

# IMPROVING STUDENTS' ENGLISH SPEAKING SKILL OF THE TENTH GRADE OF *AGAMA 2* CLASS USING PPP AT MAN BONDOWOSO 2018/2019 ACADEMIC YEAR

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## Abstract

Speaking is one of the methods which will be effective in practicing the language process more than writing, reading and listening. However, many students find speaking was the most difficult skill than others. Therefore, it is important to do a research entitled "Improving students' English speaking skill of the tenth grade of *Agama 2* class using PPP At MAN Bondowoso 2018/2019 academic year"

The objective of this research is to examine how the use of PPP improves students' English speaking skill of the tenth grade of *Agama 2* at MAN Bondowoso 2018/2019 academic year. Based on the research problem and the relevant theory, the hypothesis of this research is described as follows: The Implementation of Presentation, Practice, Production (PPP) method can improve students' English speaking skill in the tenth grade of *Agama 2* Class at MAN Bondowoso 2018/2019 academic year in the end of week by controlled item of students' speaking practice.

The design of the research is CAR. The research subject is 10<sup>th</sup> grade of *Agama 2* class consisting of 32 students. The data are collected using test method and the instrument used is test items and field note. In order to analyze the data-students' speaking score, the mean score formula is used.

Based on the result of the research the students' activity is achieved the criteria of success during using the PPP as method in teaching and learning process in the class. Which is the mean score is increased 9,6. It can be seen from the first cycle the mean score is 68,5 then it increased in the second cycle 78,1.

It can be concluded that PPP method is able to improve students' English speaking skill of the 10<sup>th</sup> grade of *agama 2* class at MAN Bondowoso 2018/2019 academic year by controlled item of student's speaking practice.

**Key Word:** Speaking Skill, PPP

## INTRODUCTION

### Background

Speaking is one of the methods which will be effective in practicing the language process more than writing, reading and listening (West, 2013: p15-16). Speaking English well also helps student to access up-to-date information in field including science, technology, and health. Good English speakers would help their country's economic, social, political development (Baker, 2003: p5). However, many students found speaking was the most difficult skill than others. The specific reason was unlike others skill, speaking that occurs in a real time (Bygate 2009, cited in Alonso, 2013: p146), the student did not influence in grammar structure and vocabulary could not revise and edit the speech. Based on the interview to the English teacher on 18<sup>th</sup> of April 2019, in MAN

Bondowoso in tenth grade of *Agama* 2 class, most of them were difficult to speak English. The result of teaching speaking had no satisfactory yet, Based on the latest test held by the teacher, there was only 18 of 32 students who could achieved the standard score requirement (SKM : 75).

Viewing on the problem, PPP Method would be suitable to use in teaching simple language practice (Harmer, 1998: p31). As Ur (1996, cited in Maftoon and Sarem, 2012: p31-32) states a lesson plan based on PPP should have three stages as follows: the first is Presentation stage, the second is Practice stage, and the last is Production stage.

Based on the behaviorist theory, PPP states that learning a language was just like learning any other skill. The high degree of teacher control which characterizes



as the first and the second stage in this approach as a class proceeds, which learners learn the language in the teacher control, allowing the learners gradually to move away from teacher's support toward more automatic production and understanding the language in free way. This approach would give learners opportunity to practice directly what was taught in, then given them confidential to produce it freely.

The objective of the research is the purpose of the research as the answer of the problem of the research. The Objective of this research was to examine how the use of PPP improves students' English speaking skill of the tenth grade of *Agama 2* at MAN Bondowoso 2018/2019 academic year.

Significance of the research is expected that the result of the

research will be helped for these people:

a. For the school

This research can both expand and enrich the English language teaching instruction for the school at MAN Bondowoso, consequently to improve the teaching quality in the school.

