

**THE EFFECT OF PRESENTATION, PRACTICE, AND PRODUCTION
APPROACH IN STUDENTS' SPEAKING SKILL**



A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in partial fulfillment of the requirement for the degree of education in English Education Department

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2022



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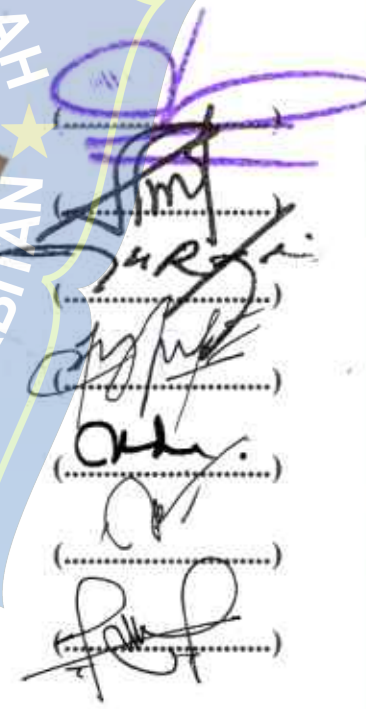
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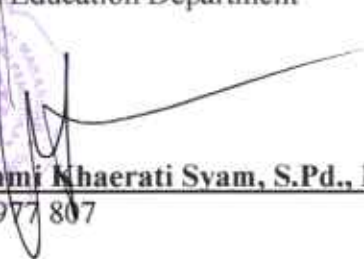

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ABSTRACT

UFFI MUBARAK. 2021. The Effect of Presentation Practice and Production Approach in Students' Speaking Skill. A thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by M. Basri Dalle and Arief Muhsin.

This study aims to know the effect of students' speaking accuracy and students' speaking fluency through the used of PPP Method at the Tenth Grade of SMA Muhammadiyah Boarding School Awwalul Islam Makassar. This study uses a pre-experimental method that takes eight meeting to collect data with pre-test and post-test design.

The results of this research based on findings and discussion, the researcher conclude that the used of presentation, practice and production approach to improve students speaking in terms of accuracy and fluency. It proved by students' accuracy (pronunciation) from 59.9 to 77.2 and vocabulary pre-test 61.3 and their post-test 77.3. The students also improved in fluency (smoothness) from 61.1 to 76.8 and self-confidence from 61.3 to 77.6. Therefore, the researcher have suggestion for next researcher, teacher and reader. There were a lot of learning or methods to be used in teaching learning progress. But, using presentation, practice and production was an alternative way of teaching speaking especially accuracy and fluency. There are some suggestion to as follows: 1. Presentation, practice and production was suggested to use for teacher as an alternative strategy or method in teaching English especially speaking skill. 2. The teacher should provide the students with more chance to speak so that the students get more speaking practice in class. The teacher should facilitate students if they are getting difficulties in learning English. 3. The further researchers are suggested to find out much references about presentation, practice and production method. 4. Using information gap technique depends on the weather. This strategy is good to use in entire season, except in rainy season. 5. Finally, the researcher expected that this thesis would bring new views for all the readers and the English teachers. Hopefully, there would be other advantages of using Presentation, practice and production in teaching and learning process not only in writing but also in other skills.

Keywords: Speaking, Presentation, Practice, Production, Accuracy, Fluency.

ABSTRAK

UFFI MUBARAK. 2021. Pengaruh Pendekatan Latihan Presentasi, Praktek dan Produksi terhadap Keterampilan Berbicara Siswa. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Mkkassar. Dipandu oleh M. Basri Dalle dan Arief Muhsin.

Penelitian ini bertujuan untuk mengetahui pengaruh ketepatan berbicara siswa dan kelancaran berbicara siswa melalui penggunaan Metode PPP di Kelas X SMA Muhammadiyah Boarding School Awwalul Islam Makassar. Penelitian ini menggunakan metode pre-experimental yang membutuhkan waktu delapan kali pertemuan untuk mengumpulkan data dengan desain pre-test dan post-test.

Hasil penelitian ini berdasarkan temuan dan diskusi, peneliti menyimpulkan bahwa penggunaan pendekatan presentasi, praktek dan produksi untuk meningkatkan berbicara siswa dalam hal akurasi dan kelancaran. Hal ini dibuktikan dengan kecermatan siswa (pengucapan) dari 59,9 menjadi 77,2 dan kosa kata pre-test 61,3 dan post-test mereka 77,3. Para siswa juga meningkat dalam kefasihan (kelancaran) dari 61,1 menjadi 76,8 dan kepercayaan diri dari 61,3 menjadi 77,6. Oleh karena itu, peneliti memiliki saran untuk peneliti selanjutnya, guru dan pembaca. Banyak sekali pembelajaran atau metode yang akan digunakan dalam proses belajar mengajar. Namun, menggunakan presentasi, latihan dan produksi merupakan cara alternatif untuk mengajar berbicara terutama akurasi dan kelancaran. Ada beberapa saran sebagai berikut; 1. Presentasi, praktik dan produksi disarankan untuk digunakan guru sebagai strategi atau metode alternatif dalam mengajar bahasa Inggris khususnya keterampilan berbicara. 2. Guru harus memberikan siswa lebih banyak kesempatan untuk berbicara sehingga siswa mendapatkan lebih banyak latihan berbicara di kelas. Guru harus memfasilitasi siswa jika mereka mendapatkan kesulitan dalam belajar bahasa Inggris. 3. Bagi peneliti selanjutnya disarankan untuk mencari banyak referensi tentang penyajian, praktik dan metode produksi. 4. Menggunakan teknik gap informasi tergantung cuaca. Strategi ini baik digunakan sepanjang musim, kecuali pada musim hujan. 5. Akhirnya, peneliti berharap agar skripsi ini dapat memberikan pandangan baru bagi para pembaca dan para guru bahasa Inggris. Semoga ada manfaat lain dari penggunaan Presentasi, praktik dan produksi dalam proses belajar mengajar tidak hanya dalam menulis tetapi juga dalam keterampilan lainnya.

Kata kunci: Berbicara, Persentasi, Praktek, Produksi, Akurasi, Kelancaran.

MOTTO AND DEDICATION

Get up Dress up and Never give up

~Ufi Mubarak~



A Thesis for my self For my father For my mother

For my Brother and Sister

And the last for everyone who knows me

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سَمِ اللّٰهُ الرَّحْمٰنُ الرَّحِیْمُ

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Makassar, July 2021

The Reseacher

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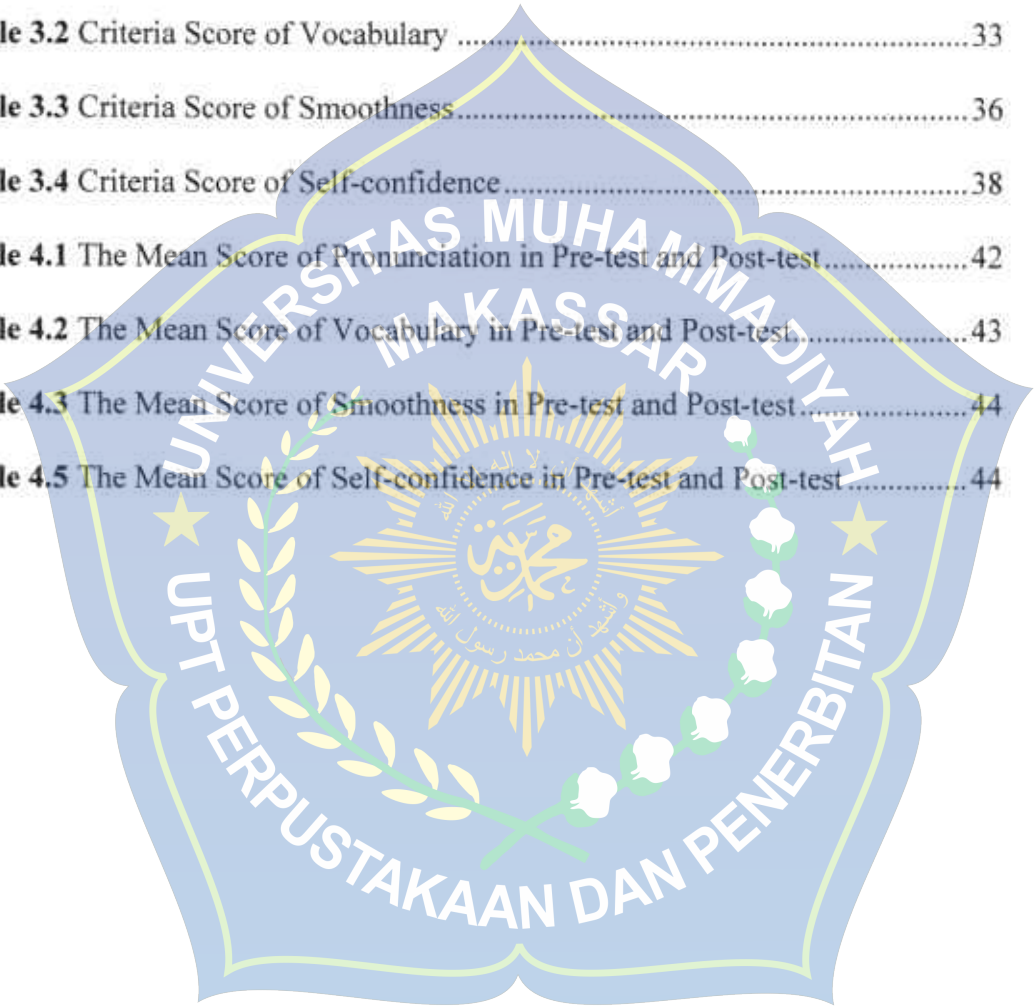
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CHAPTER I

