



**THE EFFECT OF USING PRESENTATION, PRACTICE
AND PRODUCTION (PPP) METHOD
TOWARD STUDENTS' SPEAKING ABILITY
AT GRADE XI SMK NEGERI 2 BATANGTORU**

A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfilment of the Requirement for the Graduate
Degree of Education (S.Pd.) in English*

Written by:

NASTA AGUSTINA HARAHAHAP

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nasta Agustina Harahap**, entitled "**The Effect of Using Presentation, Practice and Production (PPP) Method Toward Students' Speaking Ability at Grade XI SMK Negeri 2 Batangtoru.**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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ABSTRACT

The problems that faced by students in speaking ability are: 1) Most of the students are not able to pronounce English sounds accurately, fluently, and grammatically. 2) Most of the students are not able to speak in English for fear of being wrong, failing and being laughed at. 3) Most of the students are lack in english speaking practice. 4) Students are lack in English vocabulary and 5) Students get difficulties in speaking English in daily communication.

The purposes of this research were 1) to examine the students' speaking ability before learning by using presentation, practice, and production (PPP) method at grade XI SMK Negeri 2 Batangtoru. 2) to examine the students' speaking ability after learning by using presentation, practice, and production (PPP) method at grade XI SMK Negeri 2 Batangtoru. 3) to examine whether there is or there is not significant effect of learning by using presentation, practice and production (PPP) method on students' speaking ability at grade XI SMK Negeri 2 Batangtoru.

The research used experimental quantitative method with pre-test- post-test-control-group design. The population 153 with sample XI GP as experimental class that consisted of 25 students and XI TPTL as control class that consisted of 29 students. The data were collected through pre-test and post-test in oral test form and analyzed by using t-test formula.

The result of research showed that the students' speaking ability before learning by using PPP is in the level fair category, it is seen by the meanscore of pre-test in experimental class was 62.8. Then the students' speaking ability after learning by using PPP was high ability, because the result of past test in experimental class shared the meanscore is 81.56. the researcher found that $t\text{-count} > t\text{-table}$ ($3.31 > 1.67$). Therefore, alternative hypothesis (H_a) of this research was accepted and null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of Using Presentation, Practice and Production (PPP) Method Toward Students' Speaking Ability at Grade XI SMK Negeri 2 Batangtoru.

Key Words: *Presentation, Practice and Production (PPP) Method, Speaking Ability*

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Title of Thesis : Pengaruh Metode Presentasi, Praktek dan Produksi (PPP) terhadap kemampuan berbicara siswa kelas XI SMK Negeri 2 Batangtoru.

ABSTRAK

Masalah-masalah yang dihadapi oleh siswa dalam kemampuan berbicara adalah: 1) Sebagian besar siswa tidak mampu mengucapkan bunyi bahasa inggris dengan tepat, lancar dan gramatical, 2) Sebagian besar siswa tidak bisa berbahasa inggris krena takut salah, gagal dan ditertawakan, 3) Sebagian besar siswa kurang dalam latihan berbicara bahasa inggris, 4) Siswa kurang dalam kosakata bahasa inggris, 5) Siswa kesulitan berbicara bahasa inggris dalam komunikasi sehari-hari.

Tujuan dari penelitian ini adalah : 1) untuk mengetahui kemampuan berbicara siswa sebelum belajar dengan menggunakan Metode Presentasi, Praktek dan Produksi (PPP) pada siswa kelas XI SMK Negeri 2 Batangtoru, 2) untuk mengetahui kemampuan berbicara siswa setelah belajar dengan menggunakan Metode Presentasi, Praktek dan Produksi (PPP) pada siswa kelas XI SMK Negeri 2 Batangtoru, 3) untuk mengetahui ada atau tidaknya pengaruh yang signifikan dari belajar dengan menggunakan Metode Presentasi, Praktek dan Produksi (PPP) terhadap keterampilan berbicara siswa pada siswa kelas XI SMK Negeri 2 Batangtoru.

Penelitian ini menggunakan metode kuantitatif eksperimental dengan desain pretest and post-test. Populasi dalam penelitian ini 153 siswa dengan Sampel penelitian adalah XI GP sebagai kelas eksperimen 25 siswa dan XI TP TL sebagai kelas kontrol 29 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk tes lisan dan dianalisis dengan menggunakan rumus t-test.

Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa sebelum pembelajaran dengan menggunakan PPP berada pada level kategori cukup, hal ini terlihat dari nilai rata-rata pre-test di kelas eksperimen 62.8. Kemudian kemampuan berbicara siswa setelah pembelajaran dengan menggunakan PPP adalah kemampuan yang tinggi, karena hasil tes yang lalu di kelas eksperimen berbagi meancore adalah 81,56. peneliti menemukan bahwa $t_{hitung} > t_{tabel}$ ($3.31 > 1.67$). Oleh karena itu, hipotesis alternatif (H_a) penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan Metode Presentasi, Praktek dan Produksi (PPP) terhadap Kemampuan Berbicara Siswa kelas XI SMK Negeri 2 Batangtoru.

Kata Kunci: *Metode Presentasi, Praktek dan Produksi (PPP), Kemampuan Berbicara*

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I realize that there are still many short comings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. Comments and Criticism are also expected from all the readers of this thesis.

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Researcher

Nasta Agustina Harahap

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking receives a special skill in language because it is a crucial part of the foreign language learning and can be used for the learners to express their opinion orally. Based on Nunan, “success is measured in terms of the ability to carry out the conversation in the language”.¹ From the statement above, if the students’ speaking are poor, the student may fail to study or have difficulty learning English. Students who are able to effectively communicate with others are more likely to succeed in their studies.

Speaking is one of the skills which should be learned by students to have a good communicative competence. One of the most important language skills is because it is a productive skill that demands mastery. According to Linse, speaking is the activity which uses the words and phrases that are uttered to create meanings. After the students have learned how to listen and read, it is hoped that they can also learn how to speak and write effectively.² If the students can communicate effectively through spoken and written form, it will be easy for the learning goals to be achieved. Since the students will always want to improve their communicative competence in language learning, this will happen easily.

¹David Nunan, *Language Teaching Methodology*, (New Jersey: Prentice Hall, 1991), p. 39.

²Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: The McGraw-Hill Companies. Inc, 2005).

