

# IMPROVING STUDENTS SPEAKING ABILITY BY USING PRESENTATION, PRACTICE, PRODUCTION (PPP) METHOD AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 2 TELUKDALAM IN 2019/2020

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## Abstract

This research is aimed to improve the students' ability in speaking by using Presentation, Practice and Production (PPP) Method at seventh grade of SMP Negeri 2 Teluk dalam in 2019/2020. The population of the seventh grade students the students in SMP Negeri 2 Teluk dalam were 2 classes. The researcher choose VII-A as the subject of this research which consisted of 20 students. Classroom Action Research was used as the research method. This research consisted of two cycles. The procedure of the research consisted of planning, action, observation and reflection. The kind of datum analysis, they were: qualitative data and quantitative data. The result of data analysis show that in cycle I who were 10 students passed and 10 students were failed. The average score was 56,05. After doing reflection, it was continue to cycle II who were 16 students succesful to achieve the MCC and 4 students were unsuccessful. The average score was 71,5. The result of research show that this method was successful to improve the students' speaking. The researcher suggest the teacher to teach the students using this method because this method is effective or appropriate to be applied in teaching speaking. For students which felt shy to practice speaking, hoped able to encourage the students to speak well and more active in the classroom. For the next reseacher and the readers, this result can give the contribution conduct further research.

**Key Words :** Speaking, Presentation Practice and Production (PPP) Method, Speaking Assessment.

## 1. INTRODUCTION

Language is a tool of communication which is owned by human being in maintaining their lives. It is an inseparable part in human life because through the language someone can understand and can be understood by others. In owning the language it is taught and learn in all level of education starting from elementary level up to the higher educational level. English has become an important language in the world. Looking at this importance in this global era, speaking skill becomes one of the most important skills to be developed and enhanced as means of effective communication worldwide. In our country, English plays an important role in international communication and in the development of Education, Economic, Science, and Technology.

At schools students have to learn four skills of language: listening, speaking, reading, and writing, but out of the four skills, speaking seems intuitively the most important. According to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 64 Tahun 2013 tentang Standar Isi Satuan Pendidikan Dasar dan Menengah*, the aim of speaking in the curriculum is to make students able to express meanings in transactional and interpersonal languages in the daily life context. They are also expected to be able to express meanings of short functional texts and

monologues in many kinds of texts like recounts and narratives, either formally or informally.

Speaking is a process to convey and sharing ideas and feelings orally. Speaking involves some elements such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Harmer (2007:269) states that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the spot. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information.

The importance of teaching speaking can be seen in the syllabus of Junior High School at Seventh Grade of SMP Negeri 2 Telukdalam expects that the student must be able to speak English especially transactional and interpersonal speaking. Speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others.

In reality, the students at seventh grade of SMP Negeri 2 Telukdalam still cannot speak English well. According to the observation and the result of interview for the students when the researcher came to school many learners were not able to speak English well. They said that learn English is very difficult especially to speak English either to their

teacher or their classmates. Through interview to the English teacher, it was said that They still cannot speak English yet . This statement shows that the teacher knows that students ability in speaking is very low, so the students have limited competence in speaking.

At the Seventh Grade of Madrasah SMP Negeri 2 Telukdalam, based on the result of a class observation that was conducted, the researcher found some problems related to the instructional activities in this school. The problems can be identified as follows 1) the students low ability to speak; 2) the students unclear pronunciation; 3) the students lack of vocabulary; and 4) the students lack of grammar.

Futhermore, they have Minimum Competence Criterion which was must be achieved. The Minimum Competence Criterion is 65. Based on the data from English teacher on that school about their score of English lesson during the mid semester. It shows that their score is still low. There are some students who have got a good score. From 20 students, only one student who got 75, three students who got 65, four students who got 50 and the others got 45. The percentage of students who can achieved MCC were 20 % students and who cannot achieve or fail are 80 % students.

This result is far from satisfaction for their ability to speak English. Therefore, it needs a treatment to increase their result. The research suggest that the teacher should know the students needs in teaching learning process. Besides that, the teachers should use the appropriate methods to improve students speaking ability in teaching learning process. Many methods can be used for improving students speaking ability, for examples of method for developing students speaking ability is the Presentation, Practice and Production (PPP) Method.