INTRODUCTION

A. Background of Study

In this modern science and era of technology, learning a foreign language like English is much needed because it is used by almost people in the world. The position of English as an international language makes it very important to know because everything concerns with human's life, such as education, social and economic. Therefore, English is used for communication in this world.

In Indonesia, English is learnt as a foreign language. It is directed to mastery four language skill; such as speaking, reading, listening and writing. The researcher in this thesis does not discuss all language skill but the researcher limit to discuss speaking, especially on speaking accuracy and fluency. Speaking is a productive skill. Learning speaking as a second foreign language is too difficult among the four skill because there many things that we have to consider in speaking.

Speaking was process of sustainable communication in which the message, symbol, and meaning will always were interacting among the speaker and listener. Actually all of English skills and elements were important, the most important skill that should be mastered by English learner is speaking.

Speaking is very important things since it is the most used skill when someone want to convey message and exchange information. People were able

to know what kinds of situations the world. By speaking people around the world can giving and receiving information to another by sending message.

Unfortunately, the students nowadays face complicated problems using English speaking. In some cases the students they perhaps know about some sentences but they afraid to make mistake and not fluent to speak up or they feel shy to their friends when do a mistakes. The students also bored and not interesting to learn English. According to Albetrayan in Harmita (2014:1), trainers and teachers who are involved in developing students' speaking skill often get frustrated because some students do not attempt to speak at all. When the teacher wants the students to be active they prefer to be passive. This is a universal problem. The teacher faced with a serious problem of passivity among students looks for a solution to make them active participant but does not success always.

In teaching speaking, teacher engage the students to get involved, so they experience how to use target language. To help students improve their speaking, the teacher implementation interesting, engaging and challenging activities. These activities used media to create a comfortable learning process, interest and to stimulate the students' motivation during the classroom process.

Based on information that the researcher conducted while doing teaching practice (Magang 2) in SMA Muhammadiyah Boarding School Awwalul Islam Makassar the students had many problem in learning English. One of the crucial problems was their participation in speaking. After the teacher has given materials, the students were looked bored to practice. The students

looked confusedly to express their ideas and it makes the students less active in speaking class. Even their speaking test score the students did not achieve minimal criteria, 70.

Facing the problem above, the researcher tried to makes speaking activities more fun and effective to students. So the researcher tried to applied one of strategy. This strategy namely the effect of PPP method in students speaking skill.

Presentation Practice Production (PPP) Method gave special contribution to help the students in speaking. Presentation Practice Production is a method to presented the target language by explain and demonstrating to students. In this procedure, the teacher introduce a situation that contextualize the language to be taught. The language too, presented. Then, the students used new language and made a sentence by their own, and this is referred as production. Presentation Practice Production is a procedure where the teacher presented and the students practice the language. To make a comfortable atmospher during learning process, the teacher tried used song, picture and game. It build the students motivation to learn a new language. This method is a good start to make students more interesting learn English especially speaking.

Presentation involves as presenting a language point. This is actually done by the teacher. Presentation used picture and focused learning. Presentation is where the students have to explain and demonstrating the picture. Practice focused to controlled students. Students use the target language in a controlled speaking activities and repetition. Production focused

to freer practice. Students use the target language by their own and the students also combine the target language with other language they know. Production is not simple as free speaking practice. It is not simple as free speaking practice. Production stage is a point of PPP where the students used the new language by their own. This stage is evaluated the students by teacher so the teacher can check how much the students understand about the materials and give them opportunity to use new language in creative ways. This is known freer practice. Because of this, Presentation Practice Production is a good method to use in teaching English especially in speaking.

So in this research the researcher used PPP Method as a method to help the students in speaking skill. The purpose of this method is gave the opportunity to students improve their speaking skill. The students should have opportunity and time to improve themselves in learning to get the benefit of education. The researcher conducted a research on: *"The Effect of Presentation Practice and Production Approach in Students Speaking Skill at Tenth Grade of SMA Muhammadiyah Boarding School Awwalul Islam Makassar."*

B. Problem Statement

Based on the background above, the researcher formulates research questions as follows:

1. How is the effect of students' speaking accuracy through the used of PPP Method at the Tenth Grade of SMA Muhammadiyah Boarding School Awwalul Islam Makassar?
2. How is the effect of students' speaking fluency through the used of PPP

Method at the Tenth Grade of SMA Muhammadiyah Boarding School Awwalul Islam Makassar?

C. Objective of Research

The objective of the research are to find out:

1. The effect of the students speaking accuracy through the used of Presentation Practice Production (PPP) Method at Tenth Grade of SMA Muhammadiyah Boarding School Awwalul Islam
2. The effect of students speaking fluency through the used of Presentation Practice Production (PPP) Method at Tenth Grade of SMA Muhammadiyah Boarding School Awwalul Islam Makassar.

D. Significance of Research

For the teachers, the researcher found of this study could enrich the information about the used of Presentation Practice Production in learning speaking. This research is classified into two parts, for students and teachers theoretically and practically theoretically, for students by using PPP Method, they could more and be an expert in speaking specially speaking accuracy and fluency.

Practically, for teacher by used PPP Method in teaching English, they could easy in teaching English speaking specially speaking accuracy and speaking fluency. So, the researcher found this method gave the best contribution for both students and teacher, particularly in helped the teacher to teach students in speaking specially speaking accuracy and speaking fluency.

E. Scope of the Research

In this research, the researcher focused on the effect of PPP in students' speaking skill at the Tenth Grade of SMA Muhammadiyah Boarding School Awwalul Islam Makassar covering speaking accuracy (vocabulary and pronunciation) and speaking fluency (smoothness and self-confidence).



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

There are some studies that have been conducted by many researchers related to this research. Some of the research findings are cited briefly below:

1. Izzah (2013) "The use of PPP Method to Improve Writing Skill". She found that students can't reached the standar minimum score (KKM). After applied PPP Method almost all students reached the standar minimum score.
2. Anggraeni Mega Lagalo (2013). "The application of PPP Method to increase students' speaking ability" she found that the application of presentation, practice and production method can increase students' speaking ability with the influence of presentation, practice and production method from pre-test is 7,35%.
3. Niki Astria (2016) "The use of Presentation Practice and Production Technique in Teaching English" she states that using PPP Method can gave the positive impact to students. Students more easier to understand the material. Students more enjoyable the class, more active and confident to practice new language.
4. Novi Nur Sofan (2016) "The application of PPP Technique Toward Students Vocabulary Achievement" states that PPP Technique make students active to found new vocabulary to presenting the material that give from the teacher. PPP Technique significantly improve students vocabulary and more interested to English.

The previous research findings above have similarity that the researcher used PPP Method to saw the effect of the method in students speaking skill where (1). Izzah (2013). Using PPP method to improve writing skill in her research found that PPP and guided writing technique significantly improve the students' interest in learning English and the last researcher Lagalo (2013). Using Presentation, Practice and Production (PPP) method in her research showed that the degree of the interest was high. It was proved by the mean score 7,35%.

