

CHAPTER I

INTRODUCTION

1.1 Background of the study

At present, many teachers agree that students learn to speak the foreign language by interacting with others. In this case, students should master several speaking components, such as pronunciation, intonation, vocabulary and fluency. In brief, the English teacher should be creative in developing their teaching learning process, such as to create a good atmosphere, improve the students speaking skill, give attention to the speaking components and make the English lesson more exciting, fun and enjoyable.

Language is an important aspect in human life. The people need language to look for and give people benefit information. Communication hold the most important aspect of language as a communication to express their feeling. English consists of four skills that are speaking, reading, listening and writing. As one of the basic skills of English, speaking has an important role in language learning process. Million of people around the world today want to improve their command of English. They want to be able to master English as a high accuracy and fluency. In order to support people needs in learning English, many different ways of a learning process such as through formal and informal instruction are available.

Speaking is a delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of speech or presentation. Speaking can be divided into pronunciation, intonation, vocabulary and fluency.

While speaking, people need good intonation to understand the meaning of the sentence. Intonation is a significant variation in pitch from one part of an utterance to another Varshney (1995:112). The system of intonation patterns in English is difficult and naturally learnt by the native speaker of English.

Many people are deathly afraid of speaking because they think they can not gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. Based on the researcher's observation at XI IPS 1 grade at Senior Hgh School (SekolahMenengahAtas: SMA) Swasta Teladan Medan, Most of students' mistakes while speaking English is in intonation because they have little ability to form thoughts into good intonation. Realizing their intonation is very week, so they feel embarrassed when they wanted to produce English sentences orally. Then, the researcher made an oral test to five students who got top 5 in that class. Here the manuscripts of the oral test.

1. Top 1

Researcher : *What is your name?*

Top 1 : *Dian Nex ia.*

Reseacher : *Can you spell it?*

Top 1 : *D-i-a-n N-e-x-i-a.*

Researcher : *What is your hobby?*

Top 1 : *Swim ming.*

Researcher : *What is your ambition?*

Top 1 : *Doc tor.*

2. Top 2

Researcher : *What is your name?*

Top 2 : My name is Efrain.

Researcher : Can you spell it?

Top 2 : What does it mean Miss?

Researcher : What is your hobby?

Top 2 : My hobby is playing foot ball.

Researcher : What is your ambiton?

Top 2 : My ambition is a doc tor.

3. *Top 3*

Researcher : What is your name?

Top 3 : My name is Sarah Theresia

Researcher : Can you spell it?

Top 3 : S-a-r-a-h T-h-e-r-e-s-i-a

Researcher : What is your hobby?

Top 3 : My hobby is swim ming.

4. *Top 4*

Researcher : What is your name?

Top 4 : My name is Grace

Researcher : Can you spell it?

Top 4 : G-r-a-c-e

Researcher : What is your ambition?

Top 4 : Teacher.

5. *Top 5*

Researcher : What is your name?

Top 5 : *Irene*
Researcher : *Do you like listen to English song?*
Top 5 : *Yes.*
Researcher : *What song do you like?*
Top 5 : *Drag me down.*

From the oral test, The researcher found that the Top 1, Top 2 and Top 3 and Top 5 answered those questions with not good intonation but Top 4 answered with good intonation. Top 1, Top 4 and Top 5 just answered the questions spontaneously while in speaking we need good intonation. Here the correct intonation of statements' Top 1, Top 2, Top 3 and Top 5:

1. Top 1

Researcher : *What is your name?*
Top 1 : *Dian Nex ia.*
Researcher : *Can you spell it?*
Top 1 : *D-i-a-n N-e-x-i-a.*
Researcher : *What is your hobby?*
Top 1 : ***Swim ming.***
Researcher : *What is your ambition?*
Top 1 : *Doc tor.*

2. Top 2

Researcher : *What is your name?*
Top 2 : *My name is Efrain.*
Researcher : *Can you spell it?*

Top 2 : **What does it mean Miss?**

Researcher : *What is your hobby?*

Top 2 : *My hobby is playing foot ball.*

Researcher : *What is your ambiton?*

Top 2 : **My ambition is a doc tor.**

3. Top 3

Researcher : *What is your name?*

Top 3 : *My name is Sarah Theresia*

Researcher : *Can you spell it?*

Top 3 : *S-a-r-a-h T-h-e-r-e-s-i-a*

Researcher : *What is your hobby?*

Top 3 : **My hobby is swim ming.**

4. Top 5

Researcher : *What is your name?*

Top 5 : *Irene*

Researcher : *Do you like listen to English song?*

Top 5 : *Yes.*

Researcher : *What song do you like?*

Top 5 : **Drag me down.**

From this fact, teacher needs to find out the way of teaching speaking with good intonation but stil have fun in the process of learning. There are some ways to teach speaking, such as : Approach, Method, Strategy and Technique. The researcher decided to use Approach as a way to

teach speaking with good intonation namely PPP (Presentation-Practice-Production) Approach. The reason is because PPP (Presentation-Practice-Production) Approach helps students to learn about intonation then practice it orally. The purpose of the presentation stage is to help the learner acquire new linguistic knowledge or to restructure knowledge that has been wrongly represented. In freer practice the student decides how the target is used and may be required to manipulate the form. The assumption here is that the learner understands the forms of the target language, but needs practice to internalize the structure. The production stage is when the student must decide if and when to use the structure that has been 'learnt'. Using PPP (Presentation-Practice-Production) Approach to improve the students' achievement in speaking will give more chance to practice their speaking ability with good intonation.

1.2 Problem of the study

Based on the background above, the problem of study is formulated as follows: "Does PPP (Presentation-Practice-Production) Approach affect the students' achievement in speaking?"

