

## THE EFFECT OF USING PPP METHOD ON STUDENTS' SPEAKING SKILL

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### Abstract

*The purpose of this research to know whether or not there is an effect of using Presentation, Practice, and Production method on students' speaking skill. Quasi experimental was the method of this research research with the pre-test, post-test control group design. All the students at the eighth grade of SMP N 4 Bintan was the population of this research and the sample of this research was 60 pupils. VIIIA with 30 pupils as the control class and VIIIB with 30 pupils as experimental class. The sample was taken by a group randomly by using Cluster Random Sampling. Experimental class was taught by using Presentation, Practice, and Production method and the control was taught by using Grammar Translation Method. The research instrument was oral test. Data were analyzed by using t-test by using Minitab17. The results showed that the average of experimental class in posttest was 77.33 and the pretest was 41.33. The average of control class in posttest was 67.33 and the pretest 40.66. The students' mean scores of the experimental class was higher than the control class. In Man Whitney test the researcher got the significance value 0.000 was lower than significance level 0.05 ( $0.000 < 0.05$ ). The df was 28 in experiment class and df in control class was 28. And the SD in experiment class was 10.48 and SD in control class was 9.44. Based on the result of the analysis, it was concluded that Presentation, Practice, and Production method was effective on students' speaking skill.*

Keywords: Effect, Presentation, Practice and Production method, Speaking in recount text.

### 1. Introduction

Teaching is an activity which involves teachers and students in a process of transferring knowledge. Teachers facilitate the students to master any materials such as English. The students need to be able to use English because it is an international language. However, most of students face difficulties in mastering English such as the speaking skill. According to Hybel (2001), speaking is a skill that also we can do with or without of two person or more. Because is spontaneous to show the students ideas verbally.

Based on the observation when the researcher internship at SMP N 4 Bintan it was found many students lack in speaking English. Furthermore, the environment around them not supports them to speaking skill. They feel not confident to speak in front of the people in the classroom using English because they are afraid of making any mistakes in their grammar or pronunciation of the words. Moreover, the teacher dominates in the class by talking too much in teaching process and then students just listen to the teacher. The purpose of teaching speaking is students are able to communicate. Students' speaking problem can be solved by giving a lot of chances to practice.

Teaching speaking in presentation, practice, and Production method can assist our teaching of speaking. According to Richards (2006), Presentation, Practice, and Production method is one of the class activities to help and facilitate the students accepted the material, so it made them easier to learn English and effective in their speaking skills. Teacher gives an opportunity to the pupils to express themselves, enjoy the learning process and service of their mind. It means that the Presentation, Practice, and Production method made pupils easier to learn English and effective for their speaking skill and make the pupils can act in the classroom. The teacher choosed the bravest student to speak up in front of the class at the first time she used this method so others pupils would get example of how it is done

Then, the teacher puts the pupils to practice by individually. By giving students practice this stage will be helped motivate many pupils to communicate with some new vocabularies. Students should have the opportunity during this stage to experiment with the language. It can be said that teaching speaking by using Presentation, Practice, and Production method is needed as a part from classroom speaking activity to grow up the students interact and active in the class. The teacher also one of the most important role in the class because she facilitate the learning activity especially students' speaking skill.

Based on the background that has been discussed, the researcher identified to find out whether Presentation, Practice, and Production method is effective to be applied students' speaking skill.

## II. Research Method

Quantitative research was the kind of this research. This research used quasi experimental design. In this method, 1 class as experimental class and 1 class as control class (Sugiyono, 2010). The researcher try to find out whether the treatment have an effect or not on the students' speaking skill. This research choosed two classes consisting of experimental and control class. The experimental class was applied Presentation, Practice, and Production method. And in control class not use presentation, practice, and production method.

This research conducted at SMP N 4 Bintan which is located at Jl. Korindo Kampung Jawa Kel.Sungai Lekop Kab.Bintan. The data collected from March 2020.

The research subject in this research as the population. Arikunto (2006). Population is all individuals from whom the data were collected. The population of this research was the eighth grade students of SMP N 4 Bintan. Total of population were 86 students.