In English, speaking is a skill that pushed students to improve their pronunciation, grammar, vocabulary and fluency. When teaching speaking, the teachers have to focus not only how to talk, but also on the students' pronunciation, grammar, vocabulary and fluency.³ Practice is the most effective method to improve students' speaking abilities. They have to communicate in English a lot. In fact, students are rarely required to practice their English, resulting in a lack of proficiency in the language.

speaking is a skill used in daily life communication whether at school or outside. The skill is acquired by much repetition. It consists of competence in sending and receiving messages. Moreover, in the language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Speaking is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently.⁴

Some of the students are also bored and uninteresting to learn English. According to Albetrayan in Harmita, teachers and trainers who are involved in developing students' speaking skills are often frustrated because some students don't try to speak at all⁵. Teachers who want their students to be more active

³Aidil Syah Putra, *The Correlation Between Motivation and Speaking Ability*, Journal of English Language Education and Literature. Vol.2 ,No.1 ,2017, p.54, <https://journal.unha.ac.id/index.php/Channing/article/view/87>, retrieved on Mei 30th, 2022 at 6:10 a.m.

⁴Fitri Rayani Siregar, *How to Enhance Lecturers' Speaking Skill*, English Journal for Teaching and Learning. Vol. 07 No. 01 June 2019 page 15 - 28 <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ>.

⁵Harmita, 2014. *Developing Students' Speaking Skill Through Bridging Question Strategy*. Makassar: Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah

often prefer to have them be passive. This is a problem that affects everyone. Teachers are having a difficult time getting students to take an active role in solving problems, but this doesn't always result in success.

Related to problems in speaking, students often do not have motivation to speak and not had enough vocabulary. They also speak in an ungrammatically and have difficulty pronouncing words correctly. As a result, when the teacher asks them to stand up in front of their friends to speak or offer anything, they remain silent.⁶ They appear to be very unwilling to communicate, speak, or pronounce their thoughts, even though they have a lot of ideas in their heads that they can't put into words. The students have lost interest in practicing their public speaking in front of the class.

The problems observed by the researcher at SMK Negeri 2 Batangtoru in teaching and learning English especially apparent in the area of speaking. It is not easy or simple to manage expectations when speaking, either for teachers or students. Based on pre-research with teacher from SMK Negeri 2 Batangtoru, Mrs.Ningsih, it seems that some students are afraid of making mistakes.⁷ Many students find it difficult to learn to speak, especially if they do not have the opportunity to do so.

Additionally, the researcher found that several factors make it difficult for students to learn to speak. Some people are hesitant to speak English because

Makassar. https://digilibadmin.unismuh.ac.id/upload/23719-Full_Text.pdf. retrieved on Mei 30th, 2022 at 6:42 a.m.

⁶Aidil Syah Putra, *The Correlation Between Motivation and Speaking Ability*, Journal of English Language Education and Literature. Vol. 2, No. 1, 2017, p. 54. <https://journal.unha.ac.id/index.php/Channing/article/view/87>, retrieved on Mei 30th, 2022 at 6:10 a.m.

⁷Ningsih, "Private interview to Teacher of SMK Negeri 2 Batangtoru" (Batangtoru: SMK Negeri 2, March 25th, 2022).

they are afraid of making mistakes, failing, and being laughed at. This could be one of the effects of the previous learning experiences they have had. Some students confessed that they did not have the confidence to speak English because some friends laughed at them when they made mistakes or failures in pronunciation, grammar and understanding. Students did not had enough opportunities to practice speaking English in class. Some students said they did not had much time to practice speaking English in class. After the teacher gives exercises or assignments for monologues or dialogues, students only have time to write exercises or assignments in class, and then they practice.

In addition, students rarely speak English because they had limited vocabulary to express their ideas in English. Some students mentioned that they had compiled their ideas in speaking activities. However, due to limited vocabulary, they cannot express and convey their ideas clearly in speaking English. Even students find it difficult to find other related words to express their ideas. this means that limited vocabulary is one of the obstacles for students in speaking English.

A teaching method is a method used by a teacher in the classroom to transmit information. As Brown states that method is super-ordinate term to refer to various activities that either teachers or learners perform in the class room.⁸ In the teaching-learning process, good teaching technique is essential. One of the most important aspects of effective teaching is maintaining students' attention in the learning process.

⁸H. Douglas Brown, *Teaching Principles: An Interactive Approach to Language Pedagogy*, (New York: Prentice Hall, 1994), p. 137.

There are numerous instructional methods that can be applied to the teaching-learning process in order to achieve the skill of speaking. Discussions, Presentation, Practice and Production (PPP), Role Play, Storytelling, Interviews and Simulation are some of the methods used. These are some methods that can be used to educate students how to communicate in the classroom. In developing students' speaking skill, there are so many methods can be applied by the teacher. Teacher can vary their methods, or use different methods in different meetings. Sarosdy et.al assume that there are certain way to develop speaking skills. The popular activities to develop speaking skills are including: questions- answers, picture cues, role play, acting out, miming, simulation, memory games, jigsaw tasks, twenty questions, interviews, for and against (debates), projects, monologues, etc.⁹ So, there are many activities can be applied by the teacher in teaching speaking to the students.

One of the methods in teaching speaking is Presentation, Practice and Production (PPP) method. This is a procedure in which the teacher is presented and students practice the language. To create a comfortable atmosphere during the learning process, the teacher tries to use songs, pictures, and games. This builds students' motivation to learn a new language.¹⁰ This method is a good start to make students more interesting in learning English, especially speaking.

⁹Sarosdy, et.al, *Applied Linguistics I : for BA Students in English*, (Budapest: Bolcsesz Konzorcium, 2006), p58.

¹⁰Uffi Mubarak, “*The Effect Of Presentation, Practice, And Production Approach In Students’ Speaking Skill*”(Universitas Muhammadiyah Makasar, 2022). https://digilibadmin.unismuh.ac.id/upload/23719-Full_Text.pdf.

Teaching speaking in presentation, practice, and Production method can assist our teaching of speaking. According to Richards, Presentation, Practice, and Production method is one of the class activities to help and facilitate the students accepted the material, so it made them easier to learn English and effective in their speaking skills¹¹ Teacher gives an opportunity to the pupils to express themselves, enjoy the learning process and service of their mind. It means that the Presentation, Practice, and Production method made pupils easier to learn English and effective for their speaking skill and make the pupils can act in the classroom. The teacher choosed the bravest student to speak up in front of the class at the first time she used this method so others pupils would get example of how it is done

According to Thornbury, Presentation, Practice, and Production method is the one of classroom activity to support the students and the teacher give an opportunity to the students to express themselves, enjoy the learning process and serve of their mind, and it can give the effect to the students in speaking skill.¹² Another theories was conducted by Woodward , stated that Presentation Practice Production (PPP) is a method that the students will acquire what they are learning and give them opportunities to practice, and acquire the knowledge in a controlled way, and it can increase the students speaking skill.¹³ Then, the teacher puts the pupils to practice by individually. By giving students practice this stage will be helped motivate many pupils to communicate with some new

¹¹ Richards, & J., *Communicative Language Teaching Today*, (Cambridge: Cambridge University Press, 2006).