The previous finding above also has differences where two researcher used skill different. The first researcher used writing skill and the second researcher used speaking skill. Related the previous finding above the researcher will use Presentation, Practice and Production (PPP) Method in researcher reseach to improve students' skill with speaking skill specially speaking accuray (vocabulary and pronunciation) and speaking fluency (smoothness and self-confidence).

B. Some Pertinent Ideas

1. Speaking

a. Concept of Speaking

Speaking is very important in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through speak language. Hosni (2014:97) speaking is a language can be active to express meaning and for young learners, speaking language is medium which a new language is understand,

practice and learn. Rather than oral skill is one simply aspect of learning language. According to Nakhalah (2016:99) that speaking is the delivery of language through the mouth. To speak, we are using our tongue, lips and teeth to give information to others. In English speaking is the second of four skill, which are; Listening, Speaking, Reading, and Writing skill that we learn. Dialogue when there is more two people talk to each other. Speech also out naturally from one person to share information that he/she know. Speech also planned by person before doing presentation.

In relation with the statements above, the researcher concludes that speaking is one of important skills in interaction between speaker and listener to giving information or asking the opinion by using oral communication.

b. The Elements of Speaking

Brown in Agus (2014:17) classifies the element of speaking into three parts, namely:

1) Accuracy

Accuracy is the state of being correct or exact and without error, especially as a result of careful effort. Bryne in Juniati (2013:21) states that accuracy is refer to the used of correct or where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language. Accuracy is a manner of people in used word and the pattern of sentences. In this case accurate divided into three elements. Such as vocabulary, pronunciation, and grammar.

a) Grammar

Grammar is the rules for forming words of combining word to form sentences. The frequency of the students' activity is that the students sometimes want to speak with other people but they have lack functional grammar.

The students when intending to speak in the target language (TL) they most care about the sounds they produce. The students face difficulties in combining words correctly. To create a successful discourse, especially the misuse of tense for example instead of saying, "I'm bored," and the student says "I'm boring." It is a big problem because made such mistakes may change the meaning ultimately; this is the same case for used pronouns, singular and plural forms. As a result that's make difficulty for student to speak with the target language. All those prepare the students in embarrassed situations, and in the threatening atmosphere so, they keep their ideas for themselves, they cannot speak out their information.

b) Vocabulary

According to Hornby in Juniati (2013:21) vocabulary is all the words that person know or uses. Vocabulary has some meaning namely vocabulary is supply the reader of a book in foreign language with English equivalent of the words used in it, assumes that all are absurd, and has also the meaning of the

whole stock up of word used by any set of person, or by individual.

Vocabulary is the background or that information that the student should know to communicate. The student faced the difficulty to speak because they don't have sufficient vocabulary to better communicate in the target language. Students found themselves uncomfortable when they intend to express their thoughts and and introduce themselves in a right way. It was happened to the students who lack of vocabulary and limited knowledge. The teachers must be aware of this problem, to perform their role as a good teacher in the appropriate time to provide them a proper treatment, such used some techniques, activities to improve their vocabulary. (Afisa, 2015) the students may not be confident to speak English because they were lack of vocabulary. It is because the students seldom hear English except in their book and the teacher.

c) Pronunciation

This element is still wide. Therefore the teacher needs more effort training the students to practice how the English word pronounced in order to make the listener understand what the speaker say. Ampin Andini thesis (2014:19) states that in English, it has a small number of sound-unit which is put together in many different combination to form the words and sentences that we

use everyday.

According to Gilbert in Juniati (2013:21) pronunciation is highlights the interrelatedness of various aspect of English speech. The approach addresses the individual element of pronuniation but always within the framework of a large system that uses these entire individual elements to make speakers' ideas clear and understandable to their listeners. So pronunciation is the act of manner of pronouncing something, articulate utterance. Certainly, pronunciation cannot be separated from intonation and stress. Pronunciation in order that students can imitate their research in teaching and learning process..

2) Fluency

Fluency is defined as ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teachers want to check the students' fluency, the teacher allow the students to express themself freely without interruption.

Fluency refers to be able to speak or write smoothly, easy and readily to an easy flow is word to person able to communicate with base it suggest the ready flow accomplish speak or writing. It is usually a term of communication. Hornby in Juniati (2013:24) states that fluency is the quality or condition of being fluent,

rhythm, intonation, stress, rate of speaking and use interjections and interruptions. It refers to how well you communicate in a natural manner. In this case, fluency refers to smoothness and self-confidence.

a) Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces. A good clustering is to speak phrasal fluently.

It means that speak English not word and reduce forms are to use English with contraction, elisions and reduce vowels.

b) Self Confidence

Speaking is the oral communication, with other people speaking need braveness. There are many students who have no self confidence so the students cannot communicate with other people to the word is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we are involuntarily rating something. According to Heaton in Juniati (2013;24) that self confidence is how to speak understandable of self confidence and have some classification from the criteria.

2. Presentation Practice and Production Method

a. Concept of Presentation Practice and Production (PPP) Method

According to Lagalo (2013;5) says that;

- 1) Presentation is a part of the process to present new information. This part would be introduce new language. Usually, this done through used pictures and actual classroom situation.
- 2) Practice where the students used the language in controlled way. This part also called drilling. This part is to fully reinforce the new language. During Practice stage the teacher using game, picture and dialogue.
- 3) Production is the end of this stage where the students take the target language and use it in conversations and use it to talk about their daily lives or situations. Here, the students are asked to make a sentence by using a new language.

Harmer in Izzah (2013;24) says that presentation, Practice and Production or PPP as it is called is one of the most common teaching methodologies for ESL. Presentation is presenting the current language lesson to the student. Depending on curriculum chosen, this could be such subject as sounds, part of speech, vocabulary, sentence structure and grammar. Generally between 65 and 90 percent of class time is spent on the presentation component the student Practice what they are learning through activities that require them to speak English. Practice

exercise should progress toward mastery of the concept presented. The final component is Production, which is an advanced form of Practice that requires the students to think on their own rather than complete the more closely targeted Practice exercise. The steps are generally sequential, progress from little student involvement to maximum student involvement. At the end teachers often have success used the PPP methodology.

Ksenia in Izzah (2013;24) suggest that PPP method proposes that the skill are to be worked upon in sequence from the receptive (reading and listening) to the productive (writing and speaking). It show that the PPP method could minimize the mistake on the stage when learning process.

b. Procedures of Presentation, Practice and Production Methode

The procedure of PPP are stands for Presentation, Practice and Production. In this procedure the teacher introduce a situation which contextualize the language to be taught. The students practice the language used accurate reproduction techniques such as choral repetition, individual repetition, and cue-responses. Then the students used new language to make sentence by their own and this is referred as production. The following example demonstrate this procedure:

1) Presentation

The teacher show the students following picture and ask them about the picture. Presentation is focused to gave the students

information. This stage is to introduce the students new material to learn.

2) Practice

The practice stage is to focused to students to repeat the sentence. The students keep repeated the sentence. The teacher here is used tape to check and correct the student mistakes. Other practice activities are asking and giving question used the target language

