university students who took TOEFL Training Class of Language Laboratory in STKIP Muhammadiyah Bangka Belitung". The effectiveness of the method is influenced by the students' level of motivation.

Keywords: *practice rehearsal pairs, motivation, speaking skill*

1. Introduction

Entering the industrial era 4.0, English has important role. This, English is used to improve communication and technology. The role of English is needed both in mastering technology communication and direct interaction. As a means of global communication, English must be actively mastered both oral and written. So that, as a professional teachers, they have to master their English competence, while students also need to improve their English skills. In Indonesia, English as a foreign language, has been taught since elementary to university.

Furthermore, in language teaching, especially for teaching as a foreign language, teachers mostly expand much of the time on appropriate teaching and learning process. This is the way teachers help their students enhance their way of speaking. Teachers should use media or method of teaching to build the students idea, to deliver their idea to individual peers, group, and whole class. Classroom speaking activity is an activity that leads students to speak up. Speaking activities, in which students try to see any languages they know, provides feedback or respon for both teachers and students. According to

McNamara (2000) says that speaking performance requires students to be involved in real language situations through communication or interaction. Good speaking activities as well as good communication should be extremely supported by proper teaching method which allows students participate and the teachers give feedbacks or responses. As stated in Hughes (2002), the teaching of speaking depends on the existence of classroom culture of speaking and that classrooms need to become "talking classroom". This will provide students with confidence when speaking activity is a regular feature of lesson. Immediately, students' speaking skill will be enhanced. In the classroom, teachers must encourage the real communication through proper learning activities. Many activities can be designed to make speaking elements lively in creating the situation. Brown (2004) speaking is a productive skill that can be directly and empirically observed, which necessarily compromises the reliability and validity of an oral production test. In addition, Galloway (2008) claims that speaking the target language is the most important goal in language learning. Both teachers and students can provide suggestions for students' speeches. Giving response and feedback can increase and improve students' speaking skill. To do this, the teachers need to apply an interesting teaching method, so that it can enhance students' learning.

Based on the problems in the field, the researcher found that: 1) the teacher is dominant in teaching speaking, 2) the teachers use conventional method, 3) the students' motivation in engaging the learning process is low, 4) the students lack

of enthusiasm in joining the learning activities, 5) the students are afraid to give the response, 6) the students feel nervous when asking some questions, 7) the students feel shy when answering to the teacher's questions. These findings show that students' motivation in learning English speaking is still low. This lack of students' motivation is because of the monotonous teaching method that is used by the teachers, so the students do not interest to gain the teaching and learning process.

In teaching and learning process, the teachers tend to use a deductive strategy in teaching speaking, in which they start the lessons by giving the material and accompanied with examples of rule application in conversation of speaking. Teacher uses the traditional method that is lecture method. According to Flight (2003), a lecture is an oral presentation intended to present information or teaches people about a particular subject, for example by a university or college teacher. This kind of routine instruction may result in the students' boredom which gradually discourages them and, as a result they cannot maximize their learning outcome. Some of the teachers in the schools use the monotonous teaching method; it is traditional method that is only focused on teacher-centered activities. The students also are not active in teaching and learning process.

To build the students' motivation, the teachers need to create cooperative method that can be applied in teaching and learning process. A kind of cooperative learning will suit to solve this teaching and learning problem. To provide the creative teaching and learning in teaching speaking,

there are a lot of modern learning models and interesting learning methods. According to Dornyei (1997), in cooperative learning (CL) students settle small groups in order to achieve common learning goals via cooperation. Cooperative learning has a lot of models; one of them is Practice Rehearsal Pair (PRP). According to Zaini et al (2008) states that Practice Rehearsal Pairs is a simple learning model that can be used to practice a skill or procedure with a classmate aimed at ensuring that each partner can perform the skills correctly. While Silberman (2009) states that the language practice rehearsal pairs means practice exercise in pair. Whereas according to the term practice rehearsal pairs are a simple method used to practice a skill or procedure with a learning partner. In addition Silberman (2009) stated that practice rehearsal pair as purpose to train conversation or procedure with partner, and convince that both of the partners can do conversation or procedure. This means that some students are grouped into sections and they are required to actively practice a particular skill, so that each group works together. In accordance with the terms of the PRP model above, it can be concluded that PRP is a simple learning model that can be used to practice a skill or procedure with a classmate. This modern method can make students motivated and interested in learning materials.

