

## The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media

Dewi Juni Artha<sup>1</sup>, Nabila Yasmin<sup>2</sup>

<sup>1,2</sup> English Education Study Program, Faculty of Teacher Training and Education,  
Universitas Muhammadiyah Sumatera Utara, Indonesia

### ABSTRACT

The objective of this research was to find out the process of implementation of Presentation Practice Production to improve students' speaking skill. The study was conducted by using two cycles, where each **cycle consists** of three meetings and each **meeting** include four steps, namely: Planning, Implementing, Observing, and Reflecting. The qualitative datas were taken from the result of the test that had been given to the students. The test that was given still relevant to the topic that was taught and discussed in the classroom in every cycle. There were two cycles that were considered of four meetings in this research and the test was given in the last of each cycle. The Quantitative data was taken test that gave to the students in the last of each cycle. The result indicated that there was an increasing on the students speaking skill by using presentation, practice, and production (PPP) technique. The mean of the first cycle were 66 it was good enough. The mean of second cycle were 79 it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point  $\geq 70$  also grew up. In the pre-test, the students who got point  $\geq 70$  up were only 2 students (10%). In the post- test of cycle (I) students who got point  $\geq 70$  up were 11 students (55%) it means that there were an increasing about 45%. The post-test of cycle (II), students who got point 70 to up there were 20 students (100%) and the increasing were about 45%. For the total increasing of the students' score from pre-test to post-test of cycle two (II) were 100%. In other words, the students' speaking skill improved and became well in the first meeting to the next meeting.

Keyword: *Presentation Practice Production (PPP), Speaking Skill, Picture Card*

Corresponding Author:

**Dewi Juni Artha**

University of Muhammadiyah Sumatera Utara,  
Jl Kapten Muktar Basri No 3 Medan 20238, Indonesia

Email: [dewijuniartha@umsu.ac.id](mailto:dewijuniartha@umsu.ac.id)



### 1. PENDAHULUAN

English, as the first foreign language in Indonesia, has very important functions in some aspects of life (Sudharma, 2007:1). It is not only as a means of international communication, but also as an informational vehicle in transferring and developing science and technology. In all levels of educational institutions, the use of English is unavoidable. That's why English needs to be learned formally schools. However, it is still hard to search for the qualified graduates who have good English mastery. To answer the unsatisfactory result of English teaching in Indonesia, the government should take a look at several possible factors. Such factors like teacher's factor (the teaching skill, technique, the use of visual aids, and so forth), students' factor (motivation, willingness), relevant curriculum, and any other facilities must work together in affecting the final result of teaching.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. As one of the language skills, speaking has a major and crucial role in facilitating students to learn a foreign language. Speaking is very important because speaking and human being cannot be separated from each other (Sudharma, 2007:1). Speaking is used to express their ideas and to communicate to people in civilized world. That is way speaking is important.

Based on preliminary studies conducted at SMK Harapan Mekar Medan, in class XI AK-1 SMK Harapan Mekar Medan have difficulty in speaking and many students are not interested in speaking English, some students do not confidence in speaking English.

Regrettably, the students' speaking achievement is still far from being satisfactory. The fact also shows that the students' problem in speaking is first, in class XI AK-1, the researcher teaches speaking skills. At that time, the researcher gave the task to retell their own experiences whatever they wanted to convey. Some students can do that, but some of them cannot. Second, students are still afraid to explore what they want to ask about material. Third, students are still afraid to make mistakes if they will talk. Fourth, students rarely practice using English in their daily communication. Fifth, the method or technique used by the teacher is exactly the same in each class meeting.

However, in teaching learning process, it is often found that teachers encounter gaps between theory and practice. Therefore, teachers are encouraged to develop their own personal theories of education form their own class practice. Teaching speaking can be done through dialogues, pictures, games, etc. The researcher assumes that one of the good ways of teaching speaking is through Descriptive Text, Presentation Practice Production (PPP) technique and Picture Card as a Media. Presentation Practice Production is a technique for teaching structure in a foreign language, as its name suggests Presentation Practice Production is divided into three phases, moving from tight teacher control toward greater learner freedom (Kostoulas, 2012: 2).

