

**THE STUDENTS' SPEAKING ACCURACY THROUGH PRESENTATION
PRACTICE AND PRODUCTION (PPP) METHOD ON ENGLISH
LANGUAGE TEACHING**

*(A Descriptive Research at The Twelve Grade Students of SMA
Muhammadiyah Unismuh Makassar)*



A THESIS

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Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement
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MIRDAWATI LA MOANE

1053 556 6313

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **Mirdawati La Moane**, NIM 105350 5663 13 diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 002 Tahun 1439 H/ 2018 M, Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal **31 Januari 2018**

15 Februari 2018 M
Makassar,
29 Jumadil Awal 1439 H

Pengawas Umum Dr. H. Abdul Rahman Rahim, S.E., M.M.

Ketua Erwin Akib, M.Pd., Ph.D.

Sekretaris Dr. Khaeruddin, S.Pd., M.Pd.

Penguji
1. Erwin Akib, M.Pd., Ph.D.

2. Eka Prabawati Rum, S.Pd., M.Pd.

3. Nur Qalbi, S.S., M.Hum

4. Ardiana, S.Pd., M.Pd.

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, M.Pd., Ph.D.

NBM: 860934



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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APPROVAL SHEET

Title : The Students' Speaking Accuracy through Presentation
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Name : Mirdawati La Moane

Reg.Number : 10535 5663 13

Program : English Education Department Strata 1 (S1)

Faculty : Faculty of Teacher Training and Education

Makassar, 15 Februari 2018

Approved by:

Consultant I


Erwin Akib, M.Pd., Ph.D

Consultant II


Nurdevi Bte Abdul, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University


Erwin Akib, M.Pd., Ph.D
NBM: 860 934

Head of English
Education Department


Umni Khaerati Syam, S.Pd., M.Pd
NBM: 977 807



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

SURAT PERNYATAAN

Nama : Mirdawati La Moane
NIM : 10535 5663 13
Program : English Education
TITLE : **The Students' Speaking Accuracy through Presentation Practice and Production (PPP) Method on English Language Teaching (A Descriptive Research at The Twelve Grade Students of SMA Muhammadiyah Unismuh Makassar)**

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Makassar, Januari 2018

Yang membuat perjanjian

Mirdawati La Moane



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

SURAT PERJANJIAN

Nama : Mirdawati La Moane
NIM : 10535 5663 13
Program : English Education
TITLE : **The Students' Speaking Accuracy through Presentation Practice and Production (PPP) Method on English Language Teaching (A Descriptive Research at The Twelve Grade Students of SMA Muhammadiyah Unismuh Makassar)**

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Yang membuat perjanjian

Mirdawati La Moane

MOTTO AND DEDICATION

“.....If you love Allah, follow your Prophet Muhammad S.A.W then Allah will love You.....(Qs Ali-Imran :31)”

*“If you can dream it, you can do it”
(Walt Disney)*

“Must be a clever woman, know their religion and have good behavior/be a mirror of people, cause the future of generation in our hand”

**This ordinary creation is dedicated for :
My beloved parents, brothers, siter, my big family,
My close friend and who always pray the best for me
and give me their sincere endless love**

ABSTRACT

MIRDAWATI, 2013. The students' Speaking Accuracy through Presentation Practice and Production method in English Language Teaching at SMA Muhammadiyah Unismuh Makassar. (A Descriptive research at twelve grade students at SMA Muhammadiyah Unismuh Makassar). Supervised by Erwin Akib and Nurdevi Bte Abdul.

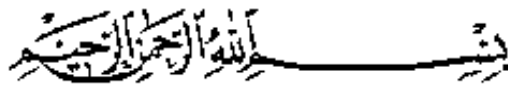
This research aimed to know the students' speaking accuracy through presentation practice and production method in English language teaching at twelve grade students of SMA Muhammadiyah Unismuh Makassar.

The research design of this research was descriptive-qualitative research. The subjects of research consisted were 17 twelve grade students of SMA Muhammadiyah Unismuh Makassar, consisted 9 female students and 8 male students. The researcher used observation and oral test as the instrument of the research..

The findings showed the students' pronunciation were fair, this item can be seen after observing, whereas just a few of students which have opportunity to present their material, but in interview this indicator showed more through their answer and how they pronounce some words when the researcher asked them to read. The causes were students lack in listening how the native speaker pronounce word and they were lack in practice . It also same with the students' vocabulary, whereas the number of students in fair good score was seventy one percent. Although, the researcher could say that they were good vocabulary also, cause when they answer the researcher question, most of the students answer with short and sometime used Bahasa, this thing showed that the students felt difficult to say word in English cause less of vocabulary. Similar with two item of speaking accuracy above, students' grammar were lack also, although grammar be the high score of another item, but the different just about three percent than pronunciation and one percent than vocabulary, the causes were the students' never want to try to study about grammar it self, the researcher gave them suggestion to made a study club as the way to solve their problem, but they said it was to hard for them.

Keyword : PPP Method, Speaking Accuracy, Pronunciation, Vocabulary, Grammar

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This thesis presented to the English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar as a partial fulfillment of the requirement for the Degree of Education in English Department.

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May Allah bless them, Aamiin. Finally, the researcher realizes that this Thesis still has some weakness and mistakes. Therefore, she will accept any constructive suggestions and critics to make this Thesis better.

Makassar, January 2017

Researcher

Mirdawati La Moane

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CHAPTER I

INTRODUCTION

This chapter, the researcher present the background, problem statement, objective of the research, significance of the research and scope of the reseacrh.

A. Background

Language as a tool of communication has an important role to reveal and intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life can not be separated. Language can be applied in many aspects, such us : education, society, politics, economics, and culture. One of the communication is through speaking.

