THE USE OF PRESENTATION PRACTICE PRODUCTION (PPP) METHOD TO IMPROVE STUDENTS' SPEAKING SKILL IN DESCRIBING PERSON AT SMP NEGERI 5 SIGI

THESIS

Submited as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Tadris Study Program Faculty of Tarbiyah and Teacher training Datokarama State Islamic University Palu.

By

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2023

Statement of the Thesis Authenticity

I hereby declare that this thesis entitled: "The Use of Presentation Practice Production (PPP) Method to Improve Students' Speaking Skill in Describing person at SMP Negeri 5 Sigi" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.
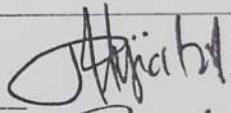
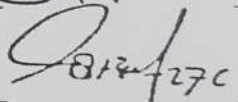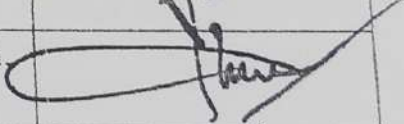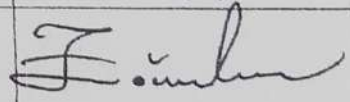Palu, September 2023 M
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LEGALIZATION

A thesis by Nining Angraeni, NIM: 17.1.16.0093 which entitled "The Use of Presentation Practice Production (PPP) Method to Improve Students' Speaking Skill in Describing Person at SMP Negeri 5 Sigi" which has been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 15th September 2022 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.
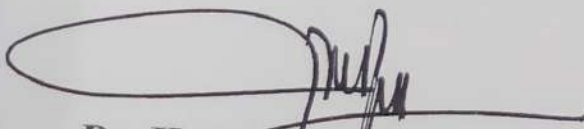
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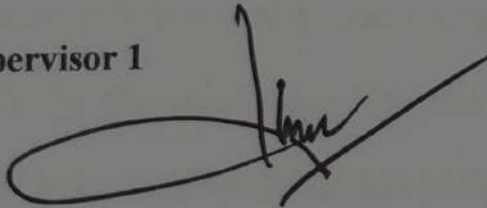
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The thesis entitled "**The Use of Presentation Practice Production (PPP) Method to Improve Students' Speaking Skill in Describing Person at SMP Negeri 5 Sigi**" written by Nining An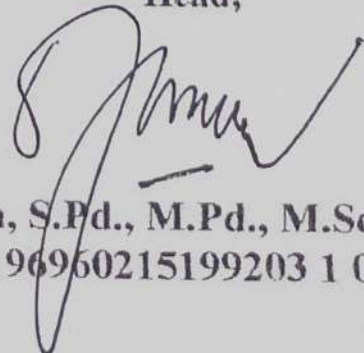graeni, NIM : 17.1.16.0093, the student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu. After having through observation and careful correction, each supervisor decides that the thesis has met all the requirements needed and therefore it can be submited for examination.

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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيمِ

Assalamu'alaikum Warahmatullaahi Wabaraakaatuh

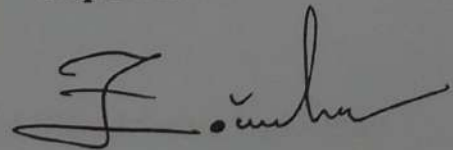Alhamdulillahi Rabbil Aalamin. The researcher express her great gratitude to Allah SWT for the hugest mercy and blessing so that the researcher able to complete writing this thesis entitled "The Use of Presentation Practice Production Method to Improve Students' Speaking Skill in Describing Person At SMP Negeri 5 Sigi". Salam is always sent to our prophet Rasulullah Muhammad SAW, his family, friends, and followers. The researcher has gone through a long journey in order to complete the writing of this skripsi. Many obstacles faced in it's preparation, but thanks to all those who have helped in the preparation of this skripsi, especially to:

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The researcher realizes that this thesis is far from perfect because of the experience and knowledge possessed by the researcher. Therefore, all forms of suggestions and constructive criticism are highly expected from various parties. Hopefully this skipai can be useful for readers and all parties.

Palu, June 2022 M
Your sincerely

Nining Angraeni
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ABSTRACT

Writer's Name   :Nining Angraeni
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Skripsi Title   :THE USE OF PRESENTATION PRACTICE PRODUCTION (PPP) METHOD TO IMPROVE STUDENTS' SPEAKING SKILL IN DESCRIBING PERSON AT SMP NEGERI 5 SIGI

This research is set back by the students' needs in improving speaking skills in terms of fluency. Based on the pre observation at SMP Negeri 5 Sigi, researcher found several problems in teaching and learning process such as students were difficult to engage in speaking activity, have low self-confidence and sometimes clearly afraid of making mistakes. To solve this problem, the researcher chosed presentation, practice, and production (PPP) method to be applied when teaching speaking describing person.

In this regard, the description in this thesis started from the problem can the use of Presentation, Practice and Production (PPP) method improve students' speaking skill in describing person at SMP Negeri 5 Sigi?, with aim to determine whether the use of the PPP method can improve students speaking skills in describing person or not.

The method used in this research was quantitative by using a quasi-experimental research. The population of this research was the eighth grade students' of SMP Negeri 5 Sigi which consists of three classes. The experimental class consisted of 20 students and the control class consisted of 20 students. The sample of this research was students' of class VIII A and VIII B, selected through purposive sampling.

The research findings indicated that Using Presentation Practice Production (PPP) method was significant to improve the students' speaking skill terms speaking fluency. It was proved from the mean score of experimental class and control class. The mean score of experimental class is 17.65 and control class is 8.9. After analyzing them, the result of t-counted was 4.26. By applying degree of freedom (df) 38 (20+20-2), and the level significant 0.05, the value of t-table was 2.00. So, the value of t-counted was higher than t-table. It means that the hypothesis of this research was accepted.

Thus, it can be concluded that the use of Presentation Practice Production method can be applied to improved speaking skill of students' grade VIII at SMP Negeri 5 Sigi.

CHAPTER I

INTRODUCTION

A. Background of Research

Language is a communication tool that we use in everyday when speaking, sharing ideas, thoughts and feelings with others orally and in writingly. There are thousands of languages in this world that are used by people in communication, and one of them is English.

English is the international language used by many people now days when communicating with foreign or domestic citizens. Learning English is currently the most important thing in the world of education, from elementary school to college compulsory learning English, especially in this era which is full of challenges and competencies where mastery of English both spoken and written are needed. There are four skills that students must learn and master namely speaking, reading, listening, and writing.

Speaking is an interactive process of constructing meaning that involves producing and processing information. It involves an interactive situation include face-to-face conversations to transfer information through the language use.[1] Students can convey their arguments, ideas, opinions or thoughts and provide information to other students by arranging good words so that they are easy to

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[1] Samiya Atma, *Raising Learners' Level of English Fluency Through Classroom Participation* (Constantine: The People's Democratic Republic of Algeria Ministry of High Education and Scientific Research Mentouri University, 2019), 19.

understand. There are many genres that we learn about speaking. A few of them are introductions, asking and giving, debates, presentations, interviews, tutorials and others. In this research, the researcher chooses describing person as the material in teaching speaking.

Describing person is one type of descriptive texts. Descriptive text is a type of text in English that clearly describes the characteristics attached to something such as people, animals, plants, places or inanimate objects. The purpose of this text is to provide clear information about the object described to the reader. In descriptive uses the simple present tense because we will describe the facts attached to an object. The function of the simple present tense itself is to show a fact or truth.[2]

Based on the pre observation at SMP Negeri 5 Sigi, researcher found several problems in teaching and learning process such as students were difficult to engage in speaking activity, have low self-confidence and sometimes clearly afraid of making mistakes. The teacher explained that students were not active in learning process because the school had just met face-to-face due to the pandemic which hampered the learning process. The limitations of online learning media make students lagging behind in subject compared to students in other schools. This is also because the background of each student was different. So that when the school has been reactivated for face-to-face learning process, students were still passive and less active. The next day, the researcher visited SMP Negeri 5 Sigi and found that it was true that students were still very passive, this was

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[2] English Top Grammar, *Descriptive Text Contoh Definition and Example*, https://www.englishtopgrammar.com/2020/10/descriptive-text-definition-and-example.html (Accessed Sunday, 4th October 2020)

proven when the researcher tried to ask the students by using English, but they were hesitant and confused to answer it. They were afraid and embarrassed if they answer wrong although they actually can answer it. The students also said that they were usually only given assignments in books to do and rarely practiced let alone spoke. Therefore, the researcher decided to chosed speaking skill because in general teachers only focus on writing and reading. The researcher also believes that teaching speaking with the right method will help students become more active. This was proven when the researcher did observation in SMP Negeri 5 Sigi on Monday, 15th November 2021.