Another factor that makes teaching and learning successful is from students' psychological aspects, one of them is motivation. Motivation is an inner base to achieve learning activity so the aim of the subject material can be maintained in educational circumstances, motivation is

one of the very important factors to encourage a learner to learn more rapidly and effectively. The motivation may come from the learners themselves that is the intrinsic, or outside of the learners, that is, the extrinsic. For those who have intrinsic motivation, they will have strong responsibility to learn. On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on the conditions outside themselves.

Considering the background above, the writer formulates the problems of this study as follows: (1) is the use of PRP method more effective than lecture method to teach speaking to the university students who took TOEFL Class of language laboratory in STKIP Muhammadiyah Bangka Belitung?; (2) do the students with high motivation have better speaking skill than those who have low motivation?; (3) is there any interaction between teaching methods and levels of motivation in teaching speaking?

To provide an English speaking environment, teacher should encourage effective communication in daily life, by practicing effective expression, mastering vocabulary, giving sample opportunities that language use to describe, comparing and relating experience, sharing thought and feeling. According to Scott (2005) speaking is a part of daily activity that we do in our communication. It means that speaking is the important aspect in our life and our daily activity. Louma (2004) stated that speaking is technical term that refers to one of the various skills that language learner language should develop and have. In line with Lazaraton (2001) propose that "the ability to speak a language is synonymous with the knowing the

language since speech is the most basic means of human communication. Means that speaking is the most difficult skill in language learning, the learner must learn the basic of human communication to speak with other people using English, and it is better to practice in using English speak in daily communication. In teaching speaking for TOEFL Class, teaching is a process to give guidance the students to achieve the goals. Teaching is exciting job, the teachers can use some references to choose some techniques of teaching in their classroom. But, on the other hand, teaching is not easy to do, teachers should do much things of their work before starting the teaching and learning process. Nunan (2003) said that teaching speaking as a foreign language is anything but simple. Holding students to speak in class can be extremely easy. In a good atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topics. If the students are participating fully, and the teachers has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction and feel delightful from this activity. There are five principles of teaching speaking suggest by Bailey (2003), they are: 1) awareness of the differences between second language and foreign language learning contexts; 2) Provision of practice with both fluency and accuracy; 3) the importance of group work or pair work, and limiting teacher talk; 4) involving negotiation for meaning; 5) involving guidance and practice in both transactional and interactional speaking. In teaching, there are some indicators of speaking can be inferred by considering the

aspects of speaking proposed by some experts. According to Richards and Renandya (2002) present a table for converting scores on the various scales to a composite total score which can be converted to a rating on the overall five levels namely accent, grammar, vocabulary, fluency, and comprehension. While Lazaraton (2001) claims that speaking needs an active interaction between a speaker and a listener as the process of building and sharing meaning involving the components of pronunciation, grammar, vocabulary, fluency, and comprehension. From the experts above, the researcher adopts Lazaraton's view of speaking aspects, they are fluency, vocabulary, grammar, pronunciation, and comprehension. From these aspects, the researcher drawn the indicators of speaking; they are 1) fluency (speak smoothly and meaningfully); 2) vocabulary (use appropriate vocabulary); 3) grammar (use grammar correctly); 4) pronunciation (have very clear pronunciation); 5) comprehension (ease in comprehend of communication).

To teach those all materials, the researcher chose Practice Rehearsal Pair (PRP) for experimental class, while Lecture Method for control class. Based on reserach that conducted by Zamroni (2017) practice rehearsal pair is a simple method used to practice a skill or procedure with a learning partner. This means that some students are grouped into sections and they are required to actively practice a particular skill, so that each group works together. It can be concluded that PRP is a simple learning model that can be used to practice a skill or procedure with a classmate. With the friends learn, students are more encouraged

