

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of The Study

Language is a set of rules used by human as a tool of our communication. The function of language is a tool of communication in written as well as in spoken communication. The use of language is governed by the conventional rules shared by the speakers of the language. Each of our must obey the rules. Otherwise, we cannot use the language effectively for the sake communication. We cannot communicate well. Even worst, we cannot understand each other. Therefore, in order to be successful to join a communicative interaction, the members of speech community must use their language according to the conventional rules our share among themselves. People having a good language skill are those who can apply the rules of their language in transferring information in their communication effectively.

English is one of international language that has many countries used nowadays. In our country English is a foreign language that we find from school, course and also from several TV program. As a foreign language, English has been taught in Indonesia from kindergarten to university. However, the fact does not still guarantee that the students have mastered English, they must be able understand how to use English components firstly such as grammar, pronunciation, and vocabulary. By mastering those English components they will be easier in English skill. There are some skills in English have to be mastered by students, namely speaking, listening, reading and writing. It is supported by Kurikulum Tingkat Satuan Pendidikan (KTSP) of Senior High School (2006).

Based on competence based curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find

in spoken cycle especially in joint construction of the text stage ( Departemen Pendidikan Nasional 2004 )

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Speaking skill is one of four skills that's important students must be master, because if students do not master in speaking, they can not speak English well. From four the skills , speaking skill is one of skills that students difficult to be master, because in study speaking skill student must be master in grammar and also they have to have many vocabularies about English , so they can communicate with others effectively.

When I was teaching training ( PPL ) in SMA Parulian I Medan, I found a problem in students' speaking many students were not able to speak English and some of students can not speak English well also. Most of them can not speak because they don't have enough vocabularies. Some of them also are nervous when they are speaking up in front of the class so, it make them are difficult to speak. It has to develop by applying kinds of methods, strategies, models, and approaches teaching learning, so they can speak English.

Speaking skill is one of the four skills which should be developed in learning English. By speaking students can express their ideas or opinion, and share their felling and some information to others. Now days speaking ability is very important to study. In learning speaking students have to able to speak as the expression communication. But in fact most of students are shy to speak English, some look nervous, and some students do not speak fluently. In carrying out speaking students face some difficulties one of them is about language itself. In fact most of students get difficulties to speak even thought they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistake. Most of teacher also do know

what is the right way to solve it. Because of that in process teaching learning is needed an approach to students.

This problem maybe able to overcome by applying right way in teaching language. To make students to be competence , English teacher should apply various approach, method, and technique to reach the goal with the curriculum as the guideline. Many of approaches, methods, and techniques that teacher can do to improve students' speaking ability, one of the approaches is Presentation Practice and Production Approach.

Hammer ( 2007 ) said that presentation practice and production approach or PPP as it is called, is one of the most common teaching methodologies for ESL. Presentation is presenting the current language lesson to the students depending on the curriculum chosen, this could be such as subjects as sounds, part of speech, vocabulary, sentence structure and grammar. Generally between 65 and 90 percent of class time is spent on the presentation component. Next the students will be practice what they are learning through activities that require them to speak English. Practice exercise should progress toward mastery of the concept presented. The final component is production, which is an advanced form of practice that requires to think on their own rather than completing the more closely targeted practice exercise.

In applying presentation practice and production approach there are three phases that teachers have to do they are:

First, namely Presentation. In this phases teacher show the material to students before teachers explain the material to students, teachers give brainstorming to students to open students' mind about the material, then teachers give inform about the main of the material, after that teachers explain the material to students. Second is practice. In this phases teachers read the material to students after that teachers ask students to repeat what the teachers say and they try to

speak in front of the class while teacher control the students in pronunciation, vocabulary, grammar, fluency, and comprehension. The last phases is production. In this phases students have to able to produce what they have learn. They also have to able speak fluently through three phases.

The aim of Presentation Practice and Production Approach is to get the students to learn the structures so thoroughly that they will be able to produce them correctly on their own. A good teacher is a teacher that's able to teach students well and also can make students be master in subject material. A teacher should make the lesson is more interesting and various, so students like the subject material and be master in the subject. From explanation above , the researcher believe that PPP approach can improve students' speaking ability.

Based on the problem above, the writer interested to do research about students' problem in speaking by using Presentation Practice and Production Approach to conduct this research to improve students' speaking ability .

The writer hope with apply PPP approach in process teaching learning at the school, all students , especially second grade students' can improve their ability in speaking.

## **1.2 The Problem of The Study**

Based on the background above ,the problem of this study is formulated as the following.

1. Does Presentation Practice and Production Approach improve students' speaking ability at Eleven Grade In SMA NEGERI I TANJUNG MORAWA ?
2. How does Presentation Practice and Production Approach improve students' speaking ability at Eleven Grade IPA-4 in SMA NEGERI I TANJUNG MORAWA ?

### **1.3 The Objective of The Study**

The objective of this research could be formulated as “ To know and explain students’ speaking ability through Presentation Practice and Production Approach at Eleven Grade IPA-4 in SMA NEGERI I TANJUNG MORAWA.

### **1.4 The Scope of The Study**

There are many Approaches that can use in teaching learning to make students master in speaking. In this research the writer limit the study only teaching Presentation Practice and Production Approach .

