

**THE EFFECTIVENESS OF USING PRESENTATION PRACTICE
PRODUCTION IN TEACHING SPEAKING AT SEVENTH GRADE
STUDENT OF SMPN 1 BALONG IN ACADEMIC YEAR 2016/2017**

THESIS



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(IAIN) PONOROGO
JUNE 2017**

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THESIS

Presented to

**The State Institute of Islamic Studies Ponorogo
in partial to fulfillment of the requirement
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MOTTO

“Every action has an Equal and Opposite Reaction”

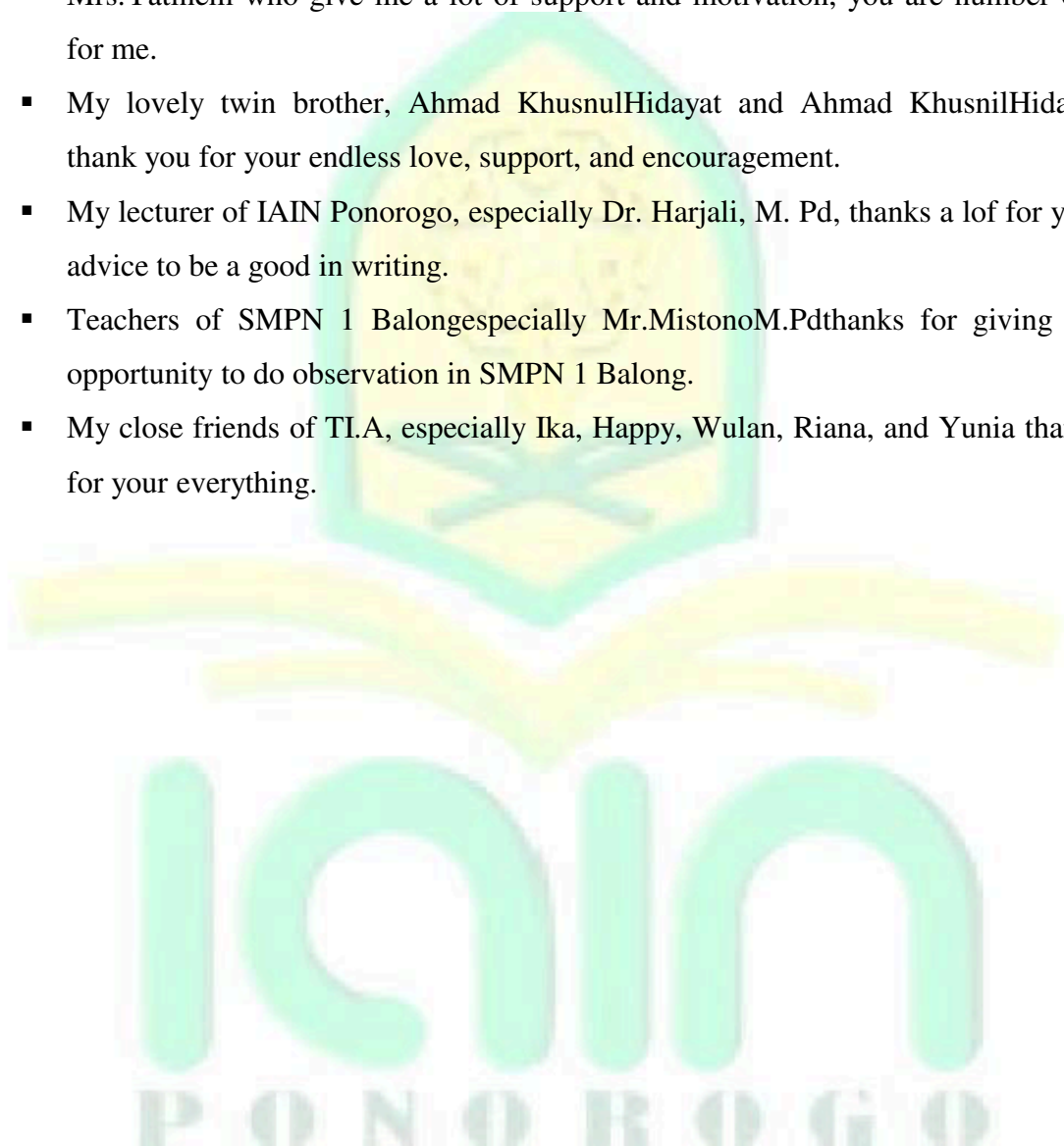
“Experience is the best teacher”



DEDICATION

This thesis is dedicated to;

- My beloved fathers and mothers, Mr.Sakun, Mr.Damas, Mrs.Parti, and Mrs.Yatinem who give me a lot of support and motivation, you are number one for me.
- My lovely twin brother, Ahmad KhusnulHidayat and Ahmad KhusnilHidayat thank you for your endless love, support, and encouragement.
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ABSTRACT

Kurniawati, Dian Tri, 2017. The Effectiveness of Using Presentation Practice Production in Teaching Speaking at Seventh Grade Student of SMPN 1 Balong in Academic Year 2016/2017. Thesis, English Department, Faculty of Teaching and Education, State Institute of Islamic Studies (IAIN) Ponorogo, Advisor Dr. Harjali, M.Pd

Key Words : Presentation Practice Production, Teaching Speaking

Foreign language is a language which sometimes difficult to be learnt for Indonesian students. One of the aspects of language is speaking. Speaking is the verbal use of language to communicate with others. By speaking, students can give information or idea to the others orally and also can get information from the other by understanding what they are talking about. To make students speak English easily, one of the alternative methods of teaching speaking which is suggested in this study is Presentation Practice Production. Here, speaking is taught by giving instruction to the students to repeat, to memorize, and to speak.

The statement of the problems: Do the students who are taught by Presentation Practice Production achieve better score in speaking ability than those who are not? The objective is to examine whether there is difference result between students who are taught by Presentation Practice Production and those who are not taught by Presentation Practice Production at seventh grade student of SMPN 1 Balong in academic year 2016.

The research applied quantitative approach and used Quasi Experimental design. This research used two classes as experimental group and control group. The population was taken from the seventh grade students of SMPN 1 Balong in academic year 2016/2017 and consists of 208 students. The numbers of the sample in this research were 52 students of Experimental group and Control Group. The researcher used cluster random sampling as sampling technique. The technique of data collection were test and documentation. To analyze data the researcher used t-test formula as technique of data analysis.

The result showed the value of t_0 between students speaking ability who were taught by Presentation Practice Production and those who were not taught by Presentation Practice Production was 6,25. The result of computation of using t-test formula of 5 % signification level was 2,01. The t_0 were higher than t_t . So H_a was accepted and H_o was rejected.

So, from computation above it can be concluded that there is a significant difference between students speaking ability who are taught by Presentation Practice Production and those who are not. It is become important for the teacher to increase and develop their ability in teaching.

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Praise to Allah SWT, who has given grace and guidance, so the writer can finish this thesis. Although the author realizes, this paper is still far from perfection. Place and situation be upon the great messenger Muhammad SAW, his family and friends until end of the time.

This thesis aims to fulfill one of the requirements for degree of Sarjana in English Education. The title of the thesis is: The Effectiveness of Using Presentation Practice Production in Teaching Speaking at Seventh Grade Student of SMPN 1 Balong in Academic Year 2016/2017.

The success who obtained from the result of the overall efforts, also thanks to support from the other parties. For that, on this occasion with all humanity, the researcher wants to thank to:

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4. Dr. Harjali, M.Pd., as the advisor, who always help me edited my script, guide me during this study, and support me until I finish this thesis.
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6. The teacher of seventh grade in SMPN 1 Balong who have given permission and guidance during the researcher conduct the research.
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Writer cannot reply to anything, the writer hopes that their services be accepted by Allah SWT. Lastly, suggestion and criticism very author expert perfection for the sake of this thesis and hopefully useful to the researcher of this thesis in particular and generally to the reader.

