

**THE COMPARISON OF SPEAKING ABILITY USING PAIR DISCUSSION OF  
COOPERATIVE LEARNING AND REPETITION DRILL OF AUDIO LINGUAL  
METHOD AT DIFFERENT SELF-CONFIDENCES  
STUDENTS OF SMAN 1 RUMBIA  
ACADEMIC YEAR 2012/2013**

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**Abstract:** This undergraduate thesis carries on as experimental study toward speaking ability at different self confidences. Since speaking needs correctness of pronunciation, form of the sentences uses and understandable dialogue. Here the students are expected to be able to speak in English with pronouncing an English word and the form of sentences well also making a better dialogue with their friends. To build the students speaking ability they can learn by practicing and repeating the words and structure of a sentence. The students speaking ability is also influenced by these self confidence.

The purpose of this research is to find out the comparison average scores by applying Pair Discussion and Repetition Drill Technique at different self confidence. By applying the two techniques, students are expected to be able to speak confidently, pronounce the English word and along with the form of the sentences well. in this research, there are two classes of students the eleventh grade of SMA N 1 Rumbia as a sample.

The finding of the result proves from experiment class which taught by Pair Discussion Technique find that students are able to pronounce and to form the sentences well, since this technique focus on discussion in pair as their practice to form the sentences and to pronounce of English words. While in the control class students taught by Repetition Drill Technique find that they are able to pronounce the sentence, since this technique focus on drill and repetition students are able to imitate the pronounce directly. But, by applying both of them, the students who have high and low self confidence have different result of speaking. It means that by applying two methods students can develop their speaking ability although in the different result of speaking ability.

After conducting the research the researcher find that both Pair Discussion and Repetition Drill Technique are good to be applied for students in different self confidence, especially to develop the students' speaking ability. The researcher expects to the English teachers have to be creative in conducting teaching learning technique so that students can interest in studying.

**Key Words :** Pair Discussion, Repetition Drill, Self Confidence, Speaking.

## **INTRODUCTION**

In every learning, the method of learning becomes a determiner of the process. It means that the success of students' learning is influenced by learning method used. At the time, the teacher usually uses method of learning where the teacher always explains the material from the first until the end or it is called by lecturing method. Actually, lecturing method can not be used in all of subject material, for example in speaking. When the students learn about

speaking, the using of lecturing method is not suitable in speaking subject, because the students have to be more active than their teacher. So, teacher has to choose the correct method to be used in speaking subject in order to make learning process runs well.

There are many students who get bad result of their learning. Their achievement is low, especially in speaking. It is caused by many aspects such as: they are not interested to study, their motivation of study is low, and the

material is boring. Beside that, the students' low speaking achievement can be caused by the using of learning method and media that is not suitable and low. It means that students' achievement is influenced by how the teacher teaches in the class. The other important aspect is the students' low self-confidence. Speaking subject is focused on students' activities. So, the students have to be active when in the learning process. It has correlation with the students' self-confidence. The students who have low self-confidence will just silent at the learning process because they feel shy to speak to others. Whereas, the students who have high self-confidence, they want to be active to follow the learning process in the class. They always feel confident with everything they said. It will make them more developed because they always practice their speaking skill.

Because of the students' speaking achievement is low, it may be better if use other learning method in learning process. It has to be used the learning method which match with the speaking subject. The important thing is how to choose the method which match with speaking subject in order to make the students' speaking achievement is good. Because of that, it tries to use discussion and practice method in learning process of speaking subject. Beside of learning method, there is aspect of students' self-confidence which influence it such as low and high self-confidence. So, because of that problem, the researcher wants to do a research entitled "The Comparison of Speaking Ability Using Pair Discussion of Cooperative Learning and Repetition Drill of Audio Lingual Method at Different Self Confidence Students of SMA N 1 Rumbia Academic Year 2012/2013".

## **THEORETICAL FRAMEWORK**

There are some previous research overview which is done by researcher in this research, the first previous research is by Yuliana (2012) under the title, "Comparission between Using Repetition Drill and Jigsaw Technique Toward Speaking Skill at the First Grade of SMA 1 Purbolinggo East Lampung in Academic Year 2011/2012". This research is published by Muhammadiyah University of Metro. The second previous research is done by Anggraini (2002) under the title "A Comparative Study between Male and Female Students' Ability of English Speaking of the First Year Students of Madrasah Aliyah Hubbulwathan Duri". The third previous research is taken by Randika (2006) under the title "The Comparative Study between Discussion and Asking and Answer Method toward Students Speaking Ability at the Eleventh Grade of SMA N 1 Bangun Rejo".