To solve this problem, the researcher chosed presentation, practice, and production (PPP) method to be applied when teaching speaking describing person. The researcher believes that by applying this method students could improve their speaking and be more active in learning. The PPP is very suitable for teaching speaking, because students can easily improve speaking skills in the learning process.[3]

Presentation, Practice and Production (PPP) is a method that is widely used in teaches simple language, so that it can improve students' speaking ability. The researcher chosed the PPP method as an alternative to teach speaking skill because this method builds student's positive mentality and self-confidence to do the exercise. To apply it, this method has three stages. The first is presentation stage, where the teacher presents the material and gives the example. The second was practice stage, the teacher asked the students to practice, and in this case the

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[3] Alfiatul Izzah, *The Use of PPP(Presentation Practice Production) Technique to Improve Speaking Skill,* (JP3:2013), 24

teacher still guided the students. And the last was the production stage, when students were ready, they produce and use a new language as taught by the teacher.

In this research, the researcher focused on teaching describing person. It was limited on students' speaking skill. The limitation is on the component of speaking fluency. The students were expected to speak describing person. So, this research was concerned with improving students' speaking skill by using Presentation, Practice, and Production (PPP) method. The research would be conducted in the second semester of the eight grades in the 2021/2022 academic year.

B. Problem Statement

Based on the background above, it can be stated most of the students' were lack of speaking and very passive in learning. This problem can be solved by answering the following research question:

"Can the use of Presentation, Practice and Production (PPP) method improve students' speaking skill in describing person at SMP Negeri 5 Sigi?"

C. Objectives and Significance of the Research

This research aims to determine whether the use of the PPP method can improve students speaking skills in describing person or not.

The significance of the research consisted of three significances:

1. **For the students**

The researcher hoped this research can help the students to improve their speaking skills in descriptive text and more being active in learning.

2. **For the teacher**

The researcher hoped this research can be useful information or idea for the teachers who were directly involved in the teaching and learning process especially in English subjects.

3. **For the researchers**

The researcher expected that this research could be a reference for other researchers regarding speaking skills and PPP method.

D. *Outline of the Research*

To provide an intial explanation of the research, researcher outlined the contents of the research as follow:

The first chapter is introduction, contains of several things related to the existence of the research, namely: background of research, problem statement, the objectives and significance of the research, and outline of the research.

The second chapter is literature review, deals with: previous study, theoritical review, conceptual framework , and hypothesis.

The third chapter is research method deals with: research design, population and sample, research variable, operational definition of key terms, research instrument, technique of collecting data, and technique of analysis data.

The fourth chapter is result and discussion, consist of: description of the research result and discussion of the research result.

The last chapter is closing, namely; conclusion and implication of the research.

CHAPTER II

LITERATUR OF REVIEW

A. *Previous Studies*

There are several previous studies related to this research that the researcher had read before. The first is Rizka Evitania which entitled improving the students' writing skill of descriptive text by using Presentation, Practice, Production method at MTS N 2 Deli Serdang. This research aimed to find out if there was the significant improvement of the students' skill in writing descriptive text by using PPP method. And result showed that there was improvement of students' skill in writing descriptive text in each cycle. And the result showed that this method was very effective in improving students' writing skill in descriptive text. this was proven from the mean score each student in the pretest and posttest in each cycle.[1] The researcher chose this research as a reference because it has similar aspects namely using the same method, but the current research focus on teaching students in speaking descriptive text and using quasi experimental as research design, while the previous research focus on teaching students in writing descriptive text and used classroom action research as design research.

The second research conducted by Harnita which the title was improving students' ability through Presentation Practice Production (PPP) method at the eight grade of MTs Bontomarannu. The previous research findings indicated that implementation of presentation, practice and production method was significant to

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[1] Riska Evitania, *Improving the Students' Writing Skill of Descriptive Text by Using Presentation, Practice, Production Method at MTS N 2 Deli Serdang* (Islamic University of North Sumatera Medan, 2019)

improve the students speaking skill terms, speaking accuracy and speaking fluency. Implementation of PPP method also improved the students' activeness in teaching and learning process.[2] The current research choose this previous study to be a references because has the similar aspect namely raising the same method in teaching speaking. The different was the previous study used classroom action research as design of research while the current research using quasi experimental as research design.

The third research conducted by Elsa V Hutasoit which entitled the effect of using PPP method on students' speaking skill. In her research, she used quasi experimental as design of research. In the experimental class was taught by using PPP method and control class was taught by using grammar translation method. And based on the result of the analysis the average score on students in experimental class and control class was concluded that presentation, practice and production method was effective on students' speaking skill.[3] The researcher chosed this research as a reference because it has similar aspects namely using the same method in teaching speaking. The different this previous study used cluster random sampling as sampling technique, while the current research used purposive sampling.

B. Theoretical Review

[2] Harnita, *Improving Students' ability through Presentation Practice Production (Ppp) Method at the Eight Grade of Mts Bontomarannu* (University of Muhammadiyah Makassar, 2015)

[3] Elsa V Hutasoit, *The Effect of Using PPP Method on Students' Speaking Skill* (Bintan, Tanjung Pinang: SOJ Umrah, 2020)

1. **Definition of Speaking**

Speaking is the main skill that people practice in their daily interactions. Speaking is two or more people who interact which have functions such as expressing ideas to listeners and maintaining social relations between speakers and listeners who are speaking. "Speaking is an activity to produce utterance to oral communication."[4] It means that this activity involves two or more people in it participants are listeners and speakers who have to react to whatever they hear and make their contribution at a high speed, so that each participant has an intention or a set of intentions he wants.

Speaking English is very important when interacting with people anywhere, especially when we meet foreigners. As one of the international languages, English is also a subject that must be taught to students at school, because it can be used by students to express their ideas orally in a foreign language. And English teachers should activate students' speaking skills by providing communicative language activities in class and then giving them the opportunity to practice their speaking skills as much as possible.

2. **Components of Speaking**

Making students speak up in class is not easy because of several factors that affect the component itself. When students speak, they try to find words, for example, arrange words into good speech, and express them contextually in communication. So it can be concluded that speaking must be supported by these language components. "There are three components of speaking that should be

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[4] Muh.Saefullah Al Fauzan, *Improving Student's Speaking Ability Through Mobile Social Networking* (N.P: Muhammadiyah University, 2019). 37

mastered by the students, such as fluency, accuracy, and comprehensibility."[5] So we can conclude that it is essential that speaking be supported by those language components.

a. Fluency

Fluency is the ability to read, speak, or write easily, fluently and expressively. In another words, the speaker can read, understand, and respond in language clearly and concisely while connecting meaning and context. Fluency can be defined as the ability to speak fluently and accurate. Fluency in speaking is the goal of many language learners. Signs of fluency include a fairly fast speaking speed and only slight pauses and "ums" or "ers". These signs indicate that the speaker is not spending a lot of time looking for the language items needed to express the message.[6] Fluency also makes the students deliver what they want to express as clear as possible. So the ideas or statement that they deliver can be run smoothly.

Students must be able to convey what they want to be expressed as clearly as possible, so that the ideas that will be conveyed can run smoothly. Students have the highest level of fluency when they are quite comfortable with the speed and rhythm of native speakers in the daily context of speaking activities. The speaker is expected to be able to speak at a normal speed, not too slow and not too fast because if the speaker speaks too fast, the listener will have a hard time understanding the meaning of the speaker's speech.