Ponorogo, 8th June 2017
Researcher

Dian Tri Kurniawati
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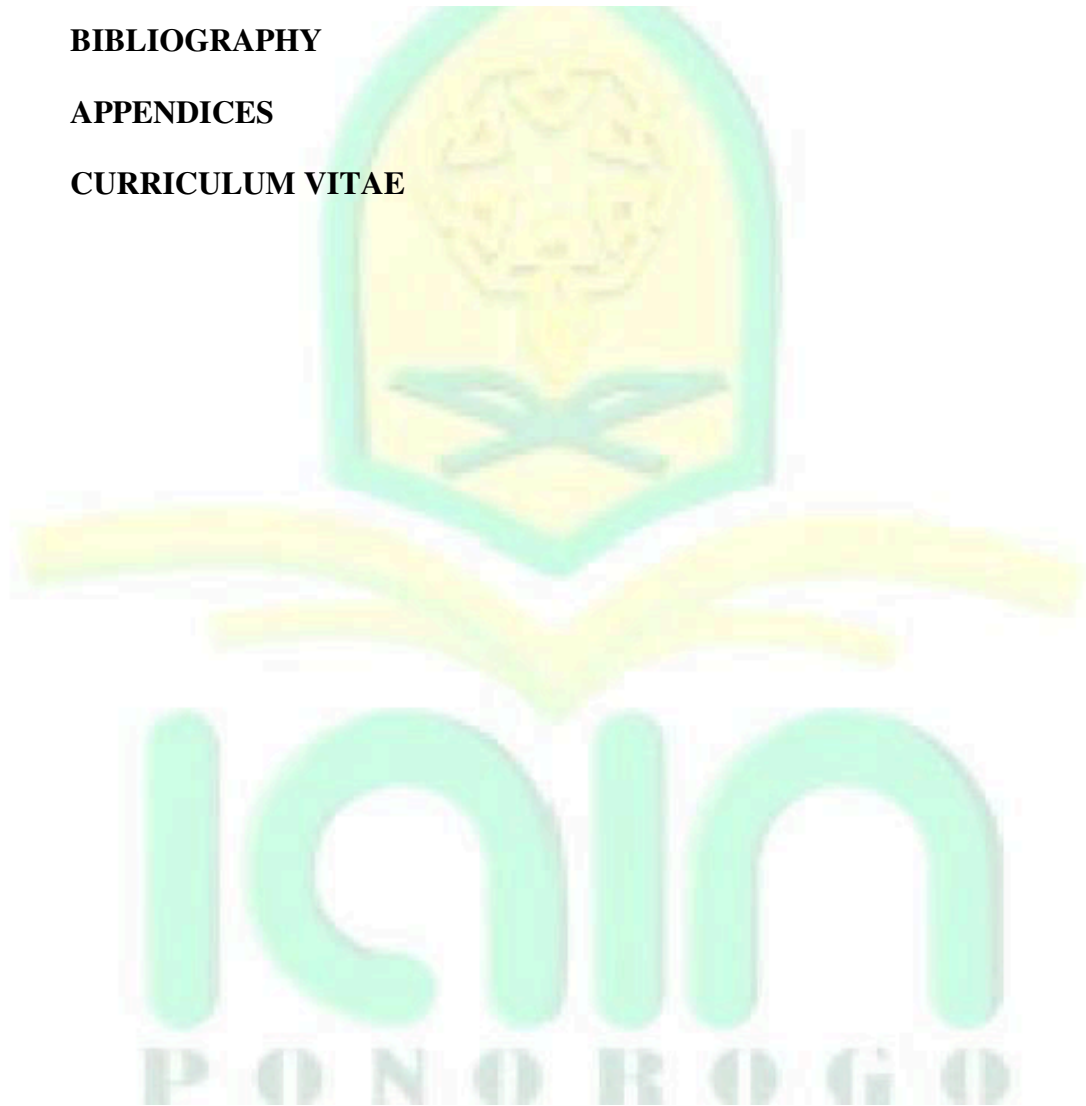
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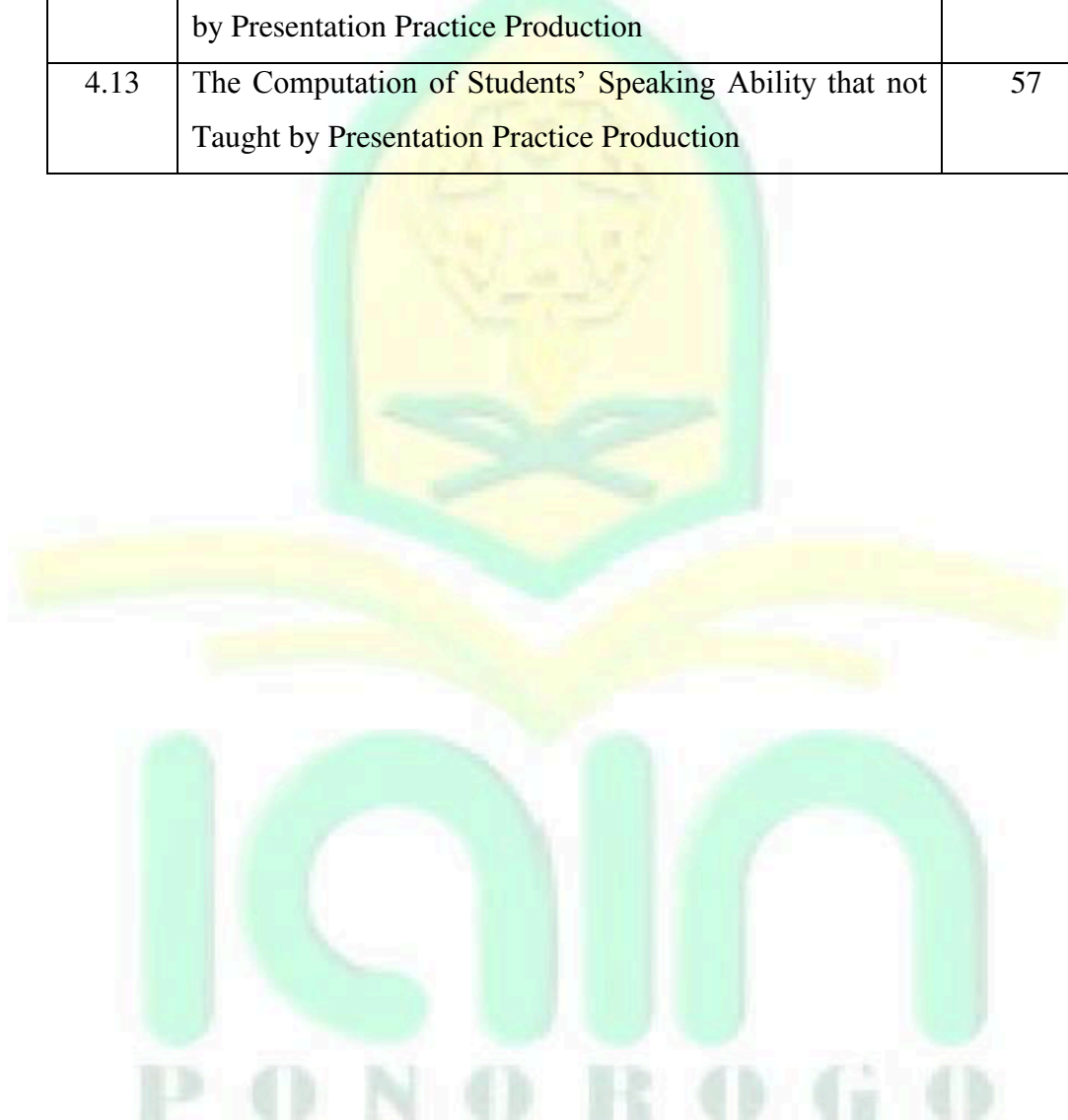
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CHAPTER I

INTRODUCTION

A. Background of the Study

English has become the primary language of communication. Millions of people in the world speak it. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relations, etc. In Indonesia, English is adopted as the foreign language and it is learn in formal school.

In globalization era, learning English is very important for students. Learning English is proved by the existence of English subject in school. According to Douglas, learning is acquiring or getting knowledge of a subject or a skill of study, experience, or instruction.¹ In Indonesian education, English subject is taught start from Elementary school, English is included in Local Content (Mulok). The students should join teaching process that is held by the teacher.

In teaching English language, learners need to master four language skills. Those are listening, speaking, reading, and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills, because

¹H. Douglas Brown, *Principles of Language Learning and Teaching 4th edition*(New York: Longman, 2000), 7.

learners doing these need to produce language. They are also known as active skills.²

The four skills are all important. However, of all the skills, speaking seems intuitively the most important.³ Because speaking is as a communication in conversation in this life which is very important thing that should be mastered by everyone, especially by students as target learning. They must know how to communicate well. Thus, the students learn how to speak by sharing the knowledge and idea. According to Chaney states speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Based on the explanations above, it can be concluded that speaking is crucial aspect in learning English to communicate in daily activity. In this case, the students can give information to the others orally and the students also can get information from the other by understanding what they are talking about. In addition, speaking also description of spoken language, interaction, and social situational.

There are some components to make the ideal speaking. Teachers have been concerned to ensure that students not only practice speaking in a controlled way in order to produce features of pronunciation, vocabulary, and structure accurately, but also practice using cohesion, coherence, accuracy and fluency more freely in purposeful communication.⁴

²Jeremy Harmer, *the Practice of English Language* (New York: Longman, 1989), 16.

³Penny Ur, *a Course in Language Teaching* (Cambridge: Cambridge University Press, 1996), 120.

⁴Donn Byrne, *Teaching Oral Teaching* (British: Longman, 1976), 3.

However, it is generally understood that learning speaking is not easy for students. The causes of the speaking problem can be seen from many factors. They may come from the teacher, the students, and other. One of them is the method given by the teacher. Teaching speaking in English language acquires the use of effectiveness learning method. Method is the procedure of instruction that are selected to help learners achieve the objective or to internalize the content of message. Many methods can be used for improving students' speaking ability, and it is hoped that the learning process is running well. One of the methods is Presentation Practice Production (PPP).

Presentation, Practice and Production (PPP) is a method can be separated because they related among that. This consists of Presentation, Practice and Production. Richards in a typical lesson according to the situational approach, a three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, and Production. Presentation: the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it. Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises. Production: Students practice using the new structure in different contexts often using their own content or information, in order to develop fluency with the new pattern.⁵

⁵ Richards, C. Jack, *Communicative Language Teaching Today* (New York: Cambridge University Press, 1998), 8.

In addition, Harmer defines that PPP can be seen as a development of Audiolingualism. One of the criticisms levelled at Audiolingualism was that controlled drills do not result in the kind of language behaviour found in the real-life context thus fail to develop communicative activities.⁶

Based on the observation, some teachers in SMPN 1 Balong have presented some techniques in teaching English but in fact, there are still many students have low speaking ability.⁷ The causes are the students were less of practicing, lack of vocabulary, less of motivation and less opportunities. The first problem is about less of practicing. The students are not using English in their learning process even in simple conversation such as asking information, agreeing, giving information, prohibition etc. The second problem is lack of vocabulary. In this case, they cannot speak well because they do not know about the words or things that they want to say. This is because they are lazy to find the new word in learning process. In fact, when they are studying most of them do not bring the dictionary in the classroom. The third problem is motivation, although they have many vocabularies but if they are not motivated in speaking, it will be useless. Teacher in every meeting must give motivation. It means with motivation they will support themselves to speak and more confidence in using English. The last problem is less opportunities or chances to speak up, because they have meeting twice every week that consist 90 minutes. Thus, the students have limited

⁶ Jeremy Harmer.....,80.

⁷ Observation in SMPN 1 Balong at April 5, 2017.

time to practice. This condition makes the teachers have to know the students' needs in teaching process.

Based on the phenomenon above, the writer is interested in conducting a research entitled: **“THE EFFECTIVENESS OF USING PRESENTATION PRACTICE PRODUCTION IN TEACHING SPEAKING AT SEVENTH GRADE STUDENT OF SMPN 1 BALONG IN ACADEMIC YEAR 2016/2017”**.