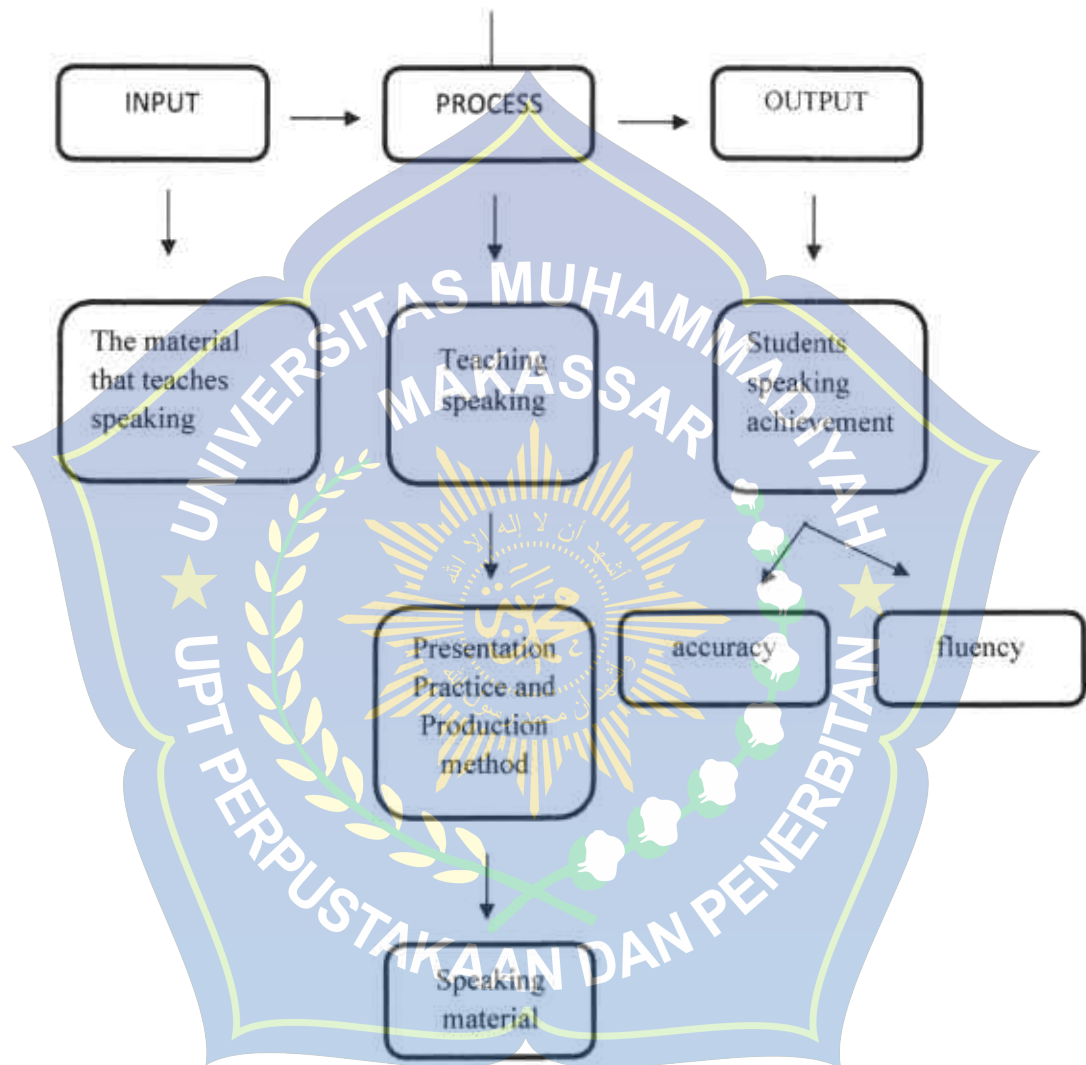
Production

This stage is Production where the students used a new language to us in a freer way. The students demonstrate what they gets. So the teacher could observe the students who have learned and which students need more support.

c. Advantages of Presentation Practice Production (PPP) Method

According to Vystavelova in Izzah (2013;24) there are some advantages for Presentation Practice Production (PPP) method. The first advantages that PPP lessons provide clear and simple. The 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. Conceptual Frame Work



- Input: refer to pre-test that is prepared to measure students's speaking skill.
- Process: refers to the treatment of speaking skill.
- Output: refers to the improvement of student's speaking skill refers to the pronunciation and intonation.

4. Hypothesis

This research formulates the hypothesis as follows Null Hypothesis (H0): the use of PPP method it doesn't have effect in studnets speaking skill at SMA Muhammadiyah Boarding School Awwalul Islam Makassar.

Alternative Hypothesis (H1): the use of PPP method significantly had effect in students speaking skill.



CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research follows the work principle of *Pre-Experimental* design that involves one class. In the experimental class, the researcher applied “Presentation Practice and Production Approach”. The researcher used the pre-test and post test design in the experimental class. The aim to find out the use of Presentation Practice Production in teaching speaking.

EXPERIMENTAL CLASS		
O1	X	O2

Explanation:

O1: Result of a pretest

X: Treatment that given in the class by used Presentation, Practice and Production method

O2: Result of post test

Based on the table above, in the experimental class a pre-test (O1) gave to find out students' knowledge before gave treatment. Furthermore, given treatment (X) applied used Presentation, Practice and Production and post-test (O2) apply to determine student achievement. Score use to compare to see improvement.

B. Research Variables and Indicators

There were two variable in this study. The first variable is dependent variable and the second variable is independent variable. Dependent variable is speaking which include accuracy and fluency. Independent variables was PPP.

The indicators of accuracy were vocabulary and pronunciation and indicators of fluency were smoothness and self-confidence.

C. Population and Sample

Population in this research consisted of the students of SMA Muhammadiyah Boarding School Awwalul Islam Makassar and the samples of this study will be selected from the students of the first grade students at SMA Muhammadiyah Boarding School Awwalul Islam Makassar.

D. Research Instrument

This test is used to find out an effect in students' speaking skill using Presentation Practice and Production method. The test gave through pre-test and post-test. The form of describe orally based on the topic. A pre-test conduct to find out the initial achievement of students speaking proficiency before used Presentation Practice and Production while post test conduct to found the improvement in students' speaking proficiency after the gave the treatment.

E. Procedure of Collecting Data

The procedures of collecting data in this research are as follows:

a. Pre-test

Pre-test is to determine a student's baseline knowledge or preparedness for an educational experience or course of study. Before giving the treatment, the researcher gave the pre-test for the experimental class. The research distributed the speaking test; it aims to find out the students' speaking mastery.

b. Treatment

Treatment is an explanatory variable manipulated by the researcher.

The treatment conducted five times after the pre-test given in the classroom.

The procedure of given the treatment is as follows:

- 1) The teacher gave short explanation about speaking material
- 2) The teacher introduced the Presentation Practice and Production method
- 3) The students are expected to pay attention to the teacher explanation
- 4) The teacher distributed speaking material
- 5) The teacher divided students into group
- 6) The teacher choose the topic that students' would describe
- 7) The students discussed the topic that teacher choose
- 8) Each students' from the groups wrote the words as the result of the group discussion on the book and describe orally

c. Post-test

Post-test is a test given to students after completion of an instructional program or segment and often used in conjunction with a pre-test to measure their achievement and the effectiveness of the program.

After gave the treatment, the researcher gave the post-test for the experimental class by distributing the same test. It aims to find out the result of the treatment.

F. Technique of Data Analysis

1. Accuracy

a. Pronunciation

Table 3.1 criteria score of pronunciation

Classification	Score	Criteria
Exelence	90-100	Pronunciation isonly very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
Very Good	80-89	Pronunciation is only very slightly influenced by the mother tongue. A few grammatical and lexical errors but most utterance is correct.
Good	70-79	Pronunciation is still moderately influences by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Fair	60-69	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	>59	Pronunciation seriously influenced by mother tongue but only with the errors causing a breakdown in communication. Many "basic" grammatical and lexical errors.

Heaton in Rinamandasari (2010:31)

b. Vocabulary

Table 3.2 criteria score of vocabulary

Classification	Score	Criteria
Exelence	90-100	Speak without too great an effort with a fairly wide range expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	80-89	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	70-79	Although he has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in covering the general meaning. Fair range of expression.
Fair	60-69	Has to make an effort for much of the time. Ofte has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often imited.
Poor	>59	Long pauses whiloe be searching for the desired meaning frequently and halting delivery. Almost gives up making the effort at times limit range of expression.

Heaton in Rinamandasari (2010:31)

2. Fluency

a. Smoothness

Table 3.4 criteria score of smoothness

Classification	Score	Criteria
Exelence	90-100	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	80-89	Has to make an effort at time to

		search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	70-79	Although he has to make an effort and search for words. There not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in covering the general meaning fair range of expression.
Fair	60-69	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limit.
Poor	>59	Long pauses while be searching for the desired meaning frequently and halting delivery. Almost gives up making the effort at times limiting range of expression.

b. Self confidence

Table 3.5 criteria score of self-confidence

Classification	Score	Criteria
Exelence	90-100	Their speaking is very understandable and high of self-confidence.
Very Good	80-89	Their speaking is very good of self-confidence.
Good	70-79	Their speak effectively and good of self-confidence.
Fair	60-69	Their speaak sometimes hasty but fairly good self-confidence.
Poor	>59	They speak hasty and more sentences no self-confident.