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[5] Resha P. W, *Developing Speaking Skill Of Grade VIII Through Short Conversation* (Palu:ELTS, 2015), 2

[6] Azlina Kurniati, *A Study On The Speaking Ability Of The Second Year Students Of SMK Telkom Pekanbaru* (Riau University: [n.d.]), 5-6

b. Accuracy

Accuray in speaking is when someone produce the correct sentence when speaking. So the listener easily understand the word. Accuracy has three components, namely pronounciation, vocabulary and grammar.

1) Pronunciation

Pronunciation is a way for students to produce clearer language when they speak. It deals with the phonological process which refers to the grammatical component which consists of the elements and principles that determine how sounds vary and patterns in language. The correlation between pronunciation and speaking is that the various sounds of words must be clear so that the listener can understand what they mean when the speaker speaks. So, pronunciation is very important in communicating when someone speaks and the pronunciation of the word is not clear, the listener will not understand what the speaker is saying.

2) Vocabulary

When speaking the language, the speaker will issue the words that are in his mind as a means of communication. Vocabulary means the appropriate diction used in communication. Without having an adequate vocabulary, a person cannot communicate effectively or express his ideas both in spoken and written form. The limited vocabulary is also an obstacle that prevents learners from learning the language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The correlation between vocabulary and speaking skills is the words used in speaking are needed so that people can express all their ideas and thoughts. Vocabulary is the number of words that make up a language. It

consists on conten words; nouns, adjectives, verbs and function words such as prepositions, conjuctions, articles and pronouns.

3) Grammar

One of the obstacles for students in learning English is grammar. Grammatical structure is very important because these four skills cannot be achieved easily without mastering adequate grammatical structures. By studying grammar, students will gain confidence to speak English. So students need to arrange the correct sentences in the conversation. The use of grammar is also to learn the correct way to acquire expertise in a language in spoken and written form.

c. *Comprehensibility*

Comprehensibility is the process of understanding the speech sent by the speaker and performed by the listener. Also understanding in speaking that people can understand what we are saying, and they are too. Comprehensibility has two general definitions. In a narrow sense, it shows the construction of meaning, and makes use of the speech act conveyed. For example, when someone gives a question and the listener extract the import and then try to find the answer.[7] So it can conclude comprehension is concerned with how we can respond to what someone is saying by understanding him or her speaking and giving an understandable response to him.

3. Describing Person

Describing person is one type of descriptive text. Descriptive text is a type

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[7] Saidna Zulfiqar Bin Tahir, *Teaching Speaking English Through Yahoo Messenger* (Jakarta:Qalam Media Pustaka, 2013), 7

of text which is used by the writer or speaker to describe particular thing, person, animal, place, and or event to the readers or listeners.[8] In this research, the researcher focused the students to describe person. The process of describing person this is done by sorting the chatacteristics clearly, start from their name, appearance, personality, hobbies and so on by speaking clearly so that the listeners can know as if they could see it directly with their own eyes.

Like other genres, descriptive also has its generic structure. The elements or schematic structures of descriptive text are called identification or general statement and description. Identification is aimed at introducing and identifying spesific participant such as a person, a thing, a place, an animal, and or an event. Description, on the other side, is structured to describe that participant from its characteristic, appearances, personality, and habits or qualities.

a. *Language Features of Descriptive*

Descriptive often uses 'be' and 'have' tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore. Significant grammatical features: 1) Focus on specific participants (My Family, Carla's Dog, My Favorite Place). 2) Use of Simple Present Tense (Use of simple past tense if extinct). 3) Verbs of being and having (My mum is really cool, she has long black hair). 4) Use of Descriptive Adjectives (Strong legs, white fangs). 5) Use of Detailed Noun Phrase to give Information About Subject (Very beautiful scenery, a sweet young lady, very thick fur). 6) Use of action verbs 'Material Processes'(It eats grass, it runs fast). 7) Use of

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[8] Eko Noprianto, student's descriptive text writing in SFL perspectives (IJELTAL : UPI Bandung, 2017), 67

adverbials to give additional information about behavior (Fast, at tree house). 8) Use of Figurative language (John is as white as chalk).[9]

In this research, the description was in form of speaking skill. However, the students still use written description text for complete and correct order of the text structure.

4. Presentation Practice Production Method

Presentation, practice and production or PPP method is kind of organization typical of many published English language teaching course.[10] An oral lesson which aims to teach new structure of function is often divided into three stages.[11] Based on the statement, it can be interpreted that the PPP method which consist of three steps; presentation, practice and production.

a. *Concept of Presentation Practice Production method*

　1) Presentation

Presentation here refers to the introduction to a new subject or lesson. It requires creating a realistic situation in which the target language would be taught and acquired. Usually, this is done through using pictures, dialogue and actual classroom situation.

　2) Practice

Practice is learning by repetition. Students gradually move become more

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[9] Ervi Susanti And Zul Amri, *Speakingboard Game To Teach Speaking Of Descriptive Text* (State Univertsity Of Padang: Journal Of English Language Teaching, 2013), 4-5

[10] Brown, H, Douglas, *Teaching By Principles, An Interactive Approach To Language Pedagogy* (Newyork: Addison Wesley Longman, 2001), 128

[11] Jeremy Harmer, *The Practice Of English Language Teaching* (Edinburgh Gate: Longman, N.D), 80

active in communicative practice involving procedures such as information gaps actives, dialogue creation, and controlled role play. Practice is seen as a frequency device for creating intimacy and confidence in the new language. These activities though written activities can provide a structure for verbal practice. The teacher is still directing and correcting at this stage.

3) Production

Students' practice using the new structure in different context often using their own content or information, in order to developed fluency with the new pattern.

In conclusion, PPP is a kind of teaching method which consists of three steps: presentation, practice and production so that students get sufficient opportunity to learn, practice and acquire the knowledge and skills in a controlled way.

a) *Procedure of Using Presentation Practice Production Method*

In this procedure the teacher introduces situations that contextualize the language to be taught. Students now practice language using accurate reproduction techniques such as chorus repetition (where students repeat a word, phrase, or sentence together with the teacher leading), individual repetition (where students individually repeat a word, phrase, or sentence in teacher insistence) and cue-response exercises (where the teacher gestures like a movie, nominates students by name or by looking or pointing, and students make the desired response, e.g. do you want to come to the cinema?) lingual ones we saw above, but because they are contextualized by the situations that have been presented, they carry more meaning than simple substitution exercises. Then the students,

using the new language, make up their own sentences, and this is called production. The following basic-level example demonstrates this procedure.[12]

(1) Presentation

The teacher explains the material and shows the students the following picture and asks them about the picture.

(2) Practice

The teacher gets the students to repeat the sentence *"she is a beautiful"*. She may then nominate certain students to repeat the sentence individually, and she corrects any mistakes she hears. Now she goes back and models more sentences from the picture *(her face is oval)*, getting choral and individual repetition where she thinks this is necessary. Now she is in a position to conduct a slightly freer kind of drill than the audio-lingual one above:

Teacher: can anyone tell me?

Student: she has a flat nose

(3) Production

The end point of cycle is a production, which some trainers have called 'immediate creativity'. Here the students are asked to use new language in sentences of their own.

b) *The Strengths of Using Presentation Practice Production*

The strengths of PPP method are the teacher will be aware that teaching learning is not only giving material for the students but also giving the opportunity to make their own sentences by using PPP. The students' can

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[12] *Idem*, *The Practice Of English Teaching 3ʳᵈ Ed* (Edinburgh Gate: Longman, n.d), 80

understand about the English Language especially speaking ability The advantage of using PPP makes the students interested in speaking skill. PPP method makes the students active in the class.[13] With the material that will be given to the teacher in the form of pictures or stories, it is able to attract students' interest in English, especially speaking skills which many students find difficult.

c) *The Weakness of Using Presentation Practice Production*

The weakness of PPP method is that it needs much time to prepare the material. It means that PPP method requires a lot of time to prepare the material, so the teacher should be able to take a manage of the time so that this method can run well.