1.3 The Objective of the study

In the relation, with the problem of the study, the objective is to find out whether or not PPP (Presentation-Practice-Production) Approach affect students' speaking ability.

1.4 The Scope of the Study

There are many approach that can be used to teach speaking but the researcher focuses on PPP (Presentation-Practice-Production) Approach in teaching speaking at SMA Swasta Teladan Medan.

The writer limited the speaking that will learn to students. There are elements of speaking, namely, vocabulary, pronouncation and intonation. The writer limited speaking in using intonation in this research.

1.5 The Significance of the study

The finding of this study is expected to be theoretically and practically significant and relevant for some matters.

1. Theoretically, the finding of this study is expected to give a reverence about the result of PPP (Presentation Practice Production).
2. Practically, the finding of this study is expected to be useful for:
 1. Teachers, to provide recommendation to increase their teaching in speaking.
 2. For students, to give information to the students to improve their knowledge in speaking.
 3. For other researchers, to use the result of this research as a comparative study.

1.6 The Hypothesis

The hypothesis of this study was prepared as tentative answer for the research problem stated previously. In this case the alternative hypothesis as read follows:

Ha : There is a significant effect on the students' achievement in speaking at SMA Swasta Teladan Medan.

Ho : There is no significant effect on the students' achievement in speaking at SMA Swasta Teladan Medan.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Theoretical Framework is aimed at giving some concepts in analyzing the study in research. In conducting a research, there are some theories which are needed to explain some concepts or term applied in the research concerned. The concepts which are used must be clarified. The research follows some theories as; Hughes (2002:6), Lucas (1992:82), etc. So, the writer and the readers might have the same perspective of implementation on the field.

2.2 Speaking

Speaking as productive skill besides writing has been an important skill among four basic skill in English (Listening, Speaking, Reading, and Writing). Those words are produced as a result of comprehending the language. People communicate through writing and speaking. However, speaking takes the most part in daily life.

Hughes (2002:6) stated that speaking is not a discrete skill. One of the central difficulties inherent in the study of speaking is that overlaps with a considerable number of other areas and activities. How far, for instance, is the structure of a conversation culturally determined? How far is the grammar of speech different from other sorts of grammar? What are the critical factors in the stream of speech which make it intelligible?

According to Hughes (2002:7), Teaching speaking is not easily separated from other objectives. A further complicating factor is that when the spoken language is the focus of classroom activity there are often other aims which the teacher might have: instance helping the student to gain awareness of or to practice some aspects of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop production skills (for example rhythm, intonation or vowel-to-vowel linking) or to

raise awareness of some socio-linguistic or pragmatic point (for instance how to interrupt politely, respond to compliment appropriately, or show that one has understood).

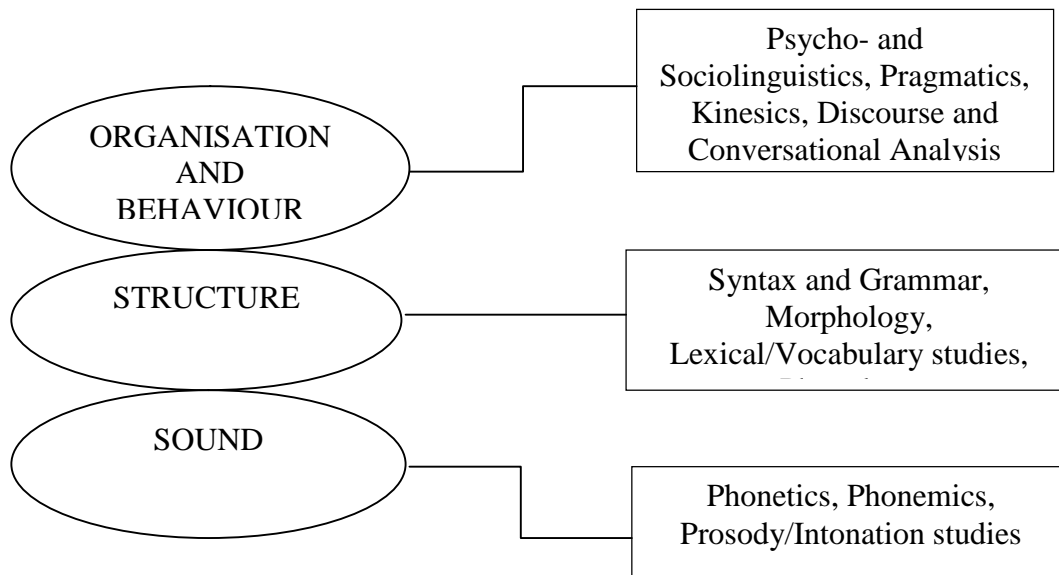


Diagram 1.1 : Levels and fields of research into speech and conversation.

Teaching and Researching Speaking (Hudges2002: 7).

The teaching of the speaking skill is more demanding on the teacher than the teaching of any other language skill. For this reason, many teachers give up the attempt to teach it and concentrate on what they call a more 'intellectual' approach to language teaching (the deciphering of the written code and discussion of its features, or the discussion of the content of foreign-language). To teach the speaking skill is necessary to have a clear understanding of the processes involved in speech. Through speech, man can express his emotions, communicate his intentions, react to other people and situations, influence other human beings.

2.3 Types of speaking

Types of speaking will be divided into three types, namely public speaking, debate and speech. They are represented below:

2.3.1 Public Speaking

According to Lucas (1992:82), Public Speaking is more highly structured. It usually imposes strict time limitations on the speaker. In most cases, the situation does not allow listeners to interrupt with questions or commentary. The speaker must accomplish his or her purpose in the speech itself. In preparing the speech, the speaker must anticipate questions that might arise in the minds of the listeners and answer them. Consequently, public speaking demands much more detailed planning and preparation than ordinary conversation.