B. Limitation of the Study

To avoid a deviation of the discussion, this study focused on:

- a. The subject of this study is the seventh grade student of SMPN 1 Balong in academic year 2016/2107.
- b. The object of this study is the the effect of using presentation practice production in teaching speaking in academic year 2016/2107.

C. Statement of the Problem

Regarding to the background of the study, the statement of the problem is formulated into:

Do the students who are taught by Presentation Practice Production achieve better score in speaking ability than those who are not.

D. Objective of Study

Based on the statement of the problem above, it can be figured out the purpose of the study as the following:

“To know whether there is difference score between students who are taught by Presentation Practice Production and those who are not taught by Presentation Practice Production at seventh grade student of SMPN 1 Balong in academic year 2016/2017’

E. Significance of Study

The result of this research is expected to be beneficial for:

1. Theoretical Significance

This research is expected to give benefits in educational practice. It can contribute as the reference of teaching speaking.

2. Empirical Significance

- a. Teachers

It is expected to give useful contribution for teacher to help them in teaching their students, especially in improving students’ speaking ability. Especially for English teacher of SMPN 1 Balong to improve students’ speaking ability by using Presentation Practice Production. This research will be one of the simplest method to create attractive and active classroom environment in English language learning process.

b. Students

It is expected to be useful for the students to increase their speaking ability. Besides that, the students can appreciate the other efforts. Furthermore, by using Presentation Practice Production the students get interesting experience while practicing English in spoken and written.

c. Readers

It is expected to be useful for readers especially for the students of English department of IAIN Ponorogo as a reference to use related method to increase speaking ability.

F. Organization of Thesis

The thesis will be divided into five chapters as follows:

The first chapter is introduction, which contain of background of the study, limitation of the study, statement of the problem, objective of the study, significance of the study, and organization of thesis.

The second chapter is review of related literatures includes theoretical background, previous study, theoretical framework, and hypothesis stated based on some theories related.

The third chapter is research methodology includes research design, population, and sample, instruments of data collection, technique of data collection, and technique of data analysis.

The fourth chapter is finding and discussion. This chapter contains the common data of research location, data description, data analysis, and discussion.

The last chapter is closing. This chapter consists of the conclusion of the research and about recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURES

A. Theoretical Background

1. Teaching Speaking

a) Definition of Teaching

Teaching is part of education learning. Teaching is guiding and facility learning, enabling the learner to learn, setting the condition for learning.⁸ From this statement, we know that teaching is facilitating of learning and transferring the knowledge to the students directly. In teaching, teacher must make good interaction with students in order to the material of learning so students can accept it easily.

Douglas Brown said that teaching can defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.⁹ It could be said that teaching is transfer the knowledge or knowledge possessed by a person. By teaching, we also help people to know something and guiding someone. In fact, many people do not realize that teaching is an infinitive glory to due to teach someone to be glorious.

In teaching, teacher must make learning process is effectively. So, to make teaching more effective and affective students should be understood not only as

⁸Douglas Brown, *Principles of Language Learning and Teaching*, 8.

⁹Ibid.

passive receiver but also as active receiver, whom guided teacher in the class and in emotional, sociologies and psychology condition.

Besides that, effective teaching can apply if teacher also can be model of the students in positive behaviour. Teacher also must be motivator to students, because it can make the learning apply effectively.

Based on those statements, teaching cannot be separated from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. So, teaching can be called a set of components in improving learning knowledge, positive behaviour to get maximal result in transferring information to the learners.

b) Definition of Speaking

To communicate with other people, we require device. The most basic device is language. Language can be used to deliver the message orally or written form. In oral language, people can express their idea or their mind directly.

Many languages any regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with other, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire and they asses their progress in term of their accomplishment in spoken communication.¹⁰

¹⁰SitiIndrawati, *The Effectiveness of Group Work Technique in Teaching Speaking at the Tenth Grade Students of MA Al-Islam JoresanMlarakPonorogo in Academic Year 2012/2013 (THESIS)* (Ponorogo: STAIN PONOROGO, 2013), 9.

Speaking is the verbal use of language to communicate with others. Speaking is a form of language skill as communicative competence. It can be developed when it is really used in real life as means communication.¹¹

Speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test-takers listening skill, which necessarily compromises and reliability and validity of an oral test.¹²

Furthermore, speaking consist of producing systematic verbal utterances to convey meaning (utterances are simply things people say).

Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information.” It is often spontaneous, open ended, and evolving, but it is not completely unpredictable.¹³

The mastery of speaking skill in English is a priority for second or foreign language learner. Learner consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basic of how well they feel they have improved to their spoken language proficiency.¹⁴

Based on those definitions, speaking is one of productive skill that used to express ideas, thought, and feeling in speech. The students’ speaking ability

¹¹Jack C. Richard and Rodgers, S Theodore, *Approach and Methods in Language Teaching a Description and Analysis* (New York: Cambridge University Press, 1986), 68.

¹²H. Douglas Brown, *Language Assesment: Principles and Classroom Practice* (San Fransisco, California: Longman, 2003), 140.

¹³ Kathleen M. Bailey series editor: David Nunan, *Practical English Language Teaching Speaking* (New York: McGraw-Hill ESL/ELT, inc, 2005), 2.

¹⁴Jack J. Richard, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University Press, 2008), 19.

will be improved by real communication that can be used to link the students to society.

c) Components of Speaking

According to Penny Ur, components of speaking skill are fluency in speaking, pronunciation of speech, grammatical and about domination vocabulary.¹⁵

1) Fluency

Fluency is the capacity to speak fluently, confidently and at rate consistent with the norm of the relevant native speech community.¹⁶ Fluency is the important thing in communication. The term of fluency relates to language production. Fluency is a speech language term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly.¹⁷ Students can speak fluency if they feel confidence. Because confidence is the key to speak fluently. Fluency can show a person's ability to speak English well. Students can speak fluently if they often practice English, without practicing students will have difficulty in speaking English.

2) Pronunciation

According to Kasihani, "Pronunciation is the way to talk some word of language."¹⁸ Like the statement above, pronunciation is a very

¹⁵ Penny Ur, 135.

¹⁶ Kathleen M. Bailey, 5.

¹⁷ <http://en.wikipedia.org/wiki/Fluency>

¹⁸ Kasihani, *English for Young Learners*, (Jakarta: Bumi Aksara, 2008), 43.

important component in the ability to speak English. Pronunciation someone in the English language depends on the knowledge they have and they learn. Incorrect pronunciation will lead to a different meaning and difficult to understand it.

3) Grammar

Grammar is the set of language rules that you use most of the time unconsciously, to create phrase, and sentences that convey meaning.¹⁹ According to Kathleen M. Bailey, grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.²⁰ Therefore, grammar is the study of words in sentences. Structure in this study covers the appropriateness of using words correctly in sentences orally.

4) Vocabulary

Vocabulary is total number of word in a language.²¹ Vocabulary means the appropriate diction, which is used in communication. Without having a sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary as also barrier that precludes learner from learning a language.²²

¹⁹ www.vocabulary.com/dictionary/grammar

²⁰ Kathleen M. Bailey, 2.

²¹ Kasihani, 43.

²² Martin H. Manser, *Oxford Learners Pocked Dictionary* (New York: Oxford University Press, 1995), 462.

d) Definition of Teaching Speaking

Teaching speaking is important thing in teaching process. In this case, the teacher must know the way to teach students especially in teaching speaking. In teaching speaking, the teachers should improve students' communication skill, because it can help the students to express idea, knowledge, and information to the others.

Teaching is showing people how to do something so that they will be able to do it themselves and encouraging them to accept something as a fact or principle.²³

Thus, Nunan recommended, "What is meant by 'teaching speaking' is to teach ESL learners to:

1. Produce the English speech sounds and sound patterns.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pause which are called fluency.²⁴

²³Hornby, AS, *Oxford Advanced Learners's Dictionary of Current Language* (New York: Oxford University Press, 1995), 1225.

²⁴HayriyeKayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, the Interest TESL Journal, Vol.XII.From <http://iteslj.org/Articles/KayiTeachingSpeaking.html>

Furthermore, Nunan states that teaching speaking is sometimes considered a simple process. Commercial language schools around the world here the people with no training to teach conversation.²⁵ Where is speaking is totally natural, speaking in a language others than is anything but simple. It mean that teaching speaking is from naturally situation where someone life or go to another country and make know another languages such as if you go to America, sometime you will know language there.

In addition, in teaching speaking, the teachers teach students about the structure of the language, the teacher should be proficient to use the language. Kayi states that some explanation to keep in mind as you plan in speaking activities.²⁶

1) Content.

Avoid too much new vocabulary or grammar, and focus on speaking with the language the students have. Thus they should the related their life to make easier in teaching process.

2) Correction Error.

The teacher needs to provide feedback and correction, but do not interrupt the flow of communication.

²⁵David Nunan, *Practical English Language Teaching* (New York: The McGraw-Hill Company, 2003), 48.

²⁶HayriyeKayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, the Interest TESL Journal, Vol.XII.From <http://iteslj.org/Articles/KayiTeachingSpeaking.html>

3) Quality vs Quantity

Address both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.

4) Conversation strategies

The teacher should encourage strategies like asking for clarification, paraphrasing, gestures and initiating ('hey, hello,' by the way').

5) Teacher intervention

If a speaking activity loses steam, the teacher may need to jump into a role play, ask more discussion questions, clarify the teacher's instruction, or stop an activity that is too difficult or boring.

In summary, teaching speaking are teaching in some considers such as how to produce the words or sentences, stress, intonation, rhythm. Moreover, in teaching speaking the teacher should know the content, correction error, and etc, this very important to make teaching process successfully. In addition, teaching speaking learns in naturally situation, it means the language get by someone from where they are life and stay.

e) **Characteristic of Successful Speaking Activity**

In class of speaking many students feel unconfident and afraid to practice speak English language. All of the teacher hoped students to practice in speaking activities.