**Speaking** ability is a productive skill to communicate directly. It is used to express feeling to other people and it is produced orally. This is related to some aspects that support in production such as about intonation, stress, accuracy, and fluency. According to Brown (2004, 140) defines that speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's speaking skill, which necessarily compromises the reliability and validity of an oral production test. According to Webster dictionary (1984, 256), "Speaking is to utter words, to express thought by words".

In application of the research, the researcher modifies the assessment

aspect in order to be relevant with the material. In this case, the researcher includes some aspects and omits some aspects above. The researcher changes the aspect of gesture with content. In conclusion, the researcher uses some aspects of speaking assessment, they are content, pronunciation, intonation, fluency, and comprehension.

**Pair discussion** is a technique of acting in which the actor recalls emotions and reactions of the problem and it is done by two people (in pair). The reactions come from the past experience and use them in identifying with other people. The technique to give the argument, opinion or statement based on the problem. In other word, discussion is the act of discussing or exchanging reasons; examination by argument; debate; disputation; agitation. The topic for a pair discussion can be anything, from contrasting ways of solving problems, to the reason a science experiment failed to produce the predicted result.

According to Kagan (1991, 11:2)

The simplest of all cooperative learning structures is a pair discussion. Students may be in traditional rows, or on the rug, or at a learning center, or within their cooperative team. A pair discussion over any low consensus topic is usually better than a team discussion because it produces twice the amount of active participation. ( In a group of four, on the average one out of four are talking at a given moment. In groups for two, the ratio is twice as good: one in two are producing language and ideas at any one moment).

Pair discussion technique is a technique used by the researcher to increase students' speaking ability in this

research by using the following procedures: 1) Give the explanation to the students about the materials are about expression love, sorrow and showing attention. 2) Ask the students to choose their couple. 3) Ask the students to make conversation based on the material by each couple. 4) Ask the students to discuss about the material with their couple.

**Repetition drill** is one of the techniques of audio lingual method that focus on repetition of the material. The students only repeat what the teacher' talking about. This will be done in many times in order to make students speak fluently. Doff (1990, 71) says, "Repetition drills are useful for familiarizing students quickly with a specific structure or formulaic expression". The teacher's language is repeated with no change. Be sure to teach the meaning of the utterance first. Because repetition drills are extremely mechanical, they should not be used for prolonged practice. Preferably they should lead quickly into another kind of drill or oral practice activity that allows students to manipulate the form being practiced in meaningful and relevant ways. The main point of repetition drill applying, students are asked to listen carefully to the teacher's model, and then they have to repeat and attempt to mimic the model as accurately and as quickly as possible.

Repetition drill technique in this research is a technique used by the researcher to increase students' speaking ability by using the following procedures: 1) Give the example conversation of the material. 2) Give modeling about how to pronounce the words or sentences. 3) Ask the students to repeat quickly. 4) Ask the students to practice by repeating the sentences. 5)

Give explanation about the example and material.

**Self confidence** is someone's feeling that can make them sure to do everything. It comes from their heart which always positive and gives motivation. In other word, self confidence can be defined as a believable of own capacity and skill to do everything that we can. When someone has self confidence, he always thinks positively and believes that he can do it well.

The word confidence originates from the Latin "confidere", meaning to trust. Trusting and believing in ourselves, having faith in our ability in whatever situation we need to perform. Realistic confidence in one's own judgment, ability, power belief in oneself and one's powers or abilities. According to Preston (2007, 22), "Confidence (or lack of it) is *learned*, mostly in the first few years of childhood. It began to take shape when you were weak and vulnerable, after which it became self reinforcing. And anything which has been learned can be reappraised and replaced with new, superior learning". Whereas, Hakim (2004, 6) says, "*Rasa percaya diri adalah suatu keyakinan seseorang terhadap segala aspek kelebihan yang dimilikinya dan keyakinan tersebut membuatnya merasa mampu untuk bisa mencapai berbagai tujuan dalam hidupnya*". It means that self confidence shows someone's belief toward anything she or he has. Someone also believes that he or she can do everything to achieve what he or she wants.