2.3.2 Debate

According to Merriem Webster (2016), Debate is the formal discussion of a motion before a deliberative body according to the rules of parliamentary procedure.

2.3.3 Speech

According to Mulgrave (2004:3), Speech is the faculty of uttering articulate sounds or words to express thoughts. By an extension of this definition, speech may be said to be a system of audible and visible signs utilizing many of the muscles and tissues of the body for the purpose of communicating ideas.

2.4 The elements of speaking

In speaking, there are basic elements that have crucial role in order to create a condussive speaking process. These elements will help people to have better speaking skill. Here are the elements of speaking:

2.4.1 Vocabulary

Vocabulary plays an important role in developing the speaking skill. The more vocabulary learners have, the easier it is for them to develop their speaking skill. According to Thornbury (2002: 14), Learning vocabulary is important because it enriches someone's knowledge of words. Vocabulary as knowledge; the knowledge of a word not only implies definition, but also how that word fits into the world. Vocabulary knowledge is not something that can over the course of a lifetime.

2.4.2 Pronunciation

Pronunciation is “to say the sounds right, to use the words to express the appropriate meaning, or construct their sentences in a way that sounds acceptable” (Ur:1996)

2.4.2.1 Vowel

According to Sethi&Dhamija (2002:28), Vowel is essentially a tone or a ‘hum’, issuing from the glottis, with the vocal cords normally vibrating. They differ from one another in respect of quality, quantity or both. Therefore, what distinguishes one vowel from another, in respect of quality, is modification of the tone resulting from modification in the shapes and sizes of the resonating chambers through which the tone passes, viz the pharyngeal cavity, the nasal cavity and the mouth. Mainly responsible for such modifications of the resonating chambers are

the soft palate, the lips and the tongue. For the identification and description of vowels, therefore, we must describe

- I. The position of the soft palate—whether it is raised to produce oral vowels or lowered to produce nasalized vowels
- II. The shape assumed by the lips—spread, neutral or rounded
- III. The shape assumed by the tongue – which part of it is raised and how high.

2.4.2.2 Consonant

Sethi & Dhamija states that consonant is best described in terms of their articulation. For a good description in such terms, we must speak about the nature of the airstream, the state of vocal cords (vibrating or not), the position of the soft palate (raised or lowered), the place of articulation and the manner of articulation. If the vocal cords vibrate, the sound produced is voiced; if they do not, it is voiceless. If the soft palate is raised, the nasal passage gets shut off, and therefore the sound produced is oral; if, on the other hand, it is lowered, the nasal passage remains open, and therefore the sound produced is either nasal (when the oral passage is blocked) or nasalized (when the oral passage is also open).

2.4.3 Intonation

According to Varshney (1995:112), Intonation is a significant variation in pitch from one part of an utterance to another. The meaning of an English utterance, for example, derives not only from its change sound pattern and the contrastive, accentual prominences already referred to, but also from associated patterns of intonation. Nevertheless, an intonation contour does not, in itself, make any difference in the “dictionary meaning” of an utterance; it tells the

hearer something concerning the emotional attitude of the speaker. As such, the intonation patterns of language are among the very first patterns which a child learns to respond to and to imitate. According to some theories, when animals (e.g. dogs) respond to human speech, they are reacting, not to segmental phonemes, but to intonation contours alone.

Stress and Intonation are linked phenomena; they work together to give the effect of “prominence” or accent. Accented syllables can be said with level pitch, high or low, or with a change in pitch. An accented syllable said on level pitch is described as having a static tone, whilst an accented syllable on which a pitch change takes place has a kinetic tone. The syllable which initiates a kinetic tone is called the ‘nucleus’ and said to have the ‘primary, unclear, or tonic accent’. Thus the sentence “The thieves came at night”, would normally be spoken in British English with a high level (static) tone on came and a falling nucleus, or falling kinetic tone, on night.

Emotional degrees of the speakers affect his intonation. The more a speaker is involved with what he is saying, by way of anger, grief, excitement, self-importance and so on, the greater will be the range of pitch and the amount of pitch change he uses.

The system of intonation patterns in every language is difficult and is naturally learnt by native speakers of that language. A foreign learner of the language would need years of study and practice to learn the intonation patterns of the languages.

2.4.3.1 The Form and Function of Intonation in English

a. The Nature of Pitch Variations

According to Sethi&Damija (2002:179), the nature of pitch variations will be studied under Tone Group, Tonic Syllable and Nuclear Tone.

1. Tone Group

A stretch of speech over which one pattern of pitch variation, or countour of pitch, extend is called a tone group (or a tone unit). A tone group may thus consist of one syllable or more than one syllable.

2. Tonic Syllable

Within a tone group comprising more than one syllable, there is one syllable that stands out from among the rest of syllables because it initiates a major change in pitch direction. This kind of syllable is called the nucleus of the tone group or the tonic syllable.

3. Nuclear Tone

The nuclear tone reffers to the kinetic tone carried by the tonic syllable or the nucleus, in a tone group. Unlike static or level tones, it is a major change in pitch direction. An accented syllable in a tone group is said on level pitch, high or low, but the most prominent syllable in it (I.e the nucleus) is said with a changing pitch. This changing pitch or tone is of several different kinds, the most important of which are called fall, rise, fall-rise and rise-fall.