## **1. Presentation Practice Production (PPP)**

The PPP is a variation of Audiolingual and a traditional of language teaching. The term "method" in SLA refers to a practical realization of an approach (Harmer, 2007:62). Presentation Practice Production or PPP is a technique for teaching structures in a foreign language and it can stimulate the students are able to speak. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom (Kostoulas, 2012).

### **1.1. The Principles of PPP Technique**

Presentation, Practice, Production (PPP) technique is the technique of teaching specific language. Harmer (2007:66) said that there are the principles of Presentation, Practice, Production (PPP) technique, as follows:

- a. The target language is coming first.
- b. This technique does not only focus on Grammar and the current lesson but also vocabulary and pronunciation.
- c. The teacher is centre or teaching learning process except during production stage.
- d. This technique leads from accuracy to fluency and the students practice what they have learnt by spoken then written.
- e. Students' activities are repeating the words or sentences, and applying the language in the classroom.
- f. The teachers help them to translate the difficult words by the illustration. In conclusion, Presentation, Practice, Production (PPP) technique is extremely effective way to teach a language at lower levels in the small class. There are several characteristic of effective teaching by PPP technique such as: (1) The teacher is planning the materials based on curriculum (2) Student has big expectation for study. (3) The instruction and teacher' explanation is clear and focus. (4) The students' progress is monitor closely. (5) The student re-taught while they were misunderstanding about the materials. (6) There is personal interaction between the teacher and students. (7) Giving rewords to the students.

### **1.2. General Concept of PPP technique**

According to Harmer (2013: 24) said that PPP technique is the simple way to teach foreign language, especially in communicative classroom. The students would communicate well, if they have rich vocabulary. The new teachers which were applied PPP technique in their class room, they were often getting successes. As the name, PPP technique has three components such as; Presentation is the presenting materials to the students, this component needed the time about 65 to 90 percent of learning activity. Practice is the teacher gave the students exercises time to know how far students' progress towards understanding materials which was presented, the teacher might help the students to do the exercises. At last, production is highest than practice stage since, the teacher evaluated the students about the material mastery and in this step the students should do the exercises by themselves. The Use of PPP Method in Improving Speaking Skill a variation on

Audiolingualism in British based teaching and elsewhere, is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production (Harmer, 2006)

- a. Presentation: The teacher presents explain material, gives examples, writes them on the board, etc.
- b. Practice: Students practice using words or structures in a controlled way, e.g. making sentences form prompts, asking and answering questions, giving sentences based on a picture. Practice can be oral or written.
- c. Production: Students use language they have learned to express themselves more freely, e.g. to talk or write about their own lives and interests, to express opinions, or imagine themselves in different situations. Like practice, production can be oral or written.

Moreover, PPP technique had proposed as one of alternative technique in teaching learning process. The materials which are suitable with this technique is not only about grammar but also some vocabularies and pronunciation. PPP technique is standing for teaching all English skills. While the teacher explained about the materials, the students would read and listened to the teacher' explanation then, they would receive the materials as productive form as written or spoken. It showed that PPP technique could minimize the mistakes on learning activity. The best learning is while the teacher not only gave the materials but also gave them the opportunity to develop the other English skills.

Therefore, the PPP not only can be applied to teach grammar and vocabulary items, but it can be used to teach speaking. Based on that explanation, the teachers must choose the best way to teach speaking English. Therefore, this technique can increase their motivation in learning to speak English. Presentation, Practice, Production (PPP) techniques are interesting techniques because the learning process is not only important for the teaching and learning process. In addition, the use of Presentation, Practice, Production (PPP) techniques can be made to communicate situations in the teaching and learning process. From the theory above, researchers believe that the techniques of application, practice, production (PPP) can be improved by the learning process of speaking English.

## 2. The Features and Steps Implementing of PPP Technique

PPP technique has three phrases, every phrase had specific purposes such as: (1) The purposes of presentation phrase are: to give the students' concept about the materials which are relevance of new language, to present the meaning and check their understanding. (2) The purposes of practice stage are: to build students' confidence in new language and provide maximum practice in controlled. (3) The purposes of production phrase are: to give the opportunity to the students use the language in freer more creative ways, to check how much students receive the materials, to motivate the student, can be used for revisions or diagnostic purposes.