Self confidence is formed by some aspects. It is combination from some aspects that becomes one thing called by self confidence. This statement is

also supported by Lauster (1997, 64). He states that there are five aspects of self confidence, they are: 1) Belief and self prosperity; 2) Optimism; 3) Objective; 4) Responsibility; 5) rational and realistic. It means that aspects will make positive self confidence for someone. Someone will be said that he has good self confidence, if five aspects above are balance.

In short that self confidence is someone's feeling that can make them be sure to do everything. It comes from their heart which is always positive and gives motivation. In other word, self confidence can be defined as a believable of own capacity and skills to do everything that someone can. When someone has high self confidence, he always thinks positively and believes that he can do it well.

## RESEARCH METHOD

Before doing research, the researcher plans the design of the research. This is related to research design. Arikunto (2002, 45) states that research design is a plan or program made by a researcher, as the activity target that to do. So, the researcher also has made a planning for this research that is in this research, the researcher used factorial 2x2 research design.

In this research, the researcher uses three kinds of variable, they are: independent variable (X), attribute variable and dependent variable (Y). In this research, the independent variable is pair discussion of cooperative learning method (X<sub>1</sub>) and repetition drill of audio lingual method (X<sub>2</sub>), self confidence as an attribute variable, and

the dependent variable is speaking ability (Y).

### **Population**

The definition of population is all of people or other things discussed in the research as a subject of the research. It has similar character or things, so that it can be generalized in the same thing. Arikunto (2002:108) says that population is people or other things discussed in the research. In other words, population is the total number of the subjects of an investigation. In this research, the population is all of the students in the eleventh grade of SMA N 1 Rumbia. The population consists of six classes, and every class, consists of 29 up to 34 students. So, the population of the research is 195 students they are 121 girls and 74 boys.

### **Sample**

Sugiyono (2010:81) says that sample is a part of whole and characteristic from population itself. Based on the definition, the researcher determines the sample of the research which is taken from the population. The sample is taken by using a sampling technique called by cluster random sampling. After doing the sampling technique, the researcher gets the sample of the research. The sample of the research is the total of the students in class A3 and A1. In this case, the researcher also uses data reduction to make the total of sample in each class is balance. Some data will be omitted randomly. The researcher uses data reduction in his research, this will be done based on the students' result of self confidence questionnaire. It is done to make balance about the number of students each class as a sample.

### **Research Instrument**

The research instruments are used in this research as follow:

To find out the result of students' speaking ability by using pair discussion and repetition drill technique, he gives oral test to students. And then, to find out the students' self confidence, a questionnaire is given to students. The questionnaire consists of 30 items.

### **Speaking test**

Based on the operational definition of students speaking ability, the researcher gives the test by using instrument which has been determined. He gives oral test to students as an instrument of speaking ability. The test includes the material which has been explained. The material is about expressing love, sorrow, and attention.

In this test, the students have to perform in front of the class. The test is done in pair. It means that every student must perform the conversation with their friend. Every couple has 3 up to 5 minutes to make conversation. They have to make conversation about love, sorrow, and attention. Although speaking performance is done in pair, the assessment is done individually.

### **Self confidence's questionnaire**

To know the students' level of self confidence, the researcher uses questionnaire as an instrument. The questionnaire is given to students before giving treatment. After giving questionnaire, the result of questionnaire is classified into two parts, high and low self confidence.

The instrument of self confidence includes some aspects. They are about Students' belief and self prosperity, optimism, objective, responsibility, rational and realistic. The total of questions is 30 items. The questions' form is multiple choices. So, the

students must choose the best choice according to themselves.

### **Data Collecting Technique**

In collecting data, the researcher uses the test of each variable of the research. In this research, the researcher gives two kinds of test to the students as a sample. The test consist of oral test (for speaking ability) and questionnaire test of students self confidence. To collect the data, the researcher uses pre-test and post-test.