¹² Thornbury, & Scott, *How to Teach Speaking*. (London: Longman, 2005).

¹³ Woodward, & Tessa, *Planning Lessons and Courses*. (Cambridge: Cambridge University Press, 2001).

vocabularies. Students should have the opportunity during this stage to experiment with the language. It can be said that teaching speaking by using Presentation, Practice, and Production method is needed as a part from classroom speaking activity to grow up the students interact and active in the class. The teacher also one of the most important role in the class because she facilitate the learning activity especially students' speaking skill.

Presentation, Practice, Production (ppp) method is popular method in communicative classroom. Presentation, Practice, Production method has three stage. The first is Presentation, the students would focus to listen the teacher' explanation about the materials. Second, the teacher asks to the students regard the exercises and gives some feedback to them. The last is learning activity, the teacher and the students were making conclusions of the materials.

Mubarak said that the Presentation Practice Production Method (PPP) makes a special contribution to assisting students in speaking.¹⁴ Presentation Practice Production is a method for presenting the target language by explaining and demonstrating to students. In this procedure, the teacher introduces situations that contextualize the language to be taught. The language, too, is presented. Then, the students use the new language and make their own sentences, and this is referred to as production.

So in this study the researcher used the PPP method as a method to help students in speaking skills. The purpose of this method is to provide opportunities for students to improve their speaking skills. Students must have

¹⁴Uffi Mubarak, "*The Effect Of Presentation, Practice, And Production Approach In Students' Speaking Skill*"(Universitas Muhammadiyah Makasar, 2022)

the opportunity and time to improve themselves in learning to benefit from education. Based on the above facts, it is available to study : “The Effect of Using Presentation, Practice, and Production (PPP) method Toward Students’ Speaking Ability at Grade XI SMK Negeri 2 Batangtoru“.

B. Identification of the Problem

Based on the interviewed with English teacher in SMK Negeri 2 Batangtoru, the researcher found that some problems of speaking at grade XI SMK Negeri 2 Batangtoru can be identified as follows:

1. Most of the students are not able to pronounce English sounds accurately, not able to speak English fluently, and not able to speak English grammatically.
2. Most of the students are not able to speak in English for fear of being wrong, failing and being laughed at.
3. Most of the students are lack in English speaking practice.
4. Students are lack in English vocabulary.
5. Students get difficulties in speaking English in daily communication

C. Limitation of the Problem

Based on identification of the problem, researcher limited the problem on lack in English speaking practice and lack English vocabulary. Researcher used Presentation, Practice and Production (PPP) Method to be used as a method to face students’ problem in speaking ability at Grade XI SMK Negeri 2 Batangtoru.

D. Formulations of the Problem

In accordance with the limitation of the problem, the problem in this research was formulated into the following question:

1. How is the students' speaking ability before learning by using Presentation, Practice, and Production (PPP) method at grade XI SMK Negeri 2 Batangtoru ?
2. How is the students' speaking ability after learning by using Presentation, Practice, and Production (PPP) method at grade XI SMK Negeri 2 Batangtoru?
3. Is there any significant effect of learning by using presentation, practice, and production (PPP) on students' speaking ability at grade XI SMK Negeri 2 Batangtoru ?

E. Objectives of the Problems

Based on the formulation above, the purpose of this research are:

1. To examine the students' speaking ability before learning by using Presentation, Practice, and Production (PPP) method at grade XI SMK Negeri 2 Batangtoru.
2. To examine the students' speaking ability after learning by using Presentation, Practice, and Production (PPP) method at grade XI SMK Negeri 2 Batangtoru.
3. To examine whether there is or there is not significant effect of learning by using Presentation, Practice and Production (PPP) method on students' speaking ability at grade XI SMK Negeri 2 Batangtoru.

F. Significances of the Research

The significances of the research are:

1. For the English teacher, as an choice instructing useful resource to provide them extra information about some other method which can be applied in teaching speaking in order to improve their competence in teaching English. through the use of presentation exercises Production (PPP) method in English classes, they will be easy teaching English speaking, especially speaking, accuracy and fluency.
2. For students, by using the PPP Method, students will be able to be very accurate and fluent speakers. The results of this study can help students who have difficulty learning English, especially in speaking activities. This method can help students to improve their speaking ability and engage in speaking activities more easily.
3. For other researcher, can be useful as a reference in the learning process in the future, and as a comparison to other resources.

G. Definition of Operational Variables

To avoid misunderstandings in the title of this study, the author presented several theories for each variable. Some of the variables of this research can be concluded :

1. Presentation, Practice and Production (PPP) method (Variable X)

Presentation, Practice and Production (PPP) method is a three-step process that helps students develop presentation, practice, and production

ability. In this study, the PPP method is a three-stage method that can help teachers and students improve their speaking skills.

2. Speaking Ability (Variable Y)

Speaking ability is the ability which allow us to communicate effectively, ability to convey information verbally and in a way that the listener can understand. In this study speaking means the skills that students must have in expressing their ideas orally.

H. Outline of Thesis

To finish the research, the researcher needed to explain some concepts that are applied in the research. Therefore, the researcher organize the systematic of the research into five chapters. Each chapter consists of sub chapters which detailed as follow:

In chapter one which consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the problem, significances of the research, definition of operational variables and outline of the thesis.

Chapter two which consist of theoretical description, Concept of Speaking Ability, Concept of Presentation, Practice and Production (PPP) Method, Teaching Speaking through Presentation, Practice, and Production (PPP) Method, Teacher's Method In Teaching Speaking, review of related findings, conceptual framework and hypothesis.

Chapter three which consist of research methodology, which consist of place and time of the research, research design, population and sample,

instrument of the research, Validity and Reliability Instrument , Technique of Collecting Data, Technique of Data Analyzing.

Chapter four which consist of research result. This chapter concerned about description of data in pretest and post-test. Then, it will explain hypothesis of thesis, discussion, and treats of the research.

The last is chapter five which consist of conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

The researcher presents some concepts that applied in the research. The researcher wants to make easy in understanding to the readers and the researcher will explain clearly each part which related to the topic of the research.

1. Description of Speaking Ability

a. Definition of Speaking Ability

There are many definition that have pointed out through many linguistics about the results of speaking, the researcher tries to make some of them. People communicate in order to specific their idea, feeling, or reply to the other's talk, when the others can understand what has been talked, it ability that the speaker get the meaning.