C. *Conceptual Framework*

Improving students' speaking skills is very important because it will support students' ability to master the four skills, namely reading, writing, and speaking. Students have difficulty in speaking English due to lack of motivation and encouragement from the teacher so that students become passive and less active. They also think that speaking is difficult because the teacher has never taught them to practice speaking, in this condition students only focus on writing and reading skills, even though speaking is also very important to learn when entering junior high school. So, to help the development of student learning, teachers must be more creative and develop teaching method to motivate students. In this research, the researcher will use PPP method to improve students' speaking ability

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[13] *Idem, How To Teach English* (Edinburg Gate: Longman, 1998), 30

in descriptive text. This method is an interesting in teaching speaking describing person because it was made students active and not bored.

The Research data taken from two groups. The first class was referred to as the experimental group which taught using the Presentation, Practice, Production (PPP) method and another one was control group which not be given any treatment or otherwise only be taught using the conventional method used in teaching English as before by other teachers. The researcher provided pre-test for both classes before doing the treatment. After that, the researcher gave treatment to the experimental class. Then after doing the treatment, the researcher provided a post-test for each class and measure whether the treatment improves students' speaking or not.

Figure 1 Conceptual Framework
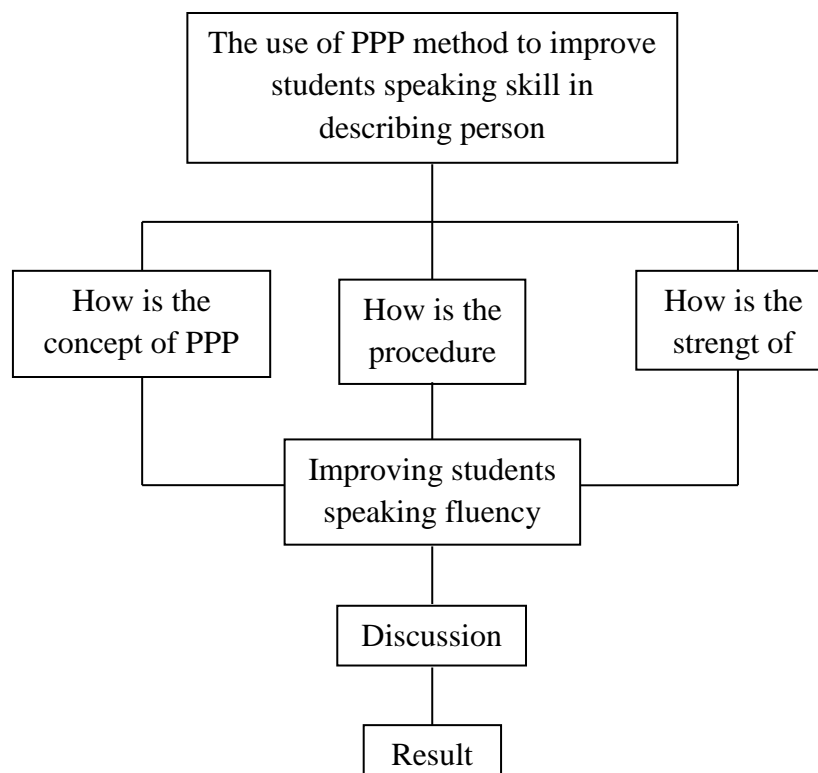
Based on the figure 1, this research raises the title of the use of presentation practice production method to improve students' speaking skills in describing person to answer problems that have been obtained previously. From this title, how the concepts, procedures and strengths of this method can improve students' speaking fluency. Then, students were given a pretest to measure their ability before applying the treatment. After that, students were given treatment by applying the PPP method, and finally students were given a posttest to measure their ability after the implementation of this method. From all these process, the researcher then analyzed the result in order to answer the hypothesis.

D. Research Hypothesis

H_a : If the t-counted is higher than the t-table, the alternative hypothesis was accepted while the null hypothesis was rejected. It means that the PPP method can improve students' speaking skill in describing person at SMP Negeri 5 Sigi.

H_0 : If the t-table is higher than the t-counted, the null hypothesis was accepted while the alternative hypothesis was rejected. It means that the PPP method cannot improve students' speaking skill in describing person at SMP Negeri 5 Sigi.

CHAPTER III

RESEARCH METHODOLOGY

A. *Aproach and Design of Research*

Design of this research was quasi experimental. The sample of this research was divided into two groups. They were the experimental group and the control group. The pretest and posttest were given to both classes. In the experimental group, the researcher gave a treatment used the Presentation, Practice and Production method, while in the control group, the researcher used conventional method as the teacher usually before. The design of the experimental research was adapted from Cohen and friends[1] as below:

Figure 2 Design of the Experimental Research

Experimental   01   X   02

Control   03   -   04

Where:

01 – 02: Pretest   X   : Treatment

02 – 04: Posttest   -   : Without Treatment

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[1] Cohen et all, *Research Methods in Education* (London: Routledge Falmer, 2007)

B. *Population and Sample*

1. Population

The population of this research was the eighth grade students of SMP Negeri 5 Sigi which consisted of three parallel classes. They were VIII A, VIII B and VIII C. The number of the population can be looked at in the following table.

Table 1
Population Distribution

Number	Class	Number of Students
1	VIII A	29
2	VIII B	29
3	VIII C	28
Total		86

2. Sample

"Sample is a part of the number and characteristic possessed by population."[2] This sample was only part of the population to be studied. This sample used to find out information about the population. The sampling technique of this research was purposive sampling. Purposive sampling was a technique of choosing the sample based on the criteria that relate with students problem. Therefore, the researcher chosed class VIII B as the experimental class and class VIII A as the control class, because their abilities almost the same, so both of classes were recommended by the teacher.

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[2] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik, Edisi Revisi V* (Jakarta: PT Rineka Cipta, 2006), 117.

C. Research Variables

This research consisted of two types of variables namely the independent and dependent variables. The independent variable was a variable that gave an effect to dependent variable, while the dependent variable was a variable that was influenced by the presence of an independent variable. The independent variable of this research was Presentation, Practice and Production (PPP) method, while dependent variable was student's speaking skill in describing person of the grade VIII students.

D. Operational Definition of Key Terms

1. Improve is an effort to make something better than before.

2. Method is procedural which contains certain stages.

3. Presentation, practice, production (PPP) is a method that applied to teach students in speaking describing person

4. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

5. Skill is psychometric ability of doing something.

6. Describing person is one of type of decriptive text.

E. Research Instrument

One of the most important activities in conducting research is how to obtain and collect the required data. In this research, the researcher used test as research instrument. The test consisted of pre-test and post-test. At the first meeting, the researcher gave a pre-test as a tool to measure students' speaking ability and

focused on students' fluency. After giving the pre-test, the researcher gave treatment to the students, and finally the researcher gave a post-test to measure whether there is an improvement after doing the treatment or not.

F. Technique of Collecting Data

In collecting of data, the researcher used pre-test and post-test. Pre-test was given to students before applying the PPP method as a treatment and post-test was given after applying the PPP method. The two tests were expected to measure students' improvement in speaking describing person and to know an effect of the PPP method in teaching speaking descriptive text.