2.4.3.2 The Function (or role) of Intonation

According to Sethi&Damija (2002:184), Intonantion is not mere melody (i.e pattern o contour) of pitch variations, superadded to an utterance already complete in all respects and ready to yield its ful meaning without this addition; it is complementary to it. In other words, it does not play a mere decorative role, but performs a linguistic function. It is part of English grammar in very much the same way as tense, mood or different types of subordinate clause,

which we are accustomed to regarding as parts of grammar and conveys distinctions of 'meaning' in the same way.

1. Grammatical Function

In the first place, intonation distinguishes different types of sentence. For example, the difference between the following two sentences, which are grammatically identical, is only one of intonation:

- He is ar'riving late. (statement)
- He is arriving late? (question)

Secondly, intonation performs this grammatical function in another way too. It is intonation which helps the speaker divide longer utterances into smaller, grammatically relevant word groups (in this case, tone groups), each carrying a different pattern of pitch changes and indicating for the listeners whether a particular tone group is a complete or incomplete utterance. The following example will illustrate this:

- When you come here, (incomplete) / I'll 'get you what you 'want. (complete)

2. Attitudinal Function

Intonation is perhaps the chief means by which the speaker conveys his attitudes and emotions. The grammar of an utterance does not reveal in any noticeable way whether the speaker attitude is one of politeness, assertiveness, incredulity, querulousness, etc. In other words, intonation makes distinctions of 'meaning' (attitudinal nuances) to which grammar most often gives no structural clues. Thus we can say that intonation also performs an attitudinal function. The following pairs of sentences will show how intonation signals the speaker's attitudes and emotions.

- a. 'When can you come?

b. 'When can you come?'

The sentence, when said with a falling tone, as in a, is a normal question, neither polite nor impolite. When said with a rising tone, on the other hand, as in b, it expresses politeness, even deference.

3. Accentual Function

Intonation performs an accentual function in that it enables the speaker to make any part of his utterance prominent in accordance with the meaning he would convey. Let us look at the following sentences:

a X : They 'told me at the station / that the 'train 'leaves at seven.

b Y: Who told you this?

In sentence a, the entire information being 'new', the tonic is placed on the accented syllables of the last important words station and seven in the two tone groups. In sentence b. Who carries the tonic and becomes the focus of information: told and this are (already) 'given'.

2.4.3.3 Uses of Tones

We have seen so far that every utterance has one or more than one tone group and every tone group has its own pattern or contour of pitch variation. We have also seen that this pattern will depend upon the number of accented syllable in a particular tone group, the location of the tonic syllable in it, and the nature of the change of pitch direction on the tonic syllable. Thus every accented syllable said on a level pitch, high or low, will be marked with ['] (except

those occurring between and after nuclear syllables), and the fall, rise, fall-rise, and rise-fall with [], [], [˘] and [^], respectively.

1. Falling Tone

The following types of sentence are generally said with a falling tone:

I. Statements which are complete and definite

He's 'just been pro moted

He 'made me 'feel at ease.

II. Wh- questions which are matter-of-fact and intended to be neither polite nor impolite

'Where are you going?

How 'long will it 'take you to come here?

III. Commands

'Shut the window.

'Don't make a noise.

IV. Invitations

'Come 'over for a cup of tea

Why 'don't you 'come and 'dine with me?

V. Exclamations

'Good heaven!

Fan tastic!

VI. Tag-questions forcing the listener to agree with the speaker

You're coming to day / aren't you?

He 'can't help it / can he?

2. Rising Tone

The rising tone is used with the following tone groups:

I. Yes/no type question

Are you leaving for Delhi to day?

Was he present yesterday?

II. Statement intended to be a question

You won't come?

He isn't going?

III. Non-terminal tone group

If you don't come in time... (I'll leave).

When ever she calls on us... (she creates problems).

IV. Terminal tone group said as an afterthought

I'll not op pose him / if you like?

You're going a way / I sup pose.

V. Request

pass me the salt please.

listen to me for a minute.

VI. Command intended to sound like a request

close the door.

don't dis turb me at odd hours.

- VII. Wh-question showing politeness, friendliness, warmth, personal interest
 how is your son?
 what is your name child?
- VIII. Repetition-question which repeats someone else's question or wants him to repeat some informations
 what did I say?
 (It will take me two hours). how long?

3.Falling-Rising Tone

The following tone groups are generally said with the falling-rising tone:

- I. Incomplete statement leading to a following tone group
 If you 'don't be 'have,/ (I'll punish you se'verely).
- II. Statement intended to be a 'correction' of the information received
 (He has three sons.) He has ^vfour.
 (He can't speak Hindi.) He 'can't 'speak 'Hindi `very ,well.
- III. Statement intended to be a warning /reproach, or to express concern
 You 'mustn't 'go likethis. (warning)
 (I'm going to jump over other.the wall.) ^vcareful. (concern)
- IV. Imperative meant to be a pleading request
 'Don't get on my nerves.
 `Do at tend to this re quest.
- V. Statement which shows a kind of reservation on the par: of the speaker
 He's ^vgood. (but I can't trust him)
 I can 'do it to ^vmorrow. (but not today)

4. Rising-falling Tone

The following tone groups are said with the rising-falling tone:

I. Statement showing enthusiastic agreement

It was [^]horrid.

[^]Yes.

II. Question showing suspicion, indignation, incredulity, or mockery

'What has he been [^]doing? (suspicious)

'Will you be 'able to [^]do it? (mocking, suspicious)

III. Imperative expressing petulance, haughtiness

'Go and 'break your '[^]head. (haughty)

Come and face the [^]music. (petulant, supercilious)

IV. Exclamation expressing sarcasm, irony

How good for you (sarcasm)

Good [^]evening. (ironical)

2.5 Teaching Approach

In teaching process, a teacher has to know how to teach well. In creating a good teaching process, teacher can use an approach so that the students are interested to study speaking.