Therefore, before all, must be understood the characteristics of a successful in speaking activity as follows:

1) Learners talk a lot

As much as possible of the period allotted to the activity is in fact occupied by learners talk. This may seem obvious. However, often much time is taken up with teacher talk or pauses.

2) Participants is even

A minority of talk active participation does not dominate classroom discussion: all get a chance to speak and contributions are evenly distributed.

3) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to achieve a task objective.

4) Language is of an acceptable

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.²⁷

f) Speaking Assessment

After teacher knows how to teach speaking, they must be able to measure the students' performance in speaking and knows the criteria rate students' performance.

²⁷Penny Ur, 120.

According to Penny Ur's speaking test, there are two criteria used to rate the student's performance namely accuracy and fluency.²⁸

Table 2.1 Penny Ur's Speaking Score

Score	Accuracy			Fluency
	Grammar	Pronunciation	Vocabulary	
5	Virtually no grammar mistake or uses correct grammatical sentences or expression	Produce words with correct and clear pronunciation	Uses wide vocabulary appropriately	Speak fluently with rare repetition
4	Occasional grammar slips or incorrect grammatical sentences or expression	Produce words with mostly correct pronunciation but sometimes there is any errors.	Good range of vocabulary	Speaks with occasional repetition
3	Make obvious grammar mistake or make some grammar mistakes	Produces word with some errors pronunciation	Adequate but not rich vocabulary	Speak at length or hesoitanly with some repetition

²⁸ Ibid, 135.

2	Mistakes in basic grammar or no correct grammatical sentence or expression	May have any strong foreign accents or produce #words with too many errors pronunciation and unintengible	Has a poor vocabulary	Speak slowly and very hesitant with frequent repetition
1	Little or no language produced			Little or no communication

Then, the total score will be implemented by 5, as follows:

$$20 \times 5 = 100$$

2. Presentation Practice Production (PPP)

a. Definition of Presentation Practice Production

Presentation, Practice, and Production (PPP) is a method can be separated because they related among that. This consists of Presentation, Practice, and Production. Richards in a typical lesson according to the situational approach, a three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, and Production.

- Presentation: the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it.
- Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises.
- Production: Students practice using the new structure in different contexts often using their own content or information, in order to develop fluency with the new pattern.²⁹

In addition, Harmer defines that PPP can be seen as a development of Audiolingualism. One of the criticisms levelled at Audiolingualism was that controlled drills do not result in the kind of language behaviour found in the real-life context thus fail to develop communicative activities.³⁰ This means, PPP have similar with the Audiolingualism method with controlled drills without result in the kind of language behaviour in the real life context.³¹

Moreover, Widdowson says that presentation represent the introduction to a lesson, and necessarily requires the creation of the realistic (or realistic-felling) situation requiring the target language to be learned. Practice usually begins with what is termed 'mechanical practice' by means of drills and repetitive exercises, and gradually moving into more demanding procedures like information gap activities, dialog creation and controlled role plays. Practice is seen as the

²⁹Richards, C. Jack, 8.

³⁰Jeremy Harmer, 120.

³¹AbdurRohman, *Teaching Speaking by Using Combining Presentation, Practice, Production (PPP) Method and Engage, Study, Activate (Esa) Method to Improve Students' Speaking Ability at Junior High School*.

necessary first stage in ensuring accurate knowledge of the new language. Production is seen as the culmination of the language learning process, whereby the learners act upon their linguistic knowledge, where they perform their competence and become users of the language. The teacher's role here is to provide occasions where the students can actively apply the language they have been practicing.³²

In conclusion, presentation, practice and production method teacher first introduction of lesson and provided in small familiar chunks. Then in practice its usually begins what is termed mechanical practice by means of drills and repetitive exercise and the last production as culmination of the language learning process which they students perform their competence. In addition, in PPP methods have similarly with Audiolingualism. This case, the teacher how to makes students' competence in teaching process.

b. Procedures of Presentation, Practice and Production (PPP)

In teaching speaking, if the teachers use this method, the teachers should follow some steps to make sure students speaking ability can be improved. In this case, according to Jeremy Harmer, there three steps to use Presentation, Practice, and Production (PPP) Method, they are:³³

1) Presentation

The teacher starts by introducing a specific language feature (a grammatical structure or language function) embedded in a context. This is

³²Ibid.

³³Jeremy Harmer, 80-82.

done thought providing examples (sentences, pictures, dialogue, audio, and video).

The teacher points the main 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... he is..... He is*), putting it back together again (*he's...he's*), and then 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 sentences from the picture, 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?.... Mary?... Yes, Sergio

Student : *She's reading a book.*

Teacher : Good. Etc.

Usually the teacher puts the students in pairs to practice the sentences a bit more before listening to a few examples just to check that the learning has been effective.³⁴

3) Production

The end of the PPP cycle is production, which some trainers have called ‘immediate creativity’. Here the students are asked to use the new language (in this case the present continuous) 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 is doing, e.g. *Sergio’s reading a book, Juana’s sunbathing*, etc.

c. Advantages of Procedures, Presentation, Practice, and Production (PPP) Method

In teaching speaking, this method can be used in teaching of speaking process with advantages. According to Rod and Natsuko this method overall aims is to get students to learn the second language features so thoroughly that they will be able to produce them correctly without thought.³⁵ It means that PPP method can help students to learn the second language features with produce them correctly without thought. The students make easier when their teacher uses this method in teaching process successfully.

In addition there some variations in the basic PPP format. Byre in book’ Rod and Naksuko mentions that for example of suggested that the stages involved in

³⁴Jeremy Harmer, 81.

³⁵RodEllis& Natsuko Shintani, *Exploring Language Pedagogy though second Language Acquisition Research*(New York: Ronald carter and Guy coo, 2013), 120.

PPP should occur cyclically rather than linear fashion.³⁶ He proposed that the teacher plays the role of informant in the presentation stage, a conductor in a practice stage and a guide in the production stage, but that the teacher should be ready to return to an earlier stage if it becomes clear that the students need further information or more controlled practice.

Besides that, Michael Lewis suggested that PPP was inadequate because it reflected neither the nature of language nor the nature of learning³⁷ 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 it:

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

B. Previous Study

In this research, the researcher use previous of research finding below:

1. *Anggraeni M.S Lagalo's journal "The Application of Presentation Practice Production (PPP) Method to Increase Students' Speaking Ability (a Research Conducted at the TENTH Grade Students of MAN Batudaa in 2012/2013 Academic Years)"*

³⁶ Ibid, 121.

³⁷ Michael Lewis, *The Lexical Approach Language Teaching Publications*, 1993, 130.

The result of his journal is there is the different between the result in before treatment and after the treatment by applying. It is proved at the result of hypothesis is $t_{count} = 6,29$ and h_o is rejected. The influence of PPP is 7,35 %.

Presentation Practice Production (PPP) method can increase students' ability in speaking. In this research, the rise of students' speaking ability in speaking can be seen in the result of post-test where it was better than pre-test. The total score of pre-test is 403 and in the post-test are 467. The mean score of students' ability in speaking before treatment is 67,17 and the mean score of student's ability after treatment is 77,83.

This research focused on the students; ability in component of speaking. They can produce well of vocabulary, grammar, pronunciation, fluency, and comprehension if they focus on those component itself. By applying presentation, practice, and production method in teaching English process, the students' ability is better than before.

2. *Niki Astria's thesis: "The Use of PPP (Presentation Practice Production Technique in Teaching English at the Eleventh Grade of MA Miftakhul Ulum in academic year 2015/2016"*

This research applied Qualitative approach and conduct in MA MiftakhulUlumBalong. The researcher states that the implementation of PPP (Presentation Practice Production) technique in teaching English divided into three activity are: 1) Presentation, the te material by using media like a pictures or other teaching media, 2) Practice, the teacher gives drill the difficult vocabulary and point one by one of students to get a good pronunciation, 3) Production, the

teacher asks the students to make the product with their own language or own ideas.

In this study, the researcher state that the implementation of PPP are:

1)Presentation: the teacher shows the students the following picture and asks them whether the people in it are at work or on holiday to elicit the fact that they are on holiday, 2)Practice: the teacher gets the students to repeat the sentence, 3) Production: the end of the PPP cycle is production, which some trainers have called 'immediate creativity'. Here the students are asked to use the new language (in this case the present continuous) in sentences of their own.

3. *Abdur Rahman's journal "Teaching Speaking by Using Combining Presentation, Practice, Production (PPP) Method and Engage, Study, Activate (ESA) Method to Improve Student's Speaking Ability at Junior High School"*

He states that in teaching, the teacher should know the best ways to make students understand easier in learning process. Moreover, the students should be motivated for active, this motivate come from their selves, friends, teacher and their family members and environment where they live.

In teaching speaking, the teacher should be careful to select the strategy or method that is appropriate with the material and level of the students. There are many methods can be used in teaching speaking, two of them are Presentation, Practice, Production (PPP) method and Engage, Study, Activate (ESA) method. By using these methods, the students will be motivated to practice in speaking skill. In this paper, these methods are appropriate for students in Junior High School.

The differences with the research that have conducted before is in the approach, the population and sample, and the limitation of the study. This research applied Quantitative approach and used Quasi Experimental method. The population was seventh grade students SMPN 1 Balong in academic 2016-2017, there were 8 classes and consist of 208 students. The researcher chooses the sample from two classes, and consist of 52 students that had some level of background knowledge.

C. Theoretical Framework

As stated earlier, speaking is as a communication in conversation in this life which is very important thing that should be mastered by everyone, especially by students as target learning. However, it is generally understood that learning speaking is not easy for students. Because in learning process, there is limit time to practice, with English language and method given by the teacher is not efficient. Presentation Practice and Production are offered to help the student speak in more focused and efficient way. It is believed, then, that the use of Presentation Practice and Production in the students' speaking class will give a positive contribution to their speaking ability. That is why the researcher chooses Presentation Practice and Production as an effective method to help students improve their speaking ability.