Speaking is one of the important and essential skill that must be practiced to communicate orally. By speaking people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in various contexts.

According to Stevick (1982 : 103) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concern with language structure and language context. Teaching speaking is not like listening, reading and writing. It needs habit formation because it is a real communication. The speaking nedds to be practiced as often as possible. Many students considered that learning speaking as a difficult subject. This difficulty is caused by psychology factor

of the students and lack of teachers' creativity in teaching speaking English subject in senior high school.

Many students still have low competencies especially in speaking. Good speaking is characterized by some factors of the most prominent one is fluency, but many students are hesitant and often make long pauses when they are speaking. In addition, students are demanded to speak accurately but many students make mistakes whenever they use the language. Students are also expected to speak appropriately but many students may use inappropriate language expressions, registers, implicatures, and other sociolinguistic features in certain contexts when they are expressing their ideas. Pronunciation including stress patterns, intonation, and articulation is also an important aspect of speaking.

The teacher should create enjoyable atmosphere, apply fun activities, and use interesting teaching media to present the materials in the class. The higher the motivation, the greater students' interests to join the English class. Thus, the goal of the teaching and learning process to develop students' speaking ability will be successfully achieved. However, many students still mispronounce words because they do not get inappropriate model of English. These problems caused by many factors, one of them is the methods applied by the English teachers.

Method is the practical realisation of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kind of material which be helpful, and some of model of syllabus

organization. Methods include various procedures and techniques as part of their standard fare. (Harmer : 2001).

Presentation, Practice, and Production (PPP) method is method that will be helpful the students to speak up. In this case, the teacher introduces a situation which contextualizes the language to be thought then presented, next the students practice the new language in a control way and then students are encourage to use the new language in a free way either for their own purpose and meanings or in a similar context introduce by the teacher.

Presentation, practice, and production is a variation on Audio-Lingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP, which Presentation: the teacher begins the lesson by setting up a situation, either electing or modeling some language that the situation calls for. Presentation may consist of model sentences, short dialogues illustrating target items, either read from the textbooks, hear on the tape or acted out by the teacher. Practice: students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus an individually, until they can say them correctly. Production students are encourage to use the new language in a free way both for their own purpose and meanings or in a similar context introduced by the teacher (Harmer, 2001:65).

The PPP procedure, which was offered to teacher trainees as a significant teaching procedure from the middle of the 1960s onwards (though not then to as PPP), came under a sustained attack in the 1990s. It was, critics argued, clearly

teacher-centered, and therefore sits uneasily in a more humanistic and learner centered frame work. It also seems to assume that students learn in 'in straight lines'- that is, straight from no knowledge, through highly restricted sentence-based utterances and on immediate production. Yet human learning probably is not like that; it is more random, more convoluted. And, by breaking language down into small pieces to learn, it maybe cheating the students of a language which, in Tessa Woodward's phrases is full of 'inter looking variables and systems (Woodward's 1993:3). Michael Lewis in Harmer suggested that PPP was inadequate because it reflected neither the nature of language nor the nature of learning (Lewis 1993:190), and Jim Scrivener in Harmer stated that even wrote that it was fundamentally disabling, not enabling (Scrivener 1994:15).

From the wide dimensions, the researcher tried to analyze the use of Presentation Practice and Production method in English language teaching by the teacher, under the title "The Students' Speaking Accuracy through Presentation, Practice, and Production Method in English Language Teaching at SMA Muhammadiyah Unismuh Makassar.

B. Problem Statement

Based on the previous description, the researcher formulated a research question as follow :

1. How is the students' pronunciation through presentation, practice, and production method and test at twelve grade student of SMA Muhammadiyah Unismuh Makassar ?

2. How is the students' vocabulary through presentation, practice, and production method and test at twelve grade student of SMA Muhammadiyah Unismuh Makassar ?
3. How is the students' grammar through presentation, practice, and production method and test at twelve grade student of SMA Muhammadiyah Unismuh Makassar ?

C. Objective of The Research

Based on the research problem above, the objective of the research was to know:

1. The students' pronunciation through presentation, practice, and production method and test at SMA Muhammadiyah Unismuh Makassar.
2. The students' vocabulary through presentation, practice, and production method and test at SMA Muhammadiyah Unismuh Makassar.
3. The students' grammar through presentation, practice, and production method and test at SMA Muhammadiyah Unismuh Makassar.

D. Significance of The Research

This research expected to be useful information for many people in learning process, such as:

1. For educationists, the result of this research is expected to give contribution theoretically and practically in the development in English teaching.

2. For the teacher, this research is expected to add information of teaching method in the class and to encourage their teaching, especially for teaching speaking.
3. For the students, this research is expected to give them way in learning English and make them interest to speak English.
4. For the researcher, this research is expected to give information or contribution to other researcher who want to conduct more complex research.

E. Scope of The Research

The research focuses on the using of Presentation Practice and Production method to the students' speaking accuracy including pronunciation, vocabulary and grammar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous related research findings, the concepts of presentation, practice, and production, speaking achievement, elements of speaking and the characteristics of a successful speaking activity.

A. Previous Related Research Findings

Several studies already conducted about language learning strategies. In this part of discussion, the researcher will briefly explain several of studies which is related to the previous study.

1. Ksenia (2011: 11) states that the PPP method 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 method can minimize the mistake on the stage when learning process.
2. Vystavelova (2009: 30) found that there are some advantages for PPP methods. The first advantages that PPP lessons provide clear and simple. As a second positive point teacher said that such a lesson is easy to prepare because the material used for the lesson are ordered from the simplest to the most difficult. And types of activities are arranged from the most controlled to the least controlled. Several teachers also wrote that this approach is relatively easy for beginner students that communication is effective.
3. Saroh (2014) states that PPP Method could improve student speaking ability of the VIII A Class at SMP Muhammadiyah Wuluhan in 2013/2014 academic

year. The way to use this PPP Method applied by using cue response drill in making sentences and giving translation to the students for difficult words.