According to Harmer (2009:64) the Presentation, Practice, Production (PPP) Method is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. In building the students speaking ability by using PPP method is a good method because PPP method was be invite the students to master the vocabularies through their response. Presentation, Practice, and Production (PPP) is a method that is widely used in teaching simple language to improve students ability to speak. The researcher apply Presentation, Practice, Production (PPP) Method as alternative of teaching speaking ability because this method build positive mental or confidence of the students to do exercise (practice / dialogue). That is the reason why the researcher is interested to improve the students ability in speaking using Presentation, Practice, Production (PPP) Method.

Presentation, Practice, Production (PPP) Method is consistently applied to improve the students ability in speaking English. The students ability in speaking, particularly the interpersonal

speaking measured to determine the improvement. Through this method, the students can improve their ability in learning speaking. It is also successful and effective for teaching learning activity.

Based on the explanation above, Presentation, Practice, Production (PPP) Method applied as the solution for the problem by conducting the title **“Improving Students Speaking Ability By Using Presentation, Practice, Production (PPP) Method at the Seventh Grade Students of SMP Negeri 2 Telukdalam in 2019/2020?”**

## 2. RESEARCH METHOD

The type of the research is Classroom Action Research (CAR) because this research aims to improve the problems that occur in the classroom in teaching and learning process. Classroom Action Research is the process in which participants examine their own educational practice systematically and carefully by using the method of research. According to Suratinah (2002:3.2) Classroom research is the patient, systematic study of students learning by disciplinary faculty in their classroom. It is aimed at producting insights an understanding that can improve teaching and learning. According to Emzir (2012:234) penelitian tindakan adalah studi sistematis dari upaya meningkatkan praktik pendidikan oleh kelompok partisipan dengan cara praktis mereka sendiri dan dengan refleksi mereka sendiri terhadap pengaruh tindakan tersebut.

It means that action research is implemented to improve the way of teaching or to evaluate the success or appropriate of certain activities and procedure. The object of the research was improved students ability in speaking and applied of the Presentation, Practice, Production (PPP) Method.

Typical lesson according to the situational approach, a three-phase sequence, known as: Presentation, Practice, and Production. Presentation; the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students comprehension of it. Practice; Students practice using the new structure in a controlled context, through drills or substitution exercises. Production; Students practice using the new structure in different contexts often using their own content or information, in order to develop fluency with the new pattern.

Harmer (2007:120) defines that Presentation, Practice, prduction (PPP) can be seen as a variation of Audiolingualism. One of the criticisms leveled at Audiolingualism was that controlled drills do not result in the kind of language behavior found in the real-life context thus fail to developing communicative activities. This means, PPP have similar with the Audiolingualism method with

controlled drills without result in the kind of language behavior in the real life context.

The PPP lesson model encourages learners to practice and produce the TL (Target Language) with a concern for this specific target form and gives opportunities to use this form in a communicative context on the last productive stage (Willis, 1996 in Ksenia, 2011: 11). Within the PPP Method, learners are aware that they are to use the TL (Target Language) at both practice and production stages. At the practice stage, the PPP seems to pay more attention to controlled activities and practicing target items in exercises

In addition Harmer (2009:66) Presentation Practice Production (PPP) is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom .

### 3. RESEARCH FINDINGS AND DISCUSSION

In this activities the observation covered students and researcher activities. The teacher collaborator helped the researcher to observed the students and researcher activities. This result it can be seen in table below.

it can be seen that in the meeting I there were 73% activities done well and 27% activities undone well. In addition, in the meeting II were 75% done well and 25% activities undone well. The data shown that, teaching and learning process was not run well and some activities was not done effectively by the students .

From the result of collecting the data above, it could be seen some of strenghteness in doing the cycle I, they are:

1. The students were familiar with English since the researcher used classroom English.
2. The students did many vocabulary and pronunciation practice. The students vocabulary knowledge and pronunciation were improved.
3. The students enjoyed the classroom activities.
4. The students actively participated in the teaching and learning process.