Speaking is one of the four English language skills that should be mastered by the students in language learning. Sarosdy et.al states that speaking is one of language skills which the activity where someone produces the utterances in spoken form. From all of the four language skills (listening, reading, speaking, writing) speaking seems to be the most important as people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing a language.¹ So, it can be said that speaking is one

¹Sarosdy, et.al, *Applied Linguistics I : for BA Students in English*, (Budapest: Bolcsesz Konzorcium, 2006).

of the most important skill because in using a language people have to have speaking ability.

According to Harmer, speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.¹ So, it can be said that the most important in speaking is fluency in expressing ideas, how the speaker pronounces the words and phrases in making meaningful sense for the listeners.

Then, speaking can not be separated from listening, because when someone speak the others are listen to, or speaking activity may be as the impact from listening activity. Davison and Dowson said that speaking and listening were gradually afforded greater status and they became the first attainment target for English in the National Curriculum.² It means, listening and speaking can not be separated in the communication. The more students listen, the more they have good ability in speaking.

Moreover, there are some kinds of speaking activities in language learning. Nation and Newton argue that there are two kinds of speaking in language teaching, namely informal and formal speaking. Informal speaking typically involves tasks where conveying information is not as important as maintaining friendly relationships. Then, formal speaking requires control of content,

¹Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), 3rd Ed, p. 269.

²Davison and Dowson, *Learning to Teach English in the Secondary School: A Companion to School Experience* (London: Routledge, 2009), p79.

awareness of a largely passive audience, and being the focus of attention (a rather unsettling experience).³ In other words, students are guided to require informal speaking first than the formal speaking, due to in speaking, fluency is the most important than accuracy.

Speaking refers to the activity of someone in producing utterances in oral/spoken language. According to Linse, speaking is the activity which plays with the utterances that are made to form words and phrases.⁴ So, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.

Davison and Dowson agree that there are some characteristics of spoken language. Depending upon where, when, why and to whom they are talking, speakers will probably alter their register, their grammar, their dialect, their accent, the paralinguistic features of their speech and the prosodic features of their speech.⁵ In acquiring good ability in speaking, students need to know the characteristics of spoken language, such as their audience, their dialect and accent and so on.

³Nation and Newton, *Teaching ESL/EFL Listening and Speaking*, (New York : Routledge, 2009), pXIO.

⁴Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: The McGraw-Hill Companies. Inc, 2005).

⁵Davison and Dowson, *Learning to Teach English in the Secondary School: A Companion to School Experience* (London: Routledge, 2009), p85.

Based on the explanation above, the researcher concluded that speaking is the ability or process from the speakers to express their ideas, thoughts, feelings, opinions and thinking in form of spoken words. Speaking belongs to productive skill.

b. Purpose of Speaking

People converse to share their thoughts and experiences with others. As a result, the purpose of speaking in general is to improve communicative efficiency. O'Hair et.al states there are three purposes of speaking, they are; to inform, to persuade and to entertain.⁶ Further explanation as follows:

1) To inform

The general purpose of informative speech is to increase the audience's awareness by imparting knowledge.

2) To persuade

The general purpose of persuasive speech is to influence the attitudes, beliefs, values and behaviors of audience members.

3) To entertain

The general purpose of special occasion speech will be variously to entertain, celebrate, commemorate, inspire or set a social agenda.

According to Tarigan the main purpose of speaking ability is to communicate because basically humans are social creatures. The most important thing is social action which is the act of exchanging and expressing

⁶Dan O'Hair, Hannah Rubenstein, Rob Stewart, *A Pocket Guide to Public Speaking*, (New York: BedfordSt. Martin's, 2010), 3rd Ed, p. 51.

experiences between individuals with one another, exchanging thoughts, expressing each other, and mutually agreeing on a stand or belief.⁷ So, researcher conclude purpose of speaking In order to be able to deliver thought effectively, the speaker should understand the meaning of everything that want to be communicated; she/he should be able to evaluate the effect of the communication to the listener; and able to know the principles that base the speaking situation, both collectively and individually. Whether as social tool or business or professional tool, basically speaking has three main purposes: to inform, to entertain, and to persuade. The combination of each purpose is also possibly occur in speaking.

c. Principles of Teaching Speaking

Before knowing the principles of teaching speaking, it is important for the teacher to share the importance of speaking with the students, so that they will be more motivated in learning speaking. Patel and Jain admit that there are several importances of oral work. Beside unables student to speak very effectively and mastery on communication skill, speaking makes student perfect in any kind of listening, reading, writing, and it develops good speech, good pronunciation, speak correct sentence and effective vocabulary.⁸ So, the students' ability on speaking is needed to be improved in order to be able to communicate in oral form and also good speaking ability can support the other English skills.

⁷ Tarigan, *Speaking: As a Language Skill*, (Bandung:Angkasa, 2008), p.8.

⁸Patel and Jain, *English Language Teaching : Methods, Tools and Techniques*, (Jaipur : Sunrise Publishers & Distributors, 2008), p.105.

Next, to create meaningful teaching and learning process in speaking skill, the teacher should be aware about the characteristics of successful speaking activity. There are some characteristics of a successful speaking activity stated by Ur should be considered by the teacher. Successful speaking activity should give the students time to talk a lot, give high motivation and give permission to the acceptable level language use.⁹ It means, by providing students with appropriate activities in speaking, where it directs them to be active, gives them high motivation in learning without worrying about level of language use, the students' achievement in speaking will be improved.

Then, teacher role is also an important consideration for the teacher in teaching speaking. Teacher is suggested not only as a facilitator for their students, but also can be a prompter, participant and feedback provider. Harmer clarifies that the teachers' roles as a prompter is used to help the students in doing speaking activity by offering discrete suggestions. As a participant, teacher should be a good animator when asking students to produce language. Then, as feedback provider, teacher should give feedback in the middle of a speaking activity or when students have completed an activity.¹⁰ It points that the teachers need to play a number of different roles during the speaking activities in order to make the students be able to speak fluently.

⁹Penny Ur, *A Course in Language Teaching*, (Cambridge : Cambridge University Press, 1991), pXI0.

¹⁰Jeremy Harmer, *The Practice of English Language Teaching*, (Oxford: Pearson Education, 1998), P275.

Venkateswaran mentions that speaking is also as language which is a system for the expression of meaning. Then, the primary function of language is for interaction and communication and the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning.¹¹ In speaking, students express their ideas, opinions, desires and establish social relationship and friendship.

