

CHAPTER I

INTRODUCTION

This chapter presents some aspects that underlined the topic of the research. It consists of the background of the research, the problem of the research, the objective of the research, the significance of the research, the operational definition of key term, and the scope of the research.

1.1 The Background of the Research

English is an international language was very influential to every corner of the world. Having the ability to speak English is obligation to every learner. Moreover, Harner (2007: p16-17) noted that English has some impact to others language which following the massive of the movement of people around the world which has been not only affected to the world of communication but also the world of technology, education, politic, business, that often be used in the global. Therefore, Indonesian English learner obligated to master the English language by practice it not only in the class but also in their daily life with an aim creating the best future for the country and their life in a frame of technology, education, politic, business, and their communication.

In this case, 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 18th 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.

According to the previous study, with researcher, Lagalo (2012: p9) This research found that students' speaking ability of the tenth grade students of D

class at MAN Batudaa was successful, the implementation of the PPP method to the treatment of student speaking ability was 7,35 %. It stated the before and after treatment has different result, before treatment result was 403, while the after treatment was 467. The mean score of students' ability in speaking before treatment was 67,17 and the mean score of students' ability after treatment was 77,83. This research focused on the students' ability in component of speaking. Students can produced well of vocabulary, grammar, pronunciation, fluency and comprehension. By applying presentation, practice and production method in teaching learning English process, the students' ability was better than before.

Based on the discussion above, 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" conducted.

1.2 Problem of the Research

Problem of the research is the question about how the research will be focused on. This problem of the research is "How can the use of PPP improve students' English speaking skill of the tenth grade of *Agama 2* at MAN Bondowoso 2018/2019 academic year?"

1.3 Objective of the Research

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 is to examine how the use of PPP improve students' English speaking skill of the tenth grade of *Agama 2* at MAN Bondowoso 2018/2019 academic year.

1.4 Significance of the Research

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.

1.5 Operational Definition of Key terms

The operational definition will guide the researcher to understand the concept about study. It enables the researcher and the readers to get mutual understanding of the concept studied. It also functions to avoid misunderstanding in interpreting the research. It is necessary to define operationally describing speaking and PPP method.



1.5.1 Speaking

In learning English, Speaking is the part that have to be mastered a lot, the learner who can not speak even though, he master at another skill, he wouldn't be registered as fluent or advance. Researcher believes that the important one skill that has to practice any foreign language first is speaking, either than writing, listening or reading. English learners sometime must have controlled by others to know the language features correctly, they have to practice it directly so, they can automatically produce it.

1.5.2 PPP Method

A three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, and Production, that PPP is solving many of the problems beginning teacher have to struggle with, because many of the basic decision about what to teach and how to teach it have already have been made for them. As researcher has been assume that PPP can improve the speaking skill of the learners. As many techniques can include in the presentation stage so, learners directly practice about what is taught, so produce it freely.

1.6 Scope of the Research

The research is concerned with PPP (Presentation, Practice, and Production) as a means to improve students' English speaking skill. The limitation of the research was conducted on the tenth grade of *Agama 2* class students at MAN Bondowoso in the academic year 2018/2019.