

**DEVELOPING STUDENTS' SPEAKING PROFICIENCY THROUGH
THE PPP (PRESENTATION PRACTICE PRODUCTION) APPROACH
AT THE ELEVENTH GRADE OF SMA BABUSSALAM BODDIE
KABUPATEN PANGKEP**

(Pre-Experimental Research)



A THESIS

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

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Makassar, Februari 2018

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Nurmila

MOTTO

“Barang siapa keluar rumah untuk menuntut ilmu maka ia dalam jihad fisabilah
hingga kembali”.

(H.R BUKHARI)

“Mistakes teach how to get the key”

**I dedicate this thesis especially for my beloved
Parents, my brothers and sisters, and all my best
friends for their prayer, motivation and sacrificed.**

ABSTRACT

Nurmila. 2018. *“Developing Students’ Speaking Proficiency through the PPP (Presentation Practice Production) Approach” (Pre-Experimental Study on the Second Year Students of SMA Babussalam Boddie Pangkep)* the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Erwin Akib and Andi Asri Jumiati.

This research was aimed at findings out the development of students’ speaking accuracy and fluency through the PPP approach on the second year students’ of SMA Babussalam Boddie Pangkep.

The research method used was pre-experimental design with one group pretest-posttest. The population was the second year students of SMA Babussalam Boddie. Eleventh grade of SMA Babussalam Boddie just consist of one class, namely class XI IPS. With students number as about 22 students. It was taken by purposive sampling technique. The intruments used to measure the students’ speaking proficiency development on both accuracy and fluency in the form of percentage was speaking test. The data were gathered after scoring the students’ speaking proficiency on both accuracy and fluency and tabulated in percentage, and were analyzed using t-test to prove the significance of the hypothesis ($p=0,05$, $df=21$).

The findings of the research were (1) the students’ development on speaking accuracy was 19.62% with t-test and t-table ($4.18 > 2.093$). It indicated significance because the t-test was higher than the t-table; (2) the students’ development on speaking fluency was 17.36% with t-test and t-table ($4.34 > 2.093$). It was also significant because the t-test was higher that the t-table. Then, the comparison between the speaking accuracy and fluency development showed that fluency was more effective than accuracy ($17.36\% > 19.62\%$).

Keywords : Pre-Experimental Study, Speaking Proficiency, The PPP Approach.

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Makassar, 2018

Nurmila

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CHAPTER I

INTRODUCTION

A. Background

In this trend of globalization, the most important language being used among countries, institutions and individuals all over the world is English. Therefore, English has come to be considered globally as the international language. John (2008:18), cites that some have asserted that it is far from inevitable that the spread of English will continue. However unstoppable it may appear at present, and educational system need to prepare for this eventuality.

English is a language as a means of communication requires a habit of practice. Therefore, speaking is one of the skills that becomes a priority for all people especially learners of English to learn. Students express their thoughts in speaking but the fact shows that they sometimes find themselves bereft and absolutely it gives bad impact to the English learning process. For this reason, the researcher wants to emphasize on developing the speaking proficiency' in the English learning process.

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the

most frequently used language skill. Tarigan (2015: 16-17), speaking is used twice as much as reading and writing in our communication.

Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker Tarigan (2015: 17-18)

The researcher considered a phenomenon among the students SMA Babussalam Boddie on the second year, who emphasize on learning speaking skill. That was to say, almost every one of them wished to speak, but they found themselves difficult and even bereft to express it. It was because they did not have enough vocabulary stock and knowledge about grammar that actually can lead them from accuracy to fluency. This, of course, resulted in lacking confidence to speak in which they were afraid of making mistakes. Considering to the reasons above, then the researcher focused his attention on the speaking skill as one of the skills of language. The students are usually very eager to produce the language but they sometimes find it difficult. Chastain (2008: 334) cites that learning to speak is obviously more difficult than learning to understand the spoken language.

Concerning the integration of input of language forms and communicative practice, hedge (2007: 254) recommends the "Presentation-Practice-Production" (PPP) approach. This 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 qualification offered especially in the United Kingdom (Ludschner).

PPP is a three-part teaching paradigm: Presentation, Practice and Production; based on behaviorist theory which states that learning a language is just like learning any other skill. The high degree of teacher control which characterizes the first and second stages of this approach lessens as the class proceeds, allowing the learner to gradually move away from the teacher's support towards more automatic production and understanding. Harmer (2009: 59).

The PPP approach "Presentation, Practice, Production" sequence for organizing activities in a lesson Willis (2007: 14) in a PPP lessons, the teacher introduces a new linguistic form to learners via a focused presentation, which often includes contextualization of the new form, a deductive explanation or "elicitation" of how it works, and some tightly controlled production activities. The teacher continues to relax control somewhat and the learners are given practice activities which allow them to "gain confidence" with the new language, while focusing on form over meaning. In the production stage, control is relaxed even more in "freer practice" activities which prompt the learners to engage in meaningful exchanges via tasks which elicit to use the target form. Implicit in this sequence, some would say, is the idea that learners can move from zero knowledge to productive mastery of new form in the span of the single lesson.

Teaching speaking through PPP approach is to lead the students from accuracy to fluency. Examining the influence of speaking skill through PPP approach is rather difficult and challenging, that is why the researcher was interested in observing it with the given title *“Developing Students’ Speaking Proficiency through PPP Approach.”*

B. Research Problem

Based on the background above the researcher formulated question as follows:

1. How is the improvement of students’ speaking accuracy through PPP (Presentation Practice Production) approach?
2. How is the improvement of students’ speaking fluency through PPP (Presentation Practice Production) approach?

C. Research Objective

The objectives of this research were:

1. To find out the development of students’ speaking accuracy through the PPP (Presentation Practice Production) approach.
2. To find out the development of students’ speaking fluency through the PPP (Presentation Practice Production) approach.

D. Significance of Study

The result of the research was expected to be a meaningful input for the teaching device that can help the teachers to find their easy communicative way of teaching the language and absolutely deal with the success of teaching speaking skill in learning process and also expected to be meaningful for the students in learning the language so as to easily be able to understand and use it then either in their classroom or outside. Besides that, it was also expected to be a valuable reference for either the university, those who will do another research relating to this case or the writers for the English teaching development in future.

E. Scope of the Research

The scope of the research was limited to the application of PPP approach to develop students' English speaking proficiency at the second year students of SMA Babussalam Boddie, Pangkep regency in academic year 2017 which covers both accuracy (Pronunciation and Vocabulary) and fluency (smoothness and self confidence).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Nikia Astria (2016), in her research concluded that the implementation of PPP technique in teaching English divided into 3 activities such as Presentation, Practice, Production. (1) Presentation, the teacher presents the material by using media like a picture. (2) Practice, the teacher drills the difficult vocabulary and then gives exercise to the students. (3) production, the students are asked to make the product using their own ideas and own language.

Saroh Fitin W.M (2014), findings of the research showed that Presentation Practice Production (PPP) method could improve students' speaking ability of the VIII A class at SMP Muhammadiyah 6 Wuluhan in 2013/2014 academic year by using cue response drill in making sentences and giving translation to the students for difficult words. The percentage of students in Cycle 1 who got score ≥ 70 is 65.71% and in the Cycle 2 who got score ≥ 70 is 77.14%. It means that the requirement of students' involvement in the teaching learning process in speaking ability (75%) had already been fulfilled. Hence, the cycle was not continued to the next.

Belinda Zavala Carrion (2012), in her research has the intention to experience a different teaching model called Task Based Learning and compared to the Presentation-Practice-Production model measure somehow the

students' response towards the model and at the end see how homogeneous the language skills are developed plus their level of achievement.

Muammal (2012), findings the results of the student's grammar especially modal auxiliary test in cycle 1 and cycle 2 had increased in different scores. There was increasing by students at the end action of second cycle. The research findings indicated that use of PPP approach could increase the students' grammar especially modal auxiliary. The means scores of students in Diagnostic test was 49.59 became 60.43 in cycle 1, and after revision in the cycle 2 the mean score in cycle 2 was 74.13 by implementation of modal auxiliary.