Layman in Nurjannah (012:32)

- a. Scoring the students' correct answers of the pre-test and the post-test

Students' Correct Answer

$$\text{Score} = \frac{\text{the correct answer}}{\text{total number of item}} \times 100$$

Classifying the score of the students by using the following scale:

96-100 classified as excellent

86-95 classified as very good 76-85 classified as fairly good

- b. Calculating the mean score by applying the following formula:

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

\bar{x} = mean score

$\sum x$ = total of students' score

N = the number of students'

- c. Computing the frequency and the percentage of the student's score

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

P = percentage

F = number of correct answers

N = Number of samples

- d. To found the students enhancement the formula as follows:

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

% = The student's enhancement

X1 = The mean score of the pre-test

X2 = The mean score of post-test

- e. To found the value of t-test to show the mean score of pre-test and post test was significantly different from that of the test by applied this formula;

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = the mean of difference score

$\sum D$ = the sum of total difference score

$\sum D^2$ = square of the sum of total score difference N = the total number of score

- f. Found the significant different between accuracy and fluency by calculating the t-test.

$$t = \frac{\bar{x}^1 - \bar{x}^2}{\sqrt{\left(\frac{SS^1 + SS^2}{n^1 + n^2 - 1}\right) + \left(\frac{1}{n^1} + \frac{1}{n^2}\right)}}$$

$$SS = \sum X \frac{x}{i} - \frac{(\sum x_1)^2}{n_1}$$

$$SS_2 = \sum X \frac{x}{2} - \frac{(\sum x_2)^2}{n_2}$$

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter particularly consist the findings and discussion. The findings of the research consisted of the result from the data collection through a speaking test deals vocabulary pre-test and post-test. Then the discussion was described further the signification and improvement of the relation or the findings with previous research.

A. Findings

1. Data Analysis

The data collected through the pre-test and post-test.

Classifying the students' score into seven base on the following criteria:

No	Score	Criteria
1	90 – 100	Excellent
2	80 – 89	Very Good
3	70 – 79	Good
4	60 – 69	Fair
5	>59	Poor

(Depdikbudin saleha,2008:22)

Based on data analysis, it was found that presentation, practice and production was effective in students speaking skill, to the good and accurate content as indicated by means score, frequency and rate percentage of pre-test and post-test covering the two element of speaking ability.

a. The Effect of Students' Speaking Accuracy Related to Pronunciation and Vocabulary

Based on the data that the researcher found, the researcher

conclude that were some significant effects of the students' pronunciation from pre-test and post test. In this teaching learning by using presentation practice and production approach, there were most of the students joined the class. They paid attention to the lesson, although most of the students still confused about strategy, because they were never practiced the strategy before.

Furthermore, the result of data analysis from pre-test and post-testes of the students vocabulary in speaking shown in the following data:

1) Pronunciation

Table 4.1
The mean score of students' speaking in terms of pronunciation in pre-test and post-test

No	Test of Pronunciation	Mean score	Improvement
1.	Pre-test	59.9	17.3%
2.	Post-test	77.2	

The implementation of presentation, practice and production is effective to improve students' speaking skill. It is proved by the mean score of pre-test 59.9 to in post-test with the improvement at 17.3%.

2) Vocabulary

Table 4.2
The mean score of students' speaking in terms of vocabulary in pre-test and post-test

No	Test of Vocabulary	Mean score	Improvement
1.	Pre-test	61.3	16%
2.	Post-test	77.3	

The implementation of presentation, practice and production is effective to improve students' speaking skill. It is proved by the mean score of pre-test 61.3 to in post test with the improvement at 16%.

b. Improvement of Students' Speaking Fluency Related to Smoothness and Self Confidence

1) Smoothness

Table 4.3
The mean score of students' speaking in terms of smoothness in pre-test and post-test

No	Test of Smoothness	Mean score	Improvement
1.	Pre-test	61.1	15.7%
2.	Post-test	76.8	

The implementation of presentation, practice and production is effective to improve students' speaking skill. It is proved by the mean score of pre-test 61.1 to 76.8 in post-test with the improvement at 15.7%.

2) Self-confidence

Table 4.4
The mean score of students' speaking in terms of self-confidence in pre-test and post-test

No	Test of Self-confidence	Mean score	Improvement
1.	Pre-test	61.3	16.3%
2.	Post-test	77.6	

The implementation of presentation, practice and production is effective to improve students' speaking skill. It is proved by the mean score of pre-test 61.3 to 77.6 in post test with the improvement at 16.3%.

Furthermore based on table above, the researcher conclude that there is significant difference between the pre-test and post-test in improving the students' speaking proficiency. This means that learning by Presentation, Practice and Production effective to use in students speaking skill.

Data statistics percentage of accuracy (pronunciation and vocabulary) and fluency (smoothness and self-confidence) in speaking showed in pronunciation improve from the post-test score was 77.2 and the pre-test was 59.9. the data of speaking vocabulary improve from the pre-test was 61.3 and post test was 77.3. the data of smoothness was 61.1 to 76.8 and self confidence score was 61.3 to 77.6. Based on the data it can be conclude that learning by using of presentation, practice and production approach to improve students speaking accuracy and fluency is significantly improve.

3) Hypothesis Testing

To know the level of significance value of the pre-test and post-test, the researcher used t-test analysis on the level of significant $p=0.05$ with the degree of freedom $df=N-1$, where $N=$

number of subject 20 students. Then, the value of t-table is 2.09. the t-test statistical, analysis sample was applied.

The hypothesis was need to find out whether hypothesis was accepted or rejected. If the result of t-test was lower than t-table value, the null hypothesis H_0 will be rejected of t-test was higher than t-table value, the alternative hypothesis H_1 will be accepted.

B. Discussion

The discussion section described the previous section that shown the students speaking has effective. It supported by the frequency and rate percentage of the result of students score of pre-test and post test. The students score after presenting in teaching speaking through presentation, practice and production is better than before the treatment is given to the students. The students also interested in learning speaking by using presentation, practice and production as shown on the table. Related to previous findings before, show that PPP method also could improve the students writing skill. Used PPP method made a positif impact to improve students speaking, where PPP method more interesting and made the students more easier to used English in their own way. The students' more active and they are more comfortable to used a new words and shows in front of class.

Related to Izzah (2013) "The use of PPP method to improve writing skill" she found that the students writing skill can't reached the standar minimum score (KKM). After she applied the PPP method , she found that the students score much better than before and the students interested to learn. Same

as Niki Astria (2016), "The Use of PPP Technique in Teaching English". She states that using this method gave positif impact to students. Where the students more easier and to understand the material. It similar with the research that I used where the PPP method effective to students in learning English especially speaking skill. Students more active and enjoyable the class. Students more confident to practice new language.

The effect of the students' accuracy (pronunciation and vocabulary) On this teaching learning, the researcher used presentation, practice and production approach as a method. Where the students before treatment accuracy in speaking had a score of pre-test 59.9 and after the treatment of this method the students score increase to 77.2, according of that score the improvement of students in terms of pronunciation is 17.3%. For the aspect of pronunciation before, it difficult for students to spell. Sometimes, the students were confused to pronounce. Most of them get used *t* for *th*, so the students face many difficulties in changing and the way students pronounce the words. The students' also spell in Bahasa, so it makes more wrong way. There are a lot of word that they can't spell right. So, the researcher gave them an understanding that the pronunciation did not have any relation with spelling and keep asking them to pronounce the words.

Pronunciation is mechanic knowledge to vocabulary. Pronunciation itself need more effort training the students to practice how the English word pronounce in order to make the listener understands. Good pronunciation could make the listeners understand what the speaker said.

Vocabulary itself is aspect of using words. In this aspect, the students seemed to be hard to create new sentences by connecting one word to the other words they have learned before. In this aspect it can be seen that less students could use new words they have learnt, before treatment students had 61.3 on pre-test. Students very lack of vocabulary and limited knowledge and the students is uncomfortable when perform in front of class. There are many factors that caused the students very lack on vocabulary. Such as, students don't learn at home. Students are lazy to open the dictionary to found the meaning of the difficult vocabulary. Students also lose their motivation to remember the vocabulary and the students less interested and not focused on learning process. Faced the students' weakness, the researcher used Presentation, Practice and Production method to applied in learning class.

Firstly, the researcher explain the material based on English handbook and searching the meaning of vocabulary with their friends. Second, the researcher gave the example to pronounce the vocabulary. Third, the students are asked to answer about the vocabulary. The last the researcher gave the students to explain in front of class.