In teaching speaking, the teacher took the materials from the course book; the speaking activities in the class were the speaking dialogue and more activities taken from the book. The teacher will give explanation about descriptive text, generic structure, and the example of descriptive text. After that the teacher asks students to

practice speak with English language, then make a descriptive text based on the picture given by the teacher and then present it in front of the class.

D. Hypothesis

Hypothesis is a temporary answer to the problem of theoretical research that is considered most likely and highest level were correct. Here, the researcher who is trying to measure the effect or the relationship between two or more variables must predict the answer of the problem or the finding of the research based on the theory or based logical common sense.³⁸

After find out the idea sketch of research above, the researcher takes, the hypothesis takes the hypothesis that:

Ha : There is a significant difference of using Presentation Practice Production on the seventh grade student's speaking ability at SMPN 2 Balong in academic year 2016/2017.

Ho : There is no a significant difference of using Presentation Practice Production on the seventh grade student's speaking ability at SMPN 2 Balong in academic year 2016/2017.

³⁸ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: UM Press), 54.

CHAPTER III

RESEARCH METHODOLOGY

The existence of the research method has a goal of guiding the research in order to work systematically. The research method covers a set of research activities conducted by researcher. It involves research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research Design

This research applies a quantitative research. Quantitative approach is emphasizes precisely measuring variables and testing hypothesis that are linked to general causal explanation. Quantitative research based on the measurement of the quantity or amount. It is applicable to phenomena that can be expressed in term of quantity.³⁹ According to David Muis, Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).⁴⁰ It means, to analyse the data the researcher used statistical.

In this research, the researcher applied experimental research method. Experimental is a scientific investigation in which the researcher manipulates one or more dependent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable. An experimenter deliberately and systematically introduces change and then observes the consequences of that change. The total of experimental research is to determine whether a causal

³⁹C.R. Khotari, *Research Methodology: Method and Technique* (New Delhi: New Age International (P) Limited Publishers, 2004), 3.

⁴⁰Daniel Muis, *Doing Quantitative Research in Education*(London: Sage Publications, 2004),1.

relationship exist two or more variables. The experiment involves control and careful observation and measurement. The research method provides that most convincing evidence of the effect that one variable have on another.⁴¹

There are several types of experimental research; some of them are true experimental, quasi experimental, and pre-experimental.⁴² The researcher uses experimental research design method, especially quasi-experimental design to find the causal relation and use non-equivalent (pre-test and post-test) control group design. Quasi-experimental research is a research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause-effect relationship.⁴³ This design is assumed to meet with the aim of this research that is to know whether there is a significant difference of the students' achievement that is given by using certain treatment

Quasi-experimental indicates that random assignment of subject to treatment groups was not accomplished.⁴⁴ Therefore, the researcher can only assign randomly different treatment to two different classes. They were control class and experimental class.

In non-equivalent (pre-test and post-test) control-group design, a popular approach to quasi-experiment, the experimental group A and the control group B

⁴¹Donald Ary, Lucky Chaser, Crish Sorensen, AsgharRazzavieh, *Introduction to Research Education* (Belmon, CA 94002-3098 USA, Wadsworth, Cengage Learning, 2010), 265.

⁴²Mohammad Adnan Latief, 92

⁴³Jack Fraenkel and Norman Wallen, *How to Design & Evaluate Research in Education* (San Fransisco: McGraw Hill Companies, 2000), 283.

⁴⁴Walter R. Borg, *Educational Research: An Introduction* (London: Longman, 1983), 680.

were selected without random assignment. Both groups took a pre-test and post-test. Only the experimental group received the treatment.⁴⁵

Based on explanation above, this research employed two classes. They were experiment and control class as the subjects. The experiment class was taught using Presentation Practice Production and the controlled class was taught without Presentation Practice Production.

Here, both the experimental and control classes were pre and post-tested for their knowledge of the information contained in the speaking. pre-test before treatment in order to make students in same condition and to know the student's speaking ability and the post-test after treatment to measure the effects of the treatment.

B. Population and Sample

1. Population

According to Fred N.Kerlinger, population is defined as all members of any well defined class people, event or subject.⁴⁶ Population must be accessible, quantifiable, and related to the purpose of the research.⁴⁷ Therefore, the researcher usually limits the sources of the data into the accessible population sources of data that the researchers have access to get the data. In addition, SuharsimiArikunto said that a population is all of the research subjects.⁴⁸ It

⁴⁵ John W. Cresweel, *Research Design Qualitative, Quantitative, and Direct Methods Approaches Third Edition* (United Kingdom: Sage Publication, 2009), 160.

⁴⁶ Fred N. Kerlinger, *Foundation of Behavioral Research* (New York: Holt Rincart and Winston, 1996), 52.

⁴⁷ Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Method: An Investigate Approach* (London:British Library Cataloguing, 2001), 91.

⁴⁸ SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik*(Jakarta: PT RinekaCipta, 2006), 130.

means that population can be defined as all member of any well-defined class of people, events or object that have specific characteristics defined by the researcher to learn and the be deduced.

In this research, the population was seventh grade students of SMPN 01 Balong. There were 8 classes and consist of 208 students. For those classes, the researcher chooses two classes of the seventh grade as experiment class and controlled class. To select samples, the researcher took a speaking test data that has been done by the researcher. Then, from the result of speaking data, the researcher measured the means and standard derivation of the classes to know whether the classes had similar characteristics of capability.

The result of homogeneity found that there were only 3 classes that considered homogeny or had similar ability. They were A, B and D. Then, among three classes, it was chosen two classes that would be taken as experiment class and control class by using lottery technique. The result revealed that class A became an experimental class and class B as a control class. Meanwhile, class D was used as a validity class. Validity class used to measure the validity of test. In this study, the researcher used content validity. It means that a measuring instrument was deemed valid if it was in accordance with the curriculum to be achieved. So, before the data was tested to experiment and control class, it should be tested for its validity.

2. Sample

According to John W. Cresswell sample in research study is the group on which information is obtained.⁴⁹ In addition, Sugiyono said that sample is a part of the number and characteristics possessed by population.⁵⁰ Furthermore, Suharsimi states that sample is partially or representative of the population studied.⁵¹ This sample was used to find out the information about the populations.

The sampling technique applied in this research was cluster random sampling. Cluster random sampling or sample area (group) is ideal when it is impossible or impractical to compile a list of the elements composing the population.⁵² The researcher choose this sampling technique because cluster random sampling was easier in the implementation and manageable than the others technique. Moreover, the researcher could limit the time, energy, and fee.

Based on the explanation, the researcher chooses the sample from two classes that had some level of background knowledge. The sample from seventh grade that researcher choosed A and B class. Each class consist of 26 students. A class became an experiment class and B class as a control class.

C. Instrument of Data Collection

For getting the data, the researcher needs instruments. According to Fraenkel, instrument is the devices (such as pencil and paper test, a questionnaire,

⁴⁹John W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches: Third Edition*, (United Kingdom: SAGE Publication, 2009), 147.

⁵⁰Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2008), 81.

⁵¹Suharsimi Arikunto, 117.

⁵²John W. Cresweel, 148.

or a rating scale) the researcher uses to collect data.⁵³ In this case, the researcher uses test as instrument to collect data.

Test is used to measure students' speaking achievement. A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given ability easily.⁵⁴

In this study, the researcher based on the standardized procedures of making test constructed the test. The test was divided into two parts. They were pre-test and post-test. The pre-test was directed in the beginning study before the treatment. Pre-test was to gain information about the students achievement before the treatment as the teaching process. Post-test was to gain information about the students achievement after the treatment process finish.

In this research, the researcher used speaking ability test which had already been prepared by the teacher to find out the effectiveness of Presentation Practice Production. The test was given twice. The first test was used to gain the pre-test score before the treatment and the second was used to gain the post-test score after the treatment. The score of the test was based on criteria on the speaking test rubric

According to Suharsimi, a good instrument must fulfil two important of requirements, they are valid and reliable. Therefore, the researcher used instrument test with two tests, the first test is test of validity, and the second test is test of reliability.

⁵³ Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: Mc-Grawhill, 2012), 110.

⁵⁴ H. Douglas Brown, 3.

1. Test of Validity

Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.⁵⁵ Test validity will be defined here as the degree to which test measure what it claim, or purport, to be measuring.⁵⁶

Test is said to have validity if the result are in accordance with the criterion, in term of parallels between the results of test with criterion. Technique used usually the product moment correlation technique proposed by Pearson. The formula is:

$$r_{xy} = \frac{n\Sigma XY - (\Sigma Y)(\Sigma X)}{\sqrt{(n\Sigma X^2 - (\Sigma X)^2)(n\Sigma Y^2 - (\Sigma Y)^2)}}$$

Notes:

r_{xy} : coefficient correlation between variable x and y

n : total respondent

ΣXY : total product score with score total

ΣX : score item total

ΣY : scores total

⁵⁵H. Douglas Brown, 22.

⁵⁶James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment* (New York: McGraw-Hill ESL/ELT, 2005), 220.

When the coefficient correlation was under 0,30, it can be concluded that the item was not valid instrument. Thus, the items said be valid instruments if the coefficient correlation of magnitude more than 0,30

In the case of this item analysis Masrun stated that “Correlation technique to determine the validity of this item until now the most widely used technique’. Furthermore, n giving the interpretation of the correlation coefficient, Masrun stated ‘Items that have a positive correlation with the criterion (total score) and high correlation, indicating that the item also has a high validity. Typically, the minimum requirements to be eligible is if $r = 0,3$ then the item in the instrument shall be declared invalid.⁵⁷

To validity and reliability research, the researcher put the total sample 26 respondent in student class VII D, in this validity test research, the researcher gave five question for this class.⁵⁸ To know score validity test.⁵⁹

Result of calculation validity research instrument about variable of speaking in this research.⁶⁰ From of result calculation item validity instrument above could be conclude in table 3.1 as follow:

Table 3.1 The Result of Validity Test

Item Number	'r' Calculated	'r' Table	Notes
1	0,80	0,3	Valid
2	0,60	0,3	Valid
3	0,89	0,3	Valid

⁵⁷Sugiono, 126.

