THE USE OF PRESENTATION PRACTICE AND PRODUCTION (PPP)

METHOD TO IMPROVE STUDENTS’ SPEAKING ABILITY OF

THE VIII A CLASS AT SMP MUHAMMADIYAH 6

WULUHAN IN THE 2013/2014 ACADEMIC YEAR

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ABSTRACT

Saroh, Fitin W.M 2014. The Use of Presentation Practice and Production (PPP) Method to Improve Students’ Speaking Ability of the VIII A class at SMP Muhammadiyah 6 Wuluhan in the 2013/2014 Academic Year. Thesis, English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Dr. Hanafi, M.Pd and (2) Henri Fatkhorrochman, SS, M.Hum.

PPP is an acronym for Presentation Practice and Production is one of effective methodology, in which the teacher presents the topic of discussion then the students practice to establish product of speaking.

The purpose of the research was wanted to know the use of Presentation Practice and Production (PPP) method can improve students’ speaking ability of the VIII A class at SMP Muhammadiyah 6 Wuluhan in the 2013/2014 academic year. The way to improve speaking ability that is retelling story. CAR with the cycle model was applied in this study. The research subject is VIII A class consisting 35 students.

The percentage of students in Cycle 1 who got score ≥70 is 65.71% and in the Cycle 2 who got score ≥70 is 77.14%. It means that the requirement of students’ involvement in the teaching learning process in speaking ability (75%) had already been fulfilled. Hence, the cycle was not continued to the next.

The result of the research showed that Presentation Practice Production (PPP) method could improve students’ speaking ability of the VIII A class at SMP Muhammadiyah 6 Wuluhan in 2013/2014 academic year by using cue response drill in making sentences and giving translation to the students for difficult words.

Key words: Presentation Practice and Production (PPP) method, Speaking Ability
ABSTRAK
Saroh, Fitin W.M 2014. *The Use of Presentation Practice and Production (PPP) Method to Improve Students’ Speaking Ability of the VIII A class at SMP Muhammadiyah 6 Wuluhan in the 2013/2014 Academic Year*. Thesis, English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.

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PPP adalah singkatan dari Presentasi Praktek dan Produksi merupakan salah satu metodologi yang efektif, di mana guru menyajikan topik diskusi dan siswa berlatih untuk menghasilkan suatu produk yaitu kemampuan untuk berbicara.


Persentase siswa pada siklus 1 yang mendapat nilai ≥70 adalah 65.71% dan pada siklus 2 yang mendapat nilai ≥70 adalah 77.14%. Ini berarti bahwa keterlibatan siswa dalam proses belajar mengajar dengan target (75%) berbicara sudah terpenuhi. Oleh karena itu, tidak dilanjutkan ke siklus berikutnya.

Hasil penelitian menunjukkan bahwa metode Presentasi Praktek dan Produksi (PPP) dapat meningkatkan kemampuan berbicara siswa kelas VIII A di SMP Muhammadiyah 6 Wuluhan pada tahun akademik 2013/2014 dengan menggunakan teknik pengulangan dari isyarat yang diberikan guru dalam membuat kalimat dan memberikan terjemahan kepada siswa untuk kata-kata sulit.

Kata kunci: Presentation Practice and Production (PPP) method, Speaking Ability

INTRODUCTION

Speaking skill is the art of communications and one of four productive skills, which must be mastered in learning foreign language. Good speaking skill is the act of generating words that can be understood by listeners. However, many students find speaking as one of the most difficult skills. It is supported by Nunan (2003:48) stated that many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real
time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak you cannot edit and revise what you wish to say, as you can if you are writing. Based on preliminary study conducted at SMP Muhammadiyah 6 Wuluhan, most of the students’ eight grade had difficulties in speaking. The result of teaching speaking has not satisfactory yet, especially in VIII A class there were only 12 students of 35 students who could achieve the standard score of requirement (SKM = 65). Based on the problem faced by the students of VIII A grade, PPP is important to use. Presentation – Practice – Production, or PPP is a method for teaching structures in a foreign language. As it’s name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom. The PPP is a method that is widely used in teaching simple language at lower levels (Kostoulas, 2012:2). In the PPP method, the teacher presents the target language by explaining and demonstrating to the students in communicative teaching learning. For a good presentation, the teachers can use song, game, or story. In this stage, teacher explains the aim of the lesson include that students know what they will learn. Practice stage, the goal is to help the students use the new language. The teacher can ask the students to produce sentences or answer question to demonstrate they understand how to use the language correctly with new language. Therefore, PPP method can activate the students’ speaking ability.

