
USING PPP (PRESENTATION, PRACTICE AND PRODUCTION) STRATEGY ON SPEAKING ACHIEVEMENT

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan dalam pencapaian berbicara dalam teks Recount antara siswa yang diajarkan dengan menggunakan PPP (presentasi, praktek dan produksi) strategi dan mereka yang tidak. Ada 66 siswa kelas delapan SMP Negeri 2 Palembang yang terlibat dalam kajian ini sebagai contoh. Mereka dibagi menjadi dua kelompok, kelompok eksperimental terdiri dari 33 siswa dan kelompok kontrol terdiri dari 33 siswa. Untuk sampel, penulis memilih kelas VIII 7 sebagai kelompok kontrol dan kelas VIII 6 sebagai kelompok eksperimental. Metode studi ini digunakan metode kuantitatif dengan quasi desain eksperimental. Kelompok eksperimen yang diajarkan dengan menggunakan PPP (presentasi, praktek dan produksi) strategi sementara itu kelompok kontrol yang diajarkan dengan menggunakan Strategi diskusi. Hasil menunjukkan bahwa nilai rata kelompok eksperimental meningkat dari 68,182 dalam Pretest untuk 81,515 di posttest. Selanjutnya, hasil dari independen t-Test dari kelompok eksperimental dan kontrol menunjukkan bahwa t-diperoleh adalah 2,346 dan itu lebih tinggi dari t-tabel 1,669.

Kata Kunci: *Pencapaian berbicara, PPP (presentasi, praktek dan produksi) strategi*

ABSTRACT

This study aimed to find out whether or not there was any significant differences in speaking achievement in Recount Text between students who were taught by using PPP (Presentation, Practice and Production) Strategy and those who were not. There were 66 students of eighth grade students of SMP Negeri 2 Palembang that was involved in this study as the sample. They were divided into two groups, experimental group consisted of 33 students and control group consisted of 33 students. For the sample, the writer chose class of VIII 7 as control group and class of VIII 6 as experimental group. The method of this study was used quantitative method with quasi experimental design. The experimental group was taught by using PPP (Presentation, Practice and Production) Strategy meanwhile the control group were taught by using Discussion Strategy. The result showed that the mean score of experimental group increased from 68.182 in pretest to 81.515 in posttest. Furthermore, the result of independent t-test from experimental and control group shown that the t-obtained was 2.346 and it was higher than t-table 1.669.

Keywords: *speaking achievement, PPP (Presentation, Practice and Production) strategy*

INTRODUCTION

Some countries use English as the first language, some other use it as second language and others used it as foreign language. The ability to communicate in English was very important in global area because English taken up a very important position in almost any sectors of using such as business, commerce, academic field, technology and so on. Nowadays, English was the first major in the job.

Indonesian students felt that English was necessary for them to be learned. They studied English in English course to improve they knowledge about English. In higher education and college students, learning English is not only mean to know the language itself but also it is to catch and to comprehend information from four major skills (reading, writing, listening and speaking). It became the major factor in teaching English.

Speaking is one of four important skills that are learned by all people rather than the students. Sari (2006:17) stated that speaking used widely all over the world. It was used for business diplomacy, science, culture and also education. So, if they want to improve the knowledge of business or job, they must know about the aspects of speaking (grammar, vocabulary, pronunciation, etc). For the students, they must focus in remembering vocabulary, rather than correcting their pronunciation or spelling. In this stage, the teacher needs a strategy to solve the students' problems above. So, the students can be active and easy to do the instruction from the teacher. According to Adayleh (2013:205-209) in her study, the students at Mu'tah in indicated that the problems of English speaking are mainly

reported in issues like sound recognition, connected speech, and the relation between spelling and sounds. This is clearly noticed when examining their performance in English. For example, they failed to assign stress properly and reflect content by intonation. They may even change sound quality. Mistakes in pronunciation that higher meaning or change it is classified as bad pronunciation. Speaking was not easy to learn by the students. So, the teacher should add the strategy in the teaching and learning process, especially to teach English speaking.

The writer tried to apply the strategy of teaching speaking strategy to help the students. There were many strategies of teaching speaking in order to make the students active and be interested in speaking class, such as information-gap activities, photographic competence, PPP (Presentation, Practice and Production) strategy, role play game, debate method, etc. In speaking class, the strategy can be applied to group. So the students are not shy to practice all the exercise that was given by their teacher. Besides, the students can be active in speaking class.