### **1.5The Significances of The Study**

The writer hopes that the result of thi study will be useful :

#### 1. Theoritically

- 1) Theory Presentation Practice and Production Approach is one of approach in teaching learning to add knowledge for teaching learning especially in speaking English and teaching approach.

#### 2. Practically

- 1) For teachers to help them to improve students’ speaking ability through Teaching Presentation Practice and Production Approach especially in English subject.
- 2) For readers to add their knowledge about Teaching Presentation Practice and Production Approach.
- 3) For other researchers to help them accomplish their research
- 4) For the writer, it can motivate her teaching ability in speaking subject by using Presentation Practice and Production Approach in the future.

## **1.6 Hypothesis**

The hypothesis of this research are :

Ha: Presentation Practice and Production Approach improves students' speaking ability

Ho: Presentation Practice and Production Approach does not improve students' speaking ability

## **1.7 Basic Assumption**

The writer thinks Presentation Practice and Production Approach improves students' speaking ability at eleven grad IPA-4 in SMA NEGERI I TANJUNG MORAWA.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

To conduct this research, there are some theories are needed to explain some concept and term applied in the research concerned. This study also use some concerns and terms that need to theoretical explained. The theoretical on the concepts and terms will be presented in the following part.

#### **2.2 Speaking**

Speaking is verbal language that's used to communicate with others. With speaking we can share our ideas or opinion to others. Speaking is one of four skills that's very important to

know or study. Speaking nevertheless differs from written language in a number of respects less formal in use of vocabulary fewer full sentences as opposed to phrases, contains repetitions, repairs and has more conjunction instead of subordination. Speaking is oral interaction can be characterized in the term of routines, which are conventional way of presenting information which can either focus on information or interaction. Interaction routines can be either service (job interview), or social. This distinction between information and interaction routines mirrors the distinction between the transactional and interactional ( interpersonal ) function of language discussed in the preceding chapter. Speaking is productive skill that must be expressed orally.

There are two that include productive skill, they are speaking skill and writing skill. Speaking skill is people communicate spontaneously (orally) with others, meanwhile writing skill is people communicate by written. When students are working on their language production, they should be operating towards the communicative end of the communication continue. When people talk about spoken and written, therefore one of the differences they are sometimes is describing between “distance” and “closeness”. A feeling distance will make the use of well-formed sentences in writing priority. It will suggest the use of full forms and written equivalences in spoken communication. Closeness, on the other hand, lead to spontaneity so that in conversation to occurrence of ellipsis, non-casual sentences, etc is more common. People sometimes write ‘closely’ in media such postcard, email, notes left around the house. They can speak more ‘distantly’ in speeches, formal interviews, prescribed ceremonies.

According to Hammer ( 2007: 248 ), in order to speak and write at different levels of intimacy students need practice in different genre and difference style so that in their level increase they can vary the grammar, function, and lexical that they use. For many years,

teaching speaking involved providing students with the components of the language, in hope that they would eventually put them all together and speak.

Part of our speaking proficiency depends upon our ability to speak differentially, depending upon the audience and upon the way we observe their reaction and response to it in some way or other. In spontaneous conversation we are constantly alert for reactions of the people we are interacting with so we make our communication as informative as required amending it depending on how the other participants in the interaction behave.

### 2.2.1 Teaching Develop Speaking Competence

According to Broughton ( 1980:77-78 ) said that, there are three to develop speaking competence , they are :

#### 1. Controlled Oral Work

One of the most versatile techniques for the presentation and practice of phonological, lexical and grammatical items is the dialogue. It has the further advantages that it can be used for controlled or guided or free work, and a dialogue is by its very nature language interaction between people, which fulfils the communicative criterion. It is possible to use a dialogue at the most elementary level, even in the first lesson. Within minutes of meeting a class of total beginners it is possible to have an exchange like this:

Teacher: My name's Robert Smithson. What's your name?

Student: My name's Janine Riche.

It is very easy to develop this mini-dialogue into pair work. The teacher, after some choral, group and individual repetition to establish the probably very unfamiliar sounds, can proceed

round the class, asking a different student each time. Then he can have two of the better and more extrovert students come to the front of the class and say the dialogue, each one taking a part.

## 2. Guide Oral Work

It is probably a mistake to structure so tightly all the utterances demanded of a student that it is difficult for him to make an error. Practically, it is nearly impossible to do, and mistakes in themselves can teach a lot. It seems that making mistakes and learning from their correction is a natural part of the learning process, so too great rigidity in control may well be counter-productive. Guided oral practice aims to give the student a limited freedom to use and practise what he has learnt, yet still be subject to some restraints. In general, it is best to provide the general situation and content of what is to be said, but allow some freedom in the mode of expression. Role-playing, as in the case of the customer and shopkeeper above, is a useful technique at this as at other levels. The class may well have learnt several progressively more polite phrases to ask if anything is needed:

‘Can I help you?’

‘Can I help you, Mr.../Mrs.../Sir/Madam?’

‘Is there anything you want...?’

‘Was there anything you wanted?’

‘May I help you in any way, Sir/Madam?’

They have also learnt suitable replies:

‘No.’

‘No, thank you.’

‘Not just at the moment, thank you.’

‘That’s very kind of you, but I don’t need anything at the

moment, thank you.'