Based on the result of his research. On the researchers concluded that the PPP (Presentation Practice Production) technique can not only be used in writing skill but even the ability to speak can use the PPP (Presentation Practice Production) technique.

B. Concepts of PPP (Presentation Practice Production) approach

1. The PPP (Presentation Practice Production) approach to Language

Teaching

The approach to Language Teaching is the most common modern methodology employed by professional schools around the world. This approach was developed in the 1970s and 1980s is a strong feature of the renowned CELTA certification and other TEFL qualification offered especially in the United Kingdom (Ludescher).

According to which “the components of communicative competence can be identified and systematical taught” Ellis (2007: 127) before communication is attempted. This was clearly evident in such opinions as: “ how are they going to tell the time if they don’t know the mambers?” or “They cannot start telling the time unless we teach them the mambers they need for this.” or “We first need to teach them how to tell the time”. In other words, communication can only take place when learned, and not while they are learning.

Perhaps the most recognized methodological procedure based on this conception of EFL/ESL learning is the PPP approach, or Presentation-Practice-Production sequence (Gower and Walters, 1983, quoted by Hedge, 2007: 256). In the words of Ellis (2007: 132) in this approach a language item is first presented to the learners by means of examples with or without an explanation. This item is then practiced in a controlled manner using exercise. Finally opportunities for using the item in free language production are provided.

The assumption behind PPP is that “practice makes perfect”. According to Sheen, “focus on Forms” is a skills-learning approach, based upon the beliefs that learning of structures is separable and that controlled accuracy practice leads to fluency. “It comprises three stages:

- a. Providing understanding of the grammar by a variety of means;
- b. Exercises entailing using the grammar in both non communicative and communicative activities for both comprehension and production.

c. Providing frequent opportunities for communicative use of the grammar to promote automatic, accurate use”.

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 “students” of the language. Practice is the process that facilitates progress from the initial stage through to the final one.

Typically a teacher selects a target or ‘language item’ from a preordained syllabus and explains it deductively to the student. The choice of target is based on the course book writer’s intuition of what is suitable. Nearly all TEFL books follow the same syllabus, and this is based on the intuition of the author rather than on any research. When presenting the target, other language is stripped away, the intention being that the student should not be confused or distracted by anything.

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.

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 as Ellis (2007: 136) says that it (the PPP approach) affords teachers procedures for maintaining control of the classroom, thus reinforcing their power over students and also because the procedures themselves are eminently trainable.

2. Stage of the PPP (Presentation Practice production) approach

a. Presentation

This is the first and perhaps most crucial 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.

The purpose of the presentation stage is to; ‘help the learner acquire new linguistic knowledge or to restructure knowledge that has been wrongly represented’. Says, The belief is that the students’ interlanguage will instantly develop as new language is explained to them. In subsequent lessons, new language will ‘build’ on top of what was taught previously, or as Skelian, says; ‘There is a belief that learners will learn what is taught in the order in which it is taught’.

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 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 a 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.

b. Practice

The Practice stage is the best known to teachers irrespective of their training or teaching objectives. It is the important middle stage to communicative language teaching, but exactly that the “middle” stage.

The practice stage is typically divided into two sections, controlled and freer. In controlled practice the student is involved in mechanical production, simply repeating the target, without needing to think about when to use it. In freer practice the student decides how the target is used and may be required to manipulate the form. The assumption here is that the learner understands the forms of the target language, but needs practice to internalize the structure. This is a behaviorist view of learning that practice leads to mastery.

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.

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. Where as 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.

Creating and engaging in “Productive” classroom activities can require a certain level of cognitive ability. Production activities for Young Learners in particular need to be carefully thought out and prepared.

Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games.

3. Advantages of the PPP (Presentation Practice Production) approach

As described on the Lenka Vystavelova’ Baccalaureate thesis ‘Common EFL methods applied at language schools in the Czech Republic: PPP or TBL, there are four advantages of the PPP approach from the most common to the least common ones as follows:

- 1) PPP lessons provide clear and simple structure of the lesson.
- 2) Such a lesson is easy to prepare because the materials 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.
- 3) The fact that the teacher sees the progress of students in the lesson clearly and easily.
- 4) Several teachers also write that this approach is relatively easy for beginner students and that communication is effective.

Beside the advantages of this approach above, there are still some as seen below:

- 1) The PPP approach is relatively straight forward, and structured enough to be easily understood by both students and new or emerging teachers.
- 2) It is a good place to start in terms of applying good communicative language teaching in the classroom.
- 3) The students feel that learning grammar is a value to them and therefore expect the teacher to teach grammar (the parents also expect this even more than the students)
- 4) When the students learn grammar in a creative and fun way they eventually don't get to the real rule of grammar they get lost Larsen (2007: 123).

C. Concepts of Speaking

Speaking is the ability to pronounce articulation sounds or words to express, express or convey thoughts, ideas, and feelings. As an extension of this boundary we can say that speaking is an audible and visible signaling system that utilizes a number of muscles and muscle tissues of the human body for the purpose and purpose of combined ideas or ideas.

In relation with the statement above, speaking is a way of conveying message from one person to others. It is the most essential way in which the speaker can express himself through language. Where speaking skill involves fluency and accuracy expression meaning, the exercising of pragmatic or communicative competence and the observance of the rules of appropriateness,

all this skill together may be said to make up the global skill of speaking as an act of communication and interaction with other.

1. Kinds of Speaking

Speaking is commonly divided in two kinds, namely speaking performance and speaking competency.

a. Speaking Performance.

Byne (2008: 306) states that performance is the person's process or manner of flay. Therefore, we may conclude that the speaking performance is the way of one's manner in speaking.

b. Speaking Competency.

Byne (2012: 80) defines that competency has ability, skill, and knowledge to do something. Then, through this basic definition, we also may conclude that speaking competency is one's ability to speak which is supported with adequate skill and knowledge and it is not assessed by how is delivered.

2. Element of Speaking

According to Harmer (2009: 159) aspect of speaking can be divided as follow:

a. Pronunciation

Pronunciation is an act or result producing the sound of speech including articulation, vowel formation, accent and inflection. Sometimes the listener does not understand what we talking about because lack in pronunciation. Pronunciation is the fact of manner of articulate utterance.

Certainly, pronunciation cannot be separated from intonation and stress. Which are the indicators of someone whether he has good pronunciation in language spoken. Furthermore pronunciation and stress are largely learned successfully by imitating and repetition.

b. Vocabulary

Vocabulary is very important in speaking English. It is impossible to speak without mastery of vocabulary. Therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they seldom practice and use them. Thus, it needs to keep them in their mind.

c. Fluency

Based on Webster (Dictionary) fluency is ready and expressive use of language, it is probably best achieved by allowing the "stream" of speech to "flow" then, assume of this speech spills over beyond comprehensibility the river bank' of instruction or some details of phonology, grammar or discourse explained that fluency defined as the ability to get across communicative intent without too much hesitation and too many pauses or breakdown in communication.

d. Accuracy

Intelligibility (accuracy) refers to how correct learners use of the language system, include grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's

level of speaking and writing. Therefore, accuracy is essential depending on the recognition of the word and sentences pattern of speech. It therefore, involves us in considering the phonetic character of conventional English, particularly from the point of view segmental (vowel and consonant) system.

For example: in the classroom, language manipulation activities can help to develop accuracy. These include of controlled practice, drills, study and application of grammar rules and activities can help the students to 'notice' their own mistakes.

e. Self-confidence

Self confidence is feeling sure about thing Expressed or done by someone to others. Furthermore confidence is the way we about what we are going to do or say, Bygate (2000:87) states that self confidence is a mental process which makes someone to do or to take action.

f. Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces form Brown (1988:267). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce form are to use English with contraction, elisions and reduce vowels.