Sample is a part of representative population which is investigated (Arikunto, 2006). Cluster random sampling is. The researcher chosen two classes from all eighth grade students of SMP N 4 Bintan. The sample of this research was 60 students.

The test includes an oral test. On this research, researcher run Technique of analysis data is that researcher will run normality and homogeneity test other alternative t-test is Mann-Whitney test. A normality test is conduct to study the normal distribution of research data. Normality test is conducted to see the distribution of the two classes' (experimental and control) data are normal or not. It used Minitab version 17. Score of its table should be higher than 0.05 in order to have normal distribute data.

The formula of normality test using Chi-Square.

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

After the normality test shows that the data is normally distributed, Next step is to do homogeneity text. Homogeneity test is used to know whether the distributions of the classes' data are the same or the different variance in order that the hypothesis can be tested by t-test or not. Homogeneity calculations will be performed with the help of Minitab version 17. To find out variance or standard deviance variable X and Y. The formula uses variance test.

$$F = \frac{S_1}{S_2}$$

To see the difference score of the class which is teaching by using Presentation, Practice, and Production method, the writer used pre-test and post-test. To calculate the t-test used to test hypotheses that are paired using the Minitab version 17. Based on the probability value, if the significance value (Sig) or probability > 0.05 then Ho is accepted, conversely if the significance value (Sig) or probability < 0.05 then Ho is rejected (Santoso, 2012) If data not run in normal distribution Mann-Whitney test can used as t test. With formula:

$$U = n_1 \cdot n_2 + \frac{n_2(n_2 + 1)}{2} - \sum_{i=n_1+1}^{n_1} R$$

### III. Result and Discussion

Table 1 Post Test Result

	Control Class Post test Result	Experiment Class Post Test Result
<b>Highest</b>	80	<b>Highest</b> 90
<b>Lowest</b>	50	<b>Lowest</b> 60
<b>Mean</b>	67.33	<b>Mean</b> 77.33

Based on post test result, there were 2 student who got 20 score, 6 student who got 30 score, 13 students who got 40 score, 6 students who got 50 score, 3 student who got 60 score. It can be seen that highest of pre-test of control class was 60 and the lowest score was 20, the mean of pre-test in control class is 40.66. It showed students' speaking skill before they got treatments. While in experiment class there were 10 students who got 30 score, 12 student who got 40 score, 4 student who got 50, 2 student who got 60, 2 students who got 70, It can be seen that highest of pre-test of experimental class was 70 and the lowest score was 30, the mean of pre-test in experimental class is 41.33. It showed students' speaking skill before they got treatments.

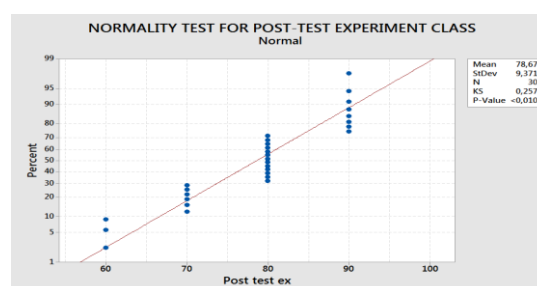


Figure 1 Normality Test For Post-Test Experiment Class

Based on the figure above, it can be seen p-value for normality post-test experiment class was 0.010 and p-value for normality post-test in control class was 0.010. Which is 0.010 smaller than 0.05. So, it mean the data of post-test in experiment class and control class was not run in normal distribution

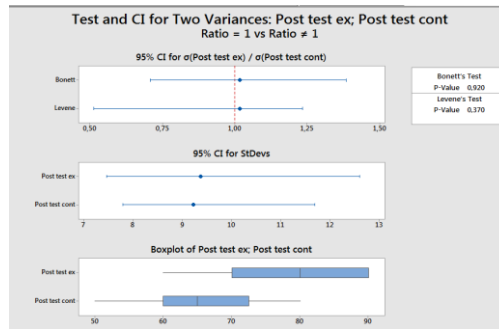


Figure 3 Result for Homogeneity Test

From the figure above bonnet test p-value post-test both class is 0.920 and Levenne's test p-value both class is 0.370  $> \alpha = 0.05$ . It showed that  $H_0$  was accepted because p-value  $> \alpha = 0.05$ . So, homogeneity result of data post-test in both class was homogeny data.