**THEORITICAL FORM WORK**

**Presentation Practice and Production (PPP) Method**

The PPP method is a variation of Audiolingualism and a traditional method of language teaching. The term “method” in SLA refers to a practical realization of an approach (Harmer, 2007:62). Presentation – Practice – Production or PPP, is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language and it can stimulate the students are able to speak. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom (Kostoulas, 2012:1).
The Stages Applying PPP Method

1) Presentation Stage
   The presentation stage usually consists of two steps: an introductory activity such as warm-up or a lead-in, which is an activity, intended to raise students’ interest in the topic; and an introduction of the target language (Nascimento:2010).

2) Practice Stage
   According to Nascimento (2010), in the practice stage, the focus is on form. The researcher provides opportunities for students to practice the learnt items in a controlled way. In this research the researcher use the cue response drill exercise to practice past tense as language feature of the text. For example:

   T: go to beach!
   S: I went to beach
   T: Play football!
   S: I played football

3) Production Stage
   After the learners have completely mastered the form and have learnt how to produce it without mistakes in controlled exercises, they can move on to the (free) production phase. In this phase, they use newly learnt language structure to produce oral texts. Typical production activities include dialogues, oral presentations, and the production of sentences, paragraphs or longer texts. The teacher does not generally intervene or correct in this phase. After all, the students should not make mistakes. If mistakes are made, they are pointed out after the exercise has finished (Kostoulas, 2012:2)

Speaking Ability
   Speaking is product skill and it involves many components. In addition Thonbury (2005:1) notes that speaking is so much part of daily life that we take it for granted. It can be said that speaking is more than making the right sound, choosing
the right words or getting the construction grammatically correct but also the students have much vocabulary to understand what they say.

**Components of Speaking**

**Fluency**

Fluency means being able to communicate your ideas without having to stop and think too much about what you are saying (BBC, 2003:2). Fluency in speaking ability can be obtained with students’ experience on practicing the language repeatedly.

Based on the statement above, it can be said that when people talk too much must be clear, correct, and have well delivered message, in order that the students can make their speaking fluently with acceptable pronunciation to make the listener understand.

**Accuracy**

Accurately means that you speak without errors of grammar and vocabulary (BBC, 2003:2). If the students want to improve the speaking accuracy, they have no courage to express the idea orally, but they also need the knowledge of the aspects of the target language. The aspects of accuracy are as follow:

1) **Pronunciation**

In oral communication, pronunciation becomes the important one of preventing misunderstanding between speaker and listener. In Hewings (2004:3) pronunciation is components range from the individual sounds that make up speech, to the way in pitch the rise and fall of the voice is used to convey meaning.

2) **Vocabulary**

Before practice to speak in the target language, the students must be familiar with the target language words because it is very important in expressing idea of human being. In definition of Oxford Pocket Dictionary (2008:495) vocabulary is list of words with their meanings, especially in a book for learning a foreign language.
3) Grammar

Grammar is partly the study of what forms (or structures) are possible in a language (Thornbury, 2003:1). Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. In addition, grammar is a description of the rules that govern how a language’s sentences are formed.

Aspects of Speaking Assessment

According to Brown (2004, p.172-173) the procedure evaluate speaking based on pronunciation, vocabulary, grammar, fluency and comprehension. The procedures as follow:

Oral proficiency scoring categories (Brown, 2004, p.172-173), there are follows:

- Fluency: 1 – 5
- Pronunciation: 1 – 5
- Vocabulary: 1 – 5
- Grammar: 1 – 5

The Use of PPP Method in Improving Speaking Ability

A variation on Audiolingualism in British based teaching and elsewhere, is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production (Harmer, 2006:80).

Doff in Vystavelova (2009:21) Presentation, Practice, and Production works through the progression of three stages.

- Presentation: The teacher presents new words or structures, gives examples, writes them on the board, etc.
- Practice: Students practice using words or structures in a controlled way, e.g. making sentences form prompts, asking and answering questions, giving sentences based on a picture. Practice can be oral or written.
- Production: Students use language they have learnt to express themselves more freely, e.g. to talk or write about their own lives and interests, to express opinions, or imagine themselves in different situations. Like practice, production can be oral or written.
Therefore, PPP not only can be applied to teach grammar and vocabulary items, but it can be used to teach speaking.

**RESEARCH METHOD**

**Kind of Research**
The research is intended to know how can the use of presentation practice and production (PPP) method to improve students’ speaking ability of the VIII A class at SMP Muhammadiyah 6 Wuluhan in the 2013/2014 academic year. Therefore, the kind of research used is Classroom Action Research. According to Ary (2010:512) action research is about taking action based on research and researching the action taken.