4. Astria (2016) states that PPP technique is one of technique that used by the teacher to teach English . According Harmer, “the PPP technique is still widely used in language classrooms around the world, especially for teaching simple language at low levels”. In addition he said that presentation, practice and production or PPP as it is called, is one of the most common teaching methodologies for ESL. It is means that PPP is one of the most common techniques to English in language classroom.
5. Izzah (2013) states that this classroom action research of implementation of PPP method to improve writing skill of first year students of MA.AL MA'ARIF Singosari Malang can be valid technique for further involving student writers in all stages of the writing process. The main processes that emphasized were pre writing process, whilst writing process, and post writing process. All three of them were included in the application of PPP method. Based on the result of students' achievement, in this research showed that PPP technique can improve students' writing skill especially for students MA AL MA'ARIF Singosari Malang for first year class X.

It could be concluded that from the aspect of the similarities between this research and the previous researches above, it could be seen from the presentation, practice and production method. However, the aspect that make this research different

from the previous research which could be seen from the students' speaking accuracy with the indicators are pronunciation, vocabulary and grammar.

B. The Concepts of Presentation, Practice, and Production

1. Definition of PPP

Presentation, practice, and production is a variation on Audio-Lingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP, which Presentation : the teacher begins the lesson by setting up a situation, either electing or modeling some language that the situation calls for. Presentation may consist of model sentences, short dialogues illustrating target items, either read from the textbooks, hear on the tape or acted out by the teacher. Practice: students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus an individually, until they can say them correctly. Production students are encourage to use the new language in a free way both for their own purpose and meanings or in a similar context introduced by the teacher (Harmer, 2001:65).

2. The Teaching Procedures of PPP

The PPP procedure, which was offered to teacher trainees as a significant teaching procedure from the middle of the 1960s onwards (though not then to as PPP), came under a sustained attack in the 1990s. It was, critics argued, clearly teacher-centered, and therefore sits uneasily in a more humanistic and learner centered frame work. It also seems to assume that students learn in 'in straight lines'-

that is, straight from no knowledge, through highly restricted sentence-based utterances and on immediate production. Yet human learning probably is not like that; it is more random, more convoluted. And, by breaking language down into small pieces to learn, it maybe cheating the students of a language which, in Tessa Woodward's phrases is full of 'inter looking variables and systems (Woodward's 1993:3). Michael Lewis in Harmer suggested that PPP was inadequate because it reflected neither the nature of language nor the nature of learning (Lewis 1993:190), and Jim Scrivener in Harmer stated that even wrote that it was fundamentally disabling, not enabling (Scrivener 1994:15).

Both audio-lingualism and its assimilation in to structural-situationalism have their modern equivalent in the procedure which is often referred to as PPP. This stands for presentation, practice, and production. In PPP lessons or sequence, the teacher presents the context and situation for the language (e.g. describing someone's holy day plans) and both explains and demonstrates the meaning and form of the language (for example, the 'going to' future-e.g. he is going to visit Hermitage Museum). The students then practice making sentences with 'going to' (this often called Controlled Practice and may involve drilling) before going on the production stage in which they talk more freely about themselves (next week I'm going to see that new film) or other people in the real word (my cousin's going to buy a new car etc.). The same procedure can also be used for teaching students functions, such as how to invite people, or teaching vocabulary and speaking. We can teach pronunciation to using PPP procedure. After an explanation of how a sound is produced, for example students are involved in the controlled practice of words using

the sound before they are asked to come up with their own words the sound is present (Harmer, 2007:49).

3. The example of PPP

Presentation: The teacher points the teenage boy and attempts to elicit the sentence *he's listening to the music* by saying *can anybody tell me.... John...?* Or asking the question *what's John doing... anybody?* The teacher then models the sentence (*he's listening to the music*) before isolating the grammar she want to focus on (*he's*) distorting it (*he's... he is ... he is*), putting it back together again (*he's...he's*).

Practice: The teacher gets the students to repeat the sentence *he's listening to the music* in chorus. She may the nominate certain students to repeat the sentence individually and she corrects any mistakes she hears. Now she goes back and models more sentences from the picture (*Any's reading book, Mrs. Andrea is writing and email, etc.*), getting coral and individual repetition where she is this is necessary. Now she is in a posting to conduct a slightly free kind of drill than the audio-lingual one above:

Teacher: can anyone tell me... any... yes, Jack.

Student: she's reading book.

Teacher: good. Etc

Usually the teacher puts the students in pairs to practice the sentences a bit more before listening to a few examples just to check that the learning has been effective.

Production : here the students are ask to use the new language of their own. For example, the teacher may get the students to think about what their friends and family at this moment. They must now come up with sentence such as *my mother's working at the hospital, I think; my brother's lying on the beach. I'm sure .he's on holiday. etc.* (Harmer, 1991).

4. The PPP Approach to Language Teaching

According to Ludescher (2009), the "Three Ps" approach to Language Teaching is the most common modern methodology employed by professional schools around the world. It is a strong feature of the renowned CELTA certification and other TEFL qualifications offered especially in the United Kingdom.

While this approach is generally geared toward adult learners, most of the principles involved are also essential to lessons for children. It is very important to understand what "Presentation", "Practice" and "Production" really are, and how they work in combination to create effective communicative language learning.

Presentation is the *beginning* or *introduction* to learning language, and Production is the culmination of the learning process, where a learner has become a "*user*" of the language as opposed to a "*student*" of the language. Practice is the process that facilitates progress from the initial stage through to the final one.