### **RESULT**

Data of students' speaking score is taken from the speaking test. It must be analyzed to know whether the data normal or not. Based on the data analysis in experiment class, it can be looked that skewness is -0,335 for students high self confidence on pretest, 0,217 for students high self confidence on post test, 0.143 for students low self confidence on pretest, and -0,110 for students low self confidence on post test. All of the skewness scores are in range of -0,5 up to 0,5. While in control class, it can be looked that skewness is -0,415 for students high self confidence on pretest, -0,220 for students high self confidence on post test, 0.199 for students low self confidence on pretest, and 0,406 for students low self confidence on post test. All of the skewness scores are in range of -0,5 up to 0,5. The criterion goodness of fit test for normal and uniform data sets compute to test the normality, if the skewness in range -0, 5 up to 0, 5 can be showed that each data is distributed normally. It means that the data is normally distributed.

Based on the analysis, it can be explained that the score of F is 0,669, score of df1 is 3, score of df2 is 56, and

score of significance is 0,575. The criterion of homogeneity test is the data will be said homogeneous if the value of sig. > 0,05. From the table above, the value of significance is 0,575 and 0,669 for F. It shows that the data is homogeny, because the significancy score is 0,575 or it is higher than 0,05.

Based on the analysis of the data by using SPSS Program; ANOVA Univariate and Compare mean, the researcher got the result of hypothesis that is the significance score. The significant score of hypothesis 1 is 0,000. Then, the significant score of hypothesis 2 is 0,026. Whereas, if the data has significant score under or equals 0, 05 the data will be said  $H_0$  is received. Next to the significant score of hypothesis 3 is 0,000. And then, the significant score of hypothesis 4 is 0,080. Then, the significant score of hypothesis 5 is 0,117. And the last, the significant result of hypothesis 6 is 0,001. The criterion of hypothesis 3, 4, 5, and 6; The criterion whether to know the significant difference is if the score of significant (2-tailed) under or equal 0,025, so it has significant difference.

### **DISCUSSION**

This research has purpose to know the result of the students' speaking ability with the material of the subject by using two learning techniques at different self confidence. The researcher gave the pre-test, treatments and post-test to the students as a sample of the research. The researcher explains the finding of the research as the result of data hypothesis as follow:

**Hypothesis I:** In this research, the researcher want to know whether there is interaction between learning technique and self confidence toward

speaking ability. The result of research shows that there is interaction between learning technique and self confidence toward speaking ability. In the process of learning, both of learning technique and self confidence has interaction to influence each other. Since this the learning technique has been applied in the experiment and control classes and based on the result of the data show that there is interaction between learning technique and self confidence toward speaking ability of SMA N 1 Rumbia.

**Hypothesis 2:** In the second hypothesis of the research, the researcher wants to know whether there is difference of speaking ability using pair discussion and repetition drill technique. The result of research shows that there is significance different between pair discussion and repetition drill technique toward speaking ability. By applying both of techniques in two classes of SMA N 1 Rumbia, the researcher compares both of them to know whether there is difference or not. Based on the result of speaking score, it can be concluded that there is difference of speaking ability using pair discussion and repetition drill technique.

**Hypothesis 3:** The result of research shows that there is difference of students' speaking ability using pair discussion at low and high self confidence. This result is suitable with the third hypothesis of the research that want to know whether there is difference of students' speaking ability using pair discussion at low and high self confidence or not. By applying of this technique, the students can solve the problem with their friend. But, that is not all of the students can improve their ability well. The students who have high self confidence are very active in the lesson. It is different with

the students who have low self confidence. They feel difficult to follow the lesson because many factors influenced. One of them, they feel shy if they should make conversation or talk to their friend. So, it has different result.

**Hypothesis 4:** The result of the forth hypothesis is there is no different of speaking ability using repetition drill technique of audio lingual method at high and low self confidence. the difference of students' speaking ability by using repetition drill technique can be looked at the data of speaking test. Based on the result of students' speaking and the data on the table 4.13, there is no difference of speaking ability using repetition drill technique at high and low self confidence.

In applying of this technique, the students feel interest to pronounce. But, they can not develop their knowledge about the material. The students who have high and low self confidence are born about that. They only repeat the word or the sentence without developing by themselves. But, they have good pronunciation by using this technique. By practicing, they can pronounce the word well. The problem is students who have high self confidence can not more develop only using this technique. It is looked from their result of speaking test. They have almost same score with the low self confidence students. This result is not suitable with the theory above. Based on the result of students' speaking and the data, there is no difference of speaking ability using repetition drill technique at high and low self confidence.