⁵⁸See Appendix 1

⁵⁹See Appendix 2

⁶⁰See Appendix 3

4	0,72	0,3	Valid
5	0,80	0,3	Valid

So, instruments question in this research there were five questions and was all valid.

2. Test of Reliability

A reliable test is consistent and dependable.⁶¹ Reliability is the degree to which the test consistently measures whatever it measures. Reliability indicates the extent to which individual differences on the test scores are attributable to true differences versus chance errors.

According James Dean, reliability is the extent to which the result can be considered consistent or stable.⁶² In reliability using Alpha formula as follow:⁶³

$$r_{xx} = \left(\frac{k}{k-1} \right) \cdot \left(1 - \frac{\sum S_1^2}{S_t^2} \right)$$

r_{xx} = reliability of the whole test

K = number of items on the test

S_1 = varian each item

S_t = varian total

$$\begin{aligned} r_{11} &= \left(\frac{n}{n-1} \right) \cdot \left(1 - \frac{\sum S_1^2}{S_t^2} \right) \\ &= \left(\frac{26}{26-1} \right) \cdot \left(1 - \frac{3,7469}{8,8711} \right) \end{aligned}$$

⁶¹ Douglas Brown, 20.

⁶² James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment*, (New York: McGraw-Hill ESL/ELT, 2005), 175)

⁶³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 196.

$$\begin{aligned}
 &= \left(\frac{26}{25} \right) \cdot (1 - 0,42237) \\
 &= (1,04) \cdot (0,57763) \\
 &= 0,6007352 \\
 &= 0,60
 \end{aligned}$$

On the significant level of 5%, $r_{11} > r_{tabel} = 0,60 > 0,388$, it means that it is reliable.⁶⁴

Table 3.2 Test Result of Reliability Test

“r” arithmetic	‘r’ table	Explanation
0,60	0,388	reliable

D. Technique of Data Collection

The use of the right technique in collecting data is important to take the objective data. Technique of data collection is all of ways who used by researched to get data in the research.

1. Test

The technique to collecting data in this research is test. According to H. Douglas Brown, a test in simple terms is a method of measuring a person’s ability knowledge, or performance in a given domain. A well-constructed test is an instalment that provides an accurate measure of the test-taker’s ability within a particular domain. The definition sounds simple, but in fact, constructing a good test is a complex task involving both science and art.⁶⁵

⁶⁴See Appendix 4

⁶⁵Douglas Brown, 3-4.

In testing speaking, the students were asked to answer some questions relating to the texts that were given by the teacher. Speaking test was used for the pre-test and post-test not only to measure the students' ability in speaking but also to collect the data.

2. Documentations

Documentation is a way of getting information or data through notes, transcripts, books, newspaper, magazines, agenda, and so forth.⁶⁶ In other words, it can be stated that documentation is used to collect data through printed materials.

The documents used in this research were taken from student's result of the given test, teacher's lesson plan, and photograph of teaching-learning process. Besides that, the researcher also get the data about history of school, vision, mission, goals, facilities, infrastructure, and the structure organization of SMPN 1 Balong.

E. Instrument of Data Collection

After collecting the data, the researcher uses t-test to analyse the data. This research is used to compare the result of post-test in experiment class and control class. The formula to analyse the data are:⁶⁷

1. Determining of means post-test from each group

$$M1 = M + \left(\frac{\sum fx}{n1} \right) \quad M2 = M' + \left(\frac{\sum fy}{n2} \right)$$

⁶⁶Sugiono, 231.

⁶⁷RetnoWidyaningrum, *Statistik Pendidikan*, (Ponorogo: STAIN Ponorogo, 2007), 175.

2. Determining of standard derivation of each group

$$SD1 = \sqrt{\frac{\sum fx^2}{n1} - \left(\frac{\sum fx}{n1}\right)^2} \quad SD2 = \sqrt{\frac{\sum fy^2}{n2} - \left(\frac{\sum fy}{n2}\right)^2}$$

3. Determining of error mean from each group

$$SE_{M1} = \frac{SD1}{\sqrt{n1-1}} \quad SE_{M2} = \frac{SD2}{\sqrt{n2-1}}$$

4. Determining the differentiation standard error between the mean variable I and variable II

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

5. Determining of t-test

$$t_0 = \frac{M1 - M2}{SE_{M1-M2}}$$

After all the data are calculated, the last procedure is determining df (degree of freedom) with formula:

$$Df \text{ or } db = (N_x + N_y) - 2$$

Notes:

M1 : mean of variable X (post-test)

M2 : mean of variable Y (post-test)

SD1 : Standard Derivation x variable

SD2 : Standars Derivation y variable

SEM1 : Standard of Error of x variable

SEM2 : Standard of Error of y variable

SEM1-SEM2	: Standard of Error between mean of x variable and y variable
$\Sigma f1^{\sim}$: The total number of scores of x variable
$\Sigma f2^{\sim}$: The total number of scores of y variable
$\Sigma f1^{2^{\sim}}$: The total number of square scores of x variable
$\Sigma f2^2$: The total number of square scores of y variable
To	: t-observation
N	: the number of subject
(N-1)	: db : Degree of Freedom. ⁶⁸

⁶⁸*Ibid*, 161.

BAB IV

FINDING AND DISCUSSION

In this chapter the researcher report on research location, data description, data analysis and discussion.

A. Research Location and Time of the Research

1. General Location

The researcher conducted the esearch at SMPN 1 Baling in academic year 2017/2018. It is located in Karangan village at Balong district Ponorogo. SMPN 1 Balong has many students and not least with other Islamic Junior High Schools in the region Ponorogo.

SMPN 1 Balong supproted by professional educators with educational qualification S3/S2. The school is located on Diponegoro No 93 street. SMPN 1 Balongcontinue to develop themselves and are now aligned with another school in the town of Ponorogo. For more information about SMPN 1 Balong.⁶⁹

SMPN 1 Balong uses K13 and KTSP. Class VII use K13, class VIII and class IX use KTSP. This curriculum is developed from standard of content by school based on their context and potential. They improve the curriculum based on the demands times. So, the researcher uses lesson plan with K13 model.⁷⁰

⁶⁹See Appendix 5,6,7

⁷⁰See Appendix 8

Teachers are figure to be ushwahkhasanah or good attitude example for the students. The teachers have to act as advisor for the students in developing creativity and self-potential and as motivator that help the students raise the goal and aspiration. The existence of teachers at SMPN 1 Balong has a qualified majority of S3. This greatly affects the performance of the school in an effort to improve the quality of education.

Besides that, students are the important component in education course. There are 585 students of SMPN 1 Balong. It is divided into three grades; the seventh grade, the eighth grade, and the ninth grade. The researcher conducts the study at the seventh grade students, some problems are like less of practicing. The students are not using English in their learning process even in simple conversation such as asking information, agreeing, giving information, prohibition etc. Another problem is lack of vocabulary. In this case, they cannot speak well because they do not know about the words or things that they want to say. This is because they are lazy to find the new word in learning process. By implementing Presentation Practice Production, hopefully those problems are solved. It is effective applied in teaching speaking that is why this method is worthy to be applied because it motivates students to pour their ideas easily.

2. Time of Research

This research was conduct in April 17th – 29th 2017. The schedule for experiment and control class can be seen in the table below:

Table 4.1: Experiment Class Schedule

Date	Activities
April, 17 th 2017	Pre-test
April, 20 th 2017	First treatment
April, 24 th 2017	Second treatment
April, 27 th 2017	Post-test

Table 4.2 : Control Class Schedule

Date	Activities
April, 17 th 2017	Pre-test
April, 19 th 2017	First treatment
April, 24 th 2017	Second treatment
April, 27 th 2017	Post-test

B. Data Description

The population that was used in this research was the seventh grade students of SMPN 1 Balong Ponorogo in academic year 2016/2017. The researcher took 52 students as a sample. From the 52 students as sample, the researcher divided them into two groups. Each groups consisted of 26 students. The first group as experimental group was taught using Presentation Practice Production and the second group was not being taught using Presentation Practice Production.

In experimental class, the researcher teaches the students using Presentation Practice Production. Here, in teaching speaking the researcher using Presentation Practice Production framework, they are; the teacher present the

material, practice with student, and the last is product with new structure. The material of this treatment is descriptive text.⁷¹ In control class, the researcher teaches the students by using conventional method.