According to Carrion (2012:21) PPP technique has several features they are:

- a. The goal of PPP technique is to teach a specific language and meaning.
- b. In a PPP cycle of the presentation stage, the teacher introduced the target language first.
- c. The student activities are simple repetition, drills, manipulate and applied the language.
- d. In PPP cycle, the examples are made up to illustrate a single language item.
- e. The teacher works as a monitor in production stage.
- f. The students are dependent to the teacher.

## 3. Descriptive Text

Descriptive text is a text that describes a particular person, place, or thing. Descriptive text contains some elements, such as social function, generic structure, and lexicon grammatical features. All the elements have to exist in a descriptive text. Descriptive text describes a particular person, place, or thing. Descriptive text consists of identification and description. Identification is identifying phenomenon to be described.

## 4. Picture Card Media

Media can be interpreted as the source of the message from the source to the recipient of the message (in the communication process). Picture card media is including visual media, the message conveyed is poured in visual communication symbols and specifically the image serves to attract attention, clarify the presentation of ideas, illustrate or decorate facts.

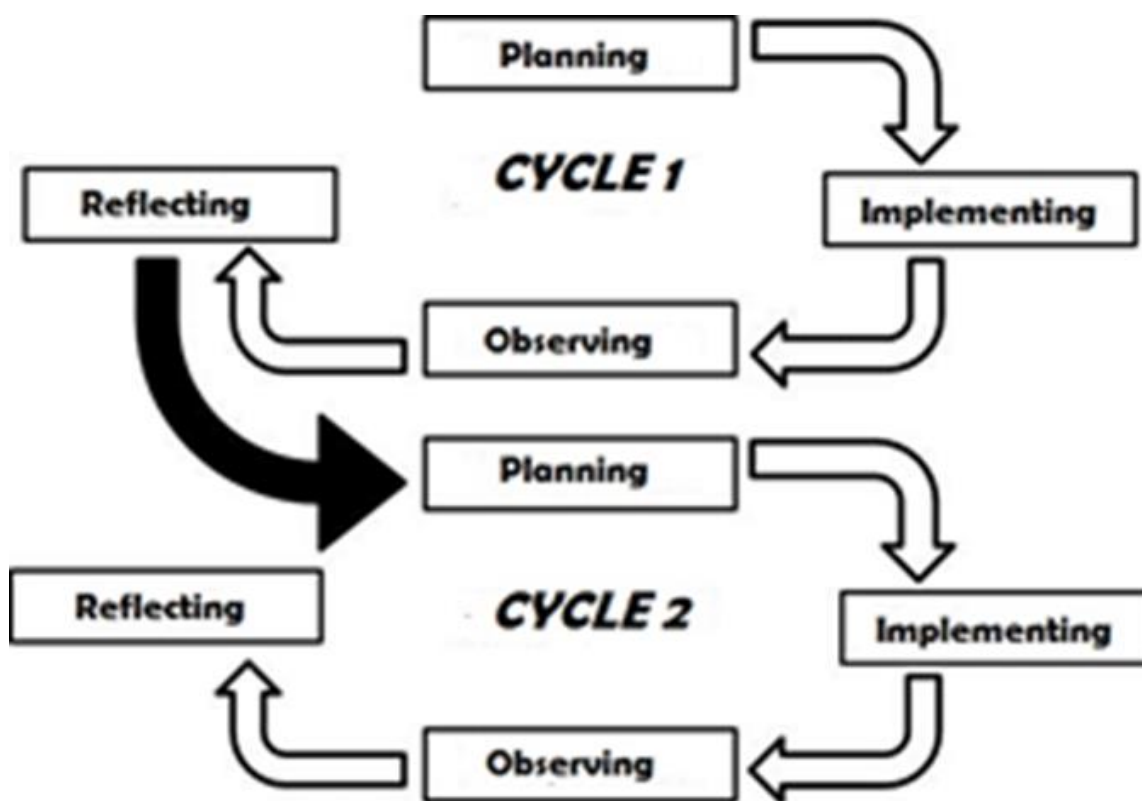
## 2. RESEARCH METHOD

The research was conducted in SMK Harapan Mekar Medan, Jalan.Marelan Raya Ps. II No.77, Rengas Pulau, Medan Marelan, Kota Medan, Sumatera Utara 20255.