to improve learning and free to share knowledge or ask with friends learn, and can improve students' recall of the material that has been presented by the lecturer. Therefore, applying PRP learning method has a significant effect to students learning outcome. While the research results conducted by Aswita and Sutarno (2016) stated that practice rehearsal pairs is more effective than conventional method, by applying PRP methods the students increase their learning outcomes in the affective and psychomotor aspects. Based on that definition, practice rehearsal pair is an effective simple method that is used to practice a skill to increase students' learning outcome. In applying practice rehearsal pair, there are some steps that stated in Zaini, Munthe, and Aryani (2008), they are: 1) teachers choose one skill that will be learned by the students; 2) teachers make a group; 3) students who lead as demonstrator explain the materials, while the observer has to observe and assess the explanation from their partner; 4) the partner switch role, 5) continuity activity process until all skill is proven. This PRP method has some advantages, they are students centered, it makes students actively helping and motivating spirit to succeed together, it enhances the group success, it increases the students' ability to argue, and it gives a chance to the students to explore and express their ideas and their thoughts. On the other hand, the disadvantages of this method are it needs to be monitored since there are many group of students, spend more time allotment in deeply discussion, it needs to be accompanied by teachers, to have supervisors in delivering the explanation.

For control class, the materials were delivered by using Lecture method. According to Schwerdt and Wuppermann (2000) lecture style presentations is often regarded as old-fashioned and connected with many disadvantages. While Flight (2003) stated that a lecture is an oral presentation intended to present information or teaches people about a particular subject. Related to the explanation above, it can be concluded that lecturing method is a presentation of teaching style which intended to present oral information about a particular subject in front of the class. Lecturing Method has some steps Flight (2003) mentioned three steps of Lecturing Method, they are preparing, delivering, evaluating. Sullivan (in Muntaha, 2012) proposes the principles of effective lecturing are planning interactive lectures, presenting interactive lectures, evaluating lectures. The advantages of this method are that it gives the teachers chance to expose students to unpublished or not readily available material, it allows the teachers to precisely determine the aims, content, organization, place, and direction of a presentation, and it can complement and clarify text material. While the disadvantages of this method are that it is teacher-centered process, it makes students hearers and recorder, it is verbalism, and lecture process runs depending on the speed of speaking and the dialect of the teacher.

Another factor that influenced speaking skill is from psychological aspect, it is motivation. According to Hamzah B.Uno (2012) motivation is an encouragement in someone's life to change his behaviour to be better in fulfill their needs. While Sardiman (2012) said that

motivation also can be stated as arrangement of efforts to prepare a certain condition, so that someone has willingness to do something. And as stated in research conducted by Rizki et al (2013) motivation is a psychological term which usually refers to a feeling of enthusiasm, interest, or commitment that makes somebody wants to do something. It can also mean the things that cause such feelings. Also Mubarak (2012) stated that motivation is responsible a people in decide or to do something, how long they are willing to sustain the activity, and how hard they are going to get it. In line with Morale, et al (2001) motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context. So, based on those definitions, motivation can be concluded as encouragement and arrangement of effort to prepare someone's condition to feel of enthusiasm, interest, and commitment to do something. While factors that influence someone's motivation as stated by Mujiman (2007) are: 1) the knowledge factor about the usefulness of learning, 2) the factor of need in learning, 3) the factor of ability in doing study, 4) the factor of willingness in creating ideas, 5) the factor of implementing teaching and learning process, 6) the factor of learning outcome, 7) the factor of learning outcome satisfactory, 8) the factor of personal and environment characteristics toward making decision process. Based Ihsan (2016) the aspects of motivation cover students' effort, students' interest, students' attitude, and students' desire. From all those definitions, this research drawn the indicators of motivation are effort, interest, attitude, and desire.

The hypotheses are formulated as follows: 1) using Practice Rehearsal Pair is more effective than lectur method in teaching speaking for the university students of TOEFL Class of Language Laboratory in STKIP Muhammadiyah Bangka Belitung; 2) the students with high motivation have better speaking skill than the students with low motivation; 3) there is interaction effect between taching methods and level of students' motivation for teaching speaking.

2. Method

This research was conducted for university students of TOEFL Class of Language Laboratory at STKIP Muhammadiyah Bangka Belitung. This was experimental research with a simple factorial design 2x2 Post-Test Only Design. In the Post-Test Only Design, the subject of the research was chosen to determine the experimental group and control group. The experimental group was taught speaking by using Practice Rehearsal Pairs method, while the control group was taught speaking by using Lecture Method. At the end of the treatments, both experimental and control groups were given post-test. The population in this research was the