To explain the process in brief, the beginning of a lesson involves the introduction of the new language in a conceptual way in combination with some kind of real (or at least "realistic feeling") situation. When this is understood, the students are provided with a linguistic "model" to apply to the concept they have recognized. With this "model" in mind, the students practice the new language by means of various "controlled" activities. After sufficient practice, the students move into some kind of "productive" activity, where a situation calls for the language to be used naturally without correction or control (Ludescher : 2009).

In general, for communicative language learning to be most effective, the three stages need to occur and they must flow easily from one stage to the next.

a. Presentation

This is the first stage to the language learning process, as it usually has a profound influence on the stages that follow and governs whether those stages are effective or not.

Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized and understood by the students, they will then start instinctively building a conceptual understanding of the meaning behind the new language, and why it will be relevant and useful to them. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic "model". It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity.

For obvious reasons, it is naturally easier to "present" new language to ESL students (who are learning English as a Second Language in an English speaking environment) than it is to EFL (English as a Foreign Language) students, who hear little or no English outside of the classroom. EFL teachers in particular need to work hard to build "realistic" feeling situations requiring the new language. If the "situation" appears totally unreal or even farcical to the students, so too will the language they are learning.

An important aspect of introducing the situation requiring and concept underlying new language is to build them up using whatever English the students have already learned or have some access to. At lower levels, pictures and body language are typical ways of presenting new language. As students progress, dialogues and text can also be used.

There are a variety of ways in which new language items may be presented but most Presentations should have at least some of the following features: meaningful, memorable and realistic examples, logical connection, context, clear models, sufficient meaningful repetition, "staging" and "fixing" briefness and recycling (Ludescher : 2009).

b. Practice

The Practice stage is the best known to teachers irrespective of their training or teaching objectives. However, it is a stage that is often "over-done" or used

ineffectively, either because Presentation was poor (or lacking altogether) or it is not seen and used as a natural step toward Production. It is the important middle stage to communicative language teaching, but exactly that the "middle" stage.

It is important that practice activities are appropriate to the language being learned and the level and competence of the students. Essentially Practice is the testing procedure for accuracy, and the frequency procedure for familiarity with the language. It is also a remedial stage. A good way to summarize effective Practice is to see it as repetition leading to competence and accuracy in terms of Phonology and Syntax.

Practice activities need to be clear and understandable - they should also be directed toward promoting a considerable degree of confidence in the students. In general, a carefully laid out practice activity that looks "attractive" to the eye will generate the students' motivation. They need to be challenged, but they should also feel that the activity is "within their reach".

Making a smooth transition from Presentation to Practice usually involves moving the students from the Individual Drill stage into Pair Work (chain pair-work, closed pair-work and open pair-work). Communicative practice then leads the way toward Production (Ludescher : 2009).

c. Production

The Production Stage is the most important stage of communicative language teaching. Successful Production is a clear indication that the language

learners have made the transition from "students" of the key language to "users" of the language.

Generally Production involves creating a situation requiring the language that was introduced in the Presentation Stage. That situation should result in the students "producing" more personalized language. Production is highly dependent on the Practice Stage, because if students do not have confidence in the language then they will naturally be hesitant to independently "use" it.

One of the most important things to remember is that Production activities should not "tell" students what to say. Whereas in Practice the students had most or all of the information required, during Production they don't have the information and must think. Ideally it is challenging in that it is representative of "real life" situations (Ludescher : 2009).

C. Speaking Achievement

1. Speaking

Speaking is meaning tools communication to other or speaking is way to bring a message from one person to another interact with them. Communication will be not running well without speaking and it is essential way which the speaker can express themselves through the language, communication is collaborate venture in which the interlocutors negotiate meaning in order to achieve their communication ends (Nunan, 1991:47).

Harmer (1991:46) states that communication between human is an extremely complex and ever changing phenomenon and it is my attention to examine all.

According to Brawn in (SamsuAlam, 2007) speaking is an interactive process of constructing meaning that involves producing and receiving a processing information. Speakers require that speakers not know how to produce specific point of language such as grammar, pronunciation, but also that understand when, why, and what ways to produce language.

Based on the definition above, the writer can conclude that speaking is the proficiency to express our idea, opinion about all of thing around us trough our sound system and good understanding of the speaker and the listener.

2. Skill

Hornby (1995) defined skill is the mental or physical capacity, power or skill required to do something. Roach in SamsuAlam (2007) stated the skill is the level of success full performance of the objects of measurement on the variable.

Based on the definition above, the writer can conclude that skill is proficiency or capacity that required doing something or something that can be used to measure the successful of someone, it can be natural or acquired.

D. The Elements of Speaking

In speaking, there are some specific elements that have strong correlation with this skill. They are:

1. Accuracy

Based on Webster Dictionary (1996:15), accuracy is the quality of being accurate, while in Oxford Dictionary (1991:20) accuracy is degree of being correct. Marcel (1996:15) states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case, accuracy is divided into three, they are pronunciation, vocabulary and grammar.

According to Harmer (1991:15), aspect of speaking can be divided as follows:

a. Pronunciation

Pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept proficiency. The concept of “pronunciation” may be said to include:

1. The sound of the language

On their own the sound of language may well be meaningless. If you said /t/ (the line shows that this is phonetic script) a few times, e.g. too, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these sounds together in a certain order we end up with the word catch and does mean something.

2. Stress

Native speakers of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they

know how to use stress, to change the meaning of phrase, sentences and question.

3. Intonation

Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, student's need it use rhythms and stress correctly if they are to be understood.

b. Vocabulary

1) What is vocabulary

According to Webster's near world print dictionary (Webster: 1983:2946), vocabularies are list of word etc as dictionary or glossary and all of words used a language or by a person group etc.

According to Longman dictionary of contemporary English (Longman 1995:240) vocabularies are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language.