The subject of this research tenth grade students of SMK Harapan Mekar Medan in the academic year 2019-2020. The population consists of two classes with 50 students. The researcher took 20 students of class IX AK1 as the samples.

The research is Classroom Action Research (CAR). The design of classroom action research use in this study is a cyclical process. It consisted of four main steps, namely: planning, implementing, observing, and reflecting.

It consisted of four main steps, namely: planning, implementing, observing, and reflecting. The cyclic process will be ended whenever the problems have been overcome. The four main steps are preceded by reconnaissance (preliminary study), analysis and identification of problems, planning, implementing, observing, and reflecting. So a model of Action Research stated by Kurt's Lewin's in a figure below:



### 1. Procedure of the Research

Based on the research design, the study is conducted by using two cycles, where each cycle consists of three meetings and each meeting include four steps, namely:

- a. Planning
- b. Implementing
- c. Observing, and
- d. Reflecting.

### 3. RESULT AND DISCUSSION

#### The Quantitative Data

The qualitative datas were taken from the result of the test that had been given to the students. The test that was given still relevant to the topic that was taught and discussed in the classroom in every cycle. There were two cycles that were considered of four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

#### Pre –Test

In the Pre-test, the students' score included to the low result, because in pre-test the students did not understand yet about the material and felt hesitate to ask the teacher and researcher, it gave influence to students' achievement. From the table showed that in the pre-test there were only 2 students who able to pass the passing grade 70.

**Post- Test I**

In the Post- Test (I) at the first cycle the students' score got increasing. They had given more attention to the teacher and asked about the material they did not know. From the table it showed that there were 11 students who able to pass the passing grade 70.

**Post –Test II**

From the table it showed there were students who pass the passing grade, it means more than students could improved their speaking skill by using presentation, practice, production (PPP) technique.

**The Qualitative Data**

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in two cycles, and each cycle consists of two meetings and one test.

**The Quantitative Data**

The data was taken test that gave to the students in the last of each cycle. Based on the result of every meetings and the test in every cycle which have been conducted, it was found that the students' score kept improving since the first until the last meeting, it can be seen from students' score increased from the pre-test, post-test in cycle one (I) until the post-test of cycle two (II) was higher than the post-test of cycle one (I).

**The Students Test Result in Pre-Test**

From the pre-test, the total score of the students were 1070 and the number of the students who completed talking the test from pre-test, post-test in cycle one (I) and the post-test in the cycle two (II) were 18 students, to see the mean of the students in this test the researcher applied the following formula:

$$x = \frac{\sum x}{N}$$

Where:

$x$  = The mean of students

$\sum x$  = The total score

$N$  = The number of students

So the mean of the students were:

$$x = \frac{1070}{20} = 53.5$$

**The Students Test Result in Post-Test I (cycle I)**

From the table of post-test cycle one (I), the total score of the students were 1320 and the number of the students who completed talking the test from pre-test, post-test in cycle one (I) and the post-test in the cycle two (II) were 20 students, to see the mean of the students in this test the reseacher applied the following formula:

$$x = \frac{\sum x}{N}$$

Where:

$x$  = The mean of students

$\sum x$  = The total score

$N$  = The number of students

So the mean of the students were:

$$x = \frac{1320}{20} = 66$$

**The Percentage of The Students Score in Post-Test I**

From the ananlysis knew that students' speking skill got increasing. The mean of the students were 66 and include fair level. and the number of the students who were competent in speaking skill in calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

$P$  = The percentage of students who get the point (70)

$R$  = The number of students who get point up (70)

$T$  = The total number of students who do the test

So, the percentage of the students were:

$$P1 = \frac{11}{20} \times 100\% = 55\%$$

$$P2 = \frac{9}{20} \times 100\% = 45\%$$

From the analysis above, knew that the students speaking skill got increasing. The mean of the students was 66. From the score who got  $\geq 70$  were 11 students or it were 55% and 9 students got the score under  $\leq 70$  or it were 45%, it could be conducted that the students speaking skill in got higher in post-test in cycle one (I) than pre-test. But, the students' achievement in the post-test of cycle one (I) were categorized unsuccessful. Because the percentage of the students who pass the passing grade only 55%, the reseacher wanted the percentage of students who passed the passing grade were  $\geq 70\%$ . Therefore, the next action continued on the cycle two (II).