2.5.1 Presentation-Practice-Production

In Harmer (2003:82), the PPP procedure came under a sustained attack the 1990s. It was, critics argued, clearly teacher-centered (at least in the kind of procedure which we have demonstrated above) and therefore sat uneasily in a more humanistic and learner-centered framework. It also seems to assume that students learn 'in straight lines' – that is, starting from no knowledge, through highly restricted sentence-based utterances and on to immediate production.

Yet human learning probably is not like that; it is more random, more convoluted. And, by breaking language down into small pieces to learn them, it may be cheating the students of a language which, in Tessa Woodward's phrase, is full of 'interlocking variables and systems'. Michael Lewis suggested that PPP was inadequate because it reflected neither the nature of language nor the nature of learning, and one trainer, Jim Scrivener, even wrote that 'it is fundamentally disabling, not enabling'. Later however, Scrivener advanced what is perhaps the most worrying aspect of PPP, the fact that is:

only describes one kind of lesson; it is inadequate as a general proposal concerning approaches to language in the classroom. It entirely fails to describe the many ways in which teachers can work when, for example, using coursebooks, or when adopting a task-based approach.

2.5.2 The purpose of PPP

However, more recent models, usually designed for training purposes, have gone further than this:

- a. ARC: This stands for Authentic use, Restricted use and Clarification and focus. The basic premise here is that most language in the classroom can be described as either A, R or C. Thus a communicative activity will demonstrate 'authentic' use, whereas a drill, jazz chant, elicited dialogue or guided writing, for example, will provoke restricted use of language by students. Finally Clarification language is that which the teacher and students use to explain grammar, give examples, analyse errors, elicit or repeat things.

By labelling different parts of any lesson in this way is able to describe lesson differently from the old PPP procedure. An old PPP-type lesson can now be described as CRA (where the teacher presents a situation, clarifies the language point, institute restricted (controlled) practice, before getting 'authentic' use), whereas a different lesson- for example, a task - based lesson – might follow a procedure such as CACACR.

- b. OHE/III : Michael Lewis claims that the students should be allowed to Observe (read or listen to language) which will then provoke them to Hypothesise about how the language works before going on to Experiment on the basis of that hypothesis.
- c. ESA : In the Esa model three components will usually be present in any teaching sequence, whether of five, fifty or hundred minutes.

E stands for Engage. The point here is that unless students are engaged, emotionally, with what is going on, their learning will be less effective.

S stands for study and describes any teaching and learning element where the focus is on how something is constructed, whether it is relative clauses, specific intonation patterns, the construction of a paragraph or text, the way a lexical phrase is made and used or the collocation possibilities of particular word.

A stands for Active and this means any stage at which students are encouraged to use all and/or any of the language they know. Communicative activities, for example, are designed to activate the students' language knowledge: so too are reading and listening activities when students are doing it for interest and general understanding such as the extensive reading.

2.5.3 Elementary Level of PPP

According to Hammer (2003:80-81), says that PPP has three elementary levels, they are:

1. Presentation : The teacher shows the students the following picture and asksthem whether the people in it area at work or on holiday to elicit the fact that they are on holiday. The teacher points to the man and attempts to elicit the phrase He's swimming by saying can anybody tell me..he's..? or asking the question what's he doing...anybody? The teacher then models the sentence (He's swimming) before isolating the grammar she wants to focus on (he's),distorting it (he's..heis..he is), putting back together again (he's..he's), and the giving the model in a natural way once more (listen..He's swimming..he's swimming

2. Practice : The teacher gets the students to repeat the sentence. He's swimming in chorus. 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 sentence from the picture (Mary's reading a book, Paul and Sarah are playing a card, etc), getting coral 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?.....Mary?..yes Sergio

Students : She is reading a book

Teacher : Good, etc.

3. Production : **The end point of PPP** is production, which some trainers have called “immediate creativity”. Here the students are asked to use the new language in sentences of their own. For example the teacher may get the students to imagine that they are all in a holiday villa. They must now say what each of them doing, e.g. Sergio's reading a book, Juana's sunbathing, etc. They might write a 'holiday' postcard home, e.g. It's great here. The

sun's shining. Paul and Sarah are playing football...etc

2.5.4 Characteristic Effective Presentation

By definition an effective presentation meets its objective. It follows that an effective presentation has an explicit set of objectives. Effective presentations are also marked by high-quality visuals and by smooth, practiced delivery handouts, to should be of high quality. The content of presentation and any support visuals or handouts should be relevant to the audience members and usefull in light of their needs and requirement.

According to Nicolas (2003:2-3) says, there are three characteristics of effective presentation, namely:

1. Planning your presentation

Planning your presentation means thinking aloud about important aspects of it. Here is when you began the task of organaizing your presentation. Here, too is where you begin thingking about your visual aids. The important aspects of your presentation include:

1. Objective

2. Audience

3. Content

4. Organization

5. Visual

6. Setting

7. Delivery

8. Preparing your presentation

The centerpiece for this stage of process consists of your visual aids and is addressed in a separate paper (effective presentation power point)

2. Practicing your Presentation

“Practice makes you perfect” or saying has it. There are many good reasons to practice your presentation:

1. You can practice alone for the purpose of getting familiar with the visual and content, especially to ensure that your visual are legible.
2. You can practice with others if the presentation involves more than one presenter. This will help ensure smooth handoffs and you can and should practice with an audience to help identify the kinds of questions and issue that might surface during the actual presentation.