2) Types of vocabulary

Harmer (1991:159) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is that the students have learned and which they are expected to be able to use. On the

other hand, passive vocabulary refers to words which the students will recognize when they met but will probably not be divided in to four kinds as follows:

- 1) Oral vocabulary consists of words actively used in speech. These are the words that come readily to one's conversation. The more often a person utters words the words the more readily it will come to his tongue.
- 2) Writing vocabulary is the words that come readily to one's finger vocabulary
- 3) Listening vocabulary is the stock of words to which one responds with meaning and understood in speaking of other
- 4) Reading vocabulary is the words that one response in writing of others

c. Grammar

Grammar whose subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and complete utterance (Ba'dulu, 2001:15). As the fame work to find sentences productively needed. The fact however shows that the learners' mastery or English structure is skill less as found out by some previous researches.

2. Fluency

Fluency refer to able to speak to write smoothly, easy reading , to an easy flow is word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a tern of commendation.

According to Hornby (1995:122) stated that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

E. The Characteristics of a Successful Speaking Activity

According to Ur (1996: 120), Speaking for learner is not easy, at least four criteria should be covered by the learner in speaking activity. They are:

- 1. Learners talk a lot.** As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.
- 2. Participation is even.** Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- 3. Motivation is high.** Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- 4. Language is of an acceptable level.** Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy

F. Conceptual Framework

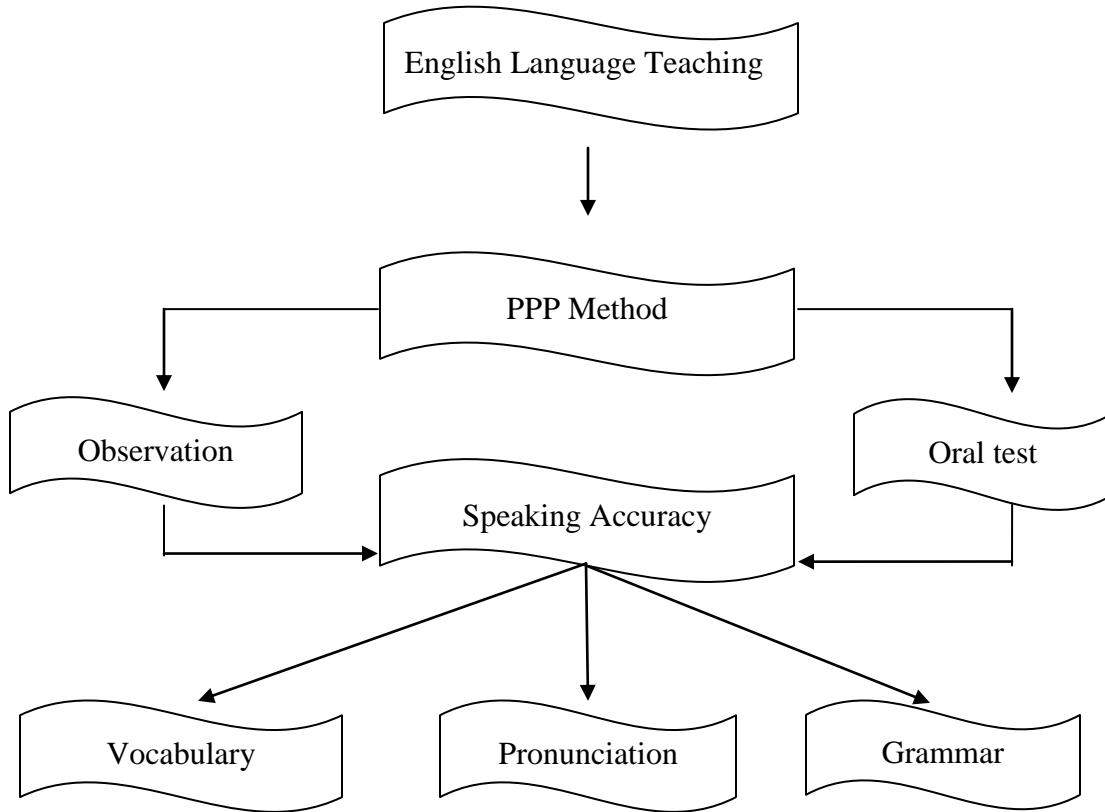


Figure 2.1. Conceptual Framework

The conceptual framework shows. The purpose of this method is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately. This study was carried out to describe the students' speaking accuracy including pronunciation, vocabulary and grammar through the implementation of presentation, practice and production method on English language teaching at twelve grade student of SMA Muhammadiyah 1 Unismuh Makassar. It was taken from activities in class directly or learning process in class. The researcher used observation to know the implementation of Presentation, Practice and

Production method used by teacher. Then the reseacrher did oral test to kno students' speaking accuracy, including pronounciation, vocabulary and grammar

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher present research design, subject of the research, research instrument, the procedure of data collecting and data analysis.

A. Research Design

Research is the sequences of the science activities in order to solve a certain problem (Azwar, 2001). Meanwhile, Sutrisno states that research is an effort to discover, develop, and to asses the truth of the knowledge which is done through science method (Hadi, 1993). According to Tuckman, research is systematic attempt to provide answer to question (Tuckman, 1978).

This study belongs to descriptive research. Descriptive research is a research that makes description about phenomenon, fact or events systematically and accurately dealing with the characteristic of a certain population or area (Rianto, 2001). According to Ary, research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its natural setting (Ary, 2006).

The research design of this research was descriptive-qualitative research. Qualitative approach is procedure of research that results a descriptive data in writing

focus that deals with human being or human speech and his behavior that appeared (Mantja, 2005). In this study, the researcher wanted to know the students' speaking accuracy through presentation, practice and production method in English language teaching at SMA Muhammadiyah Unismuh Makassar.