Therefore, the writer applied the PPP (Presentation, Practice and Production) strategy as an alternative of teaching speaking strategy to the students because this strategy enabled to build positive mental or self confidence of the students to do exercise (practice/dialogue) and practice in front of the class. This strategy helped the students to more active in speaking class at Junior High School especially at SMP Negeri 2 Palembang in experiment group of VIII 6.

In the Curriculum 2013, Junior High School students were taught

several texts in the teaching and learning process, like recount text, narrative text, compliments text, ask and giving opinion text, etc. The Curriculum 2013 also stated some indicators and standard of competency based on the syllabus. The text type of this study focused on speaking achievement to the students, especially recount text in the first chapter that conclude of giving attention.

Recount text is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened and where this event took place and happened (Pardiyono, 2007:63). Writing the recount text was not easy to the students, they should follow the generic structure and language features of the text. The students would be easy to do the exercise after knowing about it.

Based on preliminary study and interview which had been done to the teacher and the students of English at SMP Negeri 2 Palembang, many students had problems in speaking. Students lacked of oral perform in the speaking class, vocabulary mastery, punctuation, grammar and sentence on structure mastery, and choosing the topic. The students at SMP Negeri 2 Palembang had problems in speaking class especially in telling about the events in the real life; they were also confused what topics that would be delivered to the audience. They were not confidence to tell or perform in front of the class, like speaking class.

According to (Harmer, 2001), PPP is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. It helped the students to be more active and had self confidence to do oral examination in speaking class at

SMP Negeri 2 Palembang of VIII 6 in experiment class.

Based on the above explanation, the writer intended to conduct a study entitled "Using PPP (Presentation, Practice and Production) Strategy on Speaking Achievement to the Eighth Grade Students of SMP Negeri 2 Palembang".

Teaching and learning process was a process of transmitting the knowledge or information from the teacher to the students. According to Izzan (2008:23) in the language learning should be involved four factors, there are teacher, language teaching, teaching method and lesson material.

In language learning, the four major skills were described in terms of their direction. The teacher has important element factor in the teaching and learning process to guide the students to be active in learning process. Language teaching was the second factors to improve students' speaking English. The 3rd was teaching which is the method of learning proces. The last was lesson material, the English lesson by using PPP (Presentation, Practice and Production) strategy to help the students to be easier in studying and speaking English.

Besides, communication and speaking competencies are the important concepts of speaking process. Communication is continuous speaking with helping the language as a tool. In the communication process, the students will speak to the others in oral form. According to (Nunan, 2003), speaking is productive skill between two or more people. So, one student and others will communicate and practice that roles between one student as the speaker and the others as listener.

As a conclusion, speaking is considered as difficult skill. Teacher should use good strategy in choosing materials of teaching speaking activities and learning process. So, the students could be more active and have good speaking competencies that can be used in communication.

According to Rizvi (2005:92), speaking is an interactive communication process that involves speakers and listeners. Brown (2004:34) stated that speaking achievement was focused on two things; there were the form and the function of the language. Based on the above definitions, speaking achievement is how to express ideas, opinions, means, or feelings by using words or sound of articulation in order to inform, persuade and to entertain between speakers and listeners in communication.

According to Harmer (2009:343), speaking is a complex skill because at least it concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, there are:

1. Grammar

Grammar is partly the study of what forms (or structures) are possible in a language (Thornbury, 2003).

2. Vocabulary

According to (Linse, 2005) "vocabulary is the collection of words that an individual knows". Vocabulary means the appropriated diction which is used in communication.

3. Pronunciation

(Reed Marnie, 2015) stated pronunciation is frequently

relegated to the occasional side lesson in the context of a broader oral communication course or omitted entirely from the curriculum.

4. Fluency

Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot (Council, 2017:23).

5. Comprehension

Comprehension is the process of constructing a supportable understanding of a text (Neufeld, 2005).

6. Task

Sae - ong (2010:3) defined a task as a classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction and a focus on meaning exchange.

Based on the above statements, it was found that there were six elements needed for spoken production they are grammar, vocabulary, pronunciation, fluency, comprehension and task. Grammar was important major in these elements to improved students knowledge of English structure. Sometimes some people said that grammar is not necessary but they could see if people did not understand grammar, how people could understand us. Besides, they did not only need one or two vocabularies but also as many as them could memorize and understand it. Good pronunciation, fluency, comprehension and task also necessary for our communication.

Recount text is the text telling the reader what happened. It was told a past event. It begins by telling

the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007:63). According to Knapp (2005:223), recount text is sequential text that does little more sequence a series of events. It is the simple text type to the students. The students studied of this text with easy. Then, Hyland (2003:29) stated that recount text is a kind of genre text that has social function to reconstruct past experience by retelling in original sequence.