b. For the teacher

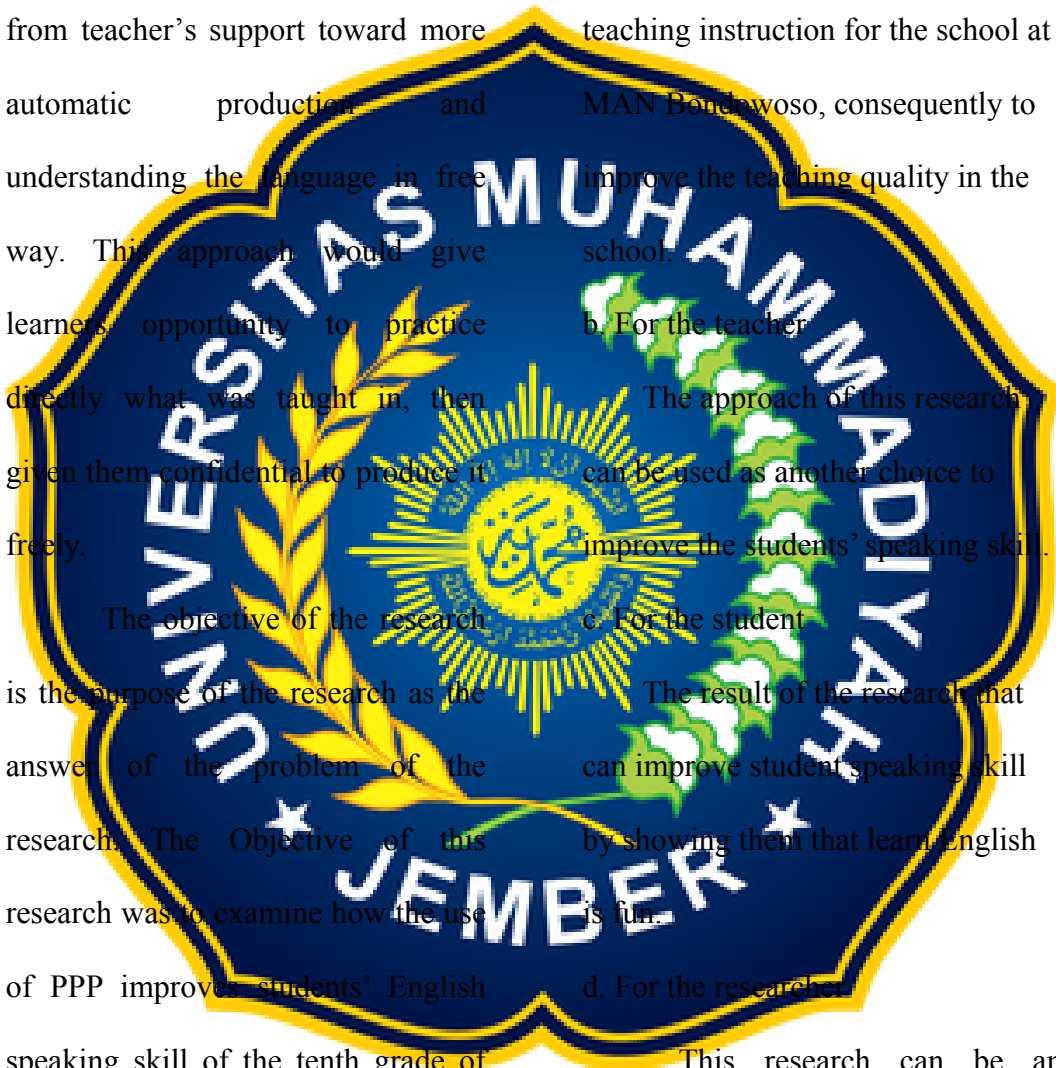
The approach of this research can be used as another choice to improve the students' speaking skill.

c. For the student

The result of the research that can improve student speaking skill by showing them that learn English is fun.

d. For the researcher

This research can be an additional for the further research in teaching and learning through improving speaking skill.



## METHOD

### Speaking

Speaking is skill that learners have to be mastered in order to be advanced English learner. Hickman and Porfilio (2012: p19) said that speaking is one of the four skill that have to be mastered as English learner in purpose to move beyond from intermediate level classroom to all English classroom. Besides that Richards and Renandya (2002: p201) noted that speaking is also used for variety of different purposes whether communicating or interacting to the teacher and friend, using language to negotiate or completing learning activities. Therefore, Nickerson and Planken (2016: p50) suggest that English Learners have to adapt their speaking to the native rules, it may they to complete their learning in the language and to know how learners have completed their learning in

their foreign language, they have actually can speak it and how to do this, they would have an opportunity to practice it.

### Aspect of Scoring Speaking

Speaking is the one of the four skill of learning English acquisition. Unlike other skill speaking is the most difficult, because speaking is happen in real time (Bygate 2009, cited in Alonso, 2013: p146) which is lit can not revising and editing the process. As speaking skill, English Learner must have ability to achieve it, speaking is a complex skill, because at least that it is concerned with components of pronunciation, grammar, vocabulary, and fluency. According to Brown (2001: p406-407), there are many aspects of scoring speaking skill include grammar, vocabulary, pronunciation, comprehension, and also fluency and task. But in this



research, researcher did not include fluency and task as aspect scoring of speaking, due to irrelevance to senior high school competence. They are as below:

a. Grammar

According Harmer (2002: p12), Grammar is the description of a ways in which words can change their form and can be combined into a sentence in that language.