3. Presenting

When actually making your presentation, there are many factors of which you must be aware, some of which are mastered only as a result of practice. These includes the following:

1. Facial expression
2. Face
3. Voice (intonation, pronouncation, inflection)
4. Body movements (pictures, gestures, moving about)
5. Use of a pointer (classic wooden pointer or laser)
6. Roles (in the event multiple presenter)

2.5.5 Purposes of Presentation

According to Davis (2008:2) said, there are three purposes of presentation, they are:

1. Undertand the nature of communication : It means we are trying to asses language in flux that

is constantly change. Very chaotic. Inherently evolving and multidimensional based on internal and external forces.

2. Discuss the principles of the effective assessment : Not done at all due to limited time constraint and knowledge of testing. The criteria to assess students' communication skills are vague and subjective, leading to inconsistencies.

3. Describing examples of speaking assessment tasks that provide more measurable and meaningful feedback to students, teacher language, and language programs.

2.5.6 The advantages of Presentation Practice Production Approach (PPP)

According to Vystavelova (2009:30), there are some advantages for PPP, they are:

1. PPP lesson provides clear and simple structure of the lesson
2. Teacher said that such as a lesson is easy to prepare, because the material use for the lesson are ordered from the simplest to the most difficult and types of activities are arranged from the most controlled to the least controlled.
3. Several teachers also wrote that this approach is relatively easy for beginner students that communication is effective.

2.5.7 The disadvantages of Presentation Practice Production Approach(PPP)

According to Vystavelova (2009:30), there are some disadvantages for PPP, they are:

1. The most common answer the lesson are predisposed to be teacher-centered. This piece of information contradicts the fact that adult learner have a good ability of self-direction.
2. Some of participants stated that is fact makes this approach unsuitable for more advanced students, as they do not get so much chance to communicate freely and independently.
3. Some of teachers have also mentioned this approach does not seem to be as effective as it

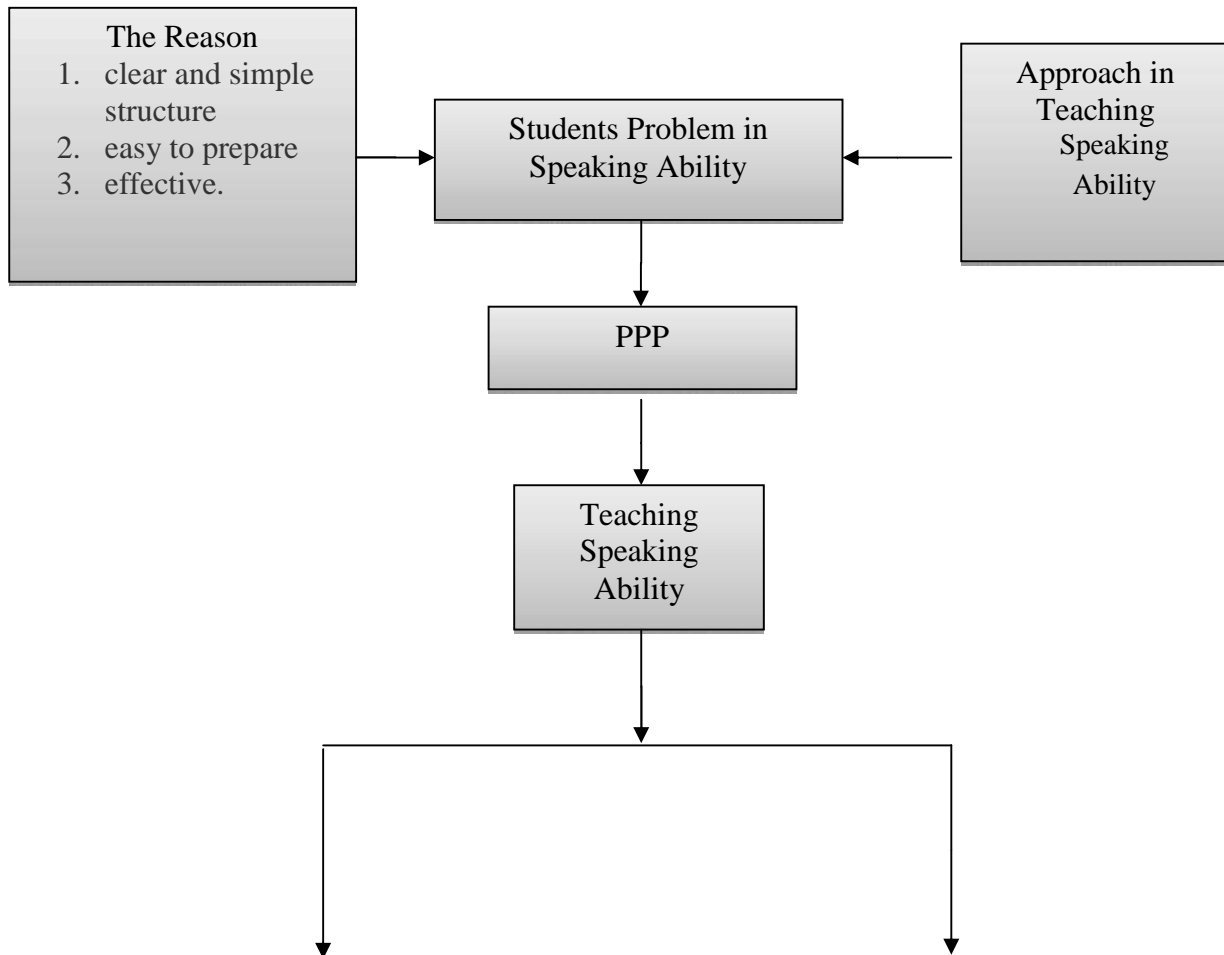
claims to be which is exactly the same as Lindsay and Knight said.