### The Students' Score in Post-Test II

From the post-test of cycle (II), the total score of the students were 1580 and the number of the students who completed talking the test from pre-test, post-test in cycle (I) and the post-test in the cycle (II) were 20 of students, to see the mean of the students in this test the reseacher applied the following formula:

$$x = \frac{\sum x}{N}$$

Where:

$x$  = The mean of students

$\sum x$  = The total score

$N$  = The number of students

So, the mean of the students was:

$$x = \frac{1580}{20} = 79$$

### The Students Test Result in Post-Test II (cycle II)

The percentage of the students were:

$$P1 = \frac{5}{20} \times 100\% = 25\%$$

$$P2 = \frac{15}{20} \times 100\% = 75\%$$

### The Percentage of The Students Score in Post-Test II

From the analysis above knew that students' speaking skill was increased. The mean of the students were 79, and the number of the students who were competent in speaking skill in calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

$P$  = The percentage of students who get the point (70)

$R$  = The number of students who get point up (70)

$T$  = The total number of students who do the test

So the percentage of the students were:

$$P1 = \frac{20}{20} \times 100\% = 100\%$$

$$P2 = \frac{0}{20} \times 100\% = 0\%$$

From the percentage, the students' seaking skill was classified on good level when doing the action research on cycle two (II). The students score showed the increasing which could be determined that they showed the progress. They got the increasing score in each cycle.

### The Means Score of Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

$$a. \text{ Pre - Test } = x = \frac{1070}{20} = 53.5$$

$$b. \text{ Post - Test I } = x = \frac{1320}{20} = 66$$

$$c. \text{ Post - Test II } = x = \frac{1580}{20} = 79$$

The mean of the students' score in the post-test of cycle (II) was highest, so it could be said that the students' speaking skill by using presentation, practice, and production (PPP) technique improved from 53.5 to 79

The number of competent students were calculated by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students who got  $\geq 70$

R = The percentage of students who got  $\geq 70$

T = Total number of students who did the test

The percentage of the increasing of students speaking skill could be seen as follows:

- a. The percentage of competent students in the pre-test were:

$$P1 = \frac{2}{52} \times 100\% = 10\%$$

- b. The percentage of competent students in the post-test one (I) were:

$$P1 = \frac{11}{20} \times 100\% = 55\%$$

- c. The percentage of competent students in the post-test two (II) were:

$$P1 = \frac{20}{20} \times 100\% = 100\%$$

### The Percentage of Students Speaking Skill

The result showed the increasing of the students' scores from the pre-test to the post-test of cycle (I), post-test of cycle (I) to post-test cycle (II). In the first test (pre-test) the students got the score  $\geq 70$  were only 2 students of 20 students (10%). In the second test (post-test cycle I) the students who got the score  $\geq 70$  were 11 students of 20 students (55%). In the third test (post-test in cycle II) the students who got the score  $\geq 70$  were 20 students of 20 students (100%). The increasing of post-test of cycle (I) to the post-test cycle (II) were about 45%.

The result indicated that there was an increasing on the students speaking skill by using presentation, practice, and production (PPP) technique. The mean of the first cycle were 66 it was good enough. The mean of second cycle were 79 it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point  $\geq 70$  also grew up. In the pre-test, the students who got point  $\geq 70$  up were only 2 students (10%). In the post- test of cycle (I) students who got point  $\geq 70$  up were 11 students (55%) it means that there was an increasing about 45%. The post-test of cycle (II), students who got point 70 to up there were 20 students (100%) and the increasing were about 45%. For the total increasing of the students' score from pre-test to post-test of cycle two (II) were 100%. In other words, the students' speaking skill improved and became well in the first meeting to the next meeting.

## 4. CONCLUSION

From the result research analysis, it was found the improvement of students' speaking skill. The mean of post-test in cycle (I) was better than pre-test and mean of post-test in cycle (II) was better than post-test in cycle (I). The percentage of students who got 70 up improved in each cycle, and also based on the finding stating that presentation, practice, and production (PPP) technique could improve students' speaking skill.

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