**Hypothesis 5:** In the fifth hypothesis of research, the researcher wants to know whether there is difference of speaking

ability using pair discussion and repetition drill technique at low self confidence. Based on the result of research, it is known that there is no difference of students' speaking score by using pair discussion and repetition drill at low self confidence. Based on the result of the research, the students' speaking score of low self confidence in experiment class has similarity with the students' speaking score of low self confidence in control class. From the data of 4.15 can be explained that there is no difference of speaking ability using pair discussion and repetition drill at low self confidence of SMA N 1 Rumbia.

**Hypothesis 6:** The last hypothesis of the research, the researcher wants to know whether there is difference of students' speaking ability using different learning techniques at high self confidence. From the data, it can be showed that there is significance different of students' speaking ability by using pair discussion technique of cooperative learning and repetition drill technique of audio lingual method at high self confidence. They have different average score. From the result of the research, the students' speaking score of high self confidence in experiment class is better than the students' speaking score of high self confidence in control class. From the data of 4.17 can be explained that there is significance difference of speaking ability using pair discussion and repetition drill at high self confidence of SMA N 1 Rumbia.

## CONCLUSION

Based on the discussion of the theory about the research and the finding of the data, it is found some data as the result of the research. Based on the

theoretical, pair discussion and repetition drill technique are suitable to be applied in speaking class. This is also supported by the finding of the research in the form of data. The data analysis and the result of computation of the data from SMA N 1 Rumbia at the eleventh grade academic year 2012/2013, after doing this research here researcher describes the finding as follow:

- 1) Based on the result of research, significant score of hypothesis 1 is 0,000. It shows that there is interaction between learning techniques and self confidence. It was influenced each other to achieve good speaking ability. In the other words, the high self confidence students not always get the best score. It is also influenced by the using learning technique.
- 2) The significant score of hypothesis 2 is 0,026. It shows that the students' speaking result has difference between the students of experiment class and the students of control class. The students of experiment class has been taught by using pair discussion has better score than the students of control class has been taught by using repetition drill.
- 3) Based on the data, the significant score of hypothesis 3 is 0,000. In other word, the students high and low self confidence in experiment class have different speaking ability. The students who have high self confidence get better score of the test than the students who have low self confidence.
- 4) Meanwhile, the significant score of hypothesis 4 is 0,080. It means that there is no different between the students high and low self confidence in control class toward

their speaking ability. The average score of students high self confidence is almost same as the average score of students low self confidence.

- 5) After comparing the result of students' speaking test, the significant score of hypothesis 5 is 0,117. It means that there is no difference of speaking ability using pair discussion and repetition drill at low self confidence.
- 6) The last, the significant score of hypothesis 6 is 0,001 or there is difference of speaking ability using pair discussion and repetition drill at high self confidence. The students have been taught by using pair discussion has better score than the students have been taught by using repetition drill.

In short, based on the theoretical and finding of the reseach above, both of pair discussion and repetition drill technique are good to make students' speaking ability to be better. But from the analysis of the research, pair discussion technique is better than repetition drill technique to be applied in the class. The students who have been taught by using pair discussion have better score than the students who have been taught by using repetition drill, especially for high self confidence. Based on the result of the research, the students' speaking ability is influence by their self confidence and the using of learning technique.

## **SUGGESTION**

### **For the student**

To learn English, especially for speaking by using pair discussion or repetition drill technique, the students must know about the rule of the

technique. It will make easier while learning process if they understand about the rule and the purpose of learning. The students have to do the learning activities based on the procedure in order to make interactive and communicative learning process. So, it will make their ability of English be better.

### **For the teacher**

To make the students interest in learning activity, the teacher should use suitable learning technique in the class. The teacher must choose one of learning technique which suitable with the material and condition of the students. The using of learning technique in the class is very important to help students in understanding the material. For example the using of pair discussion or repetition drill technique in teaching speaking. In other side, the teacher should make combination of learning techniques in order to make students more interest to study. The teacher may not use same technique in some meetings, because it will make the students feel born. Learning activity which will be held by teacher determine the students' result.

### **For the other research and researcher**

Since this research has been finished and gotten the data conclusion about the comparison of speaking ability using pair discussion of cooperative learning and repetition drill of audio lingual method at different self confidence. Researcher expects for other researcher to understand well about this research in order to make easy for doing further research.

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