**Design of the Research**
The research design used is Classroom Action Research (CAR). According to Arikunto (2010:131) there are four activities of classroom action research procedures as follow: (1) the planning of the action, (2) the implementation of the action, (3) observation, and (4) reflection of the action. If the first cycle does not achieve the criteria of success, the second cycle is conducted.

**Subject of the Research**
The population of this research is the VIII A class of SMP Muhammadiyah 6 Wuluhan consist of 105 students. There are three classes in eight grades, namely VIII A, VIII B, VIII C class which consist of 35 students in each class. The researcher takes VIII A as the subject of the research.

**Area of the Research**
This research is conducted at SMP Muhammadiyah 6 Wuluhan which is located on Jl. Ambulu no 5 Wuluhan Jember.
**Procedure of the Research**

Based on the research design, the actions of the research are implemented in some stages, they are: 1) Preliminary Study, 2) Planning, 3) Implementing, 4) Observing, 5) Reflecting.

**Preliminary Study**

Based on the result of interview the English teacher and the score data of VIII A class, there were only 12 students of 35 students who could achieve the standard score of requirement (SKM = 65). It means that they are still unable to reach the target language to fulfill the students need in their daily activity.

**Planning of the Action**

The first step is planning the action, before implementing the action in the class, the researcher have prepared some activities. They are as follows:

a. Choosing the topic based on the genre (narrative) for teaching speaking which is suitable to the 2006 curriculum junior high school.

b. Selecting the materials that are used in teaching speaking taken from students’ text book and the internet. They are chosen based on the themes and sub themes from the curriculum used.

c. Writing the lesson plans for the first and second actions in the first cycle.

d. Setting up the criteria of success

e. Preparing the way to score the students’ speaking test.

**Implementing of the Action**

The implementation of the action in cycle 1 is based on lesson plan 1 and lesson plan 2. Then, the implementation of the action in cycle 2 is based on the reviewing lesson plan 3 and the lesson plan 4. Each meeting is provided 80 minutes.

**Observing of the Action**

In this classroom action research, observation is doing to observe the activities and the application of the action. In collecting data those are quantitative data (score of students) and qualitative data (aspects of evaluation). To get score of students, the researcher observes the way students retelling story by covering fluency, vocabulary,
pronunciation, and grammar. Then the researcher prepares the observation form to observe the researcher’s aspects of evaluation during teaching learning in the class.

**Reflecting**

Reflecting is the activity to analyze the result of observation and test to know how far the development of the strategy’s success to solve the problem or on the contrary what kind of factors can make failure.

To measure the percentage of students speaking score the researcher uses the formula:

\[ E = \frac{n \times 100}{N} \]

Where:

- \( E \): The percentage of students who get score \( \geq 70 \)
- \( n \): The number of students speaking score get \( \geq 70 \)
- \( N \): The total number of the students

(Adapted from Ali, 1993:186)

**The Criteria of Success**

The criteria of success are used to find out whether the goal of the action is achieved. The target score of speaking ability is \( \geq 70 \). This research will be success if the percentage of students who passed the minimum standard score is 75%. If the requirement above could not be achieved in Cycle I, the action will be continued to Cycle 2.

**The Research Instrument**

The instrument of this research is test and observation checklist. In this research, the data is taken from score of speaking test subject of the research and using observation checklist which focused on the researchers’ implementation in the teaching learning process of speaking using PPP method.
The researcher applying the test by asking the students to retell the story by using their own word individually. The aspects that are scored cover fluency, grammar, pronunciation and vocabulary.

In this research uses observation checklist to assess researcher’s activities in teaching learning during the class. It takes a note on researcher’s activities and the process of the teaching and learning in the classroom that is reflected in while activities and test. The observation checklist is used to assessing whether the researcher has already done the steps in teaching speaking in the class as the method will be observed. Form of observation checklist as follow:

Table 2: Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of Evaluation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Warming up (asking the students’ favorite story)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Writing the suggestion given by the students’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Helping the students mention generic structures, and explain language features of the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Using cue response drill in explain language features of narrative text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Giving translation for difficult words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Validity of the Test**

In this research the researcher uses content validity in that the test item of the test are based on the curriculum. A test is called valid if it can measure what should be measured (Arikunto, 2010:211).
Reliability of the Test

This research used alpha formula to know the test is reliable or not. Alpha formula is used to know the reliability of the instrument, which the score is not 1 and 0.