B. Subjects of the Research

In this research, the subject of the research consisted were 17 twelve grade students of SMA Muhammadiyah Unismuh Makassar, consisted of 9 female students and 8 male students.

C. Research Instrument

The researcher used observation and oral test as the instrument of the research. In observation, the researcher tried to find out the students' participation during the teaching and learning process. The researcher used camera video to know the implementation of presentation, practice and production method by the teacher. In oral test, the researcher tried to find out the students' responses and also know the students' speaking accuracy. The researcher used oral test in collecting data, including 5 questions to the teacher and 5 questions also to the students.

D. The Procedure of Data Collecting

The technique of data collecting used in this research was as follow:

- a. At first meeting, the researcher observe in the class by using recorder (video)
- b. In the second, the researcher interview the students
- c. The third, the researcher interview the teacher
- d. After collecting data the researcher analysis the data.

In Scoring the result of students' test evaluated based on three aspect of speaking accuracybelow:

a. Pronunciation

Table 3.1 : Scoring Rubric of Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of pronunciation
Very good	8.6 – 9.5	They speak effectively and very good of pronunciation
Good	7.6 – 8.5	They speak effectively and good of pronunciation
Fairly good	6.6 – 7.5	They speak sometimes hasty, but fairly good of pronunciation
Fair	5.6 – 6.5	They speak sometimes hasty, fair of pronunciation

Layman (1971:219)

b. Vocabulary

Table 3.2 : Scoring Rubric of Vocabulary

Classification	Score	Criteria
Excellent	9.6 - 10	Their speaking is very good of using unlimited of vocabulary and more sentences.
Very good	8.6 – 9.5	Their speaking is good of using unlimited vocabulary.
Good	7,6 – 8,5	Their speaking sometimes hasty and good of vocabulary mastery.
Fair good	6,6 – 7,5	Their speaking more sentences and low vocabulary mastery.
Fair	5.6 – 6.5	Their speaking more sentences, low vocabulary mastery and no communication.

Layman (1971:218)

c. Grammar

Table 3.3 : Scoring Rubric of Grammar

Classification	Score	Criteria
Excellent	9.6 - 10	Their speaking is very good of using grammar.
Very good	8.6 – 9.5	Their speaking is good of using grammar
Good	7,6 – 8,5	Their speaking sometimes hasty but appropriate use of grammar
Fair good	6,6 – 7,5	Their speaking more sentences not appropriate to use grammar
Fair	5.6 – 6.5	Their speaking more sentences not appropriate to use of grammar.

Layman (1971:218)

E. Data Analysis

After collecting data, the researcher analyze all the obtained data. Lexy states that data analysis is a process of categorizing, systematizing data into pattern, category, and basic essay unit to find out the theme and to formulate the hypothesis as

suggested by the data. It means that data analysis is process of classifying, arranging hierarchically and manipulating the data. Therefore, it makes the researcher easy to write the report. The purpose of data analysis is to summarize and to simplify the data in order to interpret and draw a conclusion.

In this study the researcher used qualitative analysis data. This technique emphasized on the explanation about the research result used by the written. A method that the writer used is inductive method. Inductive method is the way of thinking from especially fact then to generalization in common (Tanzeh, 2001).

To calculate the percentage of the students' score, the formula which used as follows:

$$P = \frac{F}{N} \times 100$$

Notation: P : Rate Percentage
 F : Frequency of the Correct Answer
 N : The Total Number of Students

(Sudjana, 1999)

Calculating the mean score of students' speaking proficiency test by formula :
 Calculating the mean score of the students by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : mean score
 $\sum X$: Sum of all score
 N : Total number of subject

(Arikunto, 343:2005)

CHAPTER IV FINDING AND DISCUSSION

In this chapter, the researcher is going to analyze the data of students' speaking accuracy, after identifying the students' pronunciation, grammar and vocabulary at the twelve grade students of SMA Muhammadiyah Unismuh Makassar.

A. Research Findings

To find out the students' participation and also students' speaking accuracy (pronunciation, vocabulary and grammar) during the implementation of presentation, practice and production method in learning process, the researcher used camera video and also interview as the instrument.

1. Students' Pronunciation

Table 4.1 : The Students' Score of Pronunciation

No	VARIABLE	Score	N
1.	Pronunciation	118	17
\bar{X}		69	

As research findings from the table above indicated the students' pronunciation still in fair good classification, the main score of students' pronunciation was 6,9. Whereas the researcher found the last score by calculating the sum of all score of students (118) divide with the number of students (17).

The students' pronunciation in English language teaching at the twelve grade students of SMA Muhammadiyah Unismuh Makassar through presentation, practice, and production method as result of table 4.1 will explain as follows:

Table 4.2 : Findings of the Students Pronunciation in Speaking Accuracy

No	Classification	Score	F	%
1.	Excellent	9.6-10	0	-
2.	Verry Good	8.6-9.5	0	-
3.	Good	7.6-8.5	3	18
4.	Fair Good	6.6-7.5	10	58
5.	Fair	5.6-6.5	4	24
Mean Score			6.9	

The table above shows the result of students pronunciation, whereas from five classification of pronunciation, there are Excellent, Verry Good, Good, Fair Good and Fair. If the students get Excellent they will got 9.6-10 score, Verry Good got 8.6-9.5 score, Good got 7.6-8.5 score, Fair Good got 6.6-7.5 score and Fair got 5.6-6.5 score. From 17 number of students, just 3 students got Good score with 18 % percentage, 10 students got Fair Good with 58% percentage and there are 4 students got fair with 24% percentage.