There were some of weaknesses found in cycle I, they are:

1. Some of students were not pronounce English well.
2. Some of students were less to be active during teaching and learning process.
3. There some of students who made noisy during the teaching and learning process.
4. There were some of students did not pay attention in researcher explanation.

Presentation, Practice, and Production (PPP) Method was applied during the teaching and learning process in cycle I. Presentation phase, the students listen the teacher explanation and pronounce some expression related to the material

by repeat after the researcher. The students search the difficult word in the dictionary and translate some expression related to the material.

Practice phase, the students work in group. When playing a role, the students got a dialogue to practice in front of the class. Before the students performed playing a role, the researcher gave a few time to practice. Generally, this activity helped the students to improve the speaking skill. This method encouraged the students to speak English while role playing. This method also helped the students to practice more during the teaching and learning process since the students also listen to their friends pronunciation and correct them. Production phase, the students perform their dialogue in front of the class. After production phase was done students asked the difficult in learning material and take the conclusion.

It can be seen that in the meeting I there were 75% activities done well and 25% activities undone well. In addition, in the meeting II were 80% done well and 20% activities undone well. The data shown that, the researcher was not done some activities effectively in every meeting.

From the result of collecting the data above, it could be seen some of strenghteness in doing the cycle I, they are:

1. The researcher gave the detail information about the topic for he students.
2. The researcher gave many vocabulary related to the material and opportunity for students to pronunciation practice.
3. The reseacher gave opportunity for the students to ask some question related to the topic.

There were some of weaknesses in doing the cycle I, they are:

1. Some of activities was not effectively.
2. Classroom management is less.

Based on the data above, it shows that:

1. 5 students who got fluency level 1+. It means that there are 5 students are able initiate and maintain predictable face to face conversations and satisfy limited social demands.
2. 4 students who got fluency level 2. It means that there are able to satisfy routine social demands and limited work requirements.
3. 3 students who got fluency level 2+. It means that there are 3 students are able to satisfy most work requirements with language used that is often, but not always, acceptable and effective.
4. 8 students who got fluncy level 3. It means that there are 8 students are able to speak with sufficient structural accuracy and appropriate and vocabulary to participate effectively in most informal conversation on practical and social topics.

Based on the explanation above, improving the students ability in speaking in cycle I and analyzed based on the speaking assesment items, they are: Accent, Grammar, Vocabulary Fluency and Comprehension.

### 1. Analysis of Vocabularies

The finding of vocabulary in cycle I, the students used limited vocabulary. Example: I ll.....(thought) .... happy.....(stop)....you come in my birthday party. Based on the the example above, the student stop to say their sentence, it because of the students still lack of vocabulary.

### 2. Analysis of Fluency

In fluency proficiency, some of students could speak fluently. It means that the students know how to pronounce some words correctly without helped.

### 3. Analysis of Comprehension

In comprehension proficiency, the students quiet complete for a normal rate of speech. It means that, the students are able to convey their ideas.

This step is the end of the activity of the reseacher in cycle II. In this activity, the reseacher reflected the student s speaking ability by evaluating the result of the test and observation paper. The result of cycle II was successful in conducting the Classroom Action Reseach (CAR). It means that the students got improvement and showed Presentation, Practice, and Production (PPP) Method was applicable to improve students speaking ability.

Based on the result that was analyzed from 20 students at Seventh Grade of SMP Negeri 2 Teluk dalam in cycle II 16 students achieved MCC (80%) which was the average value 71,5. In this cycle, the students got a good development in speaking ability. Most of students can speak in daily conversation.

First, after analyzing the students observation paper, all of students activities had done by students. Form the first and the second meeting, all of students pay attention and response to the reseacher during the teaching and learning process in the classroom. It means that, when the reseacher introduced or explained the material, most of students active and responded the reseacher s question and also gave some question to the material.

Second, the students achievement was achieved the Minimum Competence Criterion (MCC), because the reseacher was able to manage time allocation during teaching and learning, all of the activities was done effectively by reseacher at the meeting I and meeting II. Reseacher provoked the students to be more actively, for example the reseacher asked some question in order to make the students thinking become active to say something. In addition, the reseacher gave any suggestion to improve the students ability in speaking.