By controlling the situation but allowing variety of expression of this kind, the dialogue has been changed from controlled to guided oral work. Another way to practise oral proficiency in a guided way is to set up a role-playing situation. Two lines of chairs with a clear space down the middle could be the gangway between rows of passengers on an aircraft. Students are then allocated roles—one is a stewardess, another the head steward, and another the captain on a cabin inspection. Other students play the part of passengers—but passengers with marked characteristics.

### 3. Free Oral Production

It is important that a student should be able to produce naturally the language which has been presented to him and which he has practised in various more or less controlled situations. This is particularly important, not just in the later stages of a given teaching cycle, but at the more advanced levels of attainment, where the pupil feels he now has the basic machinery to say what he wants rather than what he is channeled into saying, and therefore he insists on moving to free oral production so much more quickly than the elementary or intermediate student. This is not an easy thing to accomplish, and calls for considerable creative thought on the part of the teacher to provide situations and stimuli that will get all the students to make active use in a communicative way of the language they have learnt.

#### **2.2.2 Principle for Designing Speaking Technique**

Brown (2007: 275-276), said that there are seven the principles for designing speaking technique, they are :

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction meaning, and fluency. In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that your tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

2. Provide intrinsically motivating techniques.

Try all times to repeat to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be". Even in those techniques that don't send students into ecstasy help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things, it usually pays to tell them.

3. Encourage the use of authentic language meaningful contexts.

This theme has been played time and again in this book, but one more reminder shouldn't hurt. It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one to pick the right answer.

4. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback "out there" beyond

the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening .

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by the teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only "to speak when spoken to". Part of oral communication competence is the ability to initiate conversations, to nominate topic, to ask questions, to control conversation, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

7. Encourage the development of speaking strategies. The concept of strategy competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communication purposes. Your classroom can be one in which students become aware of, and have a chance to practice, such as strategies as

- 1) Asking for clarification ( *what ?* )
- 2) Asking someone to repeat something ( *hub ? excuse me ?* )

- 3) Using fillers ( *Uh, I mean, well* ) in order to gain time to process.
- 4) Using conversation maintenance cues ( *right, okay, well, hm* ).

### **2.2.3 Elements of Speaking**

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'. Harmer (2007:269) , states the elements of speaking as follows:

#### **2.2.3.1. Language Features**

Among the elements necessary for spoken production ( as opposed to the production of practice examples in language drills, for example ), are the following :

1. Connected speech : Effective speakers of English need to be able not only to produce the individual phonemes of English ( as in saying *I would have gone* ) but also to use fluent ' connected speech ' ( as in *I'd've gone* ). In connected speech sounds are modified ( assimilation), omitted ( elision), added ( linking r ), or weakened ( through contractions and stress patterning ).
2. Expressive devices : Native speaker of English change the pitch and stress of particular part of utterances, vary volume and speed, and show by other physical and non verbal ( paralinguistic) means how they are feeling ( especially in face-to face interaction ). The use of these devices contributes to the ability to convey meaning. They allow the extra expression of emotion and intensity. Students should be able to deployed at least some of such suprasegmental features ad devices in the same way if they are to be fully effective communicators.

3. Lexis and Grammar : Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. The teacher should therefore supply a variety of phrase for different functions such as agreeing or disagreeing, expressing, surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them , in the same way, with certain useful phrases which they can product at various stages of an interaction.
4. Negotiation language : Effective speaking benefits from the negotiatory language we can use to seek clarification and show the structure of what are saying.

#### **2.2.3.2. Mental/Social Process**

If part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also depend upon the rapid processing skills that talking necessitates.

1. Language processing : Effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out if forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lesson is to help students develop habits of rapid language processing in English.
2. Interacting with others : Most speaking involves with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

3. ( On-the –spot ) information processing : Quite apart from our responses to others' feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for ' the penny to drop ' the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture – specific, and it is not prized by speakers in many other language communities.

#### **2.2.4 Tools for Speaking**

Lynch (2012:1-2), conversation is a complex activity, even in our first language and can cause difficulties for either speaker or listener:

1. As a speaker you may not remember the exact word or expression for what you want to say. In this case, you need to adopt one of a set communication strategies, which involve finding another way of expressing the desired meaning in a different form.
2. When you are listening, you may not understand or hear the speaker, so you have to signal that there is a problem, so that the speaker and you can negotiate a way of resolving it between you

#### **2.2.5 The Teaching of Speaking**

The mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently , learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses ( witness the huge number of conversation and other speaking course book in the market ), though how best to approach the teaching of oral skills has long been the focus of the methodological debate. Teacher and textbooks make use of a variety of approaches ,

ranging from direct approaches focusing on specific features of oral interaction ( e.g. turn-taking , topic management , and questioning strategies ) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies, (Richard: 2008: 19 )

### **2.2.6. Style of Speaking**

According to Richard ( 2008: 21 ), an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of part participants in interactions and also reflect the expression of politeness.

Consider the various way in which it is possible to ask someone the time, and the different social meaning that are communicated by these differences.

### **2.2.7 Functions of Speaking**

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule in Jack C. Richard ( 1983 ) made a useful distinction between the interactional functions, which focus on the exchange of information. In workshop with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework :*talk as activities is quite as transaction; talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches .

### **2.2.8. Aspects of Speaking.**

According to Nunan (2004:102-103), There are two aspect of speaking, namely :

## 1. Communication Strategies.

Sometimes we do not know, or cannot remember the precise word we need. This can happen in our first language too, but we are probably more aware of it when speaking another language. Here are five common strategies for dealing with this sort of problem.

**Table 1.1. Common Strategies in a Second Language**

<b>Communication strategies in a second language</b>
<b>Approximation</b> Use a more general or related word ; e.g. ‘ an animal ’ in stead of ‘ rabbi’
<b>Paraphrase</b> Describe the appearance or function of the word ; e.g. ‘ He clean the house with a ..it’s the things that suck in hair ’
<b>Invention.</b> Invent a word made from second language ; e.g. ‘ picture place ’ instead of ‘ art gallery ’
<b>Mime/ gesture</b> Demonstrate the meaning with your hands, e. g. clapping to show ‘ applause’
<b>Appeal for help</b> Ask the other person for help : e. g. who do you call .....?

## 2. Conversational repair.

A different sort of problem can occur when you are talking to someone and you use a word which they do not know or understand. The term covering the various ways in which this sort of difficulty can be resolved is *conversational repair*. Again, we may need to use this sort of repair in own language, too. In fact, our next example involved two native speakers of English: A, an American woman visiting Edinburgh, and S, a local resident. A had asked S for advice on where she could go for a cycle ride. . To understand the problem, you need to know that *cobbles*

(or *cobblestones*) is the name for the squared stones that you see in the older streets in Edinburgh, such as the Royal Mile.

### **2.2.9. Roles in Communicative Classroom.**

Nunan (1989:87), said the development of communicative language teaching has had dramatic effect on the roles that learners are required to adopt. This is particularly true of oral interaction tasks. Learners are required to put language to a range of uses language which has been imperfectly mastered, to negotiate meaning in short, to draw on their own researches rather than simply repeating and absorbing language. This can sometimes causes problems if you are teaching learners who have rather set ideas about language and learning , particularly if these differ greatly from your own. In such case , you have a number of options. In the first instance you can insist that , as teacher you know best and the learners must resign themselves to doing as you say. Alternatively, you can give in to the learners and structure activities around their preferences.

While the practice of explaining and rationalizing this to learners may seem a rather weak solution to the problem, it has proved useful in a number of contexts, for example ,” sally”, a teacher who was worried about the students’ reluctance to engage in pair work, decided to try negotiating with the students’ to avoid a revolt over the use of role play and reported that :

*At first ( students ), were a bit stunned and amuse at the teacher wanting them to give theirs opinions on content and methodology...As the result of the consultation process, all learners were quite prepared to continue their pair work. Clarifying the rationale also made ‘an incredible difference’ to how they went about their pair work .*

### **2.2.10 Assessing Speaking**

Assessment is an ongoing process that encompasses much wider domain. Whenever of students response to a question offer a comment or try out a new word or structure the teacher subconsciously make an assessment of students' performance written work form a phrase to a formal essay is performance that ultimately is assessed by self teacher and possibly other students(Nunan, 2003:4)

### **2.3 Approach, Method, and Technique.**

According to Anthony in Richard (1999: 15) the organization key is that techniques carry out a method which is consistent with an approach.

**An approach** is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. **Method** is an overall plan the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. **A technique** is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance use to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony which an approach as well.

According to Anthony's model in Richard (1999 ), approach is the level at which assumptions and belief about language and language learning are specified; method is a level at which theory is put into practice and at which choices are made about the particular skills to be taught , the content to be taught , and the order in which the content will be presented; technique is the level at which classroom procedures are described.

“These principle provided the theoretical foundations for a principled approach to language teaching , one based on a scientific approach to the study of language and language learning. They reflect the beginnings of the disciplines of applied linguistics that branch of language study concerned with the scientific study of second and foreign language teaching and learning”.

### **2.3.1 Presentation Practice and Production Approach**

According to Criado (2013:99), PPP is not a “ Method ”, but the pedagogical strategy at the teachers’ disposal to teach the language items which seems to be more suitable for adult language instruction context. The presentation practice and production ( PPP ) is the traditional activity sequencing pattern on which language teaching ( FLT ) course book have relied, and its presence can still be appreciated today.

According to Richard (2006:8 ) say, there are three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, Production.

1. 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.
2. Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises.
3. 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.

The P-P-P lesson structure has been widely used in language teaching materials and continues in modified form to be used today. Many speaking- or grammar-based lessons in contemporary materials, for example, begin with a phase in which new teaching points are presented and illustrated in some way and where the focus is on comprehension and recognition. Examples of the new teaching points are given in different contexts. This is often followed by a second phase in which the students practice using the new teaching point in a controlled context using content often provided by the teacher. The third phase is a free practice period during which students try out the teaching point in a free context and in which real or simulated communication is the focus.

The P-P-P lesson format and the assumptions on which it is based have been strongly criticized in recent years, however, for example, comments: The underlying theory for a P-P-P approach has now been credited. The belief that a precise focus on a particular form leads to learning and automatization (that learners will learn what is taught in the order in which it is taught) no longer carries much credibility in linguistics or psychology. Under the influence of CLT theory, grammar-based methodologies such as the P-P-P have given way to functional and skills-based teaching, and accuracy activities such as drill and grammar practice have been replaced by fluency activities based on interactive small-group work.