1. Test

a. Pre-test

Pretest was given to the experimental class and control class to determine the students' speaking ability related to their fluency. In doing the test, the researcher gave 1 topic about person (Indonesian artist). The researcher prepare 10 artist picture. Then, prepare number 1-10 to be given to students. Each number contained a picture to describe. And then, the researcher asked the students to chosen the number they wanted. After that, the researcher asked each student to describe the picture they had chosen. To shorten the time, the researcher asked students to make their own videos with a maximum duration of 2 minutes. In this activity, the students were expected to be active in speaking. This step is to obtained data on students' speaking ability and to find out the difference in speaking ability of the two classes.

b. Treatment

Treatment was given to the experimental class before giving the posttest. This treatment was carried out for 4 meetings excluding pre-test and post-test. The researcher using the PPP method in applying this treatment. Each meeting takes about 80 minutes (2x40 minutes). This activity was carried out as stated in the following teaching outline:

Table 2
Teaching Outlines

Meeting	Topic	Activities	
		Researcher	**Student**
1	**My Family**	**Presentation** 1. Explain about descriptive text 2. Show the picture and ask the students about the picture 3. Let student ask about the material if they are not understand 4. Answer the students question **Practice** 5. The researcher asks students to repeat the sentence *(she has curly hair)* 6. Ask students to make another sentence related the picture 7. Correct any mistakes that researcher hears	1. Listening and paying attention. 2. Answer researcher's question 3. Asks question about the material to the researcher. 4. Listen to the researcher explanation 5. Students repeat the sentence 6. Students make another sentence 7. Pay attention and listen to the teacher

		Production	
		8. Ask students to make new sentence using their own new language based on the topic	8. Do what researcher asks
		9. Ask students to make their own video with a maximum duration is 2 minuts	9. Make their own video
		10. Giving a motivation.	10. Listen to the researcher
2	**My Best Friend**	**Presentation**	
		1. Explain about descriptive text	1. Listening and paying attention.
		2. Show the picture and ask the students about the picture	2. Answer researcher's question
		3. Let student ask about the material if they are not understand	3. Asks question about the material to the researcher.
		4. Answer the students question	4. Listen to the researcher explanation
		Practice	
		5. The researcher asks students to repeat the sentence *(she has white skinl)*	5. Students repeat the sentence
		6. Ask students to make another sentence related the picture	6. Students make another sentence
		7. Correct any mistakes that researcher hears	7. Pay attention and listen to the teacher
		Production	
		8. Ask students to make new sentence using their own new language based on the topic	8. Do what researcher asks
		9. Ask students to make	9. Make their

3	**My Teacher**	their own video with a maximum duration is 2 minuts 10. Giving a motivation.	own video 10. Listen to the researcher
		Presentation 1. Explain about descriptive text 2. Show the picture and ask the students about the picture 3. Let student ask about the material if they are not understand 4. Answer the students question	1. Listening and paying attention. 2. Answer researcher's question 3. Asks question about the material to the researcher. 4. Listen to the researcher explanation
		Practice 5. The researcher asks students to repeat the sentence *(he has pointed nose)* 6. Ask students to make another sentence related the picture 7. Correct any mistakes that researcher hears	5. Students repeat the sentence 6. Students make another sentence 7. Pay attention and listen to the teacher
		Production 8. Ask students to make new sentence using their own new language based on the topic 9. Ask students to make their own video with a maximum duration is 2 minuts 10. Giving a motivation.	8. Do what researcher asks 9. Make their own video 10. Listen to the researcher

4	My Classmate	**Presentation** 1. Explain about descriptive text 2. Show the picture and ask the students about the picture 3. Let student ask about the material if they are not understand 4. Answer the students question **Practice** 5. *The researcher asks students to repeat the sentence (she is beautiful)* 6. *Ask students to make another sentence related the picture* 7. *Correct any mistakes that researcher hears* **Production** 8. Ask students to make new sentence using their own new language based on the topic 9. Ask students to make their own video with a maximum duration is 2 minuts 10. Giving a motivation.	1. Listening and paying attention. 2. Answer researcher's question 3. Asks question about the material to the researcher. 4. Listen to the researcher explanation 5. Students repeat the sentence 6. Students make another sentence 7. Pay attention and listen to the teacher 8. Do what researcher asks 9. Make their own video 10. Listen to the researcher

In this activity, the researcher taught describing person in speaking and focus on students' fluency. To shorten the time in teaching by using this method, when entering the production stage, students asked to make a video with a maximum

duration of 1 minute. In the video, students described a person according to the topic given by the researcher.

c. Post-test

"A post-test is a measure on some attributes or characteristics that is assessed for participants in an experiment after treatment".[3] Based on the statement, post-test is a tool to measure students' ability after treatment. In this research, the researcher gave a post-test to the students after doing the treatment on experimental class. This post-test aims to measure the students' speaking ability in descriptive text before and after treatment.

G. Technique of Data Analysis

This is a scoring of speaking fluency. The researcher was used the score procedure. The criteria of scoring were adapted from Heaton 1988 in Tamrin [4] shown in the following table.

Table 3

The Scoring System of Speaking

Rating	Fluency	Pause time
5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	10 Sec <
4	There are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning.	11-20 Sec
3	Had to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	21-30 Sec
2	Long pauses while he searches for the desired meaning frequently fragmentary and halting delivery, almost gives up making the efforts at times.	31-40 Sec

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[3] Ibid., 308.

[4] M. Tamrin AM. S. Pettawali, *Developing Speaking skill og Grade VIII Students at SMP Negeri 1 Palu* (Palu: Tadulako University Library, 2014), 36.

1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort.	41 Sec >

Based on the table above, it shows that the scores in each aspect of speaking skills are assessed starting from 5, 4, 3, 2 and 1. The scores were obtained from the oral presentations of individual students and converted using the scale point of 100, as follows:

Rating 5 equals to 90-100	Very Good	Successful
Rating 4 equals to 80-89	Good	Successful
Rating 3 equals to 70-79	Fair	Successful
Rating 2 equals to 60-69	Poor	Failed
Rating 1 equals to 59<	Very Poor	Failed

After collecting the data of the test, the researcher analyzed them by counting students standard score with the formula[5] as follows:

$$\sum = \frac{X}{n} \times 100$$

Where:　　　$\sum$　　= standard score

X　　= raw score

n　　= maximum score

The data of research was analyzed using a simple formula to determine the mean score. Before the researcher analyzed the data from the test, the researcher

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[5] Ibid., 240.

calculated the individual scores first and then calculated the mean score by applying the formula proposed by Sugiyono[6] as follows:

$$\mathbf{X_1} = \frac{\sum X_1}{n_1}$$

$$\mathbf{X_2} = \frac{\sum X_2}{n_2}$$

Where: X_1 = mean score in experimental class

X_2 = mean score in control class

$\sum X_1$ = Sum of scores in experimental group

$\sum X_2$ = Sum of score in control group

n_1 = number of scores in experimental group

n_2 = number of scores in control group

Then, the researcher computed the number of squared deviation using the formula proposed by Sugiyono as follow:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where: $\mathbf{SS_1} = \sum X_1^2 - \frac{(\sum X_1)^2}{n_2}$

$\mathbf{SS_2} = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$

Where: SS1   = Sum squares in experimental group

SS2   = Sum squares in control group

$\sum X_1^2$ = Sum squared scores in control group

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[6] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif* (Bandung: Alfabeta, 2013), 130.

$$\sum X_2^2 \quad = \text{Sum squared scores in experimental group}$$

After computing all the formulas above, the researcher proved the significance between the post-test mean scores in the experimental group and the control group. The researcher uses the formula proposed by Sugiyono[7] as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where: X_1 = mean scores in experimental class

X_2 = mean scores in control class

SS_1 = sum of squares in experimental class

SS_2 = sum of squares in control class

n_1 = number of scores in experimental class

n_2 = number of scores in control class

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[7] Ibid., 134.

CHAPTER IV

FINDING AND DISCUSSION

A. *Description of Research Findings*

The findings of this research were in the observation, pre-test and post-test. Before conducting the research, the researcher made observations first. The researcher met with the vice principal who is also an eighth grade English teacher at SMP Negeri 5 Sigi to conduct several interviews regarding student problems in the teaching and learning process. In the interview, the teacher said that students were still very less active because they had just entered face-to-face school after a year of not studying. So their enthusiasm for learning is lacking. This was also proven when the researcher tried to ask the students by using English, but they were hesitant and confused to answer it. They were afraid and embarrassed if they answer wrong although they actually can answer it. This observation was carried out on November 15, 2021.

On January 20, 2022 the researcher met the vice principal to ask for permission to conduct research at the school and discuss the teaching schedule in class. The research started on January 21 and ended on February 16, 2022.