The formula as follow

$$r_{11} = \frac{K}{K-1} \left(1 - \frac{\sum \sigma b^2}{\sigma^2 \tau}\right)$$

Where:

- $r_{11}$: Reliability of the instrument
- $K$: Number of questionnaire item
- $\sum \sigma b^2$: Variant item
- $\sigma^2 \tau$: Total variant

(Adopted from Arikunto, 2010:239)

After calculating the reliability of the try out test that was given to the student, the researcher can find the result of the reliability of the try out test and the calculation, the reliability of the test is 0.744 ($r_{11} = 0.744$). Meanwhile, according to table of the criteria of the test it can be concluded that the reliability is high and the test was reliable.

THE RESULT OF THE RESEARCH

The Result of Preliminary Study

Based on the result of interview the English teacher and the score data of VIII A class, there were only 12 students of 35 students who could achieve the standard score of requirement (SKM = 65)
The Result of Cycle 1

The observation was conducted by the English teacher and an observer. It was intended to know the researcher activity is success or not in the teaching learning process of speaking by using PPP method. There are two aspects of evaluation that had done yet, those are using cue response drill in explain language features of narrative text and giving translation for difficult words. Those could make the students difficult to understanding the text. It can be said that the researcher was unsuccessful if those aspects of evaluation were not fulfilled in cycle 1. Therefore, the researcher need to revise in cycle 2. There were 14 students who achieved the target score or 40%.

The Result of Cycle 2

Based on the observation checklist in cycle 2, the researcher had given clear explanation and instruction to the students during teaching and learning process and can control the class was better than in cycle 1. The researcher had done all of the aspects in observation checklist. It can be said that it was success and those aspects of evaluation were fulfilled in cycle 2. There were 27 students or 77.14% of students achieved the target score. Therefore, it can be concluded that the action in this research is success and does not need to do the next cycle.

DISCUSSION

Based on the result of speaking test in cycle 1, there were 14 of 35 students or (40%) students got score ≥70 could achieve the target score. It’s mean that the cycle 1 was failed.

Based on the result of observation checklist during the cycle 1, the researcher didn’t use cue response drill and gave translation for the students. It could make the students got difficulty in understanding the text.

Then, for better implementation some revised actions had done in cycle 2. They were as in the following explanation.
Firstly, the researcher involved the students in teaching learning process that’s made the class more effective, asked the students to speak up expressed their idea. When the researcher explained the materials, she asked “What is your favorite story?”. This step called as warming up. According to Nascimento (2010) the presentation stage usually consists of two steps: an introductory activity such as warm-up or a lead-in, which is an activity, intended to raise students’ interest in the topic; and an introduction of the target language. Then the students mentioned any kind of stories based on their suggestion. After that the researcher wrote on the board. The teacher chose one of the stories that have mentioned by students and explained the language features and generic structures of the story. Then, the researcher used cue response drill technique and asked the students make sentence in the past form. In addition, the students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line (Larsen & Freeman, 2000:48). It could stimulate the students to speak up. Then help students to translate difficult words.

Secondly, gave translation for difficult words. According to Catford in Suryawinata (2003:11) translation is the replacement of textual material in one language by equivalent textual material in another language. Hence, translation could help the students easy to understand the material and could make the students interesting when the teacher used story as media in learning process. Then, the researcher used any kind of teaching method. In the practice materials the students not only focused on exercise in paper but also the students involved in speaking class. The last with a good presentation and practice, the students can product sentences to retell the story using their own word.

Cycle two was conducted as revision of cycle one. While, the result of speaking test in cycle 2, there were 27 of 35 students got score ≥70 or (77.14%). Therefore, it can be said that it was successful because more than 75% of the students could achieved the target score ≥70.

It could be known that the results was achieved since the teacher used PPP method in teaching speaking during the action, and the result of observation checklist
was the researcher had done all aspects of evaluation. Those, the researcher used cue response drill in making sentences and translated the difficult words. Therefore, students became more enthusiasts to practice speaking.

**CONCLUSION AND SUGGESTION**

Based on the result of the speaking test and the discussion in the previous chapter, the conclusion of this research is teaching speaking using PPP method could improve the students’ speaking ability of the VIII A class at SMP Muhammadiyah 6 Wuluhan in 2013/2014 academic year. The way to use this method was PPP method applied by using cue response drill in making sentences and giving translation to the students for difficult words.

Considering the conclusion above, that is using PPP method could improve the students’ speaking ability, some suggestions are proposed for the English teacher, for the students, and for the other researchers.

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