b. Vocabulary

French (2003: p1) noted that vocabulary is a collection of word that we have heard and read throughout our life. Our own vocabulary will never stop growing depend on what we listen to or we read, the larger vocabulary is the more that we understand what we hear and read, the more that we improve our skill.

c. Pronunciation

Richards and Renandya (2002: p175) noted that pronunciation is a features at the segmental level, such as stress, rhythm, and intonation. Added by

Harmer (1998: p50), Pronunciation is a part of speed and volume which are intimately connected to meaning.

d. Comprehension

Sharma (2006: p508) said that "Comprehension is an important part of English learning" Because to comprehend or to understand some written or spoken language is difficult, it requires a complete mastery over the rules of grammar, a strong vocabulary, proper ear training (Listening skill), exposure to varying modes of any language learning.

The oral proficiency scoring categories according to Brown



(2001: p406-407), there are as

below:

Grammar: 1-5 Pronunciation: 1-5

Vocabulary: 1-5 Comprehension : 1-5

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

According to Kostoulas (2012: p1), PPP is a method for teaching structures in a foreign language. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom. He notes that some writers use the name to refer to a specific method that focuses on oral skills, but it can also be applied more broadly to a family of related methods which rely on the progression from presentation, through controlled practice, to free production. Based on the statement above that PPP is refer to method that focusing on oral skill, The PPP method, as we known is the method that simple and effective.

According to Ur (1996, p. 19

in Maftoon and Sarem, 2012: p31-

32), PPP is a three-part teaching

paradigm: Presentation, Practice and

Production. In which based on

behaviorist theory which states that

learning a language is just like

learning any other skill. The high

degree of teacher control which

characterizes the first and second

stages of this approach lessens as the

class proceeds, allowing the learner

to gradually move away from the

teacher's support towards more

automatic production and

understanding. PPP is to give the

applicant comfort apply it gives a

learner a situation such learning a

language as learning other skill of

study. As we already known that

students new era, is so lazy to learn

the language. They have minded that

learning language is heavy and

difficult. So, PPP is applied to aware



them learning it, is not as heavy as they imagine. The teacher will lead them in presentation phase to have an ability practice the language and produce it freely.

Based on those statements, that PPP is the method that focuses on giving the learners an opportunity on being autonomous. It is sign from teacher's help and support move to automatic production and understanding what is taught freely.

#### Advantages of PPP Method

The procedure of PPP is the teacher introduces a situation which contextualizes the language to be taught and then presented it, and now student is practicing the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-respond drill on the grammar term, the drill is have the similarities with the classic drill in audiolingualism

method, but it is contextual by the situation that has been presented, it carries more meaning than a simple substitution drill. Then later, student using the new language, make sentence on their own, and this is referred to as production (Harmer, 2007: p64-65).

PPP, in Thornbury (2005: p38) views, has a logic that is appealing to teachers and learners in that it reflects a notion of practice makes perfect, common in many skills, it allows the teacher to control the content and pace of the lesson and as Skehan (2003 cited in maftoon and sareh, 2012: p32) remarks, it provides a clear teacher role, in accordance with power relations often found in classrooms.

Such as statement above, on the teacher control the classroom activity will be structured. In which the appealing of teacher and



followed by the practice of student, it is perfect activity, which student directly knows and build their understanding in learning a new structured of the material given.

### **The Procedures of PPP Method**

According to Harmer (2007: p64-66), These whole procedures will be used by the researcher during teaching and learning activity in the classroom. Here are the procedures as below:

a) The process of presenting the lesson focuses on teacher giving information to the students. The goal of presentation stage is to introduce the new material to the learners, for example; Short & simple explanations, a brief description of the new topic/idea, pictures / video / music / demonstrations / acting to illustrate the new material.

b) The practice process is focused on teacher and students working and

interacting together to put the new material into practice. For example; brainstorming, exercise (on the board worksheet completed with the teacher), question & answer comprehension exercises, games that involve the teacher, drills / repetition, and demonstration / role playing.

c) The Production process focuses on students demonstrating their ability to the teacher so the teacher can observe what the individual students have learned and which students need additional support. In this process the teacher is; receiving information and indirectly students mistakes, monitoring the students as they complete exercises / activities that enable them to demonstrate comprehension without giving the answers (supporting those students who need extra help).





## Design of the Research

According to Kemmis and McTaggart (1988) in Burns (2010: p8), Action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. There are; Planning, Acting, Observing, and Reflecting.

### Collecting Data

To collect the data, researcher used test, Here were the explanation:

#### ➤ Test

To get speaking score of students, the researcher observed the way of students produced the language structure based on the context given by covering vocabulary, grammar, pronunciation, and comprehension as a speaking test. The kind of speaking test was

essay as direct test. The total question of the test was 16 questions, which chosen randomly as instruction to every single of student, 2 students may had same instruction.