As conclusion, recount text is the text that retell about the events, experience, what happened, where is the event took place and when it events was happened in the last that include by generic structure and language features.

Harmer (2009:82) defined that PPP can be seen as a development of Audio lingual's. This strategy is a part of debate or demonstrated method to teach speaking class in the teaching and learning process. Moreover, Widdowson (2009:344) stated that presentation is the introduction to a lesson, and necessarily requires the creation of the realistic (or realistic-felling) situation requiring the target language to be learned. Practice usually begins with what is term 'mechanical practice' by means of drills and repetitive exercises and gradually moving into more demanding procedures like information gap activities, dialog creation and controlled role plays. Practice is seen as the necessary first stage in ensuring accurate knowledge of the new language. Production is seen as the culmination of the language learning process, where by the learners act upon their linguistic knowledge, where they perform their

competence and become users of the language.

In conclusion, PPP (Presentation, Practice and Production) was a strategy for teaching structures (e.g. grammar or vocabulary) in a foreign language. It refers to a specific strategy that focuses on oral skills, but it could also be applied more broadly to a family of related strategy which relies on the progression from presentation, through controlled practice, to free production. This strategy could improve the students speaking achievement in English.

In teaching speaking, if the teacher used this strategy, the teacher should follow some steps to make sure students' speaking ability can be improved. According to Harmer (2009:66), there are three steps to use Presentation, Practice and Production (PPP) strategy in following figure below.

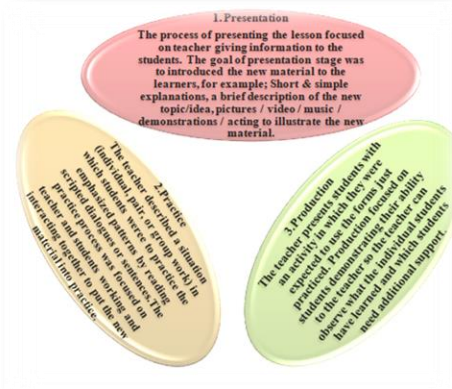


FIGURE 1
The Concept of PPP Strategy

In this study, the writer chose this strategy because this strategy aimed to improve students' speaking achievement when their performed in front of the classroom. Students could influence their feeling more easier and self confidence in their own words in doing speaking performance in the classroom by using this strategy.

Hypotheses

Null Hypotheses (H₀):

There was no significant difference between speaking achievement at the eighth grade students of SMP N 2 Palembang who were taught by using PPP strategy and those who were not.

Alternative Hypotheses (H_a):

There was a significant difference between speaking achievement at the eighth grade students of SMP N 2 Palembang who were taught by using PPP strategy and those who were not.

RESEARCH METHODOLOGY

In this study, the researcher used experimental design. Experimental design is the general plan to carry out the research. The design was important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effected of the experimental treatment on the dependent variable (Bordens & Abbott, 2011).

(Sugiyono, 2016) stated that there are two kinds of experimental design they are true experimental design and quasi experimental design. This study used quasi experimental design. (Creswell, 2012), quasi experimental is a design that conclude assignment for the group, but not randomly assign to participants. In conclusion, quasi experiment was the method to design the subjects in the two groups (control class and experiment class) that included pretest and posttest design.

There were two kinds of variable in this study. First, independent variable is a variable that has an effect to dependent variable. According to Creswell (2012:16), an independent variable is an attribute or characteristic that

influence or affects an outcome or dependent variable. The independent variable of this study was PPP strategy that was symbolized by (X). Second, dependent variable is a variable that is affected by the independent variable. Creswell (2012:115) defined a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. The dependent variable of this study was students' speaking achievement that was symbolized by (Y). The population of this study was the Eighth grade students of SMP Negeri 2 Palembang academic year 2018/2019. It consisted of 372 students, in table 1:

Table 1
 The Sample Of The Study

No.	Class	Total
1.	VIII 1	34
2.	VIII 2	34
3.	VIII 3	34
4.	VIII 4	34
5.	VIII 5	34
6.	VIII 6	33
7.	VIII 7	33
8.	VIII 8	34
9.	VIII 9	34
10.	VIII 10	34
11.	VIII 11	34
Total		372

Source: The Data of SMP Negeri 2 Palembang in Academic year of 2018 / 2019

In choosing the sample for the study, the writer used purposive sampling technique. Fraenkel, Wallen and Hyun (2012:100) stated purposive sampling is a group or participants that selected based on difference criteria, in table 2:

Table 2
 Sample of The Study

No.	Class	Total
1.	VIII 6	33
2.	VIII 7	33
Total		66

Source: The Data of SMP Negeri 2 Palembang in Academic year of 2018 / 2019

In this study, data was collected by using test and it is an

oral test to collect the data. The oral test was used to measure the students' ability in speaking class. Pre - test was conducted for the students in the experimental class and control class in order to find out the students' speaking achievement before the treatment and speaking test was administered to measure the students' performance in speaking class in the teaching and learning process.