B. *Discussion of Research Findings*

The researcher has given two kinds of the test. The first test is pretest and the second one is posttest. The test was done by grade students VIII A and VIII B at SMP Negeri 5 Sigi. The researcher divided those classes into experimental

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class and control class. Class VIII B was as experimental class and VIII A was as control class. They were chosen by purposive sampling. The test was focused on fluency. The results of pretest and posttest are presented in the following table:

1. **Result of the Pretest**

Table 4
The Result of Pretest Experimental Class

No	Initial name	Score's of Fluency	Category	Qualification
1	AS	48	Very Poor	Failed
2	AB	56	Very Poor	Failed
3	DL	57	Very Poor	Failed
4	DP	63	Poor	Failed
5	F	63	Poor	Failed
6	FSR	50	Very Poor	Failed
7	IM	52	Very Poor	Failed
8	K	69	Poor	Failed
9	MJ	53	Very Poor	Failed
10	MFA	55	Very Poor	Failed
11	N	74	Fair	Successful
12	NF	68	Poor	Failed
13	R	58	Very Poor	Failed
14	RK	72	Fair	Successful
15	RA	66	Poor	Failed
16	RI	57	Very Poor	Failed
17	S	73	Fair	successful
18	SIL	63	Poor	Failed
19	SIS	55	Very Poor	Failed
20	WIL	60	Poor	Failed
	Total	**1212**		
	Average	**60,6**	**Poor**	**Failed**

Based on the data table, this score is obtained based on a predetermined scoring system. For example, the student who got the highest score was 74. When doing the pretest, the students' total time lag was 26 seconds. It means go to rating 3. Lag time for rating 3 is 21-30 seconds and for the score is 70-79. And the student who got the lowest score was 48. The length of time that the student got was 52 seconds. So, the lower the lag time students get, the higher the score they get. After presenting the pretest result of experimental class, the researcher computed the students mean score by using the following formula:

$$X_1 = \frac{\sum X_1}{n_1} = \frac{1212}{20} = 60,6$$

So, the mean score of students is 60.0 with the category poor and failed in qualification.

Table 5
The Result of Pretest Control Class

No	Initial name	Score's of Fluency	Category	Qualification
1	AF	59	Very Poor	Failed
2	APN	55	Very Poor	Failed
3	AG	48	Very Poor	Failed
4	AK	69	Poor	Failed
5	ADP	70	Fair	Successful
6	D	50	Very Poor	Failed
7	DK	59	Very Poor	Failed
8	DA	62	Poor	Failed
9	FR	58	Poor	Failed
10	FA	63	Poor	Failed
11	F	60	Poor	Failed
12	LTA	55	Very Poor	Failed
13	M	72	Fair	Successful
14	MR	59	Very Poor	Failed
15	N	69	Poor	Failed
16	PA	71	Fair	Failed
17	RY	49	Very Poor	Failed
18	RRI	51	Very Poor	Failed
19	SAR	74	Fair	Successful
20	SS	67	Poor	Failed
	Total	**1220**		
	Average	**61**	**Poor**	**Failed**

Based on the table, this score is obtained based on a predetermined scoring system. The student who got the highest score was 74. When doing the pretest, the students' total time lag was 26 seconds. It means go to rating 3. Lag time for rating

3 is 21-30 seconds and for the score is 70-79. And the student who got the lowest score was 48. The length of time that the student got was 52 seconds. So, the lower the lag time students get, the higher the score they get.

After knowing the result, the mean score of control class was higher than experimental class. The researcher computed the students mean score by using the following formula:

$$\mathbf{X_1} = \frac{\sum X_1}{n_1} = \frac{1220}{20} = 61$$

The mean score of pretest for the control class is 61. Based on the result of pretest for both classes where mean score of experimental class got 60,6 and the control class 61. These results indicate that the students' ability in describing Indonesian artist still very low.

2. Result of the Posttest

The posttest was administered to both classes experimental and control. It intended to measure the students, abilities after the treatment. It was also used to find out the significant difference between the experimental and control class. The result of the pretest and posttest from both classes can be seen below:

Table 6

The Result of Posttest Experimental Class

No	Initial name	Score's of Fluency	Category	Qualification
1	AS	78	Fair	Successful
2	AB	80	Good	Successful
3	DL	70	Fair	Successful
4	DP	79	Fair	Successful
5	F	80	Good	Successful
6	FSR	74	Fair	Successful
7	IM	70	Fair	Successful
8	K	80	Good	Successful
9	MJ	79	Fair	Successful
10	MFA	70	Fair	Successful
11	N	95	Very Good	Successful
12	NF	83	Good	Successful
13	R	71	Fair	Successful
14	RK	90	Very Good	Successful
15	RA	73	Fair	Successful
16	RI	70	Fair	Successful
17	S	82	Good	Successful
18	SIL	83	Good	Successful
19	SIS	79	Fair	Successful
20	WIL	79	Fair	Successful
Total		**1565**		
Average		**78,25**	**Fair**	**Successful**

Based on the posttest score of experimental class, it was found from the table 6 above that the highest score is 95 and the lowest one is 70. The result of the posttest score is totally different with the previous test. The score was obtained

based on the scoring system as explained previously. Thus the formulation of the mean score is as follow:

$$\mathbf{X_2} = \frac{\sum X_2}{n_2} = \frac{1565}{20} = 78,25$$

So, the mean score of posttest experimental class is 78,52. It indicates that the experimental class has significant progress of mean score from 60,6 in the pretest to 78,25 in the posttest.

Table 7

The Result of Posttest Control Class

No	Initial name	Score's of Fluency	Category	Qualification
1	AF	65	Poor	Failed
2	APN	63	Poor	Failed
3	AG	60	Poor	Failed
4	AK	74	Fair	Successful
5	ADP	70	Fair	Successful
6	D	59	Very Poor	Failed
7	DK	60	Poor	Failed
8	DA	74	Fair	Successful
9	FR	80	Good	Successful
10	FA	68	Poor	Failed
11	F	80	Good	Successful
12	LTA	80	Good	Successful
13	M	77	Fair	Successful
14	MR	68	Poor	Failed
15	N	75	Fair	Successful
16	PA	71	Fair	Successful
17	RY	59	Very Poor	Failed
18	RRI	59	Very Poor	Failed
19	SAR	87	Good	Successful
20	SS	69	Poor	Failed
Total		**1398**		
Average		**69,9**	**Poor**	**Failed**

Based on the table 7, it was found from the table 6 above that the highest score was 87 and the lowest one was 59. The result of the posttest score is totally different with the previous test. The score was obtained based on the scoring

system as explained previously. The researcher computed the mean score from posttest of control class as follow:

$$\mathbf{X_2} = \frac{\sum X_2}{n_2} = \frac{1398}{20} = 69,9$$

So, the mean score of control class posttest is 69,9. The calculation above indicates that the mean score of control class also increase from 61 in the pretest to 69,9 in the posttest.

3. Deviation

After counting the mean score of both classes, the researcher continued to calculate the standard deviation of both groups. They were experimental group and control group. The deviation in pretest and posttest of experimental and control classes can be seen in the next table:

Table 8

Deviation Score of the Pretest and Posttest of Experimental Class

No	Student's Initial	Pretest (1)	Posttest (2)	Deviation X_1 (02-01)	Squared Deviation (X^2)
1	AS	48	78	30	900
2	AB	56	80	24	576
3	DL	57	70	13	169
4	DP	63	79	16	256
5	F	63	80	17	289
6	FSR	50	74	24	576
7	IM	52	70	18	324
8	K	69	80	11	121
9	MJ	53	79	26	676
10	MFA	55	70	15	225
11	N	74	95	21	441
12	NF	68	83	15	225
13	R	58	71	13	169
14	RK	72	90	18	324
15	RA	66	73	7	49
16	RI	57	70	13	169
17	S	73	82	9	81
18	SIL	63	83	20	400
19	SIS	55	79	24	576
20	WIL	60	79	19	361
Total		**1212**	**1565**	**353**	**6907**
Average		**60.6**	**78.25**	**17.65**	

After the researcher conducted the research and had the result of pretest and posttest of the experimental class, the researcher computed the mean score of

deviation of the pretest and posttest of experimental class by using the following formula:

$$X_1 = \frac{\Sigma X_1}{n_1}$$

$$= \frac{353}{20}$$

$$= 17.65$$

So, the mean score of deviation of pretest and posttest of the experimental class is 17.65

