

Learning To Retell The Story of Legend Through The Practice-Rehearsal Pairs of Class VIII

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Abstract Active learning method of Practice Rehearsal Pairs is simple method that can be used to practice a skill with study partners. This research's objective is to discover whether the implementation of Practic-Rehearsial Pairs method is able to enhance the student courage in retelling Javanese Legend stories. A student before telling a legend before his/her classmate can reassure his/her partner to perform the skill properly. Type of research used here was quantitative since there are particular treatments. Research method used was experiment by using One-Shot Case Study design. The implementation of the research was held in SMP N 1 Randublatung Blora Central Java Indonesia. Sample in this research was class of VIII-A with total student 34. Data collection technique and tool used test and non test technique. Data analysis technique used was descriptive qualitative. The research result suggested that the implementation of Practic-Rehearsial Pairs method had several positive effects in enhancing the students' confidences to tell legend stories in Javanese. Based on post-test data analysis result of knowledge competency there were 30 students completed with percentage 88% and 4 students not completed with percentage 12%. While the result of skill aspect there were 32 students completed with percentage 94% and 2 students not completed with percentage 6%.

Keywords: *learning metod, pair practice, retelling, Javanese legend*

1. Introduction

Language skill in Curriculum at school covers four aspects, they are listening, speaking, reading and writing [1]. These four language skills are an inseparable unit. One of them is speaking used to deliver ideas, information, and understanding to others verbally. Speaking in any language always involves many language and non language elements. Language elements are involving speech or pronunciation, intonation, choice of words, and sequential, whereas the non language elements are courage, fluency, attitude, and mastery of the theme [2]. In learning of speaking skills that needs to be mastered by a student, training is required to train the skill consistently. [3] The student should have opportunity in communicative interaction while speaking before the class. Equally to the research in improving the students' speaking ability through practice method since with practice the process of the children habituation will take place to attain expected goal, in which the student practicing with their own friend

intensively and under teacher supervision, hence if during the process mistakes occurred, the teacher can directly correct it [4]. The same argument in research to improve the speaking skill by using vaks method in training the speaking skill, teacher needs to be able to create an active learning situation for the students, in addition the teacher obligates to directing or guiding the student in order to be able to speak properly and correctly [5].

The interaction will indirectly train the student's speaking skill in order the student can actively convey his/her ideas. By telling a story it may aid the student in improving the speaking ability. In communication there must be a retelling story, retelling story is an experience that has been enjoyed by someone both stories retrieved from anywhere then other person retelling them again. The speaking skill among students specifically Junior High School in the skill of retelling story is still hard to be mastered by the student, despite the implementation of the language is quite easy such as language in using legend text, as the legend text rarely uses a standard and official language [6]. In Javanese curriculum there are a Competency Standard that needs to be achieved namely the student needs to retell a Javanese legend story he has heard. Legend is one of folk prose stories in the life of the community which has been believed as a real event. Legends are passed down verbally from generation to generation has a secular nature, it is also pralogical and migratory which means the story is moved around and known in other areas [7]. The stories that already owned by a community by passing it down from generation to generation needs to remain preserved in order the story owned by ancestors stays exist within the community. The spread of the legend from generation to generation has been suited with existing curriculum that the student needs to retell Javanese legend he/she has been heard.

Speaking skill in learning particularly in retelling a story that has been heard is also not easy. Teacher skill to use a proper learning method highly affects the learning outcome. The effort improve education quality is by improving teacher quality. Therefore, teacher competency is increasingly needed in improving education quality [8]. This is due to one indicator of a professional teacher is able to prepare learning component as best as it could covering learning objective, learning material, learning method, learning media, and learning evaluation. in order the leaning objective can be executed, learning method is required in assisting the learning process [9]. One of them is by using Practice-Rehearsal Pairs method. This method is a method to train student's skill through in pair practice [10]. Pair practice will enhance student self's confidence and courage as well as correcting each other every utterance they say.