The normality test is used to measure weather the data in the experimental class and control classes are normally distributed or not (Budiyono, 2004:170). If the probability was higher than 0.7, it means that the data is normal.

RESULT AND DISCUSSION

Result

Table 3. The Result of Normality Pre – Test One - Sample Kolmogorov – Smirnov Test

Normality Pre –Test		Pre Co	Pre Ex
N		33	33
Poisson Parameter¹	Mean	56.67	59.55
	Std. Deviation	7.773	6.774
Most Extreme Differences	Absolute	.129	.127
	Positive	.129	.127
	Negative	-.093	-.112
Kolmogorov-Smirnov Z		.740	.727
Asymp.Sig.(2-tailed)		.645	.665
Test distribution is normal			

Table 4

The Result of Normality Post -Test One-Sample Kolmogorov-Smirnov Test

Normality Pre Test		PostCo	PostEx
N		33	33
Poisson Parameter^a	Mean	62.576	66.970
	Std. Deviation	7.184	7.3887
Most Extreme Differences	Absolute	.141	.206
	Positive	.141	.206
	Negative	-.083	-.204
Kolmogorov-Smirnov Z		.812	1.183
Asymp. Sig. (2-tailed)		.525	.122

Homogeneity Test

Homogeneity of variance is the assumption that the spread of scores is roughly equal in different groups of cases, or more generally that the spread of scores is roughly equal at different points on the predictor variable (Field, 2009:152).

Table 5. Homogeneity of Pre Test Result Test of Homogeneity

Levene Statistic	df1	df2	Sig.
1.130	1	64	.292

Table 6. Homogeneity of Post Test Result Test of Homogeneity

Levene Statistic	df1	df2	Sig.
.254	1	64	.616

Independent Sample T- Test

The independent *t*-test is used in situations in which there are two experimental conditions and different participants have been used in each condition (Field, 2009:334).

Table 7. The Result of Independent Samples Test

		PostCon_PostExp							
		Levene's Equality Test		T-test for Equality of Means			95% Confidence Interval		
Equal assumed	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
								per	per
Equal assumed	.254	.616	2.346	64	0.022	4.393	1.873	.653	8.135
Equal not assumed	-	-	2.346	63.797	0.022	4.393	1.873	.653	8.135

Paired Sample T – Test

The paired *t*-test assumes that the differences between pairs are normally distributed (Donald, 2008:176). The writer used the

paired t-test when there was one measurement variable and two nominal variables.

Table 8 The Result of Paired Sample Test in Experimental Group

Paired Differences									
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig (2 tailed)	
				Lo wer	Up per				
PreEx	-	-	-	-	-	-	-		
PostEx	7.424	4.1696	.726	8.902	5.946	10.231	32	.000	

Table 9. The Result of Paired Sample Test in Control Group

Paired Differences									
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig (2 tailed)	
				Low er	Upp er				
PreCo_P	-	-	-	-	-	-	-		
ostCo	5.909	2.919	.508	6.947	4.874	11.628	32	.000	

Discussion

After calculating all the data, the writer came to the interpretations. There was strong evidence that students' who were taught by using PPP (Presentation, Practice and Production) strategy showed their progress and improvement in express their knowledge, imagination and comprehend about recount text while being given and after the treatment. Before being given the treatment, they did not self confidence and passive to perform in speaking class.

After being given the treatment, the students were active

and self confidence to perform in speaking class.

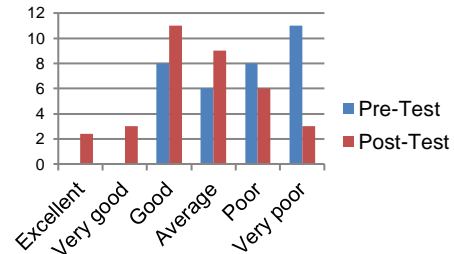


Figure 2. Diagram Score of Pre Test and Post Test In Control Group

The result of the data shown in pre test was, 8 students in enough or good category (24.2%) and 28 students in low category (75.7%). Meanwhile in post test, 3 students in very poor category (9.1%), 6 students in poor category (18.2%), 9 students in average category (27.3%), 11 students in good category (33.4%), 3 students in very good category (9.1%) and 1 students in excellent category (3.0%).