2.6 Previous Research

The writer took the review of relate literature from other graduation paper as the principles or comparisons with this research. The first one was taken from Izzah (2013) entitled Improving Writing Skill by using PPP, the main purpose of the thesis was to describe how to use PPP in teaching writing skill of the students at Senior High School and to find out the advantages and disadvantages of PPP in teaching writing skill. The similarities with this study are the use of PPP in teaching writing skill. The differences are the field of taking data in students of Senior High School, while the field of this study is Junior High School and the skill of the research is in writing skill, while this research is in speaking skill.

The other was Darsini (2013) entitled Improving Speaking Skill through Cooperative Learning Method Of The Eight Grade Students Of SMP N 2 Ubudin the Academic Year of 2012/2013. The study focuses on Improving Speaking Skill through Cooperative Learning Method Of The Eight Grade Students Of SMP N 2 Ubudin the Academic Year of 2012/2013. The similarity is both of these studies discussing about Speaking Skill. The different is the study is used Cooperative Learning Method, while in this study using PPP.

2.7 Conceptual Framework



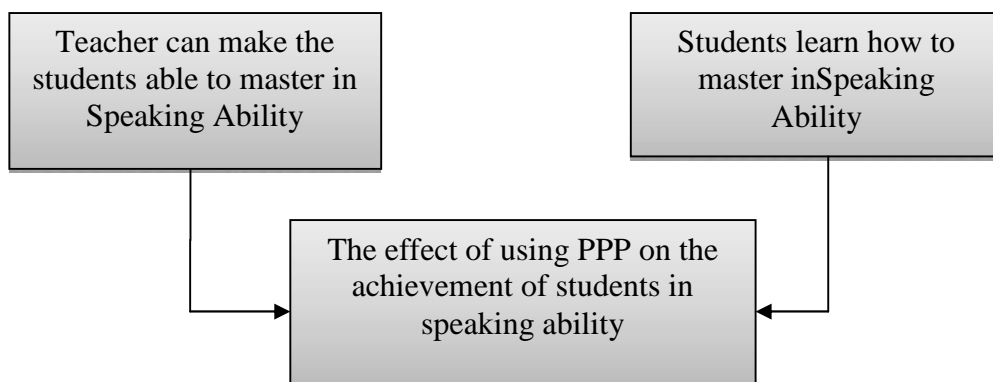


Figure 2.2 The Conceptual Framework of The Effect of PPP in Teaching Speaking Harmer (2003:82)

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study would be conducted by using experimental quantitative design. It meant that in conducting the experimental quantitative research, the sample would be defined into two groups, namely experimental group and control group. The experimental would be group which using peer response approach while the control group was the group that was not taught by using PPP approach. The design could be seen follows:

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	Using PPP	✓

Control	✓	Using Conventional approach	✓
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3.2 Population and Sample

The subject of this study would be the ninth grade students of SMA Swasta Teladan Medan.

3.2.1 Population

Population will be all subject of a research. The population of this research would be the XI grade students of SMA Swasta Teladan Medan in academic year 2015/2016.

3.2.1 Sample

Sample would be a part of all representation of population that is analyzed. The population is the ninth grade students of SMA Swasta Teladan Medan in academic year 2015/2016. The classes that writer had chosen were XI IPS 1 as a control group that consists 25 students and XI IPS 2 as a experimental group that consists of 25 students.

3.3 The Instrument of Collecting Data

In this research, the data was collected by quantitative data. The instrument of collecting data was used by the researcher to get the data observation by using:

1. Test: was used for getting data of research result and students activities in teaching learning.

There were two tests used in this research as follows:

- a. Pre-test was done in control group and experimental group.
- b. Post-test was implemented in control group and experimental group.

3.4 Procedure of the Study

The research was divided into two groups: experimental and control group. A set of treatment was applied to experimental group. Then, the process of research consisted of three steps namely pre-test, treatment, and post-test.

3.4.1 Pre-Test

The test was done to measure the sample's ability in speaking. The test was done before treatment done. The test was in oral test.

3.4.2 Treatment

The treatment was given to students after the writer got the score in pre-test. If the score in pre-test was not good so it would be done. In the experimental group, the students achieve the treatment by using PPP , while the control group was taught about Speaking mastery by using Aural Approach.

Table 3.4.2 Teaching Procedure for the Experimental and Control Groups

	Experimental Group	Control Group
	<p>First meeting</p> <p><i>Opening phase</i></p> <ol style="list-style-type: none"> 1. Teacher greets the students to open the class (introduction) 2. Teacher motivates the 	<p>First meeting</p> <p><i>Opening phase</i></p> <ol style="list-style-type: none"> 1. Teacher greets the students to open the class (introduction) 2. Teacher motivates the

<p>students and gives instruction to the students before the test</p> <p>Main activities</p> <p>Pre-Test</p> <ol style="list-style-type: none"> 1. Teacher gives an oral pre-test to the students by giving a topic about “Ambition” and make the students in pair. Times given 35 minutes. 2. Teacher asks students in pair to come in front for test. <p>Closing activity</p> <ul style="list-style-type: none"> - Teacher gives conclusion about the lesson around 10 minutes. 	<p>students and gives instruction to the students before the test</p> <p>Main activities</p> <p>Pre-Test</p> <ol style="list-style-type: none"> 1. Teacher gives an oral pre-test to the students by giving a topic about “Ambition” and make the students in pair. Times given 35 minutes. 2. Teacher asks students in pair to come in front for test.Closing activity <p>Closing activity</p> <ul style="list-style-type: none"> - Teacher gives conclusion about the lesson around 10 minutes.
<p>Second meeting</p> <p>Opening phase</p> <ol style="list-style-type: none"> 1. Teacher greets the students to open the class (introduction) 2. Teacher motivates the students 	<p>Second Meeting</p> <p>Opening phase</p> <ol style="list-style-type: none"> 1. Teacher greets the students to open the class (introduction) 2. Teacher motivates the students <p>Main Activities</p>