Based on the theories above, it can be said that there are some principles in teaching speaking that can be handled by the teacher to be shared with the students. These principles consist of the roles of teachers in teaching speaking, some approaches can be used to develop students' speaking ability and also why speaking become important to be learned effectively by the students. All of the principles should be known by the teacher in order to make an effective teaching and learning speaking. In this research, the researcher has applied some of the principles in teaching speaking. By using appropriate principles, students were enjoy and active in teaching and learning process.

d. Difficulties of Speaking

To help students speak more easily, students need to understand the challenges involved in speaking. According to Brown¹² there are eight factors that make speaking difficult, as follows :

¹¹S. Venkateswaran, *Principles of Teaching English*, (New Delhi: Vikas Publishing House PVT LTD, 2009),

¹²H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* (New Jersey: Englewood Cliffs, 2001).

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowel, all forms special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking.

4) Performance Variables

One of the advantages of spoken language is that process of thinking to manifest a certain number of performance hesitations, pauses, backtracking and corrections. For example, in English "Thinking time" is not silent, but filled with; uh, um, well, you know, I mean, like etc. one of the important differences between native and non-native speakers of language is in their hesitation phenomena.

5) Colloquial Language

Make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

6) Rate of Delivery

Another important characteristic of fluency is rate of delivery. One of tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interactions

Learning to produce waves of language in a vacuum without interlocutors would find speaking skill of its richest component: the creativity of conversational negotiations.

So, to make it easier for students to speak and avoid difficulties in speaking, students must know the difficulties in speaking. Students need to understand the challenges involved in speaking.

e. Teaching Speaking

In teaching speaking, teacher should apply the method which can make students become more active in language learning. Students are first taught

how to speak in English as a foreign language, and then they are tested on their ability to pronounce the new language correctly. At this time, the teacher's purpose is to encourage students to practice speaking the target language. In the meantime, the teacher should be able to assist children in speaking by providing direct correction, repetition, and imitating him or her.

According to Vasquez et.al explain some suggested methods that teachers can try in order to help increase the amount of student talk time in class.¹³

- 1) Plan what will be said in advance to reduce the amount of teacher talk.
- 2) Plan questions that will engage the students in meaningful discussions.
- 3) Plan a range of questions, from yes/no and choice questions to more complex “Why” questions.
- 4) Students discuss the questions in small groups of three or four before posing questions to the whole class.
- 5) Designate a speaker for small groups and rotate that responsibility.
- 6) Give small groups the opportunity to report their answers to the class orally.

In other words, those several methods can be applied by the teacher in the teaching speaking in order to make students active in learning process. According to Bailey¹⁴, there are three ways in teaching speaking which can make impulsive and reflective learners are able to participate in English teaching and learning process.

¹³Anete Vasquez, Angela L. Hansen, Philip C. Smith, *Teaching Language Arts to English Language Learners* (New York : Routledge, 2010), p136-137.

¹⁴ Kathleen. M. Bailey, *Practical English Language Teaching: Speaking*, (New York: McGraw Hill. 2005),p. 171.

- 1) The teachers not only pay attention to the students' strength but also their weaknesses. The teacher should not only give attention to the active students. He must give more attention to the passive students, too. He/she can give his students a pair work in doing the task. They can discuss the material and decide what the best way in doing the assignment is.
- 2) "Buzz with a buddy" technique. In this technique, the teacher asks the students to discuss their answer with their friends next to him/her before speaking to the whole class. This activity will make them get the best answer for the assignment.
- 3) The teacher asks the students to build up their ideas before having a general discussion. The students are asked to write down their ideas before starting speak in front of the classroom. This way can help them to develop their ideas before starting speak in front of the classroom.

According to Goh and Burns these are some steps that can guide the planning and sequencing of learning activities to develop students' speaking skill¹⁵, as follows:

- 1) Focus learners' attention on speaking.
- 2) Provide input or guide planning.
- 3) Conduct speaking tasks.
- 4) Focus on language, discourse, skill or strategies.

¹⁵Christine C. M. Goh & Anne Burns, *Teaching Speaking: A Holistic Approach*, (Cambridge: Cambridge University Press, 2012), p. 153.

- 5) Repeat speaking tasks.
- 6) Direct learners' reflection on learning.
- 7) Facilitate feedback on learning.

Based on the explanation about it can be concluded that teaching speaking in a foreign language is difficult, and that teachers should provide opportunities for all students to speak. Furthermore, the teacher should apply effective techniques to encourage all students in the classroom to participate actively and to express their opinions as much as possible.

f. Materials of Teaching Speaking

Learning materials teaching speaking at grade XI SMK Negeri 2 Batangtoru there is asking and giving opinion. Asking and giving opinions is a way for someone to ask and give opinions to others. When doing daily activities, we usually can not be separated from this one common expression. Based on the previous explanation, asking and giving opinion is certainly used when there is an interactive chat or dialogue to discuss something. Well, this can happen in a variety of situations, such as discussing work with coworkers, chatting with friends, family, friends, or partners, then during deliberation to find problem solving from a problem, and many more.

1. Learning Material ¹⁶.

a. Asking Opinion Expression

Formal:

Have you go any comments on ?

Do you have any idea ?

Do you have any opinion on ?

What is your opinion about ?

Informal:

What do you think of ?

What do you think about ?

What is your opinion ?

Give your opinion about ?

b. Giving Opinion Expression

Formal:

I personally believe

I hold the opinion

I personally think/feel

Informal:

I think

In my opinion/ To my mind

¹⁶Mahrukh Bashir, *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI*. (Jakarta : Buku Sekolah Elektronik (BSE), 2017), P.177.

Asking and Giving Opinion¹⁷

A Pre-Activity

With a partner, read the conversational text given.



Why are you looking so sad?

I was reading an opinion article on bullying. It made me extremely sad.

Ah! People like to exaggerate things. Bullying is such a no big deal.

No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

I don't agree with you. Little bit teasing here and there is acceptable.

I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Hey! Stop! You are getting too serious!

Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.

Siti **Jane**


Discuss these questions with your partner.

1. What is happening between Siti and Jane?
2. What kind of conversation are they having?
3. Whom do you agree with, Jane or Siti? Why?
4. Have you witnessed bullying? Describe how you felt.

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Conversation 2

With a partner, read the conversation given below.



Hello, Jane.

Hi, Siti.

You look tired. What is going on?