This is the result of teaching speaking in experiment class and control class:

1. Pre-test experiment class and control class

Table 4.2 The Score of Students' Pre-test in Experiment Class

No.	Name	Score
1	Albet Dimas Nurfendi P	54
2	Allya Finizalia	60
3	Anik Anggraini P.	57
4	Anissa Vira Rahmawati	56
5	Bagus Adi Saputra	54
6	Defi Asiatul Janah	56
7	Deni Nur Exsiani F	55
8	Eka Cahyani	58
9	Esti Paramita Dewi	58
10	Fani Rangga H	57
11	Fitri Nabila	57
12	Ilyas Yahya	56
13	Irgi Yusrinda S.	56
14	Luxki Widi Kurnia	60
15	Maulida Rahmatika	62
16	Muhammad Havid R	58
17	Nabilla Margareta F	62
18	Nadia Rizka Pratiwi	60
19	Pratiwi Putri Harianto	64
20	Reynalda Adi P. S.	55
21	Riana Kusuma Dewi	60
22	Ricky Indra Syahara	54
23	Rinaldi Candra	56
24	Saiful Asror	60
25	Thoha Ilyasa	58
26	Yian Ilham Nur H	58

⁷¹See appendix 7

Table 4.3 The Score of Students' Pre-test in Control Class

No.	Name	Class
1	Ayu Herawati	60
2	Delinda Talitha Mahsa	60
3	Dhea Anggita Fertiareni	62
4	Didi Setyadi Ramadhan	56
5	Eva Adelia Nurita	56
6	Febriansa Maharani P.	58
7	Fiona Tia Enjelina	60
8	George Calvin R. P. P	54
9	Lugas Hermanto	52
10	Meisyaroh Dwi Rusgiana	60
11	Muhammad Zainur A	54
12	Nancy Franciska H. M.	60
13	Novia Kusuma A.	55
14	Pendi	52
15	Putri Masfufah F	60
16	Randi Wahyu Setiawan	60
17	Rendika Bagus Pratama	56
18	Rita Bella Oktavia	56
19	Rony Adyta Hermawan	54
20	Sellicia Rimang Dearti	62
21	Singgih Purnomo Aji	54
22	Syarifi Endayana B. P	60
23	Tasya Try Merinda	58
24	Triasanti Agustina	58
25	Yesi Deprisa Rahayu	60
26	Yulinar Intan Putri A	56

2. Post-test experiment class and control class

Table 4.4 The Score of Students' Post-test in Experiment Class

No.	Name	Score
1	Albet Dimas Nurfendi P	75
2	Allya Finizalia	85

3	Anik Anggraini P.	80
4	Anissa Vira Rahmawati	78
5	Bagus Adi Saputra	75
6	Defi Asiatul Janah	78
7	Deni Nur Exsiani F	78
8	Eka Cahyani	73
9	Esti Paramita Dewi	75
10	Fani Rangga H	68
11	Fitri Nabila	76
12	Ilyas Yahya	62
13	Irgi Yusrinda S.	76
14	Luxki Widi Kurnia	64
15	Maulida Rahmatika	70
16	Muhammad Havid R	65
17	Nabilla Margareta F	78
18	Nadia Rizka Pratiwi	78
19	Pratiwi Putri Harianto	85
20	Reynalda Adi P. S.	72
21	Riana Kusuma Dewi	78
22	Ricky Indra Syahara	75
23	Rinaldi Candra	70
24	Saiful Asror	62
25	Thoha Ilyasa	65
26	Yian Ilham Nur H	65

Table 4.5 The Score of Students' Post-test in Control Class

No.	Name	Class
1	Ayu Herawati	70
2	Delinda Talitha Mahsa	64
3	Dhea Anggita Fertiareni	64

4	Didi Setyadi Ramadhan	60
5	Eva Adelia Nurita	70
6	Febriansa Maharani P.	62
7	Fiona Tia Enjelina	62
8	George Calvin R. P. P	60
9	Lugas Hermanto	60
10	Meisyaroh Dwi Rusgiana	68
11	Muhammad Zainur A	64
12	Nancy Franciska H. M.	70
13	Novia Kusuma A.	74
14	Pendi	60
15	Putri Masfufah F	62
16	Randi Wahyu Setiawan	64
17	Rendika Bagus Pratama	64
18	Rita Bella Oktavia	70
19	Rony Adyta Hermawan	60
20	Sellicia Rimang Dearti	65
21	Singgih Purnomo Aji	65
22	Syarifi Endayana B. P	60
23	Tasya Try Merinda	60
24	Triasanti Agustina	62
25	Yesi Deprisa Rahayu	60
26	Yulinar Intan Putri A	58

The list of scores above, show the condition before (pre-test) and after (post-test). In experiment class, the achievement before treatment show that the student's achievement is less, but after treatment by Presentation Practice Production, the student's achievement is up. Whereas in control class, the achievement of pre-test and post-test the difference of two tests is not far. So, in experiment class the student's achievement is higher than in control class.

A. Data Analysis

Data have been collected variables were tasted by 't test' comparison formula, which to find out was there a significant difference between the two variables are required, first was to calculate the mean, standard deviation, and standard error from each of the data (variables). The data then should fulfil several assumptions before it used for testing hypothesis.

1. Assumption Test

a. Normality

Normality test was conducted to known whether the data distribution was normal distribution or not. For this test, it would be proposed the hypothesis as follow:

Ho : the data was normal distribution

Ha : the data was not normal distribution

Table 4.6 Normality of Data and Calculation of the Student Speaking Ability that Taught by Presentation Practice Production (Variable X)

X	F	FX	X ²	FX ²
85	2	170	7225	14450
80	1	80	6400	6400
78	6	468	6084	36504
76	2	152	5776	11552
75	4	300	5625	22500
73	1	73	5329	5329
72	1	72	5184	5184
70	2	140	4900	9800
68	1	68	4624	4624
65	3	195	4225	12675
64	1	64	4096	4096

62	2	124	3844	7688
Total	26	1906	63312	140802

$$\begin{aligned}
 M_x &= \frac{\sum fx}{N} \\
 &= \frac{1906}{26} \\
 &= 73,3077
 \end{aligned}$$

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum fx}{n} - \left(\frac{\sum fx}{n}\right)^2} \\
 &= \sqrt{\frac{140802}{26} - \frac{1906^2}{26}} \\
 &= \sqrt{5415,4615 - (73,3077)^2} \\
 &= \sqrt{5415,4615 - 5374,0189} \\
 &= \sqrt{41,4426} \\
 &= 6,4376
 \end{aligned}$$

Table 4.7 Normality of Data and Calculation of the Students Speaking Achievement that Taught by Presentation Practice Production (Variable X) with Kolmogorov-Smirnov Formula

X	F	FKB	F/N	FKB/N	Z	P ≤ z	a₂	a₁
1	2	3	4	5	6	7	8	9
85	2	26	0,08	1	1,858	0,9678	0,0322	0,0478
80	1	24	0,04	0,92	1,039	0,8485	0,0715	-0,0315
78	6	23	0,23	0,88	0,7285	0,7642	0,1158	0,1142
76	2	17	0,08	0,65	0,4178	0,6591	-0,0091	0,0891
75	4	15	0,15	0,58	0,2625	0,6026	-0,0226	0,1726
73	1	11	0,04	0,42	0,048	0,5160	-0,096	0,136
72	1	10	0,04	0,38	-0,2035	0,4207	-0,0407	0,0807
70	2	9	0,08	0,34	-0,5141	0,3050	0,035	0,045
68	1	7	0,04	0,27	-0,8248	0,2061	0,0639	-0,0239
65	3	6	0,11	0,23	-1,2908	0,0985	0,3285	-0,2185

64	1	3	0,04	0,11	-1,4461	0,0749	0,0351	0,0049
62	2	2	0,08	0,08	-1,7567	0,0401	0,04	0,04

This study, the researcher used Kolmogorov-Smirnov resulted:

$D(0,05; 26)$ from 0,27

H_0 was accepted if $a_1 \max \leq D_{\text{table}}$ was 0,27

H_a was rejected if $a_2 \max > D_{\text{table}}$ was 0,27

Because the maximum count value of a_1 was 0,1726, where the figure was smaller than the table, so the decision was to accept H_0 , which meant the data was normality distributed.

Table 4.8 Normality of Data and Calculation of the Average Standard Deviation of the Students Speaking Achievement that who are not Taught by Presentation Practice Production (Variable Y)

Y	F	F.Y	Y ²	F.Y ²
74	1	74	5476	5476
70	4	280	4900	19600
68	1	68	4624	4624
65	2	130	4225	8450
64	5	320	4096	20480
62	4	248	3844	15376
60	8	480	3600	28800
58	1	58	3364	3364
Total	26	1658	34,129	106,170

$$\begin{aligned}
 M_x &= \frac{\sum fx}{N} \\
 &= \frac{1658}{26} \\
 &= 63,77
 \end{aligned}$$

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum fx}{n} - \left(\frac{\sum f}{n}\right)^2} \\
 &= \sqrt{\frac{106170}{26} - \frac{1658^2}{26}} \\
 &= \sqrt{4083,4615 - (63,77)^2} \\
 &= \sqrt{4083,4615 - 4066,6129} \\
 &= \sqrt{16,8486} \\
 &= 4,1047
 \end{aligned}$$

Table 4.9 Normality of Data and Calculation of the Students Speaking Achievement that who are not Taught by Presentation Practice Production (Variable X) with Kolmogorov-Smirnov Formula

Y	F	FKB	F/N	FKB/N	Z	P ≤ Z	a ₂	a ₁
1	2	3	4	5	6	7	8	9
74	1	26	0,04	1	2,4923	0,9936	0,0064	0,0336
70	4	25	0,15	0,96	1,5178	0,9345	0,0255	0,1245
68	1	21	0,04	0,81	1,0305	0,8485	-0,0385	0,0785
65	2	20	0,08	0,77	0,2997	0,6151	0,1549	-0,0749
64	5	18	0,19	0,69	0,056	0,5199	0,1701	0,0199
62	4	13	0,15	0,5	-0,4312	0,336	0,164	-0,014
60	8	9	0,31	0,35	-0,9187	0,1814	0,1686	0,1414
58	1	1	0,04	0,04	-1,4057	0,0808	-0,04	0,08

This study, the researcher used Kolmogorov-Smirnov resulted:

D (0,05; 26) from 0,27

Ho was accepted if $a_1 \max \leq D_{\text{table}}$ was 0,27

Ha was rejected if $a_2 \max > D_{\text{table}}$ was 0,27

Because the maximum count value of α_1 was 0,1414 where the figure was smaller than the table, so the decision was to accept H_0 , which meant the data was normality distributed.

b. Homogeneity

This research, the researcher chooses Harley test to calculation this research.