2. Students' Vocabulary

Table 4.3 : The Students Score of Vocabulary

No	VARIABLE	Score	N
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1.	Vocabulary	123	17
\bar{X}		72	

As research findings from the table above indicated, the students' vocabulary was still in fair good classification, where the main score of the students' vocabulary was 7,2. Whereas the researcher found the last score by calculating the sum of all score of students (123) divide with the number of students (17).

The students' vocabulary in English language teaching at the twelve grade students of SMA Muhammadiyah Unismuh Makassar through presentation, practice, and production method as result of table 4.3 will explain as follows:

Table 4.4 : Findings of the Students Vocabulary in Speaking Accuracy

No	Classification	Score	F	%
1.	Excellent	9.6-10	0	
2.	Verry Good	8.6-9.5	0	
3.	Good	7.6-8.5	3	18
4.	Fair Good	6.6-7.5	12	71
5.	Fair	5.6-6.5	2	11
Mean Score			7.2	

The table above shows the result of students vocabulary, whereas from five classification of vocabulary, there are Excellent, Verry Good, Good, Fair Good and Fair. If the students get Excellent they will got 9.6-10 score, Verry Good got 8.6-9.5

score, Good got 7.6-8.5 score, Fair Good got 6.6-7.5 score and Fair got 5.6-6.5 score. From 17 number of students, just 3 students got Good score with 18 % percentage, 12 students got Fair Good with 71% percentage and there are 2 students got fair with 11% percentage.

3. Students' Grammar

Table 4.5 : The Students' Score of Grammar

No	VARIABLE	Score	N
1.	Grammar	124	17
\bar{X}		73	

As research findings from the table above indicated, the students' grammar was still in fair good classification, where the main score of students' grammar was 7,3. Whereas the researcher found the last score by calculating the sum of all score of students (124) divide with the number of students (17).

The students' grammar in English language teaching at the twelve grade students of SMA Muhammadiyah Unismuh Makassar through presentation, practice, and production method as result of table 4.5 will explain as follows:

Table 4.6 : Findings of the Students Grammarin Speaking Accuracy

No	Classification	Score	F	%
1.	Excellent	9.6-10	0	

2.	Verry Good	8.6-9.5	0	
3.	Good	7.6-8.5	6	35
4.	Fair Good	6.6-7.5	10	59
5.	Fair	5.6-6.5	1	6
Mean Score			7.3	

The table above shows the result of students grammar, whereas from five classification of vocabulary, there are Excellent, Verry Good, Good, Fair Good and Fair. If the students get Excellent they will got 9.6-10 score, Verry Good got 8.6-9.5 score, Good got 7.6-8.5 score, Fair Good got 6.6-7.5 score and Fair got 5.6-6.5 score. From 17 number of students, just 6 students got Good score with 18 % percentage, 10 students got Fair Good with 59% percentage and only1 students got fair with 6 % percentage.

B. Discussion

This section presented the discussion of the result of the data analysis. The discussion about the students' speaking accuracy by the twelve grade students at

SMA Muhammadiyah Unismuh Makassar which are analyzed from the result of camera video (recording) and interview.

1. The Students' Pronunciation

The students' pronunciation in English language teaching by using presentation, practice and production method and also when the researcher interview them. Whereas only one group which have opportunity to presentation their material, the researcher got conclusion like in the findings cause by the students' participation when they were answer the teacher question and express their opinion while the learning process, it is also could seen from the students' answer in interview and how they pronounce some words when the researcher asked them to read. Based on the data of the results of the observation and iterview indicated that most of students still speak sometimes hasty, but fairly good of pronunciation,whereas 24% got Fair and 58% got Fair good and just 18% good. The findings of students' pronunciation was the lower than another item of students' speaking accuracy.

The findings also support by the answer of English teacher, where she said that most of the students' still in lower level of speaking accuracy, one of those was pronunciation it self. Most of the students mispronounce the word which they were rarely hear or seldom to practice, and if it was good of pronunciation surely just the word that they usually hear from the people. Moreover the findings of implementation of PPP method to the students' speaking accuracy including pronunciation, practice and grammar contrary with the theories stated by Harmer (2007 : 49).

To enrich the data of the mispronounced words of students will be mentioned below :

a. Explanation /*eksplenesion*/

Explanation / *eksplə'neɪʃən* /

b. Text /*teks*/

Text /*tekst*/

c. Paper /*peper*/

Paper /'peɪpə(r)/

d. Measure /*mesyure*/

Measure /*meʒə*/

e. Laugh /*Laug*/

Laugh /*lɑ :f*/

f. Presentation /*,presn' teɪʃn*/

Presentation /*,prezn'teɪʃn*/

g. Explain /*ek'spleɪn*/

Explain /*ɪk'spleɪn*/

h. Communication / *kə,mju:nɪkeɪʃn*/

Communication / *kə,mju:nɪkeɪʃn*/

2. The Students' Vocabulary

The students' vocabulary in English language teaching by using presentation practice and production method. When the teacher asked some question to them, most of the students answer with short and sometime used Bahasa, it showed that they were less of vocabulary. They felt difficult to continue their speaking or the word

they want to say in English, to make it more simple, they just produce the words in Bahasa, although the students actually have to speak with new language as the theories explained by Harmer (1991). The data results of the observation and interview were 18% good and 71% got fair good, although 11% got fair.

The findings also support by the answer of English teacher, where the teacher said that most of the students' still in lower level of speaking accuracy, one of those was vocabulary itself. When they were speak and suddenly they didn't know how to say in English word that they were going to say in Bahasa. For example : *So many people yang dapat banyak penyakit so many people is enter hospital, Wood chipping is the process pembuatan kertas, A process in making a paper from wood, This is a picture search jaringan* and etc.