PPP was very useful to fulfill this objective, since it adapts well to the teaching of structures: aural exposure and teacher modeling in P1; drill or controlled practice in P2; and the transference of the previously studied structures to different situations in P3.

PPP or Presentation Practice and Production approach regarding its original shape in the times of structural methods, allowing for more flexibility in teaching procedures.

Ksenia in Izzah( 2011:11 ), suggest that the PPP approach proposes that the skills are to be worked upon in sequence from the receptive ( reading and listening )to the productive ( writing and speaking ). It shows that the PPP approach can minimize the mistake on the stage when learning process.

Nunan in Izzah( 2011 ) say, that PPP approach is relatively straight forward, and structured enough to be easily understood by both students and new or new emerging teachers. It shows that is technique suitable for students which difficult receive the material. It is also to make easier for the teacher make more understand for the students.

### **2.3.2. Parts of PPP**

According to Criado( 2013:99 ) PPP or Presentation Practice and Production approach consist of the three following phases, namely :

1. An initial *presentation* phases ( P1 ) in which the teacher highly controls the teaching/learning process. The materials in this phase contain all the targeted linguistics items and structure in the unit. This presentation can take a deductive or an inductive mode. In the former, the teacher/textbook models the target structure or lexical items and offer the explanation behind the construction of such structures or the meaning of the words.
2. A *practice* phase ( P2 ), which still reflect a high level of these teacher control in the sense that she/he checks his/her students' correct understanding of the item presented in the first stage. These activities are aimed at the achieving accuracy of forms so that fluency can be later achieved in production activities. The activities. The activities are aimed at achieving the linguistic target presented this initial phase ( P1 “), following the

models to which the learners must adjust “ Drills” ( whose origins are to be found in the Audio lingual method ) embody the most common type of practice activities but by no means the only one.

3. A Production stage ( P3 ) which aim at increasing fluency in linguistics use, precisely through “ autonomous and more creative activities ”. The strategies for achieving such as a goal are based on a freer use of the targeted structures. The kind of activities in production stage may imply discussions, debates, role plays, problem solving activities , opinion and information gaps, etc.

Presentation practice and Production approach correlate with the psychological sequence of process that leads to the acquisition of cognitive skill ( to which language learning is claimed to belong ).

### **2.3.3 Elementary Levels of PPP**

According to Hammer ( 2007:80-81 ), says that PPP has three elementary levels, they are :

1. Presentation : The teacher shows the students the following picture and asks them whether the people in it area at work or on holiday to elicit the fact that they are on holiday. The teacher points to the man and attempts to elicit the phrase *He's swimming* by saying *can anybody tell me ..he's..?* or asking the question *what's he doing....anybody?* the teacher then models the sentence ( *He's swimming* ) before isolating the grammar she wants to focus on ( *he's* ), distorting it (*he's..heis..he is* ), putting back together again ( *he's..he's*), and the giving the model in a *natural way once more ( listen...He's swimming..he'sswimming )*

2. Practice : The teacher gets the students to repeat the sentence He's swimming in chorus. She may then nominate certain students to repeat the sentences individually , and she corrects any mistake she hears. Now she goes back and models more sentences from the picture ( *Mary's reading a book, Paul and Sarah are playing a card , etc* ) , getting choral and individual repetition where she thinks this is necessary. Now she is in a position to conduct a slightly freer kind of drill than the Audio Lingual one above:

*Teacher : Can anyone tell me ?...Mary ?..yes Sergio*

*Students : She is reading a book.*

*Teacher : Good, etc.*

3. Production : The end point of PPP cycle is production, which some trainers have called “ immediate creativity ”. Here the students are asked to use the new language in sentences of their own. For example the teacher may get the students to imagine that they are all in a holiday villa. They must now say what each of them doing, e.g. *Sergio's reading a book, Juana's sunbathing , etc.* They might write a ‘ holiday’ postcard home, e.g. *it's great here. The sun's shining. Paul and Sarah are playing football...etc.*

#### **2.3.4. Characteristic Effective Presentations**

By definition an effective presentation meets its objective. It follow that an effective presentation has an explicit set of objectives. Effective presentations are also marked by high-quality visuals and by smooth , practiced delivery handouts, too should be of high quality. The content of presentation and any support visuals or handouts should be relevant to the audience members and useful in light of their needs and requirement.

According to Nicholas ( 2003: 2-3 ) says, there are three characteristics of effective presentation, namely:

### 1. Planning Your Presentation

Planning your presentation means thinking ahead about important aspect of it. Here is when you begin the task of organizing your presentation. Here, too is where you begin thinking about your visual aids. The important aspects of your presentation include:

- 1) Objective
- 2) Audience
- 3) Content
- 4) Organization
- 5) Visual
- 6) Setting
- 7) Delivery
- 8) Preparing Your Presentation

The centerpiece for this stage of the process consists of your visual aids and is addressed in a separate paper ( effective presentation power point )

### 2. Practicing Your Presentation

“ Practice makes your perfect ” or so saying has it. There are many good reason to practice your presentation :

- 1) You can practice alone for the purpose of getting familiar with the visual and content , especially to ensure that your visuals are legible.
- 2) You can practice with others if the presentation involves more than one presenter.