The result of the research in the use of Practice Rehearsal Pairs strategy for students' speaking ability is found many significant differences on the students' speaking ability after practice and Practice Rehearsal Pairs strategy. After practicing students' speaking ability is improving better then before the treatment applied, it can be seen from the score of post test increasing significantly. Data analyzed suggests that t-calculate is higher than the table. This indicates that the hypothesis is accepted. It can be concluded that the pair rehearsal practice has a better effect to the students' speaking ability than conventional technic [11]. The research in the use of Practice Rehearsal Pairs is not just adopted in skill however, it is also used in other learning to improve the understanding on basic programming knowledge, that using Practice Rehearsal Pairs method is based on students' understanding level on provided material which is still low, students only capable in understanding material verbally and by using Practice Rehearsal Pairs method there is improvement in students' understanding regarding basic programming material by learning or directly practicing with friends [12].

Asry Tarungais, Wimsje R. Palar, Thomas M. Senduk observed master of ceremony learning by using Practice Rehearsal Pairs model on class VII student of Madrasah

Tsanawiyah Nurul Huda Kauditan school year 2017/2018 in which the researcher classified two groups between control class and experiment class, all classes was given a pretest to learn initial condition whether there are any differences between control class and experiment class. In experiment class there are significant differences when the Practice Rehearsal Pairs method is adopted based on data obtained the experiment class in average on practical assessment was 80.53 and control class 75.28 [13].

Ayu Citra Pratiwi research observed Implementation of Practice Rehearsal Pairs Strategy on Learning Outcome of Class II student on Fiqih Subject in Madrasah Ibtidaiyah Daarul Aitam Palembang took sample from population of class II student and there was a significant increase after adopted treatment using Practice Rehearsal Pairs method [14]. Hereafter research concerning the improvement of activity and learning outcome of PPKN by Esmawati 2016 on the subject of the trace of human rights enforcement in Indonesia by implementing Practice Rehearsal Pairs learning model in class X IPS 1 SMA Negeri 2 Pekanbaru with result positive impact in enhancing the understanding of the student on material presented by the teacher with percentage of the mastery learning increasing from cycle I, cycle II and cycle III (respectively by 68.57%, 80.00% and 85.714%. in cycle II the mastery learning of the student classically has been accomplished [15].

Of several researches that has been executed the Practice Rehearsal Pairs method is not merely adopted in language learning but can be adopted on PPKN and Religion subject. All of it is depend on the teacher using the method or not in carrying out the learning process to improve the student ability in speaking skill or retell a story. The selection of a proper method will influence the learning outcome. In this research, the implementation of Practice Rehearsal Pairs method is used to improve the student courage in telling or retelling Javanese legend, by using this method the student will learn or practice in pairs with his own classmate. If in other learning many students are forced by the teacher only to perform skill of telling stories regardless the students has a courage or not to do it, and usually the teacher only gives a legend text without providing a sample or opportunity to the student to perform his skill, with this method the student is given an opportunity beforehand to practice and correct each performance before the evaluation of the speaking skill aspects. With this Practice Rehearsal Pairs method to improve students' courage the teacher provides opportunity to the student who are not confident to perform telling stories to the front of the class may practice beforehand with their pairs, usually the student will be more confident if they practice with their friends than with their teacher. In determining the pairs to practice the student skill the teacher randomly selects the pairs in order the student perceives that his pair has the equal ability and there is no favoritism.

2. Research Method

Research on the implementation of Practice Rehearsal Paris was executed in Junior High School of Randublatung, Blora District, Central Java. The execution time of the research was odd semester academic year 2015/2016. The population in this research was all of class VIII student of SMPN Randublatung, and its sample was class VII A of SMPN Randublatung. The research use Pre Experimental Design by sing One-Shot Case Study design as for sample that will be treated was only one class. In sample selection using random sampling technic, that is randomly selecting by not considering the strata in the population. Technic in data collection was using test and non test technics. Test technic is a question used to measure knowledge, intelligence, or talent the individual or group has. Test technic used was Post-test technic used