The goal of used presentation, practice and production as the main media to provide the students English speaking was successfully achieved. The students could easily understand and they could also use expression in the real content. Moreover, the students became more active in doing any activities. Some of them were very confident in presenting their answer and their dialogues. They also raise their hands to perform their works. The students seemed enjoy the

lesson since they were always enthusiastic and exited in learning process. According to discussion above after researcher gave the students treatment the score had increase to 77.3, its mean the improvement of the students speaking in terms of vocabulary is 16%.

The improvement of the students' fluency (smoothness and self confidence). Students fluency related smoothness and self-confidences. Students smoothness it very lack and affected by pronounce and vocabulary. The students' can't express in a free way. The ability of students speaking English smoothly is very lack because of their pronunciate. Students score before researcher gave the PPP method is only 61.1 on pre-test, and after the treatment the students had a 76.8 on the post-test, that means students' speaking in terms of smoothness has improve to 15.7%.

Self confidence itself need more braveness to expressed what the students' want to explain. This section is how to speak understandable. Where, the students should make their friends understood what they are said. The students' also have no self-confidence when the teacher called their name out because their lack in pronunciation, have a little vocabulary, not very fluent in used English and still not fluent in used English. The students' had a lot of sentence that they want to express but they are lack and need more attention. So, they could express and presented whay they got. It evidence form the score after researcher gave pre-test the score is only 61.3.

So, the researcher used PPP method to made students' comfortable while learning process. Used PPP method in learnng process is also made the

teacher understood what the students' weakness. On learning process also clear and simple to used so its easy for beginner to learn. Used PPP method could observe the students who have learned and which students need more support. Based on the finding above in applied presentation, practice and production was collected through the test as explained in the previous finding section show that the students spiking in terms of self-confidence is significantly improved to 77.6. The score of the students' post test is higher than the mean score of the students pre test, it means that increase 16.3%.

Based on the previous findings, the researcher state that students used presentation, practice and production significant improve and have effect in speaking skill. before using presentation, practice and production the students seemed not confidence and afraid of their friends to present at in front of class then the students more shy.

Based on the result, hypothesis and showed that H_0 was rejected and H_1 was accepted. So the researcher concludes that persentation, practice and production is effective to applied in students speaking skill the at SMA Muhammadiyah Awwalul Islam Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on findings and discussion in the previous chapter the researcher concludes that the used of presentation, practice and production approach to improve students speaking in terms of accuracy and fluency. It proved by students' accuracy (pronunciation) from 59.9 to 77.2 and vocabulary pre test 61.3 and their post test 77.3. the students also improved in fluency (smoothness) from 61.1 to 76.8 and self –confidence from 61.3 to 77.6.

B. Suggestion

There were a lot of learning or methods to be used in teaching learning progress. But, using presentation, practice and production was an alternative way of teaching speaking especially accuracy and fluency. There are some suggestion to as follows;

1. Presentation, practice and production was suggested to use for teacher as an alternative strategy or method in teaching English especially speaking skill.
2. The teacher should provide the students with more chance to speak so that the students get more speaking practice in class. The teacher should facilitate students if they are getting difficulties in learning English.

3. The further researchers are suggested to find out much reference about presentation, practice and production method.
4. Using information gap technique depends on the weather. This strategy is good to use in entire season, except in rainy season.
5. Finally, the researcher expected that this thesis would bring new views for all the readers and the English teachers. Hopefully, there would be other advantages of using Presentation, practice and production in teaching and learning process not only in writing but also in other skills.



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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMA/MA : SMA Muhammadiyah Boarding School Awwalul

Islam Kelas/Semester : Xa/1

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 45 menit (4x pertemuan)

A. Kompetensi Dasar

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Inti

- 3.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, menyangkari fakta, dan meminta dan memberi pendapat.

C. Indikator Pencapaian Kompetensi

- Siswa mengidentifikasi ungkapan meminta, memberi, dan menolak jasa.
- Siswa bercakap Bahasa Inggris dengan menggunakan ungkapan meminta, memberi dan menolak jasa.
- Siswa mengidentifikasi ungkapan meminta, memberi, menolak barang.

- Siswa bercakap Bahasa Inggris dengan menggunakan ungkapan meminta, memberi dan menolak barang.
- Siswa mengidentifikasi ungkapan mengakui dan mengingkari fakta.
- Siswa bercakap Bahasa Inggris dengan menggunakan ungkapan mengakui dan mengingkari fakta.
- Siswa mengidentifikasi ungkapan memberi pendapat.
- Siswa bercakap Bahasa Inggris dengan menggunakan ungkapan memberi pendapat.

D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi ungkapan meminta, memberi dan menolak jasa.
- Siswa mampu bercakap Bahasa Inggris dengan ungkapan meminta, memberi dan menolak jasa.
- Siswa mampu mengidentifikasi ungkapan meminta, memberi dan menolak barang.
- Siswa mampu bercakap Bahasa Inggris dengan ungkapan meminta, memberi, dan menolak barang.
- Siswa mampu mengidentifikasi ungkapan mengakui dan mengingkari fakta.
- Siswa mampu bercakap Bahasa Inggris dengan menggunakan ungkapan mengakui dan mengingkari fakta.
- Siswa mampu mengidentifikasi ungkapan memberi pendapat.
-

- Siswa mampu bercakap Bahasa Inggris dengan menggunakan ungkapan memberi pendapat.

E. Materi Pembelajaran

EXPRESSION Asking for, giving service, and rejecting service. Expression Asking for, giving object, and rejecting object.

F. Metode Pembelajaran

- Presentation Practice and Production (PPP) Method.

G. Langkah-langkah Kegiatan

Siswa	Guru
Kegiatan Awal	
Siswa memberi salam dengan ramah kepada guru.	Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruangan kelas.
Siswa merespon guru mengabsen	Mengecek kehadiran siswa.
Siswa merespon pertanyaan dari guru	Memberikan brainstorming kepada siswa dengan menanyakan beberapa pertanyaan yang berkaitan dengan materi.
Kegiatan Inti	
Presentation	Presentation
Siswa mendengar penjelasan dari guru terkait materi yang diajarkan.	Guru memperkenalkan ungkapan meminta, memberi, dan menolak jasa.
Practice	Practice
Siswa harus membuat percakapan mengenai ungkapan meminta, memberi dan menolak jasa.	Guru meminta siswa untuk membuat percakapan mengenai ungkapan meminta, memberi, dan menolak jasa.
Production	Production
Siswa mempraktikkan hasil percakapannya.	Guru membantu siswa dalam menyusun percakapan.
	Production
	Guru meminta siswa mempraktikkan ungkapan meminta, memberi, dan menolok jasa di depan kelas secara berpasangan.
	Guru mengoreksi dan memperbaiki

	pelafalan dan kosa kata siswa.
Kegiatan Akhir	
siswa mendengarkan kesimpulan dari guru.	Guru mendapat kesimpulan akhir mengenai materi yang telah diajarkan.
Siswa mendapat pekerjaan rumah dari guru.	Guru memberikan pekerjaan rumah berkaitan dengan materi yang telah dipelajari.
Siswa mendengarkan penyampaian dari guru.	Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber Belajar/alat belajar

- Buku teks yang relevan
- Gambar-gambar yang relevan
- Kamus
- Spidol

I. Penilaian

a. Teknik

Tugas performance/berpasangan.

b. Bentuk instrument: Uraian singkat.

c. Contoh instrument:

Penilaian ranah kognitif dan psikomotorik siswa.

Make a short conversation!

d. Rubrik penilaian

Aspek yang dinilai adalah accuracy dan fluency dengan nilai maksimal 10 dan

rubrik penilaian di bawah ini:

Table of speaking accuracy

1. Pronunciation

Classification	Score	Criteria
Exelence	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation is only very slightly influenced by the mother tongue. A few grammatical and lexical errors but most utterance is correct.
Good	4	Pronunciation is still moderately influences by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Fair	3	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue but only with the errors causing a breakdown in communication. Many "basic" grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many "basic grammatical and lexical errors.
		No evidence of having master any of language skills and areas practice in the course.

2. Vocabulary

Classification	Score	Criteria
Exelence	6	Speak without too great an effort with a fairly wide range expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in covering the general meaning. Fair range of expression.
Fair	3	Has to make an effort for much of the time. Ofte has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses whiloe be searching for the desired meaning frequently and halting delivery. Almost gives up making the effort at times limit range of expression.
Very Poor	1	Full of long and unnatural pauses. Very halting amd fragmentary delivery. At times gives up making the effort. Very limit range of expression.