Third, the students were success in speaking in cycle II because the students ability in speaking was got a good score, itcan be seen on students proficiency description or students score result. Based on the explanation above, it can be conclude that the students were able to speak well was caused the teaching and learning process or

implementing of Presentation, Practice, and Production (PPP) Method in the classroom was successful.

After drawing the conclusion of Cycle I and Cycle II there are some description: First, the result of cycle I was less or unstatished. It caused by many of students was not achieved MCC or failed. it means that, the students were less to speak, and many of students were not pronounce English well. Second, the result of cycle II the students' ability was improved. It caused by many of students passed or achieved MCC. The students more active in the classroom, ask and answer some question related to the material. It means that, the students got a good development in speaking ability than cycle I. In addition most of the students can speak in daily conversation and pronounce it well. The result of cycle II was successful in conducting the Classroom Action Research (CAR) it means that the students got improvement and it shows that, Presentation, Practice, and Production (PPP) Method is applicable to improve speaking ability.

The students improvement during implementing the reseach can be seen from the summary result of observation paper for students activities in cycle I in first meeting there were 73% activities done well and undone 27% activities. The second meeting there were 75% activities done well and undone 25% activities. While for students activities in cycle II in first meeting there were 75% activities done well and undone 25% activities. At the second meeting there were 80% activities done well and undone 20% activities.

The result of observation paper for teacher s activities in cycle II in first meeting there were 75% activities done well and undone 25% activities. The second meeting there were 80% activities done well and undone 20% activities. While for teacher s activities in cycle II in first meeting there were 87% activities done well and undone 13% activities. At the second meeting there were 90% activities done well and undone 10% activities.

Before conducting the action research, which were 8 students passed and 12 students failed got the average value was 40,75. It was got improvement when the reseacher did the action research in classroom by apply the Presentation, Practice and Production (PPP) Method. The result of speaking ability test in cycle I which were 10 students passed achieved MCC and 10 students failed got the average value was 56,05. While, the result of speaking ability test in cycle II which were 16 students passed, 4 students failed got the average score was 71,5.

According to Harmer (2009:64) the Presentation, Practice, Production (PPP) Method is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. In building the students speaking ability by using PPP method is a good method because PPP method was be invite the students to master the vocabularies through



their response. PPP method has been proved to improve the students speaking ability. It also improved the teaching and learning process. However, the implementation of the PPP method should match with the context in daily life, so the students understandings of the lesson were also improved and it could be applied in real life.

Based on the explanation above, it can be concluded that the students improvement each cycles it show that the students ability in speaking was improved in each cycles by using Presentation, Practice, and Production (PPP) Method

#### 4. CONCLUSION

From the result of the research as explained in the preview chapter, it can be concluded that: First, the result of the students speaking achievement got improvement by using Presentation, Practice and Production (PPP) Method. Second, Presentation, Practice and Production (PPP) Method is effective to be applied in teaching speaking. Third, the result of the test and observation paper got improvement in each meeting and cycle. Therefore, Presentation, Practice and Production (PPP) Method is an appropriate to be used in improving the students ability in speaking English. Presentation, Practice and Production (PPP) Method gives the motivation value for the students; the students can develop their thinking, they build up relationship with other and their mind one to another. It means that, by using this method, the students become active in teaching and learning process.

#### 5. SUGGESTION

After the researcher makes the conclusion of teaching, the researcher addresses some following suggestions for the teachers and students. For the English teachers, they could implement the Presentation, Practice and Production (PPP) Method in teaching speaking but the English teachers should consider some aspects in implementing the method.

First, the English teachers should set the time as effective as possible by considering the length of time allotted in every activity. Second, the English teachers should deliver the explanation using clear voice, not too slowly and not too quickly. Third, the English teachers should use Indonesian language if the students find it hard to understand the explanation. Fourth, the English teachers should provide the students with lists of vocabulary or ask them to always bring dictionary since they still have poor vocabulary.

Fifth, the English teachers should guide students when they work on their tasks. And sixth, the English teachers should be patient since this method employs a lot of time and activities at every stage.

For the students who learn English, especially speaking could practice their in different contexts

and expressions, after getting some role play activities, students are expected to be more active in speaking and improve their speaking ability in giving transactional and interpersonal response which can be done in their daily activities.

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