after the student briefed Practice Rehearsal Pairs method to determine the success measurement achieved by the student after the action execution in learning. Non test technic used questionnaire, observation and document. Questionnaire was used to learn whether the implementation of Practice Rehearsal Pairs method had made the student happy and understand the legend learning. Observation sheet was used with the aim was to discover the student attitude in ongoing learning process. Documentation technic was used by the researcher to documenting the learning process, documentation in the form of photos and videos [16]. Analysis used research qualitative descriptive method which did not intend to test the research hypothesis; however descriptive research intended to measure and describe how the outcome of the learning of Javanese legend telling by Practice Rehearsal Pairs in real and as is. Research variable is an attribute or nature or value of a people, object or activity that does not have any particular variation set by the researcher to be learned and withdrew the conclusion [17]. The variable used was independent and dependent variable, independent variable in this research is the implementation of Practice Rehearsal Pairs method on retelling legend learning. Dependent variable is a variable affected or which become a result of an independent variable. Dependent variable in this research is a result or learning value of legend material to retell Javanese legend.

3. Results And Discussion

Interview research with teacher indicates that method used by the teacher during the learning process of javanese legend telling what really happen was the method of lecture method and assignment. The teacher role is very dominating during the learning process, causing the student bored and less interested on learning material. The teacher has not used learning media to attract the student to participate in the learning process. Based on this term, it can be concluded that the issue suffered by the teacher during javanese retelling learning process is a less variation method and learning media used by teacher, causing the student ability to retell javanese legend is still low. Research result of legend material learning specifically in telling javanese legend by using Practice Rehearsal Pairs method, can be seen from the post test of Knowledge Competency, Skill Competency and Attitude Competency. This research is to discover the outcome of the legend telling of class VIII students of SMPN Randublatung Blora District.

The student attitude was indicating an active attitude during legend material learning specifically in ongoing telling javanese legend. Based on observation, there are 30 students or 88% in good criteria, and 4 students or 12% in very good criteria. This value is a result of observation on student attitude covering 6 aspects namely religious, honest, responsibility, caring, polite and confidence. Every aspect has highest score 4 and lowest score 1. Value generated by the student of those 6 aspects is added up and classified its maximum value and multiplied by four, therefore it can yield student observation value with score formulation generated divided by maximum score and multiplied by 4.

Of the post test the knowledge competency with data that has been yield from legend material assessment of class VIII SMPN 1 Randublatung, can be judged from the outcome of highest post test value of student's knowledge competency is 94 or 3.75 and the lowest is 69 or 2.75. the student who received value 94 or 3.75 criteria A there are 2 students, value 87 or

3.5 criteria A are 3 students, value 81 or 3.25 criteria B there are 10 students, value 75 or 3 criteria B there are 15 students, value 69 or 2.75 criteria B there are 4 students. The post test value of the students' knowledge competency can be determined with obtained score formulation divided by maximum score then multiplied by 100.

With this formulation can illustrate histogram graph of post test of knowledge competency. The result of knowledge competency posttest of legend material is made into a histogram graph in order to be easier to look at a complete student value and incomplete student value. From the knowledge competency posttest that the complete class VIII A student are 30 students or 88% and four student or 12% is incomplete achieving KKM which has been determined by the school is 70. The histogram graph of its presentation is illustrated below.

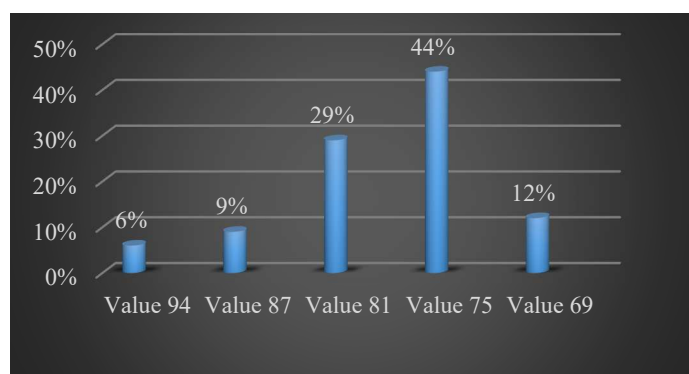


Fig 1 Histogram Graph of Post Test Value of Knowledge Competency of Legend Material

Data from the skill post test result and data that has been yielded from the research of legend material of class VIII of SMPN 1 randublutung, can be discover that the result of post test competency of student skill, highest value is 94 or 3.75 and the lowest is 69 or 2.75. student who receive grade 94 or 3.75 criteria A there is 1 student, grade 87 or 3.5 criteria A there is 1 student, grade 81 or 3.25 criteria B+ there are 18 students, grade 75 or 3 criteria B there are 12 students, grade 69 or 2.75 criteria B- there are 2 students.