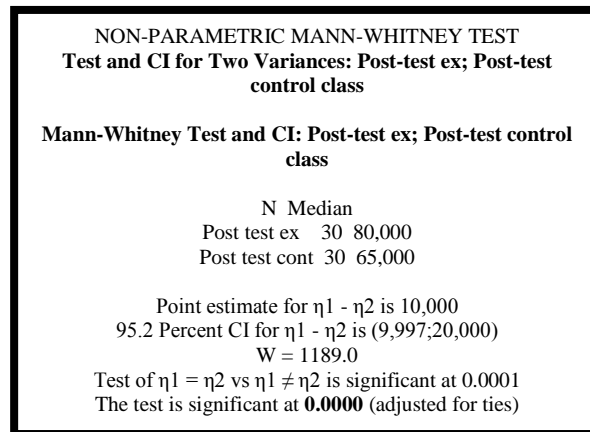


Figure 4 Man-Whitney Test

From the results in the Mann Whitney test on the figure, that the value of significant generated sig. (P value) = 0.0000  $< \alpha = 0.05$ .

From Mann Whitney test above, we can see p-value Mann Whitney is 0.0000 which is smaller than p value 0.05. So, if p-value smaller than p-value  $H_a$  accepted. If p-value bigger than p-value  $H_0$  accepted.

So, Mann Whitney p value is smaller than p value.  $H_a$  accepted which mean Presentation, Practice, and Production method is effective on students speaking skill. So,  $H_a$  is accepted and  $H_0$  is rejected. From the computation, it can be concluded that there was an effect of using Presentation, Practice and Production method on students' speaking skill of the eighth grade at SMP N 4 Bintan.

Based on the theory of Richards (2006), he says that Presentation, Practice, and Production method is one of the class activities to help and facilitate the students accepted the material, so it made them easier to learn English and effective in their speaking skills. This finding also supported by Thornbury(2005), Presentation, Practice, and Production method is the one of classroom activity to support the students and the teacher give an opportunity to the students to express themselves, enjoy the learning process and serve of their mind. And it can give the effect to the students in speaking skill. Another theories was conducted by Woodward (2001), stated that Presentation Practice Production (PPP) is a method that the students will acquire what they are learning and give

them opportunities to practice, and acquire the knowledge in a controlled way. And it can increase the students speaking skill.

From the finding of the research, it could be concluded that students who were taught Presentation, Practice and Production method have an effect. The students could follow the class better than the control class. Which is, the teacher guide and monitor the students closely. The second, they also became more active in learning process, and when doing the treatment they were enjoy the learning process. Because the teacher give them opportunities to practice, and acquire the knowledge in a controlled way. The last, Presentation, Practice, and Production method help the students to express their experienced. So the students feel enjoy and free to talk their experienced. In here, the students production something and creating their experienced.

The alternative hypothesis is accepted, the researcher said that there was effect of using Presentation, Practice and Production method on students' speaking skill at of the eighth grade at SMP N 4 Bintan. Therefore, Presentation, Practice, and Production method is a method that has positive effect in leaning process.

#### **IV. Conclusion**

The conclusion of this study as follows: There is an effect of using Presentation, Practice, and Production method on students' speaking skill. The result of the data calculation in the previous chapter where null hypothesis was rejected, and alternative hypothesis was accepted, it means that the researcher's assumption is true. It means that Presentation, Practice, and Production method can give an effect on students' speaking skill. It can be seen based on the result of students score that showed improvement after the researcher gave the treatment in experimental class by using Presentation, Practice, and Production as a method for teaching speaking.

From the result of the analysis of the research, shows that Mann-Whitney p-value is lower than 0,05 which is  $H_a$  accepted. So, alternative hypothesis  $H_a$  is accepted, or it can be concluded that there is effect of using Presentation, Practice, and Production on students' speaking skill. Finally, the researcher concludes that using Presentation, Practice, and Production method in teaching speaking skill is success. That was proved from the students' post-test scores taught Presentation, Practice, and Production method is bigger than the students' pre test scores. It is a different significance level. Therefore, students speaking skill by using Presentation, Practice, and Production method in experiment class is more effective than control class.

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