The test topic was 'Giving and Responding to compliment'. Student would give and respond to congratulation or compliment according the instruction given.

### Data Analysis

According to Ary, et al (2010: p108) "The most widely used measure of central tendency is the mean, or arithmetic average. It is the sum of all the scores in a distribution divided by the number of cases."

Therefore, to measure the result, the researcher uses the mean score of students speaking. Here was the formula:

$$\bar{X} = Ex/n$$

The steps on analyzing the data as follow:

1. Scoring the result of the speaking skill test in cycle one.

2. Analyzing the result of test quantitatively by using the formula above

3. Scoring the result of the speaking skill test in cycle two.

4. Analyzing the result of the test quantitatively by using the formula above

speaking is happened in real time that can not be revised and edited, they were confused of the grammar structure which would be uttered.

Based on the Preliminary test held by the researcher on 27<sup>th</sup> of April 2019, the mean score were 57,7

### Cycle 1 Result

In the cy 1, the students were very noisy. The teacher had to speak loudly in order to make students paid attention to the teacher explanation.

## RESULT AND DISCUSSION

### Preliminary study Result

The researcher found that students' speaking skill in tenth grade of *Agama-2* class at MAN Bondowoso academic year was low. Based on an interview to the English teacher on 18<sup>th</sup> of April 2019, there were only 18 of 32 students who were achieved the score of requirement (SKM: 75). The respondents of this research having low motivation in practicing or utter a speech of the language, because

The students also made a joke on the showed video. But, it only took for a while, when the teacher explained the main material the students responded it well. Some students could not achieve the goal of material because, they didn't care about the formula given, they just kept believe on their confidential and also they enjoyed on chatting during explanation. Therefore, the teacher motivated them in the end of lesson.



Briefly, there were many students were not active during the lesson, they were enjoying each other with a joke and chit-chat.

According to the post-test that was held on 11<sup>th</sup> of July 2019, The researcher analyzed it and found out the mean score of students was not achieved the target score of this research. The target score of this research was at least 75 of 100. It was 11 students got 75 ( $\geq 75$ ). The mean score was 68,5. On the other hand, students practiced grammar was improved as seen from the field note that was done by the English teacher.

It was found there were some problems to cause students' speaking skill did not achieve the target score. Therefore they needed to be revised. Those were:

1. Students were really confident on their English level.

2. A few students were passive during the teaching and learning process because they did not care at all on the grammar structure.

3. Practicing individually did not motivate them to be more active in arranging new sentences.

After finding out the causes why cycle 1 was not successful, the researcher planned to revise the problem found in the cycle 1 and hoped that the next cycle would be successful in improving students' speaking skill.

#### **Cycle 2 Result**

In this cycle 2, student was involved to the lesson. Some of them were trying hard to arrange the grammar structure correctly, it was not few of them who got the improvement on the speaking style. The time for studying was effective to conduct speaking. The students also seemed enthusiastic and paid



attention to the lesson, more of them speak up voluntary.

The researcher calculated the score of students' speaking test after being taught by using PPP Method. Then, the researcher analyzed students' speaking score. The result showed a satisfying result, it was proven by the mean students' speaking score, there were 22 of 32 students got  $\geq 75$ , the mean score is higher than the previous cycle test, it was 78,1. The researcher concluded that the research was successful.

The Data Result	Cycle 2
The total number of the students	32
The total number of students who got $\geq 75$	22
The total number of students who got $\leq 75$	10
The total mean score	78,1
Enhancement between Cy1 to Cy 2	9,6

Table 1. The Data Result

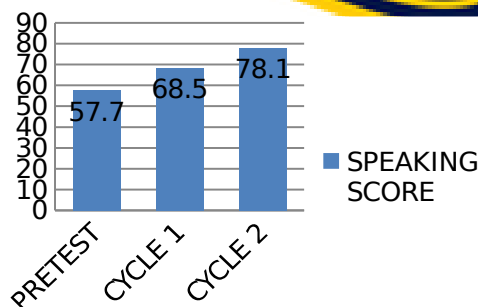


Figure 1. The Result of Speaking Score

## CONCLUSSION

### The Implementation of PPP Method to Improve Student's Speaking Skill

It can be concluded that PPP method can improves students' speaking skill. The result of cycle 1 and 2 had also verified the action hypothesis that the use of PPP method can improves students' English speaking skill of the 10<sup>th</sup> grade of Agama 2 class at MAN Bondowoso 2018/2019 academic year by controlled item of students' practice.

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