I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

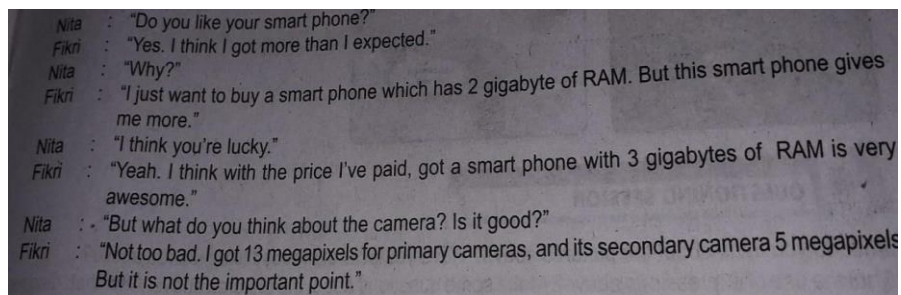
Would you like any help?

Yes, please. I would really appreciate it.

Tell me what I can do and I will start right away.

Thank you! You are an angel.

¹⁷ Mahrukh Bashir, *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI*. (Jakarta : Buku Sekolah Elektronik (BSE), 2017), P.178.



g. Assessing Students' Speaking Ability

Assessing is needed to know the speaking competence. According to Hughes there are five categories to assess speaking skill, such as, accent, grammar, vocabulary, fluency and comprehension.¹⁸ It will be explained as follows :

1) Accent

The accent can be identified looks like this:

- a) Pronunciation frequently unintelligible.
- b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
- c) "foreign accent" requires misunderstanding and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
- d) Marked "foreign accent" and occasional mispronunciations, which do not interfere with understanding.
- e) No conspicuous mispronunciation, but would not be taken for a native speaker.
- f) Native pronunciation, with no trace of "foreign accent".

¹⁸Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1989), p. 111.

2) Grammar

Grammar can be identified looks like this:

- a) Grammar almost entirely inaccurate phrase.
- b) Constant errors showing of very few major patterns and frequent preventing communication.
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.
- f) No more than two errors during the interview.

3) Vocabulary

Vocabulary can be identified looks like this:

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food transportation, family).
- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- f) Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4) Fluency

Fluency can be identified looks like this:

- a) Speech is no halting and fragmentary that conversation is virtually impossible.
- b) Speech is very slow and uneven except for short or routine sentences.
- c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for word.
- e) Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
- f) Speech on all professional and general topics as effortless and smooth as a native speaker.

5) Comprehension

Comprehension can be identified looks like this:

- a) Understands too little for the simplest types of conversation.
- b) Understand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.

- c) Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.
- d) Understand quite well normal educated speech when engaged in a dialogue but requires occasional repetition and rephrasing. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
- e) Understand everything in both normal and colloquial speech to be expected of an educated native speaker.

Based on the explanation above, it can be stated that an appropriate assessment of students' speaking ability is in the form of speaking test. Before giving speaking/oral test to the students, the teacher should inform what aspects will be scored in their speaking test, because different speaking activity will be had different speaking test. Also, the teacher should inform to the students about the rubric scoring, and the criteria on the rubric scoring should related with the students level of knowledge. It is important to do because the students can prepare what should they do in the speaking test later on.

2. Description of Presentation, Practice and Production (PPP) Method

a. Definition of Presentation, Practice and Production (PPP) Method

According to Lagalo says through used pictures and actual classroom situation. Practice where the students used the language in controlled way. This part also called drilling. This part is to fully reinforce the new language. During Practice stage the teacher that Presentation is a part of the process to present

new information. This part would be introduce new language. Usually, this done using game, picture and dialogue. Production is the end of this stage where the students take the target language and use it in conversations and use it to talk about their daily lives or situations. Here, the students are asked to make a sentence by using a new language.¹⁹ so when in the presentation the teacher will explain the material such as asking and giving opinion and students will understand it, then students start practicing it and finally students will produce with their new words.

Presentation, Practice and Production (PPP) is one of the methods in teaching English, which is more suitable with teaching speaking. According to Saroh, Presentation – Practice – Production or PPP is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language and it can stimulate the students are able to speak. This method can activate the students' speaking ability.²⁰ It show that the PPP method could minimize the mistake on the stage when learning process.

Then, Presentation, Practice and Production (PPP) is the method in teaching English which consists of three steps as its name. Du and Kirkebek state that the PPP method maintains that these three important stages of teaching a new

¹⁹Anggraeni M.S. Lagalo, 2013. *The Application of Presentation Practice Production (PPP) Method to Increase Students Speaking Ability*. Retrieved on September 02 ,2015, <https://ejournal.unikama.ac.id/index.php/jrnspirasi/article/view/3854>, retrieved on Mei 30th, 2022 at 6:15 a.m.

²⁰Fitin Wike Mei Saroh, *The Use of Presentation, Practice, Production (PPP) Method to Improve Students' Speaking Ability of theVIII A Class at SMP Muhammadiyah 6 Wuluhan in the 2013/2014 Academic Year*, (Jember: Muhammadiyah University of Jember, 2014), p3, <http://digilib.unmuhjember.ac.id/download.php?id=2826>, retrieved on Mei 30th, 2022 at 6:17 a.m.

foreign language will consequently lead to learning.²¹ Through presentation, learners are introduced to the grammar and function of a certain language. Afterwards, they are expected to master rules and patterns of this language through practice. Finally, at the production stage, learners reproduce the target language spontaneously and flexibly. This method assumes that students learn what is taught in a structured order that is in line with the structure of the language. Teacher control plays an important role in this method, and the success criteria, are to a great extent, dependent on the accuracy of producing the target forms.

In addition, Benati, et.al assume that the PPP method proposes a three-stage model. The first stage consists in the internalization of a new form or structure, which is usually presented through a text. the second stage implies the practice of the new form of structure through its systematic use. In the final stage, activities are organized involving personal use of the target form or structure. The PPP suggests the use of tasks which allow the learner to move from systematic to appropriate use of the language in contexts.²² It is only when the learners has mastered the form that they will be able to use it in the context where the message becomes more important than the medium.

Furthermore, the acronym PPP refers to presentation, practice and production. Al-Mahrooqi, et.al agree that PPP method of new learning contexts

²¹Du and Kirkebek, *Exploring Task-Based PBL in Chinese Teaching and Learning*, (Newcastle upon Tyne: Cambridge Scholars Publishing, 20XI),

²²A. Benati, C. Laval, & M. Arche, *The Grammar Dimension in Instructed Second Language Learning*, (London: Bloomsburry Publishing Plc, 2014), p3.

or situations were used to present the language item and the learners were exposed to language input by guided discovery, teachers' anecdotes, pictorial context, and everyday classroom events. During the practice stage learners got oral and written practice. In the production stage learners used the learned language item in new situation.²³ The steps are generally sequential, progress from little student involvement to maximum student involvement. At the end teachers often have success used the PPP method.