Table of speaking fluency

1. Smoothness

Classification	Score	Criteria
Exelence	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words. There not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in covering the general meaning fair range of expression.
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Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limiting range of expression.

2. Self confidence

Classification	Score	Criteria
Exelence	6	Their speaking is very understandable and high of self-confidence.
Very Good	5	Their speaking is very good of self-confidence.
Good	4	Their speak effectively and good of self-confidence.
Fair	3	Their speaak sometimes hasty but fairly good self-confidence.
Poor	2	They speak hasty and more sentences no self-confident.
Very Poor	1	They speak very hasty, and more sentence no self-confidence.

Scoring each students answer by using the following formula:

$$\text{Score} = \frac{\text{Student' correct answer}}{\text{Maximum Score}} \times 100$$

Makassar,
Mahasiswa

2020

Uffi Mubarak
10535598614

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMA/MA : SMA Muhammadiyah Boarding School Awwalul

Islam Kelas/Semester : Xa/1

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 45 menit (2x pertemuan)

A. Kompetensi Dasar

4. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Inti

- 3.1.2 Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur, mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, dan memberi selamat.

C. Indikator Pencapaian Kompetensi

- Siswa mengidentifikasi ungkapan mengundang, menerima dan menolak ajakan.
- Siswa bercakap Bahasa Inggris dengan menggunakan ungkapan mengundang, menerima dan menolak ajakan.
- Siswa mengidentifikasi ungkapan menyetujui/tidak menyetujui.
- Siswa bercakap Bahasa Inggris dengan menggunakan ungkapan

menyetujui/tidak menyetujui.

- Siswa mengidentifikasi ungkapan memuji.
- Siswa bercakap Bahasa Inggris dengan menggunakan ungkapan memuji.
- Siswa mengidentifikasi ungkapan memberi selamat.
- Siswa bercakap Bahasa Inggris dengan menggunakan ungkapan memberi selamat.

D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi ungkapan mengundang, menerima dan menolak ajakan.
- Siswa mampu bercakap Bahasa Inggris dengan ungkapan mengundang, menerima, dan menolak ajakan.
- Siswa mampu mengidentifikasi ungkapan menyetujui/tidak menyetujui.
- Siswa mampu bercakap Bahasa Inggris dengan ungkapan menyetujui/tidak menyetujui.
- Siswa mampu mengidentifikasi ungkapan memuji.
- Siswa mampu bercakap Bahasa Inggris dengan menggunakan ungkapan memuji.
- Siswa mampu mengidentifikasi ungkapan memberi selamat.
- Siswa mampu bercakap Bahasa Inggris dengan menggunakan ungkapan memberi selamat.

E. Materi Pembelajaran

EXPRESSION Asking for, giving service, and rejecting service. Expression Asking for, giving object, and rejecting object.

F. Metode Pembelajaran

- Presentation Practice and Production (PPP) Method.

G. Langkah-langkah Kegiatan

Siswa	Guru
Kegiatan Awal	
Siswa memberi salam dengan ramah kepada guru. Siswa merespon guru mengabsen Siswa merespon pertanyaan dari guru	Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruangan kelas. Mengecek kehadiran siswa. Memberikan brainstorming kepada siswa dengan menanyakan beberapa pertanyaan yang berkaitan dengan materi.
Kegiatan Inti	
Siswa mendengar penjelasan dari guru terkait materi yang diajarkan. Siswa harus membuat percakapan mengenai ungkapan mengundang, menerima dan menolak ajakan. Siswa menyusun percakapan mengenai ungkapan mengundang, menerima dan menolak ajakan. Siswa mempraktekkan hasil percakapannya.	Guru memperkenalkan ungkapan mengundang, menerima dan menolak ajakan. Guru meminta siswa membuat percakapan mengenai ungkapan mengundang, menerima dan menolak ajakan. Guru membantu siswa dalam menyusun percakapan. Guru meminta siswa mempraktekkan ungkapan mengundang, menerima dan menolak ajakan di depan kelas secara berpasangan.
Kegiatan Akhir	
Siswa mendengarkan kesimpulan dari guru. Siswa mendapat pekerjaan rumah dari guru. Siswa mendengarkan	Guru mendapat kesimpulan akhir mengenai materi yang telah diajarkan. Guru memberikan pekerjaan rumah berkaitan dengan materi yang telah dipelajari.

penyampaian dari guru.	
	Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber Belajar/alat belajar

- Buku teks yang relevan
- Gambar-gambar yang relevan
- Kamus
- Spidol

I. Penilaian

a. Teknik

Tugas performance/berpasangan.

b. Bentuk instrument: Uraian singkat.

c. Contoh instrument:

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Make a short conversation!

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Aspek yang dinilai adalah accuracy dan fluency dengan nilai maksimal 10 dan rubrik penilaian di bawah ini:

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Table of speaking fluency

3. Smoothness

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Scoring each students answer by using the following formula:

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$$\text{Score} = \frac{\text{Student' correct answer}}{\text{Maximum Score}} \times 100$$

Makassar,
Mahasiswa

2020

Uffi Mubarak
10535598614

Appendix 2

INSTRUMENT 1 (PRE-TEST)

Asking and Giving Expression

Riri : Let's do something together this long weekend. Santi: It's great idea ! What about going to the beach? Bayu: Or we could watch movie in the cinema.

Riri : Going to beach sounds fun. We could get fresh air and play in the sands.

Santi: What movie aro you planning to watch, Bayu?

Bayu : Spider-Man. It is a superhero movie. It has great story and fight scenes.

Riri : We will have more fun playing on the beach than just watching movie.

Santi: I agree Riri.

Bayu: I would rather watch movie, really. I don't like the heat and crowd on the beach.

Riri : We can swim or play in beach. Watching movie is so dull. Santi: Besides, we can watch movie anyday. We can only go to beach during long vacation like this weekend.

Bayu: Fine, I will go with you then. Riri : That's nice to hear Bayu..

Santi: So, we are going to beach then. We will go to the beach together. We will have great a weekend there.

Bayu: Yes, I hope so.

Appendix 3

INSTRUMENT 1 (PRE-TEST)

Asking and Giving Expression

Handy : I think Ari is the nicest student in our class. What do you think? Agil

: . . . he is always helpful.

1. From the dialog Agil will give respond to Handy by saying . . .

- A. I don't think so,
- B. I don't agree,
- C. Impossible,
- D. I think so,**

Handy : Shall we have a picnic to Pochinki this weekend. I think there are a lot of fun to do?

Daffa : . . . it will be fun.

2. What is suitable respond to Handy's opinion?

- A. Oh, I disagree.
- B. I'm sorry I can't.
- C. That would be great**

D. What a tiring journey.

Handy : What do you think of our new house, dear? Ghania : . . . I don't have any place to put my stuff.

3. What is suitable respond in the situation above?

A. It is the best place I believe.

B. I think it's too small.

C. It is beautiful I think.

D. I think it is lovely.

Faqih : What do you think of our new classmate, Yogi? Yogi : He is really . . . student.

4. What will Yogi says?

A. shy

B. sociable

C. talktive

D. stubborn



Appendix 4
Nilai siswa kelas X SMA Muhammadiyah Awwalul Islam

a. Accuracy

No	Name	Pre Tes		Post Test	
		Pronunciation	Vocabulary	Pronunciation	Vocabulary
1s 1		60	60	75	78
2s 2		60	60	76	78
3s 3		60	60	75	70
4s 4		60	65	80	75
5s 5		51	60	75	78
6s 6		60	60	82	75
7s 7		60	63	75	78
8s 8		60	60	75	75
9s 9		60	60	80	78
10s 10		60	65	80	80
11s 11		60	62	80	78

12	s 12	60	63	78	80
13	s 13	60	60	75	76
14	s 14	60	60	75	80
15	s 15	60	64	75	80
16	s 16	60	60	80	80
17	s 17	65	60	75	75
18	s 18	60	60	76	78
19	s 19	62	60	78	75
20	s 20	60	65	79	80
Total		1198	1227	1544	1547
Mean score		59.9	61.3	77.2	77.3

b. Fluency

No	Name	Pre Tes		Post Test	
		Smoothness	Self confidence	Smoothness	Self confidence
1s	1	60	60	75	78
2s	2	60	60	76	78
3s	3	60	60	75	70
4s	4	65	65	80	80
5s	5	60	60	75	78
6s	6	60	60	75	75
7s	7	60	63	80	78
8s	8	60	60	75	75
9s	9	65	60	80	78
10s	10	60	65	75	80
11s	11	60	62	80	78
12s	12	60	63	78	80