Table 9

Deviation Score of the Pretest and Posttest of Control Class

No	Student's Initial	Pretest (1)	Posttest (2)	Deviation X_1 (02-01)	Squared Deviation (X^2)
1	AF	59	65	6	36
2	APN	55	63	8	64
3	AG	48	60	12	144
4	AK	69	74	5	25
5	ADP	70	70	0	0
6	D	50	59	9	81
7	DK	59	60	1	1
8	DA	62	74	12	144
9	FR	58	80	22	484
10	FA	63	68	5	25
11	F	60	80	20	400
12	LTA	55	80	25	625
13	M	72	77	5	25
14	MR	59	68	9	81
15	N	69	75	6	36
16	PA	71	71	0	0
17	RY	49	59	10	100
18	RRI	51	59	8	64
19	SAR	74	87	13	169
20	SS	67	69	2	4
Total		**1220**	**1398**	**178**	**2508**
Average		**61**	**69.9**	**8.9**	

The mean score of deviation of pretest and posttest of control class is calculated by using the following formula:

$$X_2 = \frac{\sum X_2}{n_2}$$

$$= \frac{178}{20}$$

$$= 8,9$$

So the mean score of deviation of pretest and posttest of control class is 8,9. The sum of squared deviation around the means of experimental and control class can be computed in the following ways:

a. The sum of squared deviation of the experimental class

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n1}$$

$$= 6907 - \frac{(353)^2}{20}$$

$$= 6907 - 6230$$

$$= 677$$

b. The sum squared deviation of the control group

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

$$= 2508 - \frac{(178)^2}{20}$$

$$= 2508 - 1584.2$$

$$= 923.8$$

Lastly, the researcher computed the t-counted in order to know the significant difference between experimental class and control class by using t-test the following formula. This formula is used to find t-counted which would be compared t-table later. The comparison between the t-counted and t-table could inform whether the alternative hypothesis accepted or rejected.

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{17.65 - 8.9}{\sqrt{\left(\frac{677 + 923.8}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{8.75}{\sqrt{\left(\frac{1600.8}{38}\right)\left(\frac{20}{400} + \frac{20}{400}\right)}}$$

$$t = \frac{8.75}{\sqrt{\left(\frac{1600.8}{38}\right)\left(\frac{40}{400}\right)}}$$

$$t = \frac{8.75}{\sqrt{\left(\frac{64032}{15200}\right)}}$$

$$t = \frac{8.75}{\sqrt{4.212}} \quad t = \frac{8.75}{2.052} \quad t = 4.26$$

It was found from this calculation that the significant score of both classes by using t-test is 4.26

4. Testing Hypothesis

To prove that the hypothesis is accepted or rejected, the researcher used t-counted formula. If the t-counted is higher than t-table, it means that the hypothesis of this research is accepted. On the other side, the hypothesis of this research is rejected if the t-counted is lower than t-table. In measuring whether the t-counted is higher than t-table or not, the researcher measure the t-table by applying the degree of freedom (df) = Nx + Ny – 2 = 20 + 20 – 2 = 38 with level of significant 0.05 for two-tailed test. The researcher used interpolation

computation in measuring the t-table score because (df) 38 is not listed in the table. The researcher then must calculate the t-table using the computation as follow:

Degree of freedom : $Nx + Ny - 2$

$= 20 + 20 - 2 = 38$ (between 30-40)

Level of significant $= 0.05$

$30 = 2.042$

$40 = 2.021$

Where a $= 38 - 30 = 8$

b $= 40 - 30 = 10$

c $= 2.042 - 2.021 = 0.021$

The formula: $\frac{a}{b} xc = \frac{8}{10}$ x 0.021 = 0.0168

df (38) $= 2.021 - 0.0168$

$= 2.00$

In order to make formula clear, there are some explanations provided by the researcher as follow:

a = the subtraction of the degree of freedom is obtained from the number of students in sample and the degree of freedom whose figure precedes right before the degree of freedom is obtained on the table of critical values of the students' distribution.

b = the subtraction of two degree of freedom whose figure precedes and comes after the degree of freedom on the table of critical values of the students' distribution.

c = the value subtraction of the degree of freedom in b.

From explanation above, the researcher obtained that the value of t-counted is 4.26 and value of t-table is 2.00. Hence, the result showed that the value of t-counted is higher than the value of t-table (4.26 > 2.00). On the other hand, there was significant different of achievement between experimental class and control class. To sum up, the use of Presentation, Practice and Production method can improve the students' speaking skill in describing person of the eight grade students' at SMP Negeri 5 Sigi.

5. Discussion

In this section discusses about the process of the researcher conducting research for 6 meetings, starting from the pretest to the posttest.

The first, in pretest, the researcher gave pretest to the students in experimental class and control class to measure their ability before giving the treatment. The researcher prepares 10 pictures about Indonesian artist and gave it to students and asked them to choose one of it. After that, the researcher asked the students to describe the picture that they had chosen. Students began to advance one by one to describe the picture. During this process, students looked shy, insecure, and had too many pauses. To shorten the time in the assessment, the researcher took student videos one by one to make it easier for the researcher to assess their speaking fluency.

Next, at the treatment stage, the researcher worked with the English teacher to handle the control class, so the researcher only focused on the experimental class. In the control class, the teacher used the conventional method which this method

is often used when teaching, while the researcher used the PPP method in the experimental class.

In the first meeting, the researcher gave a topic about my family. In the presentation stage, the researcher first presented and explained the material about describing person, giving some vocabulary and examples. In the practice stage, the researcher asked students to make other sentences related to the picture and the researcher corrected any mistakes that she heard. In the production stage, the researcher asked students to make new sentences using their own language based on the topics that have been given, and then asked them to make their own videos with a maximum duration of 2 minutes. During this production stage, the students have not shown the significant change. Some of them still have a lot of unnatural pauses, but there were also those who were starting to show changed, although not too significant, but it was better than the pretest before. Before closing the class, the researcher gave motivation to the students to keep enthusiasm in learning.

In the second meeting, the researcher gave a topic about my best friend. In this meeting, students were given the freedom to used picture or visualize through their imaginations to describe their best friend. Such the previous meeting, the researcher still used the PPP method to teach students, but at the production stage, students began to show good improvement than before. Before ending the class, the researcher asked the students to brought 1 picture of the teacher that they would describe next week.

In the third meeting, the researcher gave a topic about my teacher. In the previous week, the researcher asked students to brought a picture of a teacher that

they would describe in this meeting. As usual, the researcher used PPP method. The researcher gave new vocabularies and some example. Then, asked students to make another sentences related to the picture, after that when students were ready they produce and use a new language as taught by the teacher.

In the fourth meeting, the researcher gave a topic about my classmate. In this meeting, the researcher asked students to choosed their partner. The students started to found their partner in class, and sit beside them. The researcher gave example by choosed one student to came in front of classs as a example and the researcher started to described the student, after that the researcher asked students to make new sentences related their partner's characteristic and appearance, and when they were ready, they produce with their own language. In this meeting, Students look more fluent than the previous meeting, they are also more confident when describing their partners.

After carrying out the treatment with 4 meetings, the researcher gave a post test to the control and experimental classes. during the post test, the researcher gave the same topic as the pre test, but students were no longer allowed to choose the image they wanted, instead the researcher asked students to choose the name of a random artist to be described orally.

CHAPTER V

CLOSING

A. *Conclusion*

Based on the results of data analysis in chapter 4, the use of presentation, practice and production method can improve students' speaking skill in describing person at SMP Negeri 5 Sigi. It can be proven by the data of the T-counted score (4.26) is higher than the T-table score (2.00) by applying the 0.05 level significant with degree of freedom (df) 38. Thus, related to the hypothesis of this research, if the t-counted is higher than the t-table, the alternative hypothesis was accepted while the null hypothesis was rejected. It means that the PPP method can improve students' speaking skill in describing person at SMP Negeri 5 Sigi.