So, from definitions above the researcher concluded that Presentation, Practice and Production (PPP) is the method which consists of three stages. This is the method which makes teachers and students hold the role in language learning classroom. Teacher present the materials to be learned to the students, students practice the language items and skills, then students will produce the language skills, can be oral or written production, or both of them.

b. Procedure of Presentation, Practice and Production (PPP) Method

The procedure of PPP are stands for Presentation, Practice and Production. In this procedure the teacher introduce a situation which contextualize the language to be taught. The students practice the language used accurate reproduction techniques such as choral repetition, individual repetition, and cue-responses. Then the students used new language to make sentence by their own and this is referred as production.

²³Al-Mahrooqi, Vijay S. T. & Adrian R., *Methodologies for Effective Writing Instruction in EFL and ESL Classrooms*, (New York: IGI Global, 2015), p300.

In the PPP method, the teacher typically follows some procedures. Leaver and Willis give the lesson plan for PPP are.²⁴

- 1) Presentation – the instructor starts by introducing a specific language feature (a grammatical structure or a language function) embedded in a context. This is done through providing examples (sentences, dialogues, text excerpts, audio, video, acting out) and using elicitation techniques (e.g., brainstorming, asking questions, use of realia, assigning a controlled pretask).
- 2) Practice – the instructor describes a situation (individual, pair or group work) in which students are to practice the emphasized patterns by reading scripted dialogues or sentences aloud to each other, do completion or matching exercises, ask and answer specified questions, or write examples of the patterns being taught. At this stage, the teacher checks student work for accuracy of form.
- 3) Production – the instructor presents students with an activity in which they are expected to use the forms just practiced. This could be a situation for a role-play, a topic for writing, or any task presumably requiring the use of the language patterns learned.

Moreover, the application of PPP in teaching follows its name, presentation, practice and production. Knapp and Seidlhofer explain that

²⁴ Leaver and Willis, *Task-Based Instruction in Foreign Language Education: Practices and Programs*, (Washington D.C: Georgetown University Press, 2004), p254.

- 1) presentation represents the introduction to a lesson and necessarily requires the creation of a realistic (or realistic-feeling) situation requiring the target language to be learned. The language elements are provided in small familiar chunks. A target language 'model' is then presented on which choral practice is based. This is a very teacher-oriented stage where error correction is important.
- 2) Next, 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 necessary first stage in ensuring accurate knowledge of the new language.
- 3) Then, 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.²⁵ The teacher's role here is to provide occasions where the students can actively apply the language they have been practising. The teacher typically does not correct or become involved unless students directly appeal to him/her to do.

According to Leaver and Willis, the examples of a PPP lesson on buying clothes in a store, could be briefly described as displaying the following steps:²⁶

²⁵Knapp and Seidlhofer, *Handbook of Foreign Language Communication and Learning*, (Berlin: Walter de Gruyter GmbH & Co. KG, 2009), p344.

²⁶Leaver and Willis, *Task-Based Instruction in Foreign Language Education: Practices and Programs*, (Washington D.C: Georgetown University Press, 2004), p255.

- 1) The teacher brings pictures of clothing items to class and elicits from students vocabulary and functions related to shopping for clothes (what they like to buy, where, prices, etc.)
- 2) and then the teacher goes over the sample dialogue from the textbook, clarifying vocabulary and explaining structures and functions. Students are then asked to practice the dialogue in pairs (i.e., to read aloud script) with different partners.
- 3) The teacher walks around, giving students feedback on pronunciation and providing further clarification and other individualized assistance.
- 4) The teacher gives pairs of students strips of paper containing their role (customer, A; or clerk, B) and information about what they have to buy (A) or a table of available clothing items and prices (B).
- 5) The teacher walks around, helping students in the use of the language provided, as they enact these role-plays.

Moreover, Nassaji and Fotos mention that in the PPP method, language instruction consists of a structured three-stage sequence: a presentation stage, a practice stage and a production stage. in the

- 1) presentation stage, the new grammar rule or structure is introduced, usually through a text, a dialogue, or a story that includes the structure. The students listen to the text or read it out aloud. The main purpose of this stage is to help students become familiar with the new grammatical structure and keep it in their short-term memory.

- 2) The presentation stage is followed by a practice stage, in which students are given various kinds of written and spoken exercises to repeat, manipulate, or reproduce the new forms.
- 3) The practice stage usually begins with controlled practices that focus learners' attention on specific structures and then moves to less controlled practices with more open-ended activities. The aim of the practice stage is to help students gain control of the knowledge introduced in the presentation stage, to take it in, and to move it from their short-term memory to their long-term memory.
- 4) Finally, in the production stage, learners are encouraged to use the rules they have learned in the presentation and practice stages more freely and in more communicative activities. The aim of this last stage is to fully master the new form by enabling learners to internalize the rules and use them automatically and spontaneously. In a sense, the aim here is to develop fluency²⁷. So, teacher will introduce a situation that will help contextualize the language being taught. The students practice accurate language reproduction techniques, such as choral repetition, individual repetition, and cue-responses. Then they use new language to produce sentences on their own, which is referred to as production.

PPP method prioritizes in-depth explanation of the material by the lecturer or tutor and then asks the service participants to practice

²⁷Nassaji and Fotos, *Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context*, (New York: Routledge, 2011), p4.

working on questions and generate answers and analyzes from the participants. The results of this community service activity received a positive response from the partners.²⁸ In conclusion, there are some procedures of PPP in teaching speaking. Then, the researcher will follow the procedures given by Leaver and Willis²⁹, because this is the suitable procedures to apply PPP method in teaching speaking. Also, this procedure is easy to follow by both teacher and students. Then, this procedure is clear and there is an example of topic being taught in speaking skill given by these experts. In applying PPP method, the researcher will follow some procedures.

- 1) First, introducing a specific language feature (a grammatical structure or a language function).
- 2) Second, providing examples (sentences, dialogues, text excerpts, audio, video, acting out).
- 3) Third, using elicitation techniques (e.g., brainstorming, asking questions, use of realia, assigning a controlled pretask) to explore the materials.
- 4) Four, describing a situation (individual, pair or group work).
- 5) Five, students practice the emphasized patterns by reading scripted dialogues or sentences aloud to each other.

²⁸ Hilda, H. H., Erwin Suhendra, Puspita Dewi, & Muhammad Zaki Pahrul Hadi. (2022). Implementasi Metode PPP (Presentation, Practice, And Production) dalam Pembelajaran TOEFL Bagi Dosen di Universitas Nusa Tenggara Barat. *JILPI : Jurnal Ilmiah Pengabdian Dan Inovasi*, 1(1), 61–70. Retrieved from <https://journal.ikmedia.id/index.php/jilpi/article/view/7>.