This will help ensure smooth handoffs and you can and should practice with an

audience to help identify the kinds of questions and issue that might surface during the actual presentation.

### 3) Presenting

When actually making your presentation, there are many factors of which you must be aware , some of which are mastered only as a result of practice. These include the following :

- (1) Facial expression
- (2) Face
- (3) Voice ( intonation, pronunciation, inflection )
- (4) Body movements ( posture, gesture, moving about )
- (5) Use of a pointer ( classic wooden pointer or laser )
- (6) Roles ( in the event multiple presenter )

#### **2.3.5 Purposes of Presentation**

According to Davis (2008:2) said, there are three purposes of presentation, they are :

1. Understand the nature of communication : It means we are trying to assess language in flux that is constantly change. Very chameleonic. Inherently evolving and multidimensional based on internal and external forces
2. Discuss the principles of effective assessment : Not done at all due to limited time constraint and knowledge of testing . The criteria to assess students' communication skills are vague and subjective , leading to inconsistencies.

3. Describing examples of speaking assessment tasks that provide more measurable and meaning feedback to students, teacher language, and language programs.

### **2.3.6 The Advantages of Presentation Practice and Production Approach**

#### **( PPP )**

According to Vystavelova( 2009: 30 ), there are some advantages for PPP, they are :

1. PPP lesson provide clear and simple structure of the lesson.
2. Teacher said that such as a lesson is easy to prepare , because the material use for the lessons are ordered from the simplest to the most difficult and types of activities are arranged from the most controlled to the least controlled.
3. Several teachers also wrote that this approach is relatively easy for beginner students that communication is effective.

### **2.3.7 The Disadvantages of PPP**

According to Vystavelova( 2009: 30 ), there are some disadvantages for PPP, they are :

1. The most common answer the lessons are predisposed to be teacher-centered. This piece of information contradicts the fact that adult learner have a good ability of self-direction.
2. Some of participants stated that is fact makes this approach unsuitable for more advanced students, as they do not get so much chance to communicate freely and independently.
3. Some of teachers, about 5%, have also mentioned this approach does not seem to be as effective as it claims to be which is exactly the same as Lindsay and Knight said.

## **2. 4 Previous Research**

Presentation Practice and Production Approach is an approach in process teaching learning that proposes that the skill are to be worked upon in sequence from the receptive to the productive. It shows the PPP approach can minimize the mistake on stage when learning process. According to Izzah ( 2013 ) was a researcher with the title the use of PPP( Presentation, Practice and Production ) approach to improve writing skill said that, PPP approach improves students writing skill. The subject of this study is first year students in senior high school, and consist of 48 students. According to preliminary study there are some problems when the students make paragraphs such as difficult to express their idea for their essay, difficult to correlate the sentences based on the topic sentence and also difficult to understand the new material. So, the researcher used PPP approach to solves this problems. In this study researcher use kind of test is writing test. The best in done in pair. The criteria success in this study is when the students get score based on the KKM, the score is 75. In this study the average of students' achievement is 77.5.

According to Ahmad ( 2010 ) with title Teaching Speaking Use PPP To Improve Students Speaking Skill In Mts PON-PES At TAHID SURABAYA said that, Presentation Practice and Production Approach increase Students speaking ability. The sample of this research is 40 students .Almost of students difficult to speak English. There are about 50 percent of students that can difficult to speak. To resolve that the researcher uses PPP approach in Process Teaching Learning. This approach can minimize students mistake in speaking , where in PPP approach there are three steps that the teacher must do in process teaching learning that make the process teaching learning successful. After use the PPP approach many of students are able to speak. The researcher success make students able to speak English by using PPP Approach .

According to Muammal( 2012 )with the title Improving The Students Ability to Use Modal Auxiliary Through Presentation Practice and Production Approach at the Second Grade of SMA Islamic Boarding School Hidayatullah BTP. WA. Said that, Many students can not understand to use Modal auxiliary in study English. It happen because less of approach of teacher give a attention to students when they are studying especially studying Modal Auxiliary . With the PPP approach that researcher use in process teaching learning , students' understanding in Modal auxiliary can increase. 65 percent of 95 percent students has understand about Modal Auxiliary. It means that PPP approach improve students ability to use Modal Auxiliary through Presentation Practice and Production Approach.