Table 4.10 Homogeneity of Data and Calculation of the Students Speaking Achievement that Taught by Presentation Practice Production (Variable X) with the Harley Formula

Nilai (X)	Turus	F	F.X	X ²	F.X ²
85	II	2	170	7225	14450
80	I	1	80	6400	6400
78	III I	6	468	6084	36504
76	II	2	152	5776	11552
75	III	4	300	5625	22500
73	I	1	73	5329	5329
72	I	1	72	5184	5184
70	II	2	140	4900	9800
68	I	1	68	4624	4624
65	III	3	195	4225	12675
64	I	1	63	4096	4096
62	II	2	124	3844	7688
Total		26	1906	63312	140802

Table 4.11 Homogeneity of Data and Calculation of the Students Speaking Achievement that who are not Taught by Presentation Practice Production (Variable X) with the Harley Formula

Nilai (y)	Tanda	F	F.Y	Y ²	F.Y ²
74	I	1	74	5476	5476
70	III	4	280	4900	19600
68	I	1	68	4624	4624
65	II	2	130	4225	8450

64	III	5	320	4096	20480
62	III	4	248	3844	15376
60	III III	8	480	3600	28800
58	I	1	58	3364	3364
Total		26	1658	34129	106170

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum fx^2}{N_x} - \left(\frac{\sum fx}{N_x}\right)^2} \\
 &= \sqrt{\frac{140802}{26} - \left(\frac{1906}{26}\right)^2} \\
 &= \sqrt{5415,4615 - (73,3077)^2} \\
 &= \sqrt{5415,4615 - 5374,0189} \\
 &= \sqrt{41,4426} \\
 &= 6,4376
 \end{aligned}$$

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum fx^2}{N_x} - \left(\frac{\sum fx}{N_x}\right)^2} \\
 &= \sqrt{\frac{106170}{26} - \left(\frac{1658}{26}\right)^2} \\
 &= \sqrt{4083,4615 - (63,77)^2} \\
 &= \sqrt{4083,4615 - 4066,6129} \\
 &= \sqrt{16,8486} = 4,1047
 \end{aligned}$$

$$\begin{aligned}
 F(\max)_{hit} &= \frac{Var\ max}{Var\ min} = \frac{SD^2\ max}{SD^2\ min} \\
 &= \frac{6,4376^2}{4,1047^2} = \frac{41,4426}{16,8486} \\
 &= 2,45970
 \end{aligned}$$

Compare between $F(\max)_{hit}$ and $F(\max)_t$

$$db = (n-1 ; k)$$

$$= (26-1;2) = (25;2)$$

$$\text{On 1\% level} = 3,80, F_{0,01}(25;2) = 3,80$$

$$\text{On 5\% level} = 2,95, F_{0,05}(25;2) = 2,95$$

$F(\max)_{hit} 2,459706 < F(\max)_t 3,80$. So, H_0 is received that means the data is homogeny.

2. T-test

As the step to calculated the 't' test formula, the first step formula. The first step was calculating the speaking score. In this table, the researcher processed the students' achievement that taught by Presentation Practice Production. From 26 students with different score, it was classified based on score variance (x) from 62-85. The table below showed the score of post-test students' speaking ability that were taught by Presentation Practice Production.

Table 4.12 The Computation of Students' Speaking Ability Taught by Presentation Practice Production

X	F	FX	X ²	FX ²
85	2	170	7225	14450
80	1	80	6400	6400
78	6	468	6084	36504
76	2	152	5776	11552
75	4	300	5625	22500
73	1	73	5329	5329
72	1	72	5184	5184
70	2	140	4900	9800
68	1	68	4624	4624

65	3	195	4225	12675
64	1	64	4096	4096
62	2	124	3844	7688
Total	26	1906	63312	140802

Next table was about student's speaking achievement that not taught by Presentation Practice Production. In this table, the researcher classified the variance score (y) from 58-74.

Table 4.13 The Computation of Students' Speaking Ability that not Taught by Presentation Practice Production

Y	F	F.Y	Y ²	F.Y ²
74	1	74	5476	5476
70	4	280	4900	19600
68	1	68	4624	4624
65	2	130	4225	8450
64	5	320	4096	20480
62	4	248	3844	15376
60	8	480	3600	28800
58	1	58	3364	3364
Total	26	1658	34,129	106,170

Score of standard deviation of variable X and Y

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum fx}{n} - \left(\frac{\sum fx}{n}\right)^2} \\
 &= \sqrt{\frac{140802}{26} - \frac{1906^2}{26}} \\
 &= \sqrt{5415,4615 - (73,3077)^2} \\
 &= \sqrt{5415,4615 - 5374,0189} \\
 &= \sqrt{41,4426}
 \end{aligned}$$

$$\begin{aligned}
 &= 6,4376 \\
 SD_y &= \sqrt{\frac{\sum fx}{n} - \left(\frac{\sum fx}{n}\right)^2} \\
 &= \sqrt{\frac{106170}{26} - \frac{1658^2}{26}} \\
 &= \sqrt{4083,4615 - (63,77)^2} \\
 &= \sqrt{4083,4615 - 4066,6129} \\
 &= \sqrt{16,8486} \\
 &= 4,1047
 \end{aligned}$$

Score of error standard of variable X and Y

$$\begin{aligned}
 SE_{M1} &= \frac{SD}{\sqrt{N_1-1}} \\
 &= \frac{6,4376}{\sqrt{26-1}} \\
 &= \frac{6,4376}{5} \\
 &= 1,28752
 \end{aligned}$$

$$\begin{aligned}
 SE_{M2} &= \frac{SD}{\sqrt{N_2-1}} \\
 &= \frac{4,1047}{\sqrt{26-1}} \\
 &= \frac{4,1047}{5} \\
 &= 0,82094
 \end{aligned}$$

The computation of difference error standard score between M_1 and M_2

$$\begin{aligned}
SE_{M1-M2} &= \sqrt{SE_{M1}^2} + \sqrt{SE_{M2}^2} \\
&= \sqrt{1,28752^2 + 0,82094^2} \\
&= \sqrt{1,6577077504 + 0,6739424836} \\
&= \sqrt{2,331650234} \\
&= 1,5269742087
\end{aligned}$$

From the several computation above, the last part was computed the t_0 test. It was used to known t_0 score that was used to compare with t_0 to answer statement of the problem and hypothesis.

The computation of t_0 score:

$$\begin{aligned}
t_0 &= \frac{m_1 - m_2}{SE_{m1} - SE_{m2}} \\
&= \frac{73,3077 - 63,77}{1,5269742087} \\
&= \frac{9,5377}{1,5269742087} \\
&= 6,2461434814 / 6,25
\end{aligned}$$

$$\begin{aligned}
Db &= n_1 + n_2 - 2 \\
&= 26 + 26 - 2 = 50
\end{aligned}$$

5%, $t_0 = 6,2461434814 / 6,25$, $t_t = 2,01$ so, $t_0 > t_t$

3. Discussion

Speaking is the most important skill in English. Because speaking is as a communication in conversation in this life which is very important thing that should be mastered by everyone, especially by students as target learning. However, it is generally understood that learning speaking is not easy for students. Presentation Practice Production is one of the methods that can help students to learn the second language features with produce them correctly without thought. The students make easier when their teacher uses this method in teaching process successfully.

From the computation above, it was shown that the difference coefficient of student taught using Presentation Practice Production and the students not being taught using Presentation Practice Production is 6,25 it was used to find out whether the difference coefficient was a significant coefficient or not, and furthermore it could be used as a basic to generate the population.

Hypothesis test (t_0) at 6,25 from the computation above would be compared to the 't' index (t_t) with the condition stated below:

- a) If the $t_0 \geq t_t$, H_a was accepted. It means that the mean difference of both variables was a significant difference.
- b) If the $t_0 < t_t$, H_a was rejected. It means that there was no mean difference of those variables. It also meant, the mean difference of those variables was not a significant difference, but the differences that was happened by the accident as a from error sampling.

To determine the two was by checking db and consulted with the t_t score:

$$\begin{aligned} db/df &= n_1 + n_2 - 2 \\ &= 26+26-2 = 50 \end{aligned}$$

From the Db score, the researcher could know that in 5 % signification level $t_0 = 6,25$ and $t_t = 2,01$. Based on this statement, the researcher interpret that there was a significant difference between the students taught using Presentation Practice Production and the students not being taught using Presentation Practice Production, it implies that the students taught using Presentation Practice Production achieve a better score in speaking achievement.

So, Alternative Hypothesis (h_a) state that the students taught using Presentation Practice Production will achieve a better score in speaking achievement was accepted.

From the data above, the researcher could conclude that there was a significant difference in speaking achievement between the students taught using Presentation Practice Production and the students not being taught using Presentation Practice Production. In other word, Presentation Practice Production was effective in improving student's speaking achievement at the seventh grade of SMPN 1 BalongPonorogo in academic year 2017/2018.

CHAPTER V

CLOSING

A. Conclusion

Based on the data described previously, the researcher draws the conclusion that there is significant difference of using Presentation Practice Production in teaching speaking on the seventh grade students of SMPN 1 Balong in academic year 2016/2017. The students who are taught using Presentation Practice Production have a better score than those who are not taught using Presentation Practice Production. It can be proofed by the analysis of the students' score.

The result of this research in this study is the mean score of the post-test from experimental group is higher than post-test from controlled group. It has been found that the comparison value (t_0) between students' speaking ability who are taught using Presentation Practice Production and who are not is 6,25. This is higher than ' t_t ' value in the table, which is $t_t = 2,01$ at the level of significant 5% with $db=50$. So, H_a is accepted.

In the other word, Presentation Practice Production has effect in teaching speaking to improve students' speaking ability at the seventh grade of SMPN 1 Balong in academic year 2016/2017.

B. Suggestion

Considering the conclusion above, the researcher would like to suggest:

1. For the school

The school is suggested to improve the system and facilities for a better condition in teaching and learning especially for students. So, they will maximize their skill for a good achievement.

2. For the English Teacher

Teachers should be creative to choose the best method to apply in learning process in order to make students interested in attending the lesson; the teachers should present the language in an enjoyable, relaxed, and understandable; the teacher is not only as the information giver but also as a facilitator. They have to give students guidance and direction how to competence a text; the teachers should teach using appropriate method to teach the students and make variation of method in every meeting.

3. For the Students

The students should be obligated to bring dictionary in every English class; the students are hoped to be active in learning process and they are hoped not be shy in acting out their role; it is better for students to keep sharing each other, so when the students learning together, they will take and give understanding for wide overview.