B. *Implication of the Research*

The results showed that students' speaking skill could be improved by using the PPP method. This related to the treatment given in the classroom during the teaching and learning process. During the class, the researcher taught the describing person used the PPP method. This method provided opportunities for students to describe person's characteristic and appearance by speaking. It has a positive impact where students who were previously afraid, embarrassed and not confident to speak become better than before.

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APPENDICES

Pretest

Instruction

Describe orally the picture of Indonesian artist in front of the class. The students asked to choose one picture that you want to describe. (The researcher prepares 10 pictures and gave it to student to choose)

Posttest

Instruction

Describe orally the picture of Indonesian artist in front of the class. The students asked to choose an artist name that has been randomized by researcher and describe it.

LESSON PLAN

School   : SMP Negeri 5 Sigi

Subject   : English

Class/Semester   : VIII/2

Meeting   : 1st Meeting

Topic   : My Family

Skill Focused   : Speaking

Time Allocation   : 2x40 minutes

A. Basic Competence

1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang, dan benda.

2. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda.

B. Indicators

1. Students are able to make a describing person based on the topic given.

2. Students are expected to be able to speak English based on the topic given

C. Learning Objective

At the end of the session, the students are able to:

1. Make a describing person based on the topic given.

2. Speak English based on the topic given.

D. Teaching Method

- Presentation, Practice, Production (PPP) method

E. Media

- Whiteboard, boardmarker, handout and picture

F. Teaching Activity

Learning Activities	Activities	Time Allocation
Pre-Activity	- Greeting the students - Pray together before start lesson - Checking the students attendence list - Asking the question related to the topic - Telling the teaching objectives to the students.	15 minutes

While-Activity	Presentation	
	- The teacher explain about describing person. - Show the picture and ask the students about the picture - Let student ask about the material if they are not understand - Answer the students question Practice	50 minutes
	- The teacher asks students to repeat the sentence *(she has long hair)* - Ask students to make another sentence related the picture - Correct any mistakes that teacher hears Production	
	- Ask students to make new sentence using their own new language based on the topic. - Ask students to make their own video with a maximum duration is 2 minuts. - Giving a motivation.	
Post-Activity	- The teacher asks the difficulties they found during the teaching and learning process - The teacher leads the students to conclude the material - Teacher tell the students about the material going to study next meeting	15 minutes

G. Scoring Rubric

Rating	Score	classification
5	90-100	Very good
4	80-89	Good
3	70-79	Fair good
2	60-69	Fair
1	59<	Poor

Researcher

Nining Angraeni
Nim 17.1.16.0093

LESSON PLAN

School	:	SMP Negeri 5 Sigi
Subject	:	English
Class/Semester	:	VIII/2
Meeting	:	2nd Meeting
Topic	:	My Best Friend
Skill Focused	:	Speaking
Time Allocation	:	2x40 minutes

A. Basic Competence

1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang, dan benda.

2. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda.

B. Indicators

1. Students are able to make a describing person based on the topic given.
2. Students are expected to be able to speak English based on the topic given

C. Learning Objective

At the end of the session, the students are able to:

1. Make a describing person based on the topic given.
2. Speak English based on the topic given.

D. Teaching Method

- Presentation, Practice, Production (PPP) method

E. Media

- Whiteboard, boardmarker, handout and picture

F. Teaching Activity

Learning Activities	Activities	Time Allocation
Pre-Activity	- Greeting the students - Pray together before start lesson - Checking the students attendence list - Asking the question related to the topic - Telling the teaching objectives to the students.	15 minutes

While-Activity	Presentation	50 minutes
	- The teacher explain about describing person. - Show the picture and ask the students about the picture - Let student ask about the material if they are not understand - Answer the students question Practice - The teacher asks students to repeat the sentence *(he is kind person)* - Ask students to make another sentence related the picture - Correct any mistakes that teacher hears Production - Ask students to make new sentence using their own new language based on the topic. - Ask students to make their own video with a maximum duration is 2 minuts. - Giving a motivation.	
Post-Activity	- The teacher asks the difficulties they found during the teaching and learning process - The teacher leads the students to conclude the material - Teacher tell the students about the material going to study next meeting	15 minutes

G. Scoring Rubric

Rating	Score	classification
5	90-100	Very good
4	80-89	Good
3	70-79	Fair good
2	60-69	Fair
1	59<	Poor

Researcher

Nining Angraeni
Nim 17.1.16.0093

LESSON PLAN

School	:	SMP Negeri 5 Sigi
Subject	:	English
Class/Semester	:	VIII/2
Meeting	:	3th Meeting
Topic	:	My Teacher
Skill Focused	:	Speaking
Time Allocation	:	2x40 minutes

A. Basic Competence

1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang, dan benda.

2. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda.

B. Indicators

1. Students are able to make a describing person based on the topic given.

2. Students are expected to be able to speak English based on the topic given

C. Learning Objective

At the end of the session, the students are able to:

1. Make a describing person based on the topic given.

2. Speak English based on the topic given.

D. Teaching Method

- Presentation, Practice, Production (PPP) method

E. Media

- Whiteboard, boardmarker, handout and picture

F. Teaching Activity

Learning Activities	Activities	Time Allocation
Pre-Activity	- Greeting the students - Pray together before start lesson - Checking the students attendence list - Asking the question related to the topic - Telling the teaching objectives to the students.	15 minutes

While-Activity	Presentation - The teacher explain about describing person. - Show the picture and ask the students about the picture - Let student ask about the material if they are not understand - Answer the students question Practice - The teacher asks students to repeat the sentence *(she is beautiful)* - Ask students to make another sentence related the picture - Correct any mistakes that teacher hears Production - Ask students to make new sentence using their own new language based on the topic. - Ask students to make their own video with a maximum duration is 2 minuts. - Giving a motivation.	50 minutes
Post-Activity	- The teacher asks the difficulties they found during the teaching and learning process - The teacher leads the students to conclude the material - Teacher tell the students about the material going to study next meeting	15 minutes

G. Scoring Rubric

Rating	Score	classification
5	90-100	Very good
4	80-89	Good
3	70-79	Fair good
2	60-69	Fair
1	59<	Poor

Researcher

Nining Angraeni
Nim 17.1.16.0093

LESSON PLAN

School   : SMP Negeri 5 Sigi

Subject   : English

Class/Semester   : VIII/2

Meeting   : 4th Meeting

Topic   : My Classmate

Skill Focused   : Speaking

Time Allocation   : 2x40 minutes

A. Basic Competence

1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang, dan benda.

2. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda.

B. Indicators

1. Students are able to make a describing person based on the topic given.

2. Students are expected to be able to speak English based on the topic given

C. Learning Objective

At the end of the session, the students are able to:

1. Make a describing person based on the topic given.

2. Speak English based on the topic given.

D. Teaching Method

- Presentation, Practice, Production (PPP) method

E. Media

- Whiteboard, boardmarker, handout and picture

F. Teaching Activity

Learning Activities	Activities	Time Allocation
Pre-Activity	- Greeting the students - Pray together before start lesson - Checking the students attendence list - Asking the question related to the topic - Telling the teaching objectives to the students.	15 minutes

While-Activity	Presentation	
	- The teacher explain about describing person. - Show the picture and ask the students about the picture - Let student ask about the material if they are not understand - Answer the students question Practice	50 minutes
	- The teacher asks students to repeat the sentence *(she has pointed nose)* - Ask students to make another sentence related the picture - Correct any mistakes that teacher hears Production	
	- Ask students to make new sentence using their own new language based on the topic. - Ask students to make their own video with a maximum duration is 2 minuts. - Giving a motivation.	
Post-Activity	- The teacher asks the difficulties they found during the teaching and learning process - The teacher leads the students to conclude the material - Teacher tell the students about the material going to study next meeting	15 minutes

G. Scoring Rubric

Rating	Score	classification
5	90-100	Very good
4	80-89	Good
3	70-79	Fair good
2	60-69	Fair
1	59<	Poor

Researcher

Nining Angraeni
Nim 17.1.16.0093

The Treatment Process of Experimental Class

The researcher was conducting the posttest to the control class and experimental class