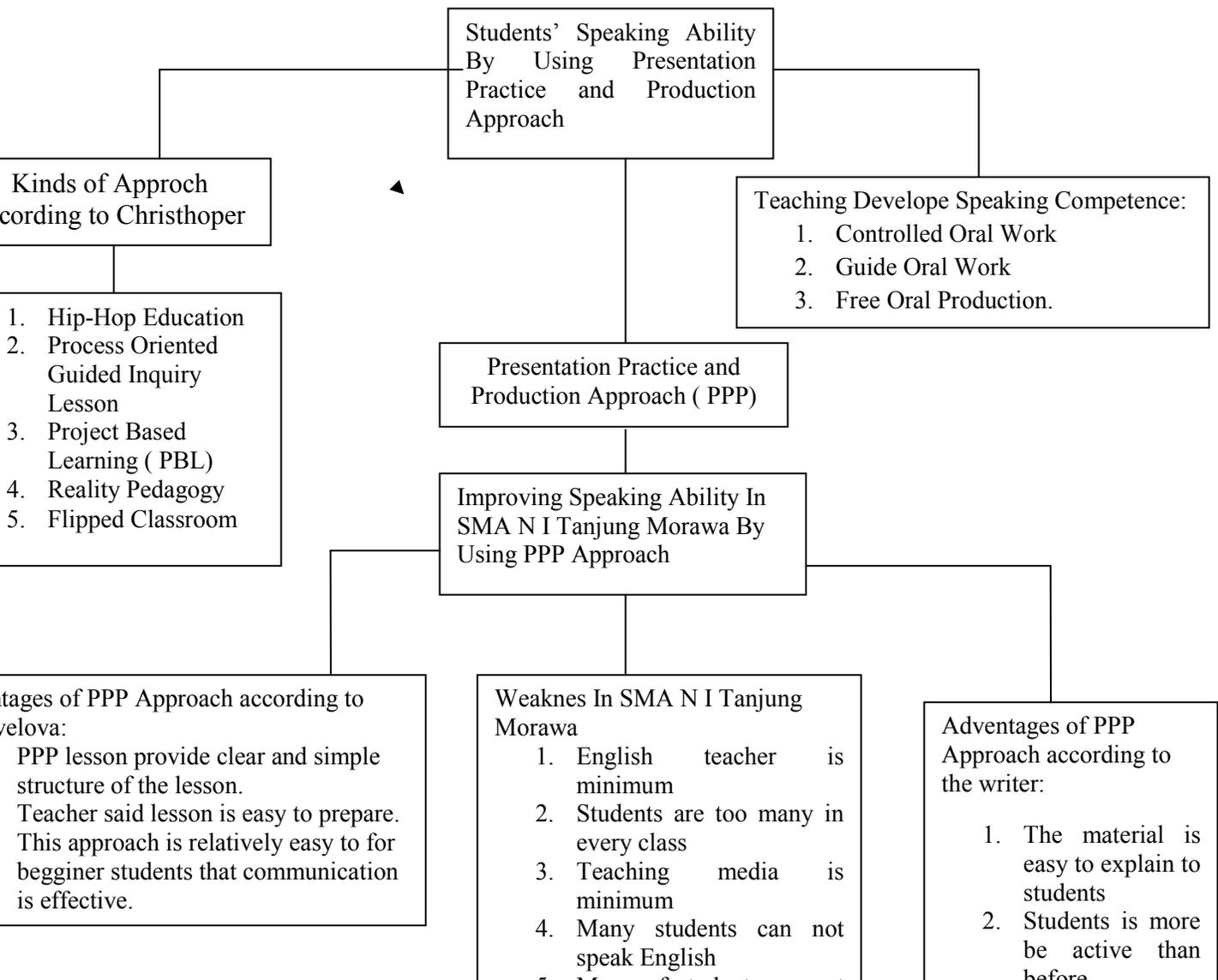
## **2.5 Conceptual Framework**

Speaking is verbal language that's used to communicate with others. With speaking we can share our ideas or opinion to others. The purpose of teaching speaking to enable the students to speak interpret the message that occurs while the communication process .

Speaking ability is an ability to express and to convey the suggestion. The main aim of speaking is communication

The presentation practice and production ( PPP ) is an approach that use the traditional activity sequencing pattern on which language teaching ( FLT ) course book have relied, and its presence can still be appreciated today. The PPP lesson structure has been widely used in language teaching materials and continues in modified form to be used today.

By applying this approach in process teaching learning, the writer hopes presentation practice and production approach is able to increase students' speaking ability and make students can speak English well. To explain it clearly look at the schema below:



Advantages of PPP Approach:

1. The lessons are to be teacher centered.
2. Some of participants stated that is fact make this approach unsuitable for more advance students
3. Some of teacher have also mentioned this approach does not seem to be

Disadvantages of PPP Approach:

1. Teacher is difficult to control the students in the class when process teaching learning

2.2 Figure Conceptual Framework of “ *Improving Students’ Speaking Ability By Using Presentation Practice and Production Approach*”. ( Sirait, Maylani Ronavita, 2015)

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research is conducted by using Classroom Action Research(CAR).Action research is used in real situation , since it’s primry focus in solving real problems. Action research purposed to improve the teaching for instance the success of certain activities or procedures by teacher in teaching and learning process.

Burn in Mulyana (2010 ) said, action research is part of broad movement that has been going on in education generally for something. It involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context.

Classroom action research helps teachers to understand more about teaching and learning, to develop teaching skills and knowledge and to take action to improve student learning . The

characteristic of classroom action research is a dynamic process which is done in four steps namely ; plan, action, observation and reflection.

### **1. Planning**

Planning is arrangement for doing something. In planning the researcher makes some preparations which are related to action that will be done and it is also prepares everything that was needed in teaching learning process.

### **2. Action**

Action means that the activities that will be done. It is implementation of project the researcher. Action guided by planning in the sense it looks back plan for rationale.

### **3. Observation**

Observation is purposed to find out information of action. Such as the students' attitudes even the obstacles that happen. It has function of the effects of critically informed action and looks forward, providing the basic for reflection. It was always be guided by intent to provide a sound best for critical self reflection. So, we must do it with carefully.