13 s 13	63	60	75	76
14 s 14	60	60	75	80
15 s 15	63	64	75	80
16 s 16	60	60	80	80
17 s 17	65	60	75	75
18 s 18	60	60	76	78
19 s 19	62	60	78	75
20 s 20	60	65	79	80
Total	1223	1227	1537	1552
Mean score	61.1	61.3	76.8	77.6

Appendix 5

Data of pre-test and post test pre-experimental class Data of post test and post test accuracy

1. the row score of studentss post test of accuracy

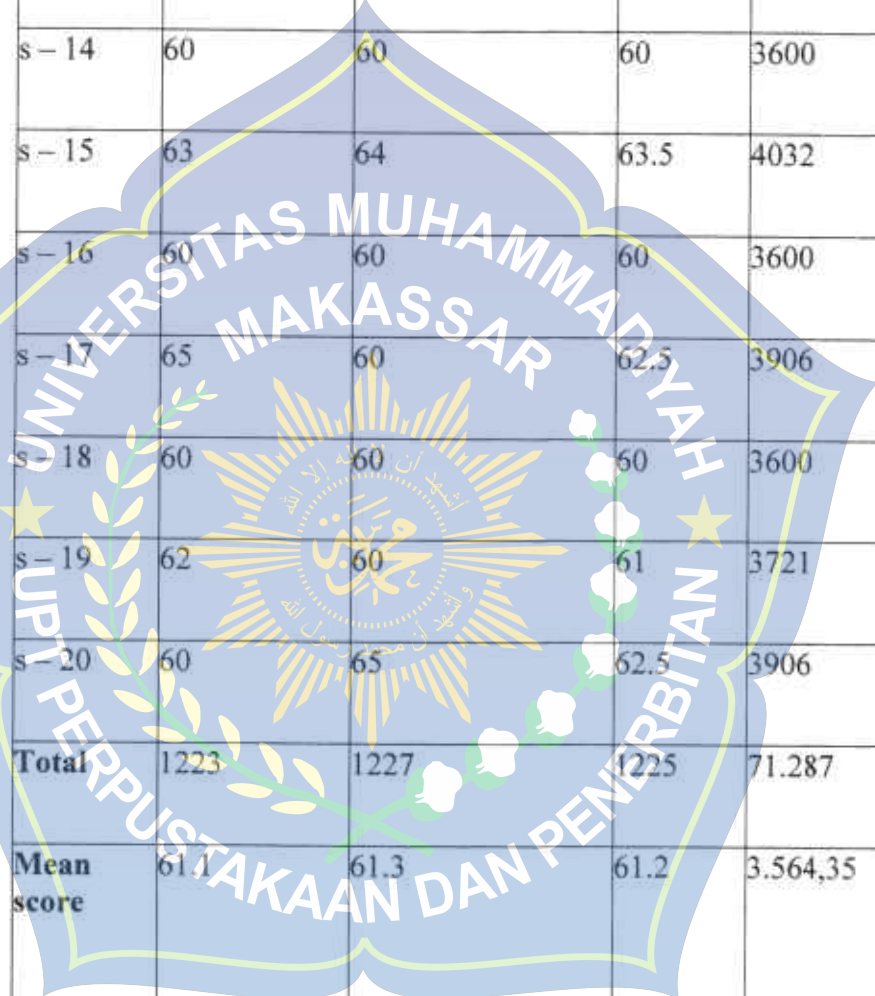
students	Post test accuracy		x ¹	x ²
	Pronuciation	Vocabulary		
s - 1	75	78	76.5	5852
s - 2	76	78	77	5929
s - 3	75	70	72.5	5256
s - 4	80	75	77.5	6006
s - 5	75	78	76.5	5852
s - 6	82	75	78.5	6162
s - 7	75	78	76.5	5852
s - 8	75	75	75	5625
s - 9	80	78	79	6241
s - 10	80	80	80	6400
s - 11	80	78	79	6241
s - 12	78	80	79	6241

s - 13	75	76	75.5	5700
s - 14	75	80	77.5	6006
s - 15	75	80	77.5	6006
s - 16	80	80	80	6400
s - 17	75	75	75	5625
s - 18	76	78	77	5929
s - 19	78	75	76.5	5852
s - 20	79	80	79.5	6320
Total	1544	1547	1545	113.254
Mean score	77.2	77.3	77.2	5.662,7

Data of pre test and post test fluency

1. the row score of studentss pre test of fluency

students	pre test fluency		x^1	x^2
	smoothness	Self confidence		
s - 1	60	60	60	3600
s - 2	60	60	60	3600
s - 3	60	60	60	3600
s - 4	65	65	65	4225
s - 5	60	60	60	3600
s - 6	60	60	60	3600
s - 7	60	63	61.5	3782
s - 8	60	60	60	3600
s - 9	65	60	62.5	3906
s - 10	60	65	62.5	3906
s - 11	60	62	61	3721
s - 12	60	63	61.5	3782



s - 13	63	60	61.5	3782
s - 14	60	60	60	3600
s - 15	63	64	63.5	4032
s - 16	60	60	60	3600
s - 17	65	60	62.5	3906
s - 18	60	60	60	3600
s - 19	62	60	61	3721
s - 20	60	65	62.5	3906
Total	1223	1227	1225	71.287
Mean score	61.1	61.3	61.2	3.564,35

students	post test fluency		x^1	x^2
	Smoothness	Self confidence		
s-1	60	78	69	4761
s-2	76	78	77	5929
s-3	75	70	72.5	5256
s-4	80	80	80	6400
s-5	75	78	76.5	5852
s-6	75	75	75	5625
s-7	80	78	79	6241
s-8	75	75	75	5625
s-9	80	78	79	6241
s-10	75	80	77.5	6006
s-11	80	78	79	6241
s-12	78	80	79	6241
s-13	75	76	75.5	5700

s - 14	75	80	77.5	5700
s - 15	75	80	77.5	5700
s - 16	80	80	80	6400
s - 17	75	75	75	5625
s - 18	76	78	77	5929
s - 19	78	75	76.5	5852
s - 20	79	80	79.5	6320
Total	1537	1552	1459	105.778
Mean score	76.8	77.6	72.9	5.288,9

APPENDIX 6

Calculation of test

1. Caculating the mean score accurac and fluency

a. Accuracy

1) Pre test

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

$$\bar{x} = \frac{1212}{20}$$

$$\bar{x} = 60.6$$

2) Post test

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

$$\bar{x} = \frac{1545}{20}$$

$$\bar{x} = 77.2$$

b. Fluency

Pre test

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



$$\bar{x} = 1225$$

20

$$\bar{x} = 61.2$$

Post test

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

N

$$\bar{x} = 1459$$

20

$$\bar{x} = 72.9$$



2. T – test value on post test

$$t = \frac{\bar{x}^1 - \bar{x}^2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$ss_1 = \sum x_1 - \frac{(\sum x_1)^2}{n_1}$$

$$= 113.254 - \frac{77.2^2}{20}$$

$$= 113.254 - \frac{5.959,84}{20}$$

$$= 113.254 - 297.992$$

$$= 18.473$$

$$ss_2 = \sum x_2 - \frac{(\sum x_2)^2}{n_2}$$

$$= 105.778 - \frac{72.9^2}{20}$$

$$= 105.778 - \frac{5.314,41}{20}$$

$$= 105.778 - 265.720$$

$$= 15.994$$





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ID: 10535598614

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25 September 2021 M

Head of
English Education Department

Uyuni Khawari Syam, S.Pd., M.Pd
NPM 477 807



CURRICULUM VITAE

Uffi Mubarak was born on August, 18th 1997 in Bangkir, Central Sulawesi. She is the third child from four siblings from the marriage Supardi Hamsy and Rabina. She started her education in MI Darul Ihsan and graduated in 2008. She continued her study in MTs DDI Bangkir and graduated in 2011. She Continued her study in SMA Negeri 1 Dampal Selatan and graduate in 2014.

In the same year, she was accepted as a student in English Department Faculty of Teacher Training and Education Muhammadiyah Faculty of Makassar. Sh could finish her study in 2021 with the thesis under the title The Effect of Presentation Practice And Production Approach In Students Speaking Skill at SMA Muhammadiyah Boarding School Awwalul Islam Makassar.