Based on the above data, it can be concluded that students' score in control group increased their scores in post test.

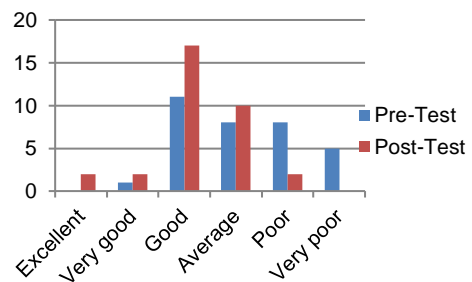


Figure 3. Diagram Score of Pre Test and Post Test In Experimental Group

The result of the data shown in pre test was, 1 student in very good category (3.0%), 11 students in good category (33.4%), 8 students in average category (24.2%), 8 students in poor category (24.2%) and 5 students in low or very poor category (15.1%). While in post test, 2 students in excellent category

(6.0%), 2 students in very good category (6.1%), 17 students in good category (51.6%), 10 students in average category (30.3%) and 2 students in poor category (6.1%). In other words, this treatment was help to the students to improve their speaking to be well after given by the researcher. Based on the above data, it can be concluded that students' score in experimental group increased their scores in post test.

However, this strategy had increased students ability in speaking achievement. They tried to express their imagination of the events in the last time with the strong evidence and example, active discuss, debate to the other friends of the topic, then they perform in front of the class after did the short monologue. In conclusion, students motivation was improved by using this strategy in experimental class especially class VIII 6.

The writer found the difficulties when she apply this treatment in the teaching and learning process, such as the noisy of the students, the students always permission to go to the toilet when they would like to perform, one student disturb to the other students and they shy to perform in oral speaking. The writer found to solve to this problem. He asked to the students to do first perform if they get the problems above, they should speak English when they want to go to the toilet and they should move to sit in the front on their chair and tables. So, this solving made the students did not make the problems and they could be more diligent and active in the learning process.

The writer calculated the independent sample t-test to find out whether or not there was any significant difference between

students who were taught speaking achievement by using PPP (Presentation, Practice and Production) strategy and those who were not. It showed that the gain score of pre test and post test mean score improved significantly.

CONCLUSION

Based on the findings and interpretations of this study, the writer concluded that there a significant difference on speaking achievement between the eighth grade students of SMP Negeri 2 Palembang who were taught by using PPP (Presentation, Practice and Production) Strategy and those who were not. It was proven from the student's speaking class after post – test was given by the researcher. The student's speaking score between pre – test and post – test were different. It means that the alternative hypotheses (H_a) was accepted and the null hypotheses (H_0) was rejected.

The writer would like to give several suggestions to the school, the teachers, the students and the researcher as followed:

1. For the school, PPP has many good impacts for the students to improve their speaking class especially, the writer hopes that the school could support PPP Strategy to apply in English class, in order to make the same equality in speaking for all of the students. School has to give the socialization to all English teachers about this strategy, so the English teachers could implement this strategy well in their English class.
2. For the English teachers, as the facilitators in the classroom, they should move from lecturing strategy to more effective strategy in the teaching and learning

process to speaking class. It was important to improved students speaking class more be enjoy, relax and easier. Teacher have to find other ways in order to make students be able to think creatively and more self confidence when the students perform in front of the class. Then, teachers should find a good teaching strategy because speaking was quite difficult while the students were lack in speaking class. Teachers should work hard and be patient to teaching them. Besides, teachers should put the students as the center of learning process. It meant that the students can be active, self confidence and creative in the classroom. Teachers should keep control to them. Teachers should present the material enjoyable, relaxed and understandable to the students. Last, the writer hopefully presented PPP strategy as an effective strategy which should be implemented in teaching speaking class.

3. For the students, they have to enjoy be confident in delivering their ideas when they perform in front of the class. They should read more information and current issues in order to make them rich in knowledge. They should take much time to practice English in speaking because speaking was not easy, speaking needed more practices to make perfect. Besides, the students should be more active and creative in the teaching and learning process, they had asked to teachers that they did not understand of the material. The writer believes that the students' speaking skill could be improved

if the students had done those suggestion well.

4. For the researcher, since the writer conducted this study, the writer found that the students had much improvement in speaking class. It could be much better if the next researcher could modify PPP (Presentation, Practice and Production) Strategy in other style, because it has so many various styles.

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