### **4. Reflection**

Reflection is the feedback from the teaching learning process that had been done. It was very necessary to help the researcher to make decision for what to do or revise. It is evaluate all of aspect.

### **3.2 Population**

Arikunto (2010:173), Population is all subject of research..The populationof this researchis is students of the eleven grade IPA-4 In SMA NEGERI I TANJUNG MORAWA at academic year 2014/2015, which consist of four classes and total number of 200 students.

### **3.3 Sample**

Arikunto ( 2010: 174 ), states that sample is some or representative of population which is going to be observed. It means that sample is limited numbers of cases representative of students.

In obtaining the sample , the writer chooses it random, States that random sampling is the best single way to get the representative sample in which each subject has same opportunity to be selected.

The writer chooses one class for sample , it is class XI IPA-4. The totally of the students are 43 students.

### **3.4 The Instruments of Collecting Data**

In conducting data the following instruments are used:

1. Speaking test to know the students she speaking test, to know the students' skill in their pronunciation, grammar, vocabulary, and comprehension. The test observed by using record, which used to record all the instructional events
2. Questioner sheet used to know students' ability in English subject, especially in speaking.
3. Observation sheet to investigate the situation and the problems found during the teaching and learning process.

### 3.5 Scoring of Test

In scoring the data of this research, oral test will given to the students in order to evaluate the students speaking competence. Some criterions should give considered which needs to be scored are : pronouncing, fluency, grammar, vocabulary, and comprehension ( Kementrian Pendidikan Kebudayaan 2014). Each components are rated on five point, they are :

**Table 1.2: Speaking Rubrics**

<b>Criteria</b>	<b>Score 4</b>	<b>Score 3</b>	<b>Score 2</b>	<b>Score 1</b>
<b>Pronouncing</b>	The pronunciation can be understood	There as problem with pronunciation that maker listener must be focus must be focus and sometimes make misunderstanding	The pronunciation is difficult to understand	The pronunciation is not god
<b>Grammar</b>	The grammar follows the structure	Error with the grammar but doesn't affect the meaning	Many errors with grammars that effects the meaning	Is very bad and so difficult to understand
<b>Vocabulary</b>	Sometimes the pronunciation is not correct but must make more explanation	Often use vocabulary	Use wrong vocabulary	The vocabulary is limited .
<b>Fluency</b>	Conversation is fluent	Not too fluent	Nervous	Often to stop when in conversation
<b>Comprehension</b>	All conversation can be understood	A part of conversation can be understood although sometimes there is some repeating	Difficult to follow the dialog done except general dialog that use general vocabulary	The conversation can't be understood at all.

$$\text{Score} = \frac{x}{20} \times 100$$

Where : x = The total score of students

**20 = The highest score**

### **3.6 The Procedure of The Research**

This research is conducted in two cycle. Each cycles has three meetings. Every activity observation and reflection. Because the result of the cycle one is not good enough, cycle two is needed to be done. The steps in conducting this research are following :

#### **Cycle I**

There are the details of procedure in cycle I

##### **1. Planning**

Planning is the first step in classroom action research. It is the arrangement for doing something considered in advance. In this step, researcher plan detail about the activities that will be done. The actions in the planning step were the following :

1. Preparing the lesson
2. Preparing the media, things, and tools needed in teaching learning process. Choose the birds picture to be show
3. Preparing observation sheet
4. Preparing test. Giving a test to the student to know their ability in speaking.

##### **2. Action**

Action is the process of doing something. It is the implementation of planning. In this step there are many activities that the writer can do. Here the presentation practice and production approach will be applied in the classroom.

### **3. Observation**

Observation will be done while the action is being done. Observation is some activities that consisted of gathering data to identify the result of action. Observing is the most thing to get the information of action during the teaching learning process. It is important to know about the students' attitudes, and even the obstacles that happen. Not only to know about them but also to collect the data. This is used as a basis of reflection

### **4. Reflecting**

Reflecting is a feedback process from the action which has been done before. Reflection is used to help the teacher make a decision. In this phase the writer reflects everything that is done and made a conclusion. It will be done the second cycle by repeating the pre step in order to find the problem and make planning to solve the problem if the result does not reach the goal determined.

### **Cycle II**

Cycle II will be done if the mean score at the first cycle is not satisfying. This cycle will be needed if the previous mean score does not fulfill the minimum completeness criteria (KKM). This cycle consists of the same four phases like cycle I; Planning, action, observation, and reflection in cycle I, but there will be a little different step in doing the action based on the weakness found in cycle I. The weakness or problem found in cycle I will be solved this cycle in order to get the improvement in the process and the result.

### 3.7 The Technique of Analyzing the Data

To know the development of students' score each cycle, the mean of students will be computed and to categorize the master students the percentage of students who get up to 75 applied.

$$X = \frac{\sum X}{N} \times 100$$

Where : **X** = The mean of students

$\sum X$  = The total score

**N** = The number of students

To categorize the number of students, the writer will use this following formula :

$$P = \frac{R}{T} \times 100$$

Where : **P** = Percentage of students

**R** = The number of students who get the point above 60

**T** = The total number of students who do the test