D. Conceptual Framework

The following figures shows the interrelation among research variables which are as follows:

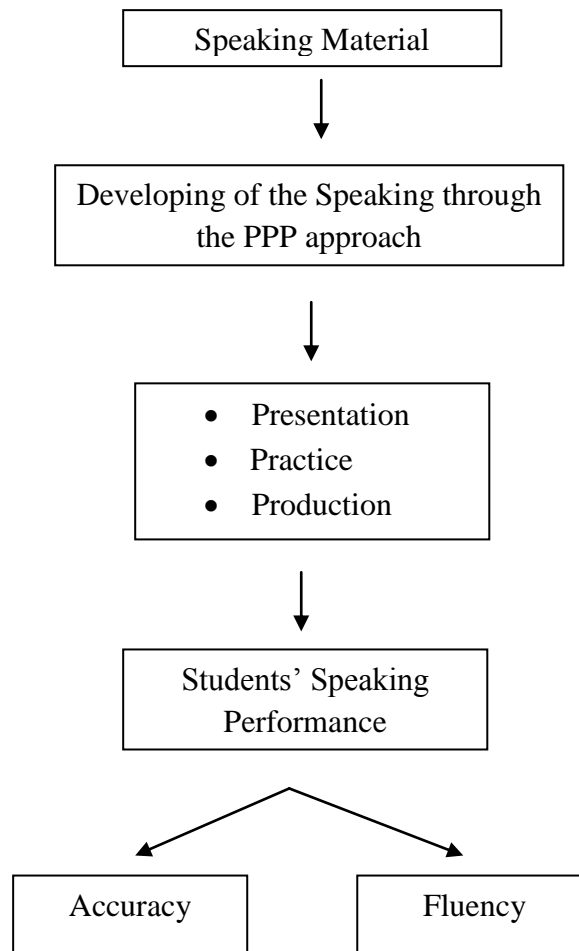


Figure 2.1 Conceptual Framework

- ✓ Speaking material refers to the material in teaching include in troduding yourself, let me teel you a story and describe the picture.
- ✓ Students' speaking performance refers to the performance of students especially in accuracy and fluency.

- ✓ Accuracy and fluency refers to the students have a good pronunciation, vocabulary, smoothness, self-confidence, and smoothness.

E. Hypothesis of the Research

1. Null hypothesis (H_0): There is no significant difference of students' speaking proficiency before and after teaching speaking through the PPP approach.
2. Alternative hypothesis (H_1): There is a significance of the students' speaking skill before and after teaching speaking through the PPP approach.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research used Pre-Experiment Design that involve in one class. Those classes take pretest-treatment-posttest (O1 X O2). The research has a goal to find out the developing students' speaking proficiency through PPP Approach.. The design will be presented as follows:

O1	X	O2
----	---	----

Where:

O1 : Pre-test

X : Treatment

O2 : Post-test

In this research, the researcher used pre-experimental design with one-group pretest-posttest. In the field of education experimental research method is a research method used to determine the effect of a particular action or treatment that is deliberately done on a particular condition. In other words, the use of experimental methods in educational research does not answer what will happen when something is done under certain carefully controlled conditions.

B. Variables and Indicators

1. Variable

The research consist of two variables, namely:

- a) The independent variable: PPP approach.
- b) The dependent variable: Developing students' speaking proficiency on both accuracy and fluency.

2. Indicator

The indicator of this research is the use of PPP approach be able to make the students have a good pronunciation, vocabulary, smoothness, and self confidence.

C. Population and Sample

1. Population

The population of this research is the second year students of SMA Babussalam Boddie. Eleventh grade of SMA Babussalam Boddie just consist of one class, namely class XI IPS. With students number as about 22 students.

2. Sample

The research used purposive sampling technique in which only one class namely XI IPS that I choose. The number of the sample was 22 students as the representative of the whole classes at the second year students of SMA Babussalam Boddie. The main reason for choosing them as the sample was because XI IPS class students' ability was the lowest of all classes based on the data or information from the school.

D. Research Instrument

The researcher used speaking test as the instruments of the research. In this test, the researcher asked students some questions, consisting of 3 phases based on the materials that would be learned. It served as both pre-test and post-test. The pretest was to measure the students' prior knowledge of speaking proficiency in both accuracy and fluency and the post-test was administered to find out the students' achievement based on the materials that the students had learned before.

E. Procedure of Data Collection

In this research, the writer took 3 weeks only in collecting the data. To check the students' prior competency on speaking accuracy and fluency, the writer gave a pretest in which the students had to pass three phases. Each phase was designed from the lower level questions to the higher ones for the students. In the testing, every three students were called for it with 8 minute time collection. Next, the writer proceeded to conduct the treatment for 5 meetings. In the treatment, the writer presented some target items and gave some controlled practices along with freer practices in the production stage. Afterward, the writer gave a posttest to know the students' progress on those skills.

1. Pre-test

Before doing the treatment, the students were given a pre-test to diagnose the students' prior competency on speaking accuracy and fluency. In this test, the

students had to pass three phases. Each phase was designed from the lower level questions to the higher ones for the students to test. In the testing, every three students were called for it with 8 minute time allocation.

2. Treatment

In the treatment, the teaching of speaking using the PPP approach toward the II IPS 2 class was held for five times. The treatment of the research can be seen in the following procedures:

a. The first meeting

- ✓ In the first meeting the teacher open the class, and introduction our self.
- ✓ Ask the students with condition and the student introduction their self then correct attendant list.
- ✓ Teacher to prepare material and explant the material.
- ✓ Teacher instruct the students to make a group.
- ✓ After the teacher explant the yourself.
- ✓ Ask to students to answer about questions.
- ✓ The students practice about procedure in front of the class.
- ✓ The teacher makes conclusions and closes the class.

b. The second meeting

- ✓ In the first meeting the teacher open the class.
- ✓ Ask the students with condition and the student introduction their self then correct attendant list.
- ✓ Teacher to prepare material and explant the material about verbs.
- ✓ Teacher instruct the students to back to group.

- ✓ After find out some verbs, students make a sentence about verbs.
- ✓ The students practice about procedure in front of the class.
- ✓ Practice in front of class.
- ✓ The teacher makes conclusion and closes the class.

c. The third meeting

- ✓ In the first meeting the teacher open the class.
- ✓ Ask the students with condition and the student introduction their self then correct attendant list.
- ✓ Teacher to prepare material and explant the material about the let me tell you a story.
- ✓ The teacher instruct the students to back to group.
- ✓ Practice in front of class.
- ✓ The teacher makes conclusions and closes the class.

d. The fourth meeting

- ✓ In the first meeting the teacher open the class.
- ✓ Ask the students with condition and the student introduction their self then correct attendant list.
- ✓ Teacher to prepare material and explant the material about the describe picture
- ✓ The students practice in front of the class.
- ✓ The teaacher makes conclusions and closes the class.

3. Post-test

After the treatment, there was a post-test to find out whether or not there was a progress on the students' fluency and accuracy in speaking proficiency. The test was similar to the pre-test.

F. Technique of Data Analysis

The data was collected through the test and analyzed quantitatively and qualitatively. It employed inferential statistic using the steps undertaken as follows:

Table 3.1 Criteria of Speaking Accuracy (Vocabulary, Pronunciation)

1. Speaking Accuracy (Vocabulary, Pronunciation)

Vocabulary

Classification	Score	Criteria
Excellent	96 – 100	They speak effectively and excellent of using vocabulary
Very good	86 – 95	The speak effectively and very good of using vocabulary
Good	76 – 86	They speak effectively and good of using vocabulary
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using vocabulary
Fair	56 – 65	They speak sometimes hasty, fair of using vocabulary
Poor	36 – 55	They speak hasty, and more sentences are not

		appropriate using vocabulary
Very poor	00 – 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication

(Layman, in Ismail, 2009)

Pronunciation

Classification	Score	Criteria
Excellent	96 – 100	They speak effectively and excellent of using pronunciation
Very good	86 – 95	They speak effectively and very good of using pronunciation
Good	76 – 86	They speak effectively and good of using pronunciation
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using pronunciation
Fair	56 – 65	They speak sometimes hasty, fair of using pronunciation
Poor	36 – 55	They speak hasty, and more sentences are not appropriate in pronunciation
Very poor	00 – 35	They speak very hasty, and more sentences are not appropriate using pronunciation and little or no communication