²⁹ Leaver and Willis, *Task-Based Instruction in Foreign Language Education: Practices and Programs*, (Washington D.C: Georgetown University Press, 2004), p254.

- 6) Six, students do completing or matching exercises, ask and answer specified questions, or write examples of the patterns being taught.
- 7) Seven, checking student work for accuracy of form for correct communication.
- 8) Eight, presenting students with an activity in which they are expected to use the forms just practiced.
- 9) Nine, students perform or present the dialogues or conversation about expressions of giving instruction in pair in front of the class. This is the situation for requiring the use of the language patterns learned by the students before.

Researcher can apply this procedure of PPP method, Presentation The teacher show the students following picture and ask them about the picture, student give opinion about the picture. Presentation is focused to gave the students information. This stage is to introduce the students new material to learn. practice stage is to focused to students to repeat the sentence. The students keep repeated the sentence. The teacher here is used tape to check and correct the student mistakes. Other practice activities are asking and giving question used the target language. Production where the students used a new language to us in a freer way. The students demonstrate what they gets. So the teacher could observe the students who have learned and which students need more support.

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

Advantages and of Presentation, Practice, and Production (PPP) Method the can be summarized as follows :

- 1) First the teacher will be aware that teaching learning is not only giving material for the students but also giving the opportunity to make their own sentences by using PPP.
- 2) Second, the students can understand about the English Language especially speaking ability.
- 3) Third, the advantage of using PPP make the students interested in speaking skill. and last PPP technique make the students active in the class.³⁰

Disadvantages of Presentation, Practice and Production (PPP) Method

- 1) First, PPP technique is slow and requires a lot of time to prepare the material.
- 2) Second, PPP technique can take a lot of time to prepare material, so the teacher should be able to manage their time so the technique runs smoothly.

According to Vystavelova in Izzah there are some advantages for Presentation Practice Production (PPP) method.

- 1) The first advantages that PPP lessons provide clear and simple.

³⁰Jeremy Harmer, *How to teach English*, (Edinburg Gate; Longman, 1998), p.30.

- 2) The second positive point teacher said that such a lesson is easy to prepare because the material used for the lesson are ordered from the simplest to the most difficult.
- 3) Then types of activities are arranged from the most controlled to the least controlled.
- 4) Next, several teachers also wrote that this approach is relatively easy for beginner students that communication is effective.³¹

So, The PPP help the teacher to create an effective and active classroom by planned well for this three stages. The PPP also help the students and allowed them to be free with their language and encouraged them to be more creative and explorative.

3. Teaching Speaking

a. Teaching Speaking through Presentation, Practice, and Production (PPP)

Method

Teaching speaking through PPP technique can assist our teaching of speaking. Providing a differentiate atmosphere and motivate students. PPP technique is the one of classroom activity to support and to facilitate the material is given to the students, so it can be easy to learn English and increase speaking ability. The teacher give a chance to the students to express

³¹Alfiatul Izzah. 2013. *The Use of PPP Presentation, Practice Production Technique to Improve Writing Skill*.

themselves, enjoy the learning process and serve of their mind.³² It means that PPP technique is easy to learn and can help you improve your speaking ability in English.

The teacher then divides the students into pairs to practice. By giving students practice at this stage, they more motivated to communicate meaning with the new language. At this stage, students should be able to experiment with the language.

PPP is an appropriate method in teaching speaking. Tomlinson agrees that teaching speaking at this time relied on behaviourist notions of 'habit formation' good language 'habit' were gained by practising the same structures repeatedly. One of the widely advocated method is the presentation, practice, production (PPP). Learners are first introduced to situations and language models, for example, by listening to a recording or to the teacher reading a short dialogue (Presentation). The Practice stage involves controlled exercises focusing on and imitating the target structure, through drills, substitution activities, repetitions or matching exercises. Finally, learners perform model structures in a freer way through practising the dialogue together or doing a role play.³³ So, the students are presented about the language items before they practice and produce the activities in spoken language. It means, PPP method is suitable for teaching speaking to the students.

³² Scott Thornbury, *How to Teach Speaking* ,(London: Longman, 2005), p. 67.

³³Brian Tomlinson, *Applied Linguistics and Materials Development*, (New York: Bloomsbury Publishing, 2013), p236.

In conclusion, researcher used this activity to teach students in teaching speaking through PPP method, is the effective and better method to teach speaking ability and explain it, Below are describe the procedures of teaching speaking by using presentation, practice and production (PPP) method.

a. Pre-teaching

1) Teachers' activity ;

- a) Teacher Opens the class by greeting and praying before learning.
- b) Teacher takes attendance list of students. Teacher explains the purpose of the study.
- c) Teacher asks the students about related theory.

2) Students' activity ;

- a) Do pray before learning together.
- b) Students pay attention to the teachers when checking attendance list.
- c) Students listen to the teacher's explanation.
- d) Students give an idea about teacher's question.

b. While-teaching

1) Teacher activity ;

- a) Teacher choose an interested picture as the media of learning.
- b) teacher asks the students to identify things in the picture.
- c) Teacher leads students to give asking and giving opinion about the picture.

d) Teacher lets students practice in front of the class with their friends and give each other asking and giving opinions about their respective pictures.

e) Teacher and students discuss the results of student work. 30 minutes
Teacher gives students the opportunity to make their own drawings and give their opinion about the pictures they choose.

4) Students activity ;

a) Students give attention to the teacher.

b) Students identify the things in picture.

c) Students give asking and giving opinion about the picture

d) Students go to the front of class for presents their opinion about the picture.

e) Students and teacher discuss the result of students work. students do the task from teacher, for make their own picture and give the opinion about their picture.

c. Post-teaching

1) Teachers' activity ;

a) Teacher collects the students' task.

b) Teacher gives appreciation to students with praise for today's learning, such as well class you have done a very good job today. you guys are active today and good interaction.

- c) Teacher asks the students' difficulties in learning speaking by using PPP method.
- d) Teacher and students make conclude about the learning speaking by using PPP method .
- e) Teacher closes the study by saying Alhamdulillah and pray together. teacher leaves the class and gives greeting to students.

b. Teaching Speaking with Teacher's Method

Teacher's method in learning speaking at grade XI SMK Negeri 2 Batangtoru is using teacher's method. in teacher method as usually, teachers apply this steps for teaching speaking at grade XI SMK