Some example below will show the less of students' vocabulary that made them combine their speaking with Bahasa :

- a. Explanation text is *menjelaskan text*
(Explanation text is *explain about text*)
- b. Text yang *menjelaskan tentang tata cara* , how to make.
(Text *which explain about how to make* , how to make)
- c. *Text yang menjelaskan tentang proses.*
(*Text which explain about process*)
- d. Wood chipping is the process *pembuatan kertas*. A process in making a paper from wood.
- e. (Wood chipping is the process in *making the paper*. A process in making a paper from wood)

f. So many people *yang dapat banyak penyakit* so many people is enter hospital.

(So many people *got disease*, so many people is enter hospital)

g. This is a picture search *jaringan*.

(This is a picture search *the network*)

3. The Students' Grammar

The data of the findings indicated that some students speaking more sentences not appropriate and low grammar, whereas 35% got Good and 59% got Fair good and just 6% Fair. Most of the students were confused about the grammatical words, sometimes they put it randomly, the students also didn't know how to connect the world, like put the conjunction and so on.

When the reseacrher interview the teacher, the teacher also said that the students grammar were very low, although presentation, practice and production (PPP) always be the method that the teacher usually used in english language teaching, the reason of the using PPP method casuses by the teacher though that was up-to-date method and easy to connet with the students' knowledge, and the impact of the students grammar not too big_to say it was nothing. Moreover the findings of implementation of PPP method to the students' speaking accuracy especially in grammar contrary with the theories stated by Harmer (2007 : 49).

For example :

a. I *can* explain about Tsunami

(I *would like to* explain about tsunami)

- b. Tsunami impact, *number one die*
(Tsunami impact, *the first is die*)
- c. *Two communication, a picture and disease*
(*The second is communication, this is the picture of disease*)
- d. This is *a picture* before and after tsunami in Japan.
(This is *the picture* before and after tsunami in Japan)
- e. Thanks *of* attention
(Thanks *for your* attention)
- f. Thanks for group one give me a chance
(Thanks for group one *which gave* me a chance)
- g. Can you explain me one by one tsunami impact?
(Can you explain me one by one *of* tsunami impact ?)
- h. Thanks for your question, *will be my friends answer*
(Thanks for your question, *my friends will be answer*)

To make this discussion clear, the writer would like to explain in three parts;
 (1) the students' pronunciation by using presentation, practice, and production method,
 (2) the students' vocabulary by using presentation, practice, and production method,
 (3) the students' grammar by using presentation, practice, and production method

The explanation as below:

1. The students' pronunciation through presentation, practice, and production method in English language teaching at the Twelve Grade students of SMA Muhammadiyah Unismuh Makassar

The students' pronunciation were fair, this item can be seen after observing, whereas just a few of students which have opportunity to present their material, but in interview this indicator showed more, through their answer and their pronounce some word when the researcher asked them to read.

The students' pronunciation means that how the students speak effectively and excellent of pronunciation, after observing in learning process, students showed that almost of them were fair of pronunciation, the causes were students lack in listening how the native speaker pronounce word and they were lack in practice.

2. The students' vocabulary through presentation, practice, and production method in English language teaching at the Twelve Grade students of SMA Muhammadiyah Unismuh Makassar

Students' vocabulary was not too bad than indicator of pronunciation. The result can be seen after observing and interview, whereas the number of students in fair good score was seventy one percent. Although, the researcher could say that they were good vocabulary also, cause when they answer the researcher question, most of the students answer with short and sometime used Bahasa, this thing showed that the students felt difficult to say word in English cause lack of vocabulary. The second reason could be seen from the score of vocabulary that the students which have good vocabulary mastery just eighteen percent.

3. The students' grammar through presentation, practice, and production method in English language teaching at the twelve grade students of SMA Muhammadiyah Unismuh Makassar.

Students' grammar were lack, although grammar be the high score of another item, but the different just about three percent than pronunciation and one percent than vocabulary, whereas just thirty five percent got Good score and fifty nine got Fair good score and just six got Fair score, the causes was the students' never want to try to study about grammar it self, the researcher gave them suggestion to made a study club as the way to solve their problem, but they said that it was to hard for them.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher puts conclusion as follows :

1. The students' pronunciation were fair, this item can be seen after observing, whereas just a few of students which have opportunity to present their material, but in interview this indicator showed more, through their answer and their pronounce of word when the researcher asked them to read. The students' pronunciation means that how the students speak effectively and excellent of pronunciation, after observing in learning process, students showed that almost of them were fair of pronunciation, the causes were students lack in listening how the native speaker pronounce word and they were lack in practice .
2. Students' vocabulary was not too bad than indicator of pronunciation. The result can be seen after observing and interview, whereas the number of students in fair good score was seventy one percent. Although, the researcher could say that they were good vocabulary also, cause when they answer the researcher question, most of the students answer with short and sometime used Bahasa, this thing showed that the students felt difficult to say word in English cause lack of vocabulary. The second reason could be seen from the score of vocabulary that the students which have good vocabulary mastery just eighteen percent.
3. Students' grammar were lack, although grammar be the high score of another item, but the different just about three percent than pronunciation and one percent than vocabulary, whereas just thirty five percent got Goodscore and fifty nine got Fair good score and just six Fair score, the causes was the students' never want to try to study about grammar it self, the researcher gave

them suggestion to made a study club as the way to solve their problem, but they said that it was to hard for them.

B. Suggestion

Finishing the research, the researcher wrote some suggestion that hopefully meaningful to the reader :

1. For the lecturer. The result of this study can be used as additional information in English language teaching,.
2. For future researchers, since this study does not involve all aspects of speaking accuracy. It is suggested for future researchers to analyzed the students' speaking accuracy in the other point of view.
3. For learning process this research can be as student additional information of what causes of their speaking was not accuracy.
4. For the students, they have to memorize as much as possible vocabulary, and always practice it with their friends, or in front of the mirror to make them more confidence to speak English.

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