Table. 1. Factorial Design 2X2

<i>Method of Teaching</i>	<i>Practice Rehearsal Pairs (Experimental Group) (A₁)</i>	<i>Lecture Method (Control Group) (A₂)</i>
<i>High (B₁)</i>	A ₁ B ₁	A ₂ B ₁
<i>Low (B₂)</i>	A ₁ B ₂	A ₂ B ₂

students who took TOEFL Class of Language Laboratory, there are 60 students, divided into two classes. The researcher used purposive random sampling, and took 60 students divided into two groups, experimental group and control group, each group consists of 30 students. Speaking test and motivation questionnaire were used to collect the data. Before administering the speaking test and the questionnaire of motivation, these instrument must be valid and reliabel. The technique used to analyze the data in this research is descriptive analysis and inferential analysis. The descriptive analysis is used to find the mean, median, mode, and standard deviation of the scores of the speaking test. There are pre-requisites test before analysis the hypothesis, they are normality test and homogeneity test. While inferential analysis used is multifactor analysis of variance 2x2, it is to test the hypothesis. H_0 is rejected if F_0 is higher than F_t . If H_0 is rejected, the analysis is continued to find which group is better using Tukey test. The design of a simple factorial design 2x2

Post-Test Only Design was presented by the following diagram:

Note:

A₁: The mean score of speaking test of experimental class which was taught by using Practice Rehearsal Pair.

A₂: the mean score of speaking test of control class which was taught by using Lecture Method.

B₁: the mean score of speaking test of students having high motivation

B₂: the mean score of speaking test of students having low motivation

A₁B₁: the mean score of speaking test of students having high motivation who

were taught by using Practice Rehearsal Pairs

A₁B₂ : the mean score of speaking test of students having low motivation who were taught by using Practice Rehearsal Pairs

A₂B₁ : the mean score of speaking test of students having high motivation who were taught by using Lecture Method

A₂B₂ : the mean score of speaking test of students having low motivation who were taught by using Lecture Method

3. Findings and Discussions

Pre-requisite testing in this part is presented the computation of normality test and homogeneity test. Normality test is to know whether the sample is in normal distribution, while the homogeneity test is to know whether the data are homogeneous. The result of normality test presented in the table below:

Table 2. Normality Test Results

No	Variables	Number of data	L_o	L_t	Description
1	Speaking score of the Students Taught by Practice Rehearsal Pair Method (A_1)	30	0.100	0.161	Normal
2	Speaking score of the Students Taught by Lecture Method (A_2)	30	0.144	0.161	Normal
3	Speaking score of the Students having high motivation (B_1)	30	0.0932	0.161	Normal
4	Speaking score of the Students having low motivation (B_2)	30	0.149	0.161	Normal
5	Speaking score of the Students having high motivation taught by Practice Rehearsal Pair Method (A_1B_1)	15	0.130	0.220	Normal
6	Speaking score of the Students having low motivation Taught by Practice Rehearsal Pair Method (A_1B_2)	15	0.176	0.220	Normal
7	Speaking score of the Students having high motivation Taught by Lecture Method (A_2B_1)	15	0.165	0.220	Normal
8	Speaking score of the Students having low motivation Taught by Lecture Method (A_2B_2)	15	0.116	0.220	Normal

Based on the table above, it can be concluded that the points of A_1 , A_2 , B_1 , B_2 , A_1B_1 , A_1B_2 , A_2B_1 , A_2B_2 are in normal distribution, L_o is lower than L_t at the level of significance $\alpha=0.05$. While the result of homogeneity test can be presented in the table below:

Table 3. The Results of Homogeneity test

Sample	df	1/df	si^2	$\log si^2$	(df) $\log si^2$
1	14	0.07	40.95	1.61	22.57
2	14	0.07	67.70	1.83	25.63
3	14	0.07	59.12	1.77	24.80
4	14	0.07	61.98	1.79	25.09
Σ	56			Sum	98.10
χ_o^2	0.965				

Based on the table above, the result can be concluded that the data is homogeny,

because the score of χ_t^2 is 7.815. Because χ_o^2 (0.965) is lower than χ_t^2 (7.815) or χ_o^2 (0.965) < χ_t^2 (7.815).