Table 1 percentage of post test grade of skill competency of legend material.

No	Value(Conversion)	Frequency	Percentage
1.	94 (3, 75)	1	3%
2.	87 (3, 50)	1	3%
3.	81 (3, 25)	18	53%
4.	75 (3, 00)	12	35%
5.	69 (2, 75)	2	6%
Total		34	100%

Can be seen from the table above, that all students that executed post test of skill competency are 34 students or 100%. This table can describe value generated by the student. Value of post test of student's skill competency can be discovered with formula achieved score divided by maximum score and multiplied by 100. With the formulation can illustrate the histogram graph of post test percentage of skill competency of retelling legend stories. Result of the skill competency post test of telling legend is made into a histogram graph in order to be easier to view the percentage of complete student value and incomplete student

grade. Outcome from the post test of skill competency of telling legend of class VIII A student who is complete is 32 students and incomplete is 2 students who did not reach KKM. Presentation of histogram graph is illustrated in the graph below.

If compared to previous research on improving activity and learning result of PPKN which using the same PRP method, if in the research it is merely to master the material specifically on the subject of Trace of Human Rights Enforcement, the research emphasizes the pair practice here is only to stabilize the material or understanding by pair practice, it is suggested with the result that the student's understanding is improving on the material presented by the teacher, however, this research emphasizes only to students' ability in retelling legend stories by pair practice beforehand with his friends. If in the skill of retelling legend stories the student can be comprehended and properly learnt the content therefore automatically the student learns the content of the story and capable in answering the question concerning the content of the stories which has been practiced with his pairs. Therefore, it can be argued that in research it can be a way to attain a skill competency and knowledge competency.

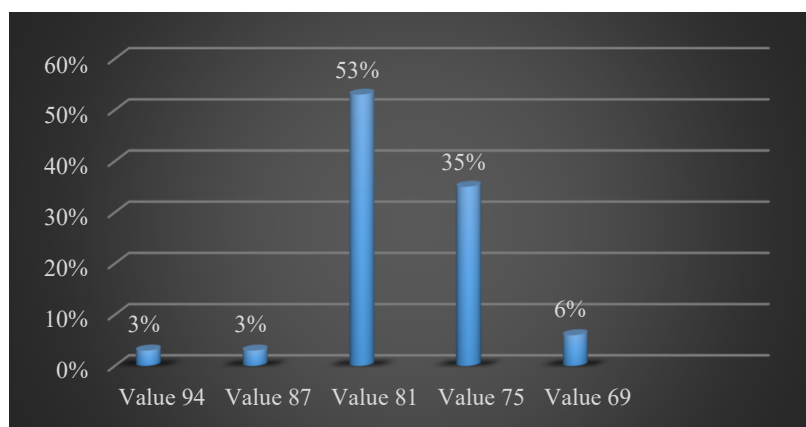


Fig 2 Histogram Graph of Post Test Value the Competency of the Skill of Telling a legend

4. Conclusion

Based on research result of legend material learning specifically in telling legends using PRP method to class of VIII student SMPN 1 Randublatung can be drew a conclusion the student who complete and incomplete compared to KKM of Javanese class VIII odd semester is 70 or 2,80. Class VIII A which has 34 students in aspect of knowledge there are 30 students complete with percentage 88% and four students incomplete with percentage 12%. Average post test value of knowledge aspect is 3,13 or compared to KKM Javanese is 2,80 there are an increase of 0.33%. The result of skill aspect there are 32 students complete with percentage 94% and 2 students incomplete with percentage 6%.

The result of the knowledge posttest there are some incomplete in answering variety of krama, in the question the student needs to answer questions using krama language, most students still use variety of ngoko. Since this research more emphasizes on student skill aspect, which is students' ability in retelling legend stories. Students has brave enough and capable in retelling legend stories in the front of the class though using their own language, however, it can be directly evaluated together in order they will not repeat the same words.

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