<p><i>Main Activities</i></p> <p>Treatment</p> <ol style="list-style-type: none"> 1. Teacher explains about conversation. In this case, the teacher orients her teaching on PPP Teaching Approach 2. Teacher explains about conversation especially intonation of conversation. 3. Teacher practices about the PPP Approach 4. Teacher explains the schema of learning PPP Approach 5. Teacher explains the students how to practice the PPP Approach 6. Teacher gives a topic about “Ambition” and asks the students to discuss that topic in pair 7. Teacher asks them to present their conversation. <p><i>Closing activity</i></p>	<ol style="list-style-type: none"> 1. Teacher asks the students to open their book to get information about conversation especially intonation of conversation 2. Teacher explains conversation especially intonation of conversation 3. Teacher gives a topic about “Ambition” and asks the students to practice it <p><i>Closing activity</i></p> <p>- Teacher and students make</p>
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	- Teacher and students make summary about the material that they have learned	summary about the material that they have learned
	Third Meeting - Teacher gives the direction related to the test - Teacher gives post-test	Third Meeting - Teacher gives the direction related to the test - Teacher gives post-test

3.4.3 Post-Test

After conducting the treatment, the post-test would be given to know the students' achievement in Teaching Speaking by using PPP. The post-test was also given to get speaking score. The test was in oral test.

3.5 Scoring System

It was necessary to know the indicator before giving the test. In assessing speaking, it was needed to decide the criteria of scoring. By deciding the criteria of scoring, it was easy to get information about how far the student's improvement in speaking ability. In scoring the spoken test, the scores are from 0-100 for all components students were getting 100 point.

$$S = \frac{R}{N} \times 100\%$$

Where:

S= Score of the test

R= Number of the correct answer

N= Number of test items

3.6 Procedure of Analyzing Data

The data were analyzed by using some steps:

1. Calculating the data from the scoring of the experimental and control group.
2. Identifying the score of the students who were being treated and who were not.
3. Comparing the score.
4. Drawing the conclusion and answering the hypothesis.

3.7 The Validity and Reliability of the Test

The validity and reliability determined how well a test is. These two factors should be fulfilled a test before it was used to derive valid data of the research.

3.7.1 The Validity of the Test

The writer employed the five validity criteria proposed by Anderson *et al.*, in Burns, 2010 (161-162). They are democratic validity, process validity, outcome validity, catalytic validity, and dialogic validity.

The democratic validity could be seen in every steps of the research from the beginning. Together with the research members the writer worked collaboratively to find the problems which had been overcome and found the actions which had been implemented. In addition, all

participants of this research were given sample opportunities to give their feelings, opinions, ideas, comments or suggestions related to the research.

The process validity was done to ensure that the actions of this research were believable and the actions are done as planned. The process in this research were divided into cycles depend on the condition in the field. Each cycle consists of planning, implementation, evaluation, and reflection steps. The process involved different data sources together with some proofs that show the process was believable.

The outcome validity was related to the actions that lead to the results that were successful within the research context. This validity depends on the validity of the research process which was aimed at improving. To fulfill the outcome validity, some indicators that show the improvement of the students' vocabulary mastery in the teaching learning process formulated together.

The catalytic validity was done by allowing each person involved in the research to learn and gained more insights from the research processes. It fulfilled by encouraging them to express their opinions about the changes they had experienced and to modify their techniques to bring about improvement.

The dialogic validity was the process of peer review that was commonly used in academic research. This validity fulfilled by discussing the research findings with the English teacher and some students of English Education Department UHN. Most of them were also research practitioners. The members of the discussion gave their opinion and their constructive inputs about the research report.

3.7.2 The Reliability of the Test

Reliability is one of the characteristics of good tests. It referred to the consistency of the measurement. If the data was appropriate to the fact, the result was the same although it was exercised many times. It meant the reliability refered to the consistency of the measurement.

In order to find out whether the test reliable or not, the writer used the formula of Alpha in Arikunto (2010:238-240) as the following:

$$r_{11} = \frac{k}{k-1} \left[1 - \frac{\sum \sigma_b^2}{\sigma^2 t} \right]$$

Where:

r_{11} : Reliability of instrument

k : The number of Items of the Test

$\sum \sigma_b^2$: The number of variants of each item

$\sigma^2 t$: Total of variants

3.8 Technique of Analyzing Data

According to Arikunto (2010:354-355), to test the hypothesis, the T-test formula used as the following:

$$t = \frac{Mx - My}{\frac{Dx^2 + Dy^2}{Nx + Ny - 2} \sqrt{\frac{1}{Nx} + \frac{1}{Ny}}}$$

where:

t : The effect

Mx : Mean of experimental group

My : Mean of control group

Dx^2 : The deviation square of experimental group

Dy^2 : The deviation square of control group

Nx : The sample of experimental group

Ny : The sample of control group

3.9 The Test Specification

The writer made the test in students' speaking mastery by using PPP Approach for the specification based on Thornbury (2002: 129-143). Below is the explanation:

Content	Items	Kinds Of test	Score
Intonation	Falling Tone	Oral Test (Conversation)	25
	Rising Tone		25
	Falling-Rising Tone		25
	Rising-Falling Tone		25