To measure the hypothesis, the researcher tested by using Multifactor Analysis of Variance (Anova) 2x2. The summary of multifactor analysis of variance 2x2 can be presented in the table below:

Table 4. The Results of Multifactor Analysis of Variance 2x2

Source of variance	SS	df	MS	F_o	$F_{(0.05)}$
Between columns	317.4	1	317.4	5.53	4.00
Between rows	653.4	1	653.4	11.38	
Columns by rows (interaction)	355.27	1	355.27	6.19	
Between Group	1326.07	3	442.02		
Within group	3216.53	56	57.44		

Table 5. The Summary of Mean Score of Categories

Motivation (B)	Teaching Methods (A)		Total
	Practice Rehearsal Pair Method (A_1)	Lecture Method (A_2)	
High Motivation (B_1)	85.33 (A_1B_1)	75.87 (A_2B_1)	80.6 (B_1)
Low Motivation (B_2)	73.87 (A_1B_2)	74.13 (A_2B_2)	74.00 (B_2)
Total	79.60 (A_1)	75.00 (A_2)	77.30

Based on table 4 and 5, it can be described that first because F_o between columns (5.53) is higher than F_t (4.00) at the level of significance $\alpha=0.05$, it means that H_0 which states that Practice Rehearsal Pairs does not differ significantly from Lecture Method in their effect on students' speaking skill in the experiment is rejected. So, the difference between columns is significant. In other words, there is significant difference on students' speaking

skill between those who were taught by using Practice Rehearsal Pairs and those who were taught by using Lecture Method. Based on the calculation of the mean score, the mean score of the students who were taught using Practice Rehearsal Pairs (79.60) is higher than that of those who were taught using Lecture Method (75.00). Thus, it can be concluded that Practice Rehearsal Pairs is more effective than Lecture Method to teach speaking. Second, because F_o between rows (11.38) is higher than F_t (4.00) at the level of significance $\alpha=0.05$, it means that H_o which states that students who have high motivation do not differ from students who have low motivation in their effect on students' speaking skill in the experiment is rejected. So, the difference between rows is significant. In other words, there is significant difference on students' speaking skill between those who have high motivation and low motivation. Based on the calculation of the mean score, the mean score of students' who have high motivation (80.6) is higher than students who have low motivation (74.00). Thus, it can be concluded that the students having high motivation have better speaking skill than those who have low motivation. And the third, because F_o between columns by rows or interaction (6.19) is higher than F_t (4.00) at the level of significance $\alpha=0.05$, it means that H_o which states that there is no interaction between teaching methods and students' motivation is rejected. So, there is interaction between teaching methods and the level of students' motivation. In other words, it can be said that the effect of teaching methods on students speaking skill depends on the students' level of motivation.

The researcher also used Tukey test in analyzing the data. It is used to know the difference of each mean. The finding of q is found by dividing the difference between the means by the square root of the ratio of within group variation and the sample size. The summary of Tukey test can be presented in the table below:

Table 6. The Summary of Tukey Test

No	Data	Sample	q_o	q_t	α	Status
1	A ₁ and A ₂	30	3.32	2.89	0.05	Significant
2	B ₁ and B ₂	30	4.77	2.89	0.05	Significant
3	A ₁ B ₁ and A ₂ B ₁	15	4.84	3.01	0.05	Significant
4	A ₁ B ₂ and A ₂ B ₂	15	0.14	3.01	0.05	Not Significant

From the summary above, it can be described that first, the score of q_o between columns is 3.32 and the score of q_t of Tukey's table at the level of significance $\alpha=0.05$ is 2.89. Because q_o is higher than q_t , it can be concluded that there is a significant difference on the students' speaking skill between those who were taught using Practice Rehearsal Pairs and speaking skill of those who were taught using Lecture Method. Meanwhile, based on the summary of table 5, the mean score of the students who were taught using Practice Rehearsal Pairs is higher than those who were taught using Lecture Method, it can be concluded that Practice Rehearsal Pairs is more effective than Lecture Method to teach speaking. Second, the score of q_o between rows is 4.77 and the score of q_t of Tukey's table at the level of significance $\alpha=0.05$ is 2.89. Because q_o is higher than q_t , it can be concluded that there is a significant difference on the students'

speaking skill between those who have high motivation and those who have low motivation. Based on summary in table 5, the mean score of students who have high motivation is higher than those who have low motivation. So, it can be concluded that the students who have high motivation have better speaking skill than those who have low motivation. Third, the score of q_0 between cells A_1B_1 and A_2B_1 is 4.84 and the score of q_t of Tukey' table at the level of significance $\alpha=0.05$ is 3.01. Because q_0 is higher than q_t , it can be concluded that there is a significant difference on the students' speaking skill of the students having high motivation between those who were taught using Practice Rehearsal Pairs than those who were taught by using Lecture method. Meanwhile, based on the summary of table 5, the mean score of A_1B_1 is higher than A_2B_1 , so it can be said that Practice Rehearsal Pair is more effective than Lecture Method to teach speaking skill for the students who have high motivation. Fourth, the score of q_0 between cells A_1B_2 and A_2B_2 is 0.14 and the score of q_t of Tukey' table at the level of significance $\alpha=0.05$ is 3.01. Because q_0 is lower than q_t , it can be concluded that there is no significant difference on the students' speaking skill of the students having low motivation between those who were taught by using Practice Rehearsal Pairs and those who were taught by using Lecture Method. Based on the summary of table 5, the mean score of A_1B_2 is lower than A_2B_2 and the difference between them is 0.26 which is not significant, so, it can be said that Lecture Method does not differ significantly from Practice Rehearsal Pairs to teach speaking for the students who have low motivation. In other words, Practice

Rehearsal Pairs is as effective as Lecture Method to teach speaking for the students who have low motivation.

It has been described before that this research is conducted to know whether Practice Rehearsal Pair is better than Lecture Method in teaching speaking, so the research findings of the hypothesis can be elaborated:

1. Practice Rehearsal Pair is more effective than Lecture Method to teach speaking

Practice Rehearsal Pair is more effective than Lecture Method in teaching speaking. In applying Practice Rehearsal Pair students are demanded to be more active and work cooperatively in joining the learning process. Students are motivated to work seriously in order to be able to do share and give contributions to others. Practice rehearsal pair has stages that expect the students to think about the knowledge of the materials, and they have to deliver or demonstrate the material based on their own knowledge, after that, they have to discuss with their partner to asking and giving responds, and after that they make some discussion related to the material given. So, Practice rehearsal pair is an accurate planning and activity which begin the main classroom activity by giving the students chance to think of the topics given by the teacher. It is followed by talking, discussing, and sharing the ideas in the group. While practice speaking by using practice rehearsal pair can build students' critical thinking and creativity. Practice rehearsal pair is a teaching method which stimulates the skill in critical thinking to analyze and solve the problems systematically. It is a very effective method as it can be used to teach

the material, solve problems, train critical thinking as well as make a decision creatively. Students will be anxious and active to know and express the respond in speaking. Students participate to build their motivation to study the speaking aspect, so they will remember for longer time because they learn by themselves.

On the other hand, as an old-fashioned teaching method, Lecture Method is a method of teaching in which a teacher presents an informative talk to a group of students. Lectures fail to provide teachers with feedback about student learning and rest on the presumption that all students learn at the same pace. Moreover, students' attention wanes quickly during lectures and information tends to be forgotten quickly when students are passive. In this Lecture method, the teacher talks much about theme of the speaking, while the students listen; take notes of the ideas worth remembering, and thinks over them later. This lack of class participation dampens the students' motivation to learn and impedes learning process. It minimizes the students' spirit and curiosity and discourages critical thinking and initiative in speaking learning. This turns the students do not have attention, be passive and apathetic, and also the information of the speaking materials tends to be forgotten quickly. Lecture method does not give much more opportunity to the students to be active and anxious. By using this method, students can not improve their speaking skill because the lesson in the class only focuses on the teacher's explanation and the students only paying attention without exploring their activity. Therefore, Practice rehearsal Pair is more

effective than Lecture Method to teach speaking.

2. The students having high motivation have better speaking skill than those having low motivation

Students have high motivation is that students who have an open mind and are able to adapt to change circumstances. They know what they want and will strive to accomplish their goals. They have a positive attitude, optimistic, hopeful, and energetic, and also they think for themselves both critically and creatively. They realize that their success and their failure are on their own hands. They never give up on something that they want and they stay focused on their goals despite setbacks. Based on the characteristic of students having motivation, it can be assumed that a students having high motivation have a tendency to be more active during lesson is on progress. They are enthusiastic to ask and answer teacher's questions. They completely do their best to get better accomplishment. They also aware of their action take responsible to the result of their achievement. They tend to show their optimism in learning the knowledge and participate the teaching and learning process. High motivation can be a strong personal factor that pays a supportive role in the achievement of foreign language learning. Therefore, the students with high motivation will be easier to engage in the learning process of speaking. Even, they will make the class session lively, because they often give critical opinion or ask the complicated questions, and answer the teacher's questions briefly.

On the contrary, the learners with low motivation tend to perform inactively in participating teaching and learning

process. They feel afraid, passive, nervous, and worried. They try to avoid an active discussion and asking more questions. They tend to choose feeling safe and keep silent when the teacher opens discussion. They lack of optimistic in solving the problems faced during speaking materials that was discussed and presented. They also tend to rely on other students when doing the tasks and are not sure with their works. They lose their interest to learn during teaching-learning process. They are embarrassed making mistakes when they are speaking in target language or when they respond to their teacher. So that, students having low motivation will lose their motivation to manage the various communication in any situations; they fear to discuss or present and give respond with their friends. Mostly, they are unwilling to express the best expression while responding their friends. Even, they don't have a tolerance of possible incorrectness or inexactitude in using the language. Therefore, it can be concluded that students with high level of motivation have better speaking skill than those who have low level of motivation.

3. Interaction between teaching methods (PRP and Lecture Method) and students' level of motivation (high motivation and low motivation) in teaching speaking.

Practice Rehearsal Pair is a process of learning which put the students as a center (student centered style) that encourages students to be active in teaching learning process. In PRP steps students who lead as demonstrator explain the materials, while the observer has to observe and assess the explanation from their partner; then, the partner switch role; it is continuity activity process until all skill is proven. So,

from this steps, students build their critical thinking while demonstrate the material, they deliver the material while their friends giving attention and after that they give responds. From this step, students are active in following teaching and learning process, it also make them to motivate their speaking skill. It can be said that PRP is an accurate planning and activity which begin the main classroom activity by giving the students chance to think of the topics given by the teacher. PRP is a teaching method which stimulates the skill in critical thinking to analyze and solve the problems systematically. It is a very effective method as it can be used to teach the material, solve problems, train critical thinking as well as make a decision. When teaching speaking, and the materials are presented using practice rehearsal pair, it makes the students active and motivate. So, it is appropriate to the students having high motivation. As stated before, the students with high motivation will be easier to engage in the learning process of speaking activity. Even, they will make the class session lively, because they often give critical opinion or ask the complicated questions, and answer the teacher's questions briefly.

On the other side, the students with having low motivation tend to perform inactively in participating teaching and learning process. They try to avoid an active discussion and asking more questions. They lack of optimistic in solving the problems faced during the speaking activity that was discussed. They lose their interest to learn during teaching-learning process. Students having low motivation will lose their interest to manage the various communication in any

situations; they fear to discuss or present the speaking materials with their friends. The students with this low motivation are most willing to be passive in the learning process, so it is appropriate to use Lecture Method in delivering speaking materials.

Lecture Method is a method of teaching in which a teacher presents an informative talk to a group of students. Because the teacher only presents the materials by him/her, so the students only listen and pay attention to the teacher's explanation. They are the passive object in the classroom activities. Lecture Method can help the students who have low motivation understand the materials. It seems to be suitable for the students having low motivation because it possesses the characteristics which possibly make the students passive during the class. Thus Lecture Method is effective to teach speaking to the students with low level of motivation.

4. Conclusion

From all those descriptions, the research findings can be concluded: 1) Practice Rehearsal Pair is more effective than Lecture Method for students who took TOEFL Training Class of Language Laboratory in STKIP Muhammadiyah Bangka Belitung; 2) the students with high level of motivation have better speaking skill than those students who have low motivation for students who took TOEFL Training Class of Language Laboratory in STKIP Muhammadiyah Bangka Belitung; 3) there is an interaction between teaching methods and the students' level of motivation to teach speaking for students who took TOEFL Class of Language Laboratory in STKIP Muhammadiyah

Bangka Belitung. It can be stated that PRP is an effective method to teach speaking for the students who took TOEFL Training Class of Language Laboratory in STKIP Muhammadiyah Bangka Belitung, while the effectiveness of the method is influenced by the students' level of motivation.

From the conclusion, the researcher drawn some suggestions: 1) teachers can apply PRP to teach speaking class; 2) teachers have to consider that motivation is one of psychological aspect that may affect the students' speaking skill, pay more attention to the students with low level of motivation, find out factors influencing the students' motivation, and encourage them to be high motivated students; 3) students are expected to be more active in the teaching and learning process in order to increase their speaking skill; 4) it is suggested for students with low level of motivation to encourage themselves to be high motivated students in learning language; 5) the next researchers can use the result of this research as the starting point for conducting the next investigation with different students' condition and skill; (6) the next researchers can also develop teaching methods used in this research as a way of making revision to the weaknesses of this research.

References

- Bailey, M. (2003). Speaking. In David Nunan (Ed.), Practical English Language Teaching (pp. 47-66). New York: McGraw-Hill.
- Brown, H. Douglas. (2004). Language Assessment Principles And Classroom Practices. United states of America: Longman

- Dornyei, Zoltan. 2001. *Motivational Strategies in the Language Classroom*. United Kingdom: Cambridge University Press
- Flight, Dynamic. 2003. *8 Advantages of Cooperative Learning*. Retrieved on December 4, 2018 from <http://www.thai-edu-in-us.org/8-advantages-of-cooperative-learning.htm>
- Galloway, N. (2008) Native Speaking English Teachers in Japan: From the Perspective of an Insider. *Journal of English as an International Language*, 15, 127-188
- Hughes, R. (2002). *Teaching and Researching Speaking*. London: Pearson Education.
- McNamara, T. (2000). *Language testing*. Oxford: Oxford University Press.
- Ihsan, Mas Darul. (2016). Students' Motivation in Speaking English. *Journal of English Educators Society (JEES)*, Volume 1, April 2016, Page 31-48, ISSN 2503-3492, available online at: <http://ojs.umsida.ac.id/index.php/jess>.
- Lazaraton, A. (2001). *Teaching Oral Skills*. In Marianne Celce Murcia (Ed), *Teaching English as a Second of Foreign Language (3rd ed)* (pp. 103-115). Boston: Heinle & Heinle Publisher.
- Louma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Morrale, S. Pet al. (2001). *Human Communication: Motivation, Knowledge, and Skills*. USA: Wadsworth Publishing Company.
- Mubarok, Husni. 2012. *The Use of Peer Feedback Strategy to Motivate Students in Narrative Text Writing*. *English Educational Journal* 2 (2) Semarang: Semarang State University.
- Mujiman, Haris. (2007). *Belajar Mandiri*. Surakarta: UNS Press.
- Muntaha. 2012. *The Effectiveness of Buzz Group to Teach Listening Viewed from Students' Self Esteem*. Unpublished Thesis. Surakarta: Sebelas Maret University.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hills Companies, Inc.
- Nurrika, Aswita., Sutarno, dan I Made Sudana. (2016). Strategi Pembelajaran Practice Rehearsal Pairs dalam Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran TIK Kelas VIII di SMP Negeri 2 Ungaran. *Edu Komputika Journal*, 3 (1) (2016), ISSN 2252-6811. Retrieved from <http://journal.unnes.ac.id/sju/index.php/edukom>.
- Richard, Jack C and Willy A Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.
- Rizki, M.Syaeful., Rukmini, Dwi., Sutopo, D. (2013). *The Use of Picture Games to Improve Students' Motivation in Learning Vocabulary*. *EEJ: English Education Journal*, 3 (2) (2013) ISSN 2087-0108. Retrieved From <http://journal.unnes.ac.id/sju/index.php/eej>.

- Sardiman A. M. (2012). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali.
- Schwerdt, G. and Wupperman, A.C. 2010. *Is Traditional Teaching Really All That Bad? A Within-Student Between-Subject Approach*. Retrieved from www.eric.ed.gov.
- Scott, Thornbury. (2005). *How to Teach speaking*. Harlow. England: Longman
- Silberman, Melvin L. 2009. *Active Learning: 101 Cara Belajar Siswa Aktif*. Bandung: Nusamedia
- Uno, Hamzah B. (2012). *Teori motivasi dan pengukurannya*. Jakarta: Bumi Aksara
- Uska, Muhammad Zamroni. (2017). The Application of Practice Rehearsal Pairs Learning Model Toward Basic Programming Learning Outcomes. *Edumatic: Jurnal Pendidikan Informatika, Volume 1, Nomor 2, Desember 2017, E-ISSN 2549-7472*
- Zaini, H. Munthe, B, dan Aryani, S. A. (2008). *Strategi Pembelajaran Aktif*. Yogyakarta: Pustaka Insan Madani