

USING PRESENT PRACTICE PRODUCE METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY

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ABSTRACT

This study aimed to describes the effectiveness of using Present- Practice- Produce method in teaching English, especially in speaking skill. By using Present – Practice – Produce (PPP) method, it was found that the students' ability in speaking increased. This study conducted at SMKN 3 Palangka Raya at the eleven grade of Culinary with the total number of the samples were 36 students. The study was conducted by analyzing the use of English for the students' competence in the work site, finding the blue print of the problem - the speaking skill, designing the simplest and most familiar material for the students – using the real material, and evaluating and assessing the students as they performed the speaking skill in the speaking class. For supporting this study, the data were gathered through direct observation, interview, and library research. The researchers focused on the problem of finding out the effectiveness of PPP usage in English class-room to encourage the students' speaking skill. Based on the data collected, there were more than 80 % of students felt comfortable in speaking English when used the basic knowledge to get the engagement in the topic.

Keywords: *Effectiveness; Present Practice Produce; Speaking Skill.*

INTRODUCTION

Since English as an International Language, it is very needed for the teacher mastering the skills in English language teaching. For teacher, teaching English not only mastering reading and answering the questions, but also how to understand, learn from

everything around and be able to communicate effectively. It is necessary to understand how to give the good instruction, to create a good communication in the class.

In a public school with big class up to 36 until 40 students, mostly applying “teacher-centered”, it causes the communication between teacher and student is very limited because students mainly listen and follow instructions. Therefore, students become shy and timid when interacting with classmates and teachers and using English in real-life conversations. In order to create a good English environment, the English class needs a “students-centered”, and the interaction between teacher and students should be maximized. It is aimed to make students feel comfortable in communicating.

There are four skills of English, they are reading, listening, speaking and writing. When people learn a language, the four skills need to complete a communication. If a person is only good in listening and speaking, people cannot say that he is good in English. If the person is only good at reading and writing, people also cannot say that he is good at language. In addition, most of the speakers do better in reading and writing than in listening and speaking. People can read and write, but they can hardly communicate. People can hardly express themselves with their own words. The examination system is not able to be changed, it can be improved the learning method. So when speakers want to use a language well, do not forget to know all the abilities of the four skills. Generally these four skills cannot be separated. People often say "First listening and speaking, then reading and writing." But this way of saying is fit for the beginning stage. Before students are going to have a new lesson, do reading and writing first. So, training and practicing helps students to raise their ability of language skills.

REVIEW OF LITERATURE

The PPP method is a very common and modern methodology often used by professional schools around the world for language teaching. This method was created around the early 90's. Kostoulas (2012) said that PPP method is classified into three phases, moving from tight teacher control towards greater learner freedom. The teachers teach new information, another in which teachers practice what teachers have just presented in a controlled way, and a final stage that involves students expressing themselves with less guidance from the teachers. Nunan (1997: 36) states that Presentation, Practice and Production is relatively straight forward and structured enough to be easily understood by both students and new emerging teachers. Thus, this method makes the teacher easier to understand the material to the students.

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 students to express themselves, enjoy the learning process and service of their mind. It means that the Presentation, Practice, and Production method made students easier to learn English and effective for their speaking skill and make the students can act in the classroom. The

teacher chose the bravest student to speak up in front of the class at the first time she used this method so other students would get example of how it is done.

According to Harmer (2007: 65-66), there are three procedures of applying PPP method. They are:

- 1) Presentation: The process of presenting the lesson focuses on teacher giving information to the students. The goal of presentation is to introduce the new material to the learners by short and simple explanations, a brief description of the new topic, idea, pictures, video, music, and demonstrations acting. For example: the teacher explains one topic about descriptive text.
- 2) Practice: The practice process is focused on teacher and students working and interacting together to put the new material into practice. The students will be given an activity that gives them plenty of opportunities to practice the new aspect of language and become familiar with it whilst receiving limited an appropriate assistance from the teacher. The students repeat the sentence individually and the teacher corrects any mistakes that he hears by doing brainstorming, question and answer, comprehension exercises, and games. For example: the teacher point one by one of the students to check their learning,
Teacher : Sahdi, repeat this sentence after me “The man with blue jacket is the guest in Edotel Kartini” Students: “The man with blue jacket is the guest in Edotel Kartini”
Teacher : Good, Andrew.
- 3) Production: Production focuses on students demonstrating their ability to the teacher. The teacher can observe what the individual students have learned and which student need additional support. In this process, the teachers are receiving information and indirectly students’ mistakes, monitoring the students as they complete exercises that enable them to demonstrate comprehension without giving the answer. For example: the teacher may get the students to imagine that they are all in holiday. They must say what each of them does.
By applying PPP method, the students would get opportunities to share their ideas and make themselves confident to speak through PPP method. Therefore, the students’ speaking skill can improve as well as possible

METHOD

This research is a qualitative research. According to Alwasilah (2001), the classroom qualitative research has many advantages. The study is based on descriptive method, according to Alwasilah (2011) the descriptive method is claimed to have some benefits. The first is it goes deeply to the topic measured, it is to ensure a depth discussion on the topic. The second is it provides the researchers with data recorded, so it makes that possible for researchers to revise the data obtained in order to have in depth analysis. As a case study, the present study is contextual and will be conducted in specific situation. This research conducted to find out the effectiveness of using Present-Practice- Produce to measure their fluency in speaking English for Specific Purposes.

FINDINGS

The research was conducted at SMKN-3 Palangka Raya, the researchers took the XI Grade of Culinary. This study was designed as Design and Developmental research as in Richey, et al (2007) in the form of: Analysis – Design – Development – Evaluation. Those four phases were explained briefly as follow.

The researchers analysed the common needed for the students in English and it is related to the basic competence and also the common problem faced by them. The analysis was done with the students who followed the selection for the Students' Skill Competition in the Restaurant Service Competition.

The researchers have found that the blue print of the problem is the speaking skill, so that there must be the best technique to encourage students to speak free along the teaching learning process. Choosing the best approach or model of teaching which engage the students' interesting with the topic.

The researchers agreed that to teach English related to their basic competence is should be with the simplest and happiest way among the students. The PPP gives the students chance to develop their basic knowledge as the strong reason for the researchers to apply.

The final process was to evaluate the students' performance in speaking freely at class. The teacher analyzed and assessed the students as they performed the speaking skill in the class. The researchers focused on the finding out the effectiveness of usage PPP stages in English Class-room to encourage students' speaking skill.

DISCUSSION

Applying PPP in the class-room, the teacher presents the target language. The teacher presents the new presentation such as grammar, new vocabularies, etc. The activities in present stage can be played an audio, show a clip or short movies, and also show the real material such as newspaper, flyer, and ticket, menu). In Practice stage, the teacher can use games, but worksheets, scripted conversations, and reading exercises also can be used in order to take place of the game. The practice stage also aims to provide the opportunities for the students to use the target language. The activities in practice stage can be sentence matching activities, gap-fill exercises, pair work asking and answering the questions. The next stage is production. In productions stage, the focus is to use the language as fluently as possible. The teacher can use some activities such as role-plays, communication task, collaborative task, and discussion activities.

CONCLUSION

PPP is the straight forward method for the teacher and also the students. It is flexible and easy to plan for and has a logical progression. It can be used in the most types of class including larger classes. Even some argues that PPP is not the best model to use, but the researchers found many enjoyable moments that the students got from this method. Teaching over a period of time with this method, the teacher as a researcher can see students improve. Consider also that it was not done in isolation — the teacher should be getting the students to interact in English naturally and read extensively outside of class, for starters.

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