(Layman, in Ismail, 2009)

Table 3.2 Criteria of Speaking Fluency (Smoothness, Self-confidence)

2. Speaking Fluency (Smoothness, Self-confidence)

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of smoothness
Very good	86 – 95	Their speaking is very understandable and very good of smoothness
Good	76 – 86	Their speaking is very understandable and good of smoothness
Fairly good	66 – 75	Their speak something hasty but fairly good of smoothness
Fair	56 – 65	Their speak something hasty, fair of smoothness
Poor	36 – 55	They speak hastry and more sentences are not appropriate in smoothness
Very poor	00 – 35	They speak very hastry and more sentences are not appropriate in smoothness and little or no communication

(Layman, in Ismail, 2009)

3. Calculating the mean score by using the following formula:

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

Where:

\bar{X} : Means score

$\sum x$: sum of all score

N : number of student

(Gay, 1981)

4. To know how the development of the speaking skill, the researcher used the percentage technique as follows:

$$p = \frac{X_2 - X_1}{\bar{X}_1} \times 100$$

P : the percentage of the students' improvement score

\bar{X}_2 : the mean score of post-test

\bar{X}_1 : the mean score of pre-test

(Gay, 1981)

5. Finding out the significant difference between the pre-test and post-test of the students' speaking proficiency by calculating the value of the treatment test:

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

Notes:

t : Test

\bar{D} : Mean score

$(\sum D)^2$: The square of all sums

$\sum D^2$: The sum of all square

N : Number of subject in particular group

(Gay, 1981)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher described the result of data analysis based on the problem statement. The result of data analysis indicated that there was an improvement of the students' speaking proficiency through presentation practice and production method at the secon grade student of SMA Boddie the students' improvement could be seen clearly in the following explanation:

1. The Improvement of the Students' Speaking Accuracy through of presentation practice and production

The use of presentation practice and production in improving the students' accuracy ac hievement in speaking was dealing vocabulary and pronunciation. The improvement of the students' in such two items can be clearly in the following table:

Table 4.1 The Improvement of the Students' Speaking Accuracy

No	Indicators	The Students' Score	
		Pre-Test	Post-Test
1	Vocabulary	64.54	76.36
2	Pronunciation	58.63	70
	X	61.36	73.40

The table above indicates that there was the improvement of the students' speaking accuracy from pre-test and post-test. The Students' vocabulary score in pre-test was categorized as fairly good (64.54) then it increases in of post-test which categorized good (76.36). Then, the students' pronunciation score in pre-test is (58.63) and it increases in post-test which is categorized as fair (70). Thus the mean score of speaking accuracy in pre-test was (61.36) while in post-test was (73.40). Therefore, the improvement of students' speaking accuracy achievement from pre-test and post-test was increasing significantly.

The table above proves that the use of presentation practice and production approach in teaching and learning process can improve the students' speaking accuracy after taking pre-test and post-test has been achieved standard score.

To see clearly the improvement of the students' speaking accuracy, it can also be seen in the following chart:

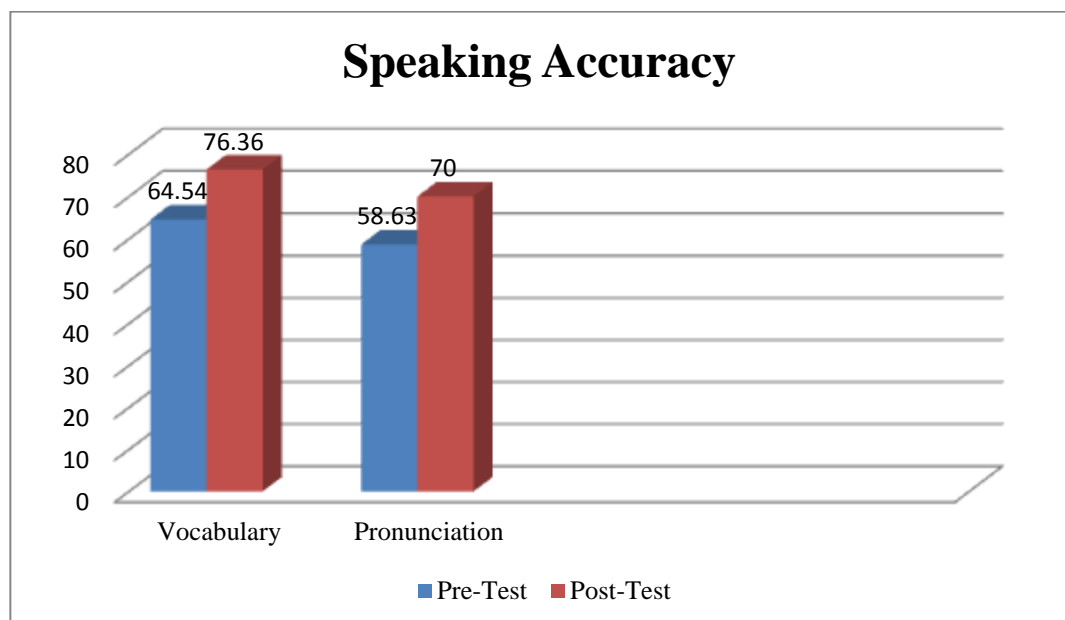


Figure 4.1 The Improvement of the Students' Speaking accuracy

The chart above shows that the improvement percentage of the students' speaking accuracy after taking an action through presentation practice and production approach is higher than before. It is proved by the improvement of students' speaking accuracy in element of vocabulary in pre-test to post-test (64.54-76.36) and element of pronunciation in pre-test to post-test (58.63-70).

2. The Improvement of the Students' Speking Fluency through of Presentation Practice Production

The use of presentation practice and production in improving the students' accuracy achievement in speaking was dealing with smoothness self confidence. The improvement of the students' in such two items can be seen clearly in the following table:

Table 4.2 The Improvement of the Students' Speaking Fluency

No	Indicators	The Students' Score	
		Pre-Test	Post-Test
1	Smoothness	59.54	70
2	Self confidence	69.54	75
	X	64.09	75.22

The table above indicates that there was the improvement of the students' speaking fluency from pre-test and post-test. The Students' smootness score in pre-test was categorized as fair (59.54) then it increases in post-test which categorized as good (70). Then, the students' self confidence score in pre-test was (69.54) and increases in post-test which was categorized as good (75). Thus the

mean score of speaking accuracy in pre-test was (64.09) while in post-test was (75.22). Therefore, the improvement of students' speaking fluency achievement from pre-test until post-test increasing significantly.

The table above proved that use of presentation practice production approach in teaching and learning process can improve the students' speaking fluency after taking in pre-test and post-test has been achieved the standard score.

To see clearly the improvement of the students' speaking fluency. It can also be seen in the following chart:

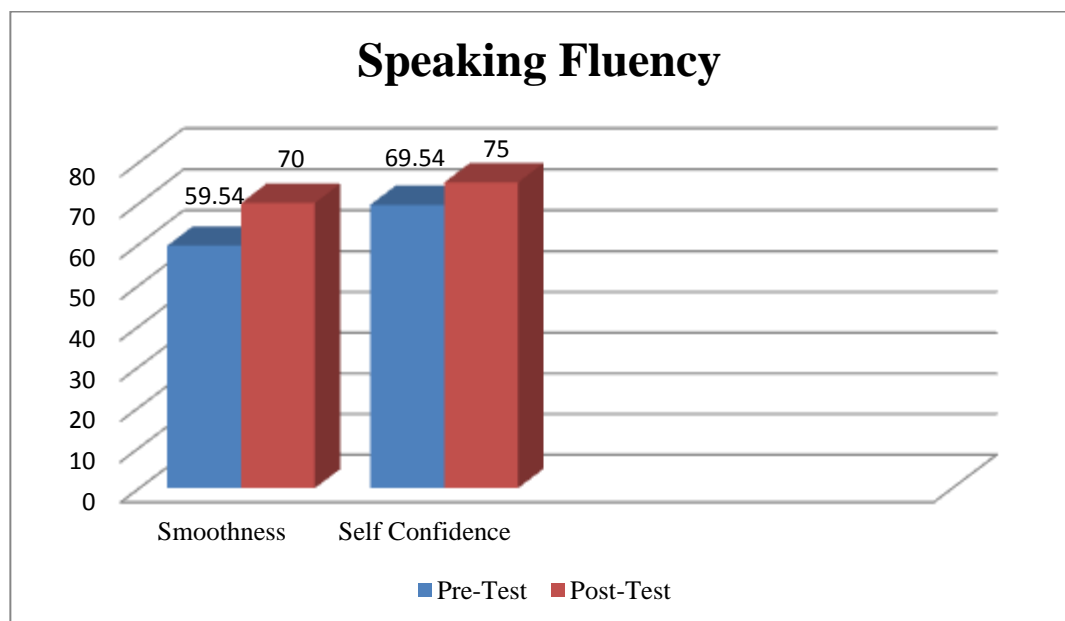


Figure 4.2 The Improvement of the Students' Speaking Fluency

The chart above shows that the improvement percentage of the students' speaking fluency after taking treatment presentation practice and production approach was higher than before. It was proved by the improvement of the students' speaking fluency in element of vocabulary in pre-test to post-test (59.54-70). And element of pronunciation in pre-test to post-test (69.54-75).

3. The Development of the Students' Speaking Proficiency

The use presentation practice production approach in development the students' speaking proficiency deals with accuracy and fluency. The development of the students' speaking proficiency that deals with accuracy and fluency can be seen clearly in the following table:

Table 4.3 The Development of the Students' Speaking Proficiency

Variable	Percentage
Speaking Accuracy	19.62%
Speaking Fluency	17.36%

The data analysis of the development of the speaking accuracy at the eleventh grade of SMA Babussalam Boddie Kabupaten Pangkep, shows that the percentage was 19.62%. The development of speaking fluency at the eleventh grade of SMA Babussalam Boddie Kabupaten Pangkep, shows that the percentage was 17.36%.

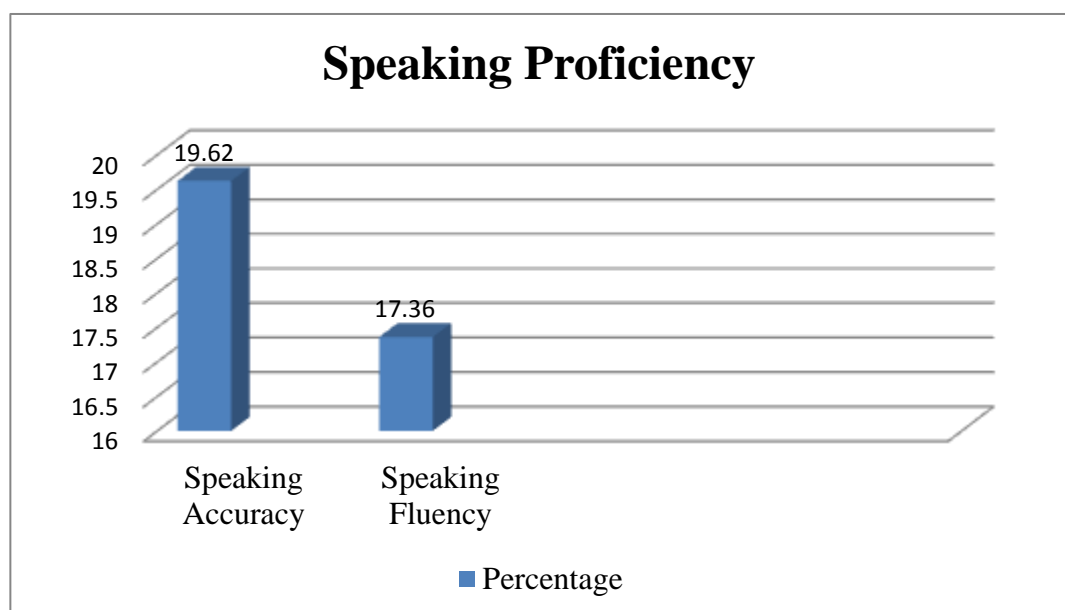


Figure 4.3 The Development of the Students' Speaking Skill

The chart above shows that the development percentage of the students' speaking proficiency after taking treatment through presentation practice and production is higher than before. It was proved by the development of the students' speaking proficiency in speaking accuracy and speaking fluency (19.62 – 17.36).

4. The of Significance (t-test)

The researcher uses t-test (test-significance) for independent sample test, that is, a test to know the significance different between the result of students' mean scores in pre-test and post-test. Assuming that the level of significance (p)=0.05, the only thing which is needed; the degree of freedom (df)=22, where $n-1=21$; than the result of t-test is presented in the following table:

Table 4.4 The of Significance (t-test)

Variable	The Students' Score	
	t-test	t-table
Accuracy	4.18	2.093
Fluency	4.34	2.093

The table 4.3 above shows that t-test for Accuracy is greater than t-table (4.18 > 2.093) and t-test for fluency (4.34 > 2.093). The final result shows that for final score of students' speaking proficiency in 4.34 is greater than t-table 2.093.

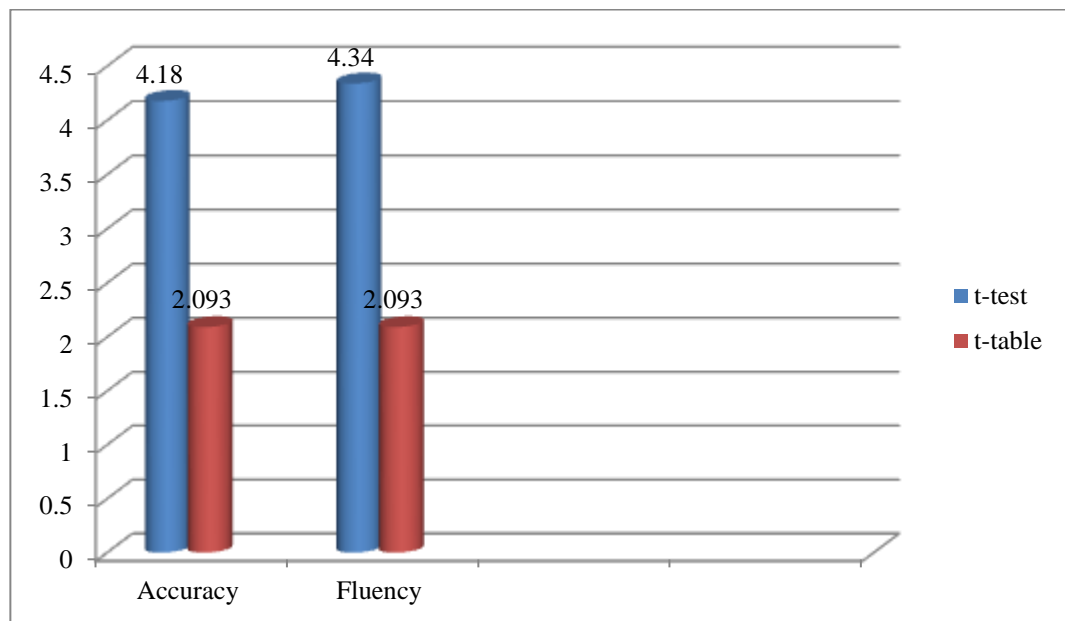


Figure 4.4 The of Significance (t-test)

It can be concluded that there is significance different between the results of the students' speaking proficiency and after teaching speaking through the PPP approach. This also means that the alternative hypothesis (H1) is a significance of the students' speaking skill before and after teaching speaking through the PPP approach at the Eleventh Grade of SMA Babussalam Boddie.

B. Discussion

In this part, the discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' speaking proficiency in terms of accuracy (pronunciation and vocabulary), fluency (smoothness and self-confidence) and the observation result of the students' presence activeness in teaching and learning process by using presentation

practice and production approach. It is indicated by the students' achievement in pre-test and post-test.

In the treatment process, the researcher made the teaching learning process speaking proficiency the presentation practice production. At the first, the students were lazy to participate in learning by the PPP (presentation practice production) model but the researcher encouraged them and made in the classroom more practice. As a result, the students became enjoy and more excited in learning process.

1. The Improvement of the Students' Speaking in term of pronunciation use of presentation practice production approach made the students' speaking in term of pronunciation increased. The table 4.1 indicated that the students' pronunciation in post-test was greater than pre-test ($70 > 58.63$).

The The process that could be explained from pre-test and the giving of treatment as follows:

At the first meeting when the researcher gave pre-test for the students, there were some findings that researcher could find, they were:

- a. Most of the students still spoke with inappropriate pronunciation.
- b. Most of students' pronunciation still influenced by mother tongue with error causing breakdown in communication.

Harmer (2001) states that pronunciation does not only make the students aware of different sound features, but also can improve their speaking immeasurably such as concentrating on sounds and make students aware of using

stress when speaking. Wallace (1982) pronunciation is very important both of speaking and listening.

Therefore, most of them were difficult to speak with correct and appropriate pronunciation. As a result, the mean score of the students' speaking pronunciation in pre-test was still low. After the researcher gave treatment the PPP then gave a post-test, the findings were:

- a. Some students' spoke correct and appropriate pronunciation
- b. Some of the students' pronunciation were only very slightly influenced by mother tongue

The explanation above indicates that, the use of the PPP can improve the students' pronunciation.

2. The Improvement of tthe Students' Speaking in term of Vocabulary

The use of presentation practice production approach made the students' speaking in term of vocabulary increased. The table 4.1 indicated that the students' vocabulary in post-test was greater than pre-test ($76.36 > 64.54$). The process that could be explained from pre-test to post-test and the giving of treatment as follows:

After the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- a. The students still poorly achievement in vocabulary.
- b. Some students' speaking was containing with irrelevant words and the meaning of their vocabulary still confused and obscured.

According to Harmer (2009). If the students have more vocabularies or at least 1000 words, they can communicate fluently. It is impossible to speak without mastering vocabulary. Therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and use them. Thus they need to practice more to keep them in mind.

Therefore, most of them were lack of vocabulary and difficult to compose what they are going to express in speaking. As a result, the mean score of the students' speaking vocabulary in pre-test was still low. After the researcher gave treatment the PPP then gave a post-test, the findings were:

- a. Students' already achieve vocabulary
- b. Students' were effectively using words and vocabulary, so the meaning of their speaking was usage.

The explanation above indicates that, the use of the PPP can improve the students' pronunciation.

3. The Improvement of the Students' Speaking in term of self-confidence and smoothness

The use of presentation practice production approach made the students' speaking in term of self-confidence increased. The table 4.2 indicated that the students' self-confidence in post-test was greater than pre-test ($75 > 69.54$). and that the students' smoothness in post-test was greater than pre-test ($70 > 59.54$).

From the data collected in post-test, the researcher can conclude the students' proficiency in presentation practice production in speaking, because they are easy

to understand learning goals and can enjoy the activities during the teaching and learning process. They also feel that this learning model can improve their English especially in speaking skills.

The t-test is used to evaluate the research hypothesis and shows that there are significant differences between the results of the students' speaking proficiency which were marked according to accuracy (4.18) and fluency (4.34) in pre-test and post-test. It is also supported by the t-table of the final score of the significant for two-tailed test (2.093).

Based on the data collected above, the researcher can conclude that most of the students needed to be motivated and that the use of the PPP approach can help to create joyful learning in studying English especially in speaking skills. From this discussion, it can be concluded that the Eleventh grade students of SMA Babussalam Boddie Pangkep in academic year 2017/2018 have good skills in English after being taught the PPP especially in speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the writer draws conclusion as follows:

1. The application the Presentation, Practice, and Production (PPP) improve the students' speaking Proficiency in terms of speaking accuracy dealing with vocabulary and pronunciation at the second grade of SMA Babussalam Boddie.
2. The application the Presentation, Practice, and Production (PPP) improve the students' speaking Proficiency in terms of speaking fluency dealing with smoothness and self-confidence at the second grade of SMA Babussalam Boddie.

B. Suggestions

Relation to the speaking skill in the terms of accuracy in this thesis were the writer would like to give some suggestions to students (learners), and the teachers of English as follows:

1. For students
 - a. In relation to this method, to get speaking skill, the students should practice their English more through Presentation, Practice, and Production

(PPP) in daily activities like interview or discussion because it can stimulate them to speak up more and to get natural communication.

- b. The students should make English as daily conversations in their activities even though just speak little by little. And don't forget to memorize many more English daily expressions in order to make them speak easily in activities and built competition with another group in the classroom.

2. For teachers of English

- a. The application of Presentation, Practice, and Production (PPP) could significantly improve the students' speaking skill in terms of accuracy dealing with vocabulary, pronunciation and self-confidence at the second grade of SMA Babussalam Boddie. So it is strongly suggested to be applied in teaching English speaking in the classroom in order to improve the students' achievement.
- b. The teachers should be creative in teaching English especially speaking because to master it need more technique or method in improving it.

3. For the next Researcher

Based on the study about the use of PPP (Presentation Practice Production) approach is effective to make the students' active to speak English in the class, for the researcher to be able to find out more research about the use of presentation practice production approach in the others school such as junior high school or senior high school with greater population.

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APPENDICES

APPENDIX 1

Pre-Test

PHASE 1

Questions
<ul style="list-style-type: none">• Good morning• What is your full name?• What is your nick name?• When were you born?• Where do you live?• What is your hobby?

PHASE 2

Write down Ten (10) Nouns with the meanings?

PHASE 3

Study the following dialog carefully, then answer the question!

Mandy and Ellen are sitting around in front of their school cafeteria.

Mandy : "I didn't watch TV last night. What was the result of the Indonesian Idol singing contest last night? Who was eliminated?"

Ellen : "Well, as a whole, all the contestants were good, their voices and stage performances. Judika had to be eliminated from show."

Mandy : "What about Mike Mohede, did he sing well?"

Ellen : "Oh, Mike Mohede, how marvelous he is. I'm very proud of him. He could sing very well."

Mandy : "Oh, what a pity I am. I didn't watch them."

Questions

1. How many people are there in the conversation?
2. Who are they?
3. What are they talking about?
4. Where does the conversation take place?
5. What did Ellen say to express her pride of Mike Mohede?

APPENDIX 2

Post-Test

PHASE 1

Complete the sentences with words in the box?

Wow	geat	very	beautiful	gorgeous
Excellent	amazing	impressive	pretty	incredible

1. Hey, you look
2., you look great in the red shirt!
3. Wow, Seita! That is nice jacket.
4. You are at your job
5. Razman, your are an waiter
6. Oh, It's! It's perfect!
7. Hi! Your sister looked
8. That's an hairstyle
9. So, Sarah smith, you are
10. Oh, Goodness! That is good!

PHASE 2

Describe the picture below!



PHASE 3

Choose one of the items below to tell about!

- Creativity
- Clothes and Fasion
- My Family

APPENDIX 3

ANSWER KEY (Pre-Test)

PHASE 1

- Morning
- My name is Mansyur
- My nick name is Mansyur
- My born in segeri, 31 August 2001
- I live in segeri
- My hobby is football

PHASE 2

1. Book
2. Pen
3. Eraser
4. Ruler
5. Table
6. Chair
7. Bed
8. Pencil
9. Saw
10. Hammer

PHASE 3

1. Two
2. Mandy and Ellen
3. The result of Indonesian idol
4. In front of their school cafeteria
5. How marvelous he is

APPENDIX 4

ANSWER KEY (Pot-Test)

PHASE 1

1. Beautiful
2. Wow
3. Very
4. Great
5. Impressive
6. Excellent
7. Gorgeous
8. Incredible
9. Amazing
10. Pretty

PHASE 2

1. Picture use to decorate the room
2. Lamp use to illuminate the room
3. Television as media information
4. Floor use to walk in the room
5. Bookshelf use to put the books
6. Sofa use to lie down
7. Coffee table use to serve coffee
8. Chair use to sit down
9. Window to allow light in air enter the room
10. Curtains use to hangs across a window
11. Cushions use especially on chairs for sitting or leaning on

PHASE 3

My family

My father's name is Kaharmang, he is a farmer

My mother's name is Rasidah, she is a housewife

My parents live in Segeri

I have two sisters and one brother, my sisters name are umi, and husna.

My brother name is razman.

APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Babussalam Boddie Pangkep
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 4 x 40 menit (2x pertemuan)

A. Standar Kompetensi

Speaking

Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari

B. Kompetensi dasar

Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas.

C. Indikator pencapaian kompetensi

1. Ungkapan-ungkapan untuk menyatakan kepastian (*certainly*)
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional.

D. Tujuan pembelajaran

1. Siswa mampu memberikan kepastian atau menyakinkan seseorang tentang sesuatu hal.

2. Siswa mampu membuat dialog singkat untuk menyatakan kepastian.

E. Materi pembelajaran

Dialogue

Bara : Will you join us on our trip to the beach next Sunday?

Gilang : Certainly. I'd love to. I hope that ok. Will also join us.

Bara : Yes he rang me.

Gilang : Good what time are we going to leave?

Bara : At six

Gilang : Isn't that too early? Oh.....well, I hope I don't get up late. Do you think the weather will be nice?

Bara : I hope so. It has been very nice this week. By the way, How is your brother, in the USA?

Gilang : I don't know, but I am expecting to hear from him soon. I think he is busy doing his exams.

Bara : Will he be a doctor in psychology?

Gilang : I hope so. He is very bright. He always does very well in their classes.

Bara : I'm quite certain he will be back soon, and he will bring us a lot of gifts

Gilang : I have no doubt about that.

Bara : Well Gilang. I must be leaving. See you next Sunday

Gilang : See you.

F. Metode Pembelajaran

Presentation practice and production

G. Sumber/media pembelajaran

1. Sumber : LKS.
2. Board marker
3. White board

H. Strategi pembelajaran

Langkah-langkah kegiatan pembelajaran

a. Kegiatan Awal

1. Siswa berdoa bersama sebelum belajar.
2. Guru mengucapkan salam kepada siswa.
3. Guru menanyakan kondisi siswa sebelum pembelajaran dimulai.
4. Guru mengecek kehadiran siswa.
5. Guru menanyakan kesiapan belajar siswa.
6. Guru review pelajaran minggu lalu.

A. Kegiatan Inti

1. Menjelaskan materi percakapan yang akan dipraktikkan kepada siswa
2. Memberikan kesempatan kepada siswa untuk mempraktekan materi percakapan secara berpasangan atau kelompok.

B. Kegiatan Akhir

1. Tanya jawab tentang kesulitan materi yang dihadapi siswa
2. Memberi siswa tugas.

I. Penilaian/Instrumen penilaian

- Teknik : Performance Assessment (responding)
- Bentuk : Pertanyaan dan jawaban secara lisan

NO	ASPEK YANG DINILAI	SKOR
1	Vocabulary	0 – 100
2	Pronunciation	0 – 100
3	Smoothness	0 – 100
4	Self-Confidence	0 – 100

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMA Babussalam Boddie Pangkep
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 4 x 40 menit (2x pertemuan)

J. Standar Kompetensi

1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (sustained) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

K. Kompetensi dasar

1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur ungkapan *pengalaman hidup dengan orang tua*.
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur ungkapan *pengalaman hidup dengan orang tua*.

L. Indikator pencapaian kompetensi

1. Merespon dengan benar terhadap tindak tutur ungkapan pengalaman hidup dengan orang tua.

2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional

M. Tujuan pembelajaran

1. Siswa dapat merespon dengan benar terhadap tindak tutur ungkapan *pengalaman hidup dengan orang tua*.
2. Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal dan transaksional.

N. Metode pembelajaran

Presentation practice and production method.

O. Materi pembelajaran

living experience with parents

A : Do you like living with your parents?

B : Yes, I do

A : Why?

B : Because my parents like me very much

P. Sumber/media pembelajaran

4. Sumber : LKS
5. Media Pembelajaran : Teacher's voice, white board and marker.

Q. Strategi pembelajaran

Langkah-langkah kegiatan pembelajaran

C. Kegiatan Awal

1. Membuka kelas
2. Perkenalan dengan siswa
3. Mengabsen siswa
4. Memperkenalkan materi yang akan diajarkan

D. Kegiatan Inti

1. Menjelaskan materi percakapan yang akan dipraktikkan kepada siswa
2. Memberikan kesempatan kepada siswa untuk mempraktikkan materi percakapan secara berpasangan atau kelompok.

E. Kegiatan Akhir

1. Tanya jawab tentang kesulitan materi yang dihadapi siswa
2. Memberi siswa tugas

R. Penilaian/Instrumen penilaian

- Teknik : Performance Assessment (responding)
- Bentuk : Pertanyaan dan jawaban secara lisan

NO	ASPEK YANG DINILAI	SKOR
1	Vocabulary	0 – 100
2	Pronunciation	0 – 100
3	Smoothness	0 – 100
4	Self-Confidence	0 – 100

APPENDIX 6

Let me tell you a story

Vocabulary

Fill in the blank with the word/words from the box below

However	dying	vegetables	dig	dug
Treasure	found	lazy	buried	laziness

Hidden Treasure

Once upon a time, a farmer had three sons. The farmer was rich and had many fields.

When the farmer was(1), he called his three sons to him. "I have left you(2) which will make you rich", he told them. "But you must(3) in all our fields to find the place where the treasure was buried". After the old man died, his three(4) sons went out into the fields. They began to dig. I will dig the first to find the place where the treasure was(5), cried the eldest one. "That's the field where our father put the treasure", said another son. The three sons dug all the fields for several years, but they (6) no treasure(7), many plants grew in the fields because the sons had dug. The(8) made them very rich.

Material of speaking practice

Living experience with parents

1. Where do you live now?
2. With whom do you live?
3. What do usually do in the morning and in the afternoon?
4. What do your parents do if you get sick?
5. Do you usually help your parents? What do you usually do?
6. Have you ever done anything that made your parents angry?
7. (If he or she says yes), what was it?
8. Can you tell us what the advantages of living with parents are?
9. Do you think it has disadvantages? (if he or she say yes), what are they?
10. Can you tell us one of your experiences that you think funny, or nice, or impressive during you live with your parents?

APPENDIX 9

Speaking Test of Pre-Test on Speaking Accuracy

No	Name	Speaking Accuracy		Score Total
		Vocabulary	Pronounciotion	
1	Abd. Gappar	60	50	55
2	Abd. Munir	60	50	55
3	Abd. Wahid	60	50	55
4	Ariska	70	70	70
5	Arlinda Yahya	70	60	65
6	Firdawati	70	70	70
7	Erna	60	50	55
8	Haisa	60	70	65
9	Ibrahim	60	60	60
10	Irfan	60	60	60
11	Irmawati	60	60	60
12	Mansyur	80	70	75
13	Muh Yunus	70	60	65
14	Muspira	70	60	65
15	Musdalifah	60	60	60
16	Nuramelia	70	60	65
17	Nurdin	60	60	60
18	Riska	70	60	65
19	Syarifuddin	60	60	60
20	Ahmad Aswad	60	50	55
21	Zulfikar	60	50	55
22	Muh Rafli	60	50	55
	Total	1420	1290	1350
	Mean Score	64,54	58,63	61,36

APPENDIX 10

Speaking Test of Pre-Test on Speaking Fluency

No	Name	Speaking Fluency		Score Total
		Smoothness	Self-confidence	
1	Abd. Gappar	50	60	55
2	Abd. Munir	50	60	55
3	Abd. Wahid	50	60	55
4	Ariska	70	70	70
5	Arlinda Yahya	60	70	65
6	Firdawati	70	80	75
7	Erna	60	70	65
8	Haisa	70	70	70
9	Ibrahim	50	70	60
10	Irfan	50	70	60
11	Irmawati	60	70	65
12	Mansyur	80	80	80
13	Muh Yunus	70	70	70
14	Muspira	70	80	75
15	Musdalifah	60	70	65
16	Nuramelia	70	80	65
17	Nurdin	50	70	60
18	Riska	70	80	75
19	Syarifuddin	50	70	60
20	Ahmad Aswad	50	60	55
21	Zulfikar	50	60	55
22	Muh Rafli	50	60	55
	Total	1310	1530	1410
	Mean Score	59,54	69,54	64,09

APPENDIX 11

Speaking Test of Post-test on Speaking Accuracy

No	Name	Speaking Accuracy		Score Total
		Vocabulary	Pronounciation	
1	Abd. Gappar	70	60	65
2	Abd. Munir	70	60	65
3	Abd. Wahid	70	60	65
4	Ariska	80	70	75
5	Arlinda Yahya	80	70	75
6	Firdawati	90	80	85
7	Erna	80	70	75
8	Haisa	80	70	70
9	Ibrahim	70	70	70
10	Irfan	80	70	75
11	Irmawati	70	70	70
12	Mansyur	90	90	90
13	Muh Yunus	70	70	70
14	Muspira	90	80	85
15	Musdalifah	70	70	70
16	Nuramelia	90	80	85
17	Nurdin	80	70	75
18	Riska	80	80	80
19	Syarifuddin	80	70	75
20	Ahmad Aswad	70	60	65
21	Zulfikar	70	60	65
22	Muh Rafli	70	60	65
	Total	1680	1540	1615
	Mean Score	76,36	70	73,40

APPENDIX 12

Speaking Test of Post-test on Speaking Fluency

No	Name	Speaking Fluency		Score Total
		Smoothness	Self-confidence	
1	Abd. Gappar	70	70	70
2	Abd. Munir	70	70	70
3	Abd. Wahid	70	70	70
4	Ariska	70	80	75
5	Arlinda Yahya	70	80	75
6	Firdawati	80	90	85
7	Erna	70	80	75
8	Haisa	70	80	75
9	Ibrahim	70	80	75
10	Irfan	70	80	75
11	Irmawati	70	70	70
12	Mansyur	90	90	90
13	Muh Yunus	70	80	75
14	Muspira	80	90	85
15	Musdalifah	70	80	75
16	Nuramelia	80	90	85
17	Nurdin	70	70	70
18	Riska	80	80	80
19	Syarifuddin	70	70	70
20	Ahmad Aswad	70	70	70
21	Zulfikar	70	70	70
22	Muh Rafli	70	70	70
	Total	1540	1650	1655
	Mean Score	70	75	75,22

APPENDIX 13**Data Analysis for Accuracy**

The Students' Scores in Pre-Test-Post-Test

No	The Students' scores			
	Pre-test (X1)	Post-test (X2)	$\Sigma D (X2-X1)$	ΣD^2
1	55	65	10	100
2	55	65	10	100
3	55	65	10	100
4	70	75	5	10
5	65	75	10	100
6	70	85	15	225
7	55	75	20	400
8	65	70	5	10
9	55	70	15	225
10	70	75	5	10
11	60	70	10	100
12	60	90	30	900
13	60	70	10	100
14	75	85	10	100
15	65	70	5	10
16	65	85	20	400
17	60	75	15	225
18	65	80	15	225
19	60	75	15	225
20	55	65	10	100
21	55	65	10	100
22	55	65	10	100
Total	1350	1615	265	3865

Average	61,36	73,40	12,04	
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- ✓ Mean Score of Speaking Accuracy in Pre-Test

$$\bar{X} = \frac{\Sigma X_1}{N}$$

$$= \frac{1350}{22}$$

$$= 61,36$$

- ✓ Mean Score of Speaking Accuracy in Post-Test

$$\bar{X} = \frac{\Sigma X_2}{N}$$

$$= \frac{1615}{22}$$

$$= 73,40$$

- ✓ The Development of Students' Speaking Accuracy

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

$$P = \frac{73,40 - 61,36}{61,36} \times 100$$

$$P = \frac{12,04}{61,36} \times 100$$

$$P = 19,62\%$$

✓ Analysis in T-Test for Speaking Accuracy

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

$$t = \frac{12,04}{\sqrt{\frac{3865 - \frac{(265)^2}{22}}{22(22-1)}}$$

$$t = \frac{12,04}{\sqrt{\frac{3865 - \frac{70,225}{22}}{22(21)}}$$

$$t = \frac{12,04}{\sqrt{\frac{3865 - 3,192}{22(21)}}$$

$$t = \frac{12,04}{\sqrt{\frac{3865 - 3,192}{462}}}$$

$$t = \frac{12,04}{\sqrt{\frac{3,861}{462}}}$$

$$t = \frac{12,04}{\sqrt{8,35}}$$

$$t = \frac{12,04}{2,88}$$

$$t = 4,18$$

APPENDIX 14**Data Analysis for Fluency**

The Students' Scores in Pre-Test and Post-Test

No	The Students' scores			
	Pre-test (X1)	Post-test (X2)	$\Sigma D (X2-X1)$	ΣD^2
1	55	70	15	225
2	55	70	15	225
3	55	70	15	225
4	70	75	5	10
5	65	75	10	100
6	75	85	10	100
7	65	75	10	100
8	70	75	5	10
9	60	75	15	225
10	60	75	15	225
11	65	70	5	10
12	80	90	10	100
13	70	75	5	10
14	75	85	10	100
15	65	75	10	100
16	65	85	20	400
17	60	70	10	100
18	75	80	5	10
19	60	70	10	100
20	55	70	15	225
21	55	70	15	225
22	55	70	15	225
Total	1410	1655	245	3050

Average	64,09	75,22	11,13	
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- ✓ Mean Score of Speaking Fluency in Pre-Test

$$\bar{X} = \frac{\Sigma X_1}{N}$$

$$= \frac{1410}{22}$$

$$= 64,09$$

- ✓ Mean Score of Speaking Fluency in Post-Test

$$\bar{X} = \frac{\Sigma X_2}{N}$$

$$= \frac{1655}{22}$$

$$= 75,22$$

- ✓ The Development of Students' Speaking Fluency

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

$$P = \frac{75,22 - 64,09}{64,09} \times 100$$

$$P = \frac{11,13}{64,09} \times 100$$

$$P = 17,36\%$$

✓ Analysis in Test for Speaking Fluency

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

$$t = \frac{11,13}{\sqrt{\frac{3050 - \frac{(245)^2}{22}}{22(22-1)}}$$

$$t = \frac{11,13}{\sqrt{\frac{3050 - \frac{60,025}{22}}{22(21)}}$$

$$t = \frac{11,13}{\sqrt{\frac{3050 - 2,728}{22(21)}}$$

$$t = \frac{11,13}{\sqrt{\frac{3050 - 2,728}{462}}}$$

$$t = \frac{11,13}{\sqrt{\frac{3,047}{462}}}$$

$$t = \frac{11,13}{\sqrt{6,59}}$$

$$t = \frac{11,13}{2,56}$$

$$t = 4,34$$

APPENDIX 15

Documentation

1. Pre-Test



2. Treatment



3. Post-Test



CURRICULUM VITAE



Nurmila was born on January 25th, 1996 in Kattena. She is the three daughter from four sisters, the marriage of her parents Kamaruddin and Nurhayati. In 2001, she registered as a student in Elementary School at SD Negeri 33 Boddie and graduated in 2007. In the same year, she registered as a student at SMP Negeri 1 Mandalle and graduated in 2010. After graduated in Junior High School, she registered as a student at SMK Negeri 5 Pangkep and graduated in 2013. In the same year, she was accepted as a student of English Education Department, Faculty of Teacher Training and Education at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with the title “*Developing Students’ Speaking Proficiency Through the PPP (Presentation Practice Production) Approach (Pre-Experimental Research at the Eleventh Grade of SMA Babussalam Boddie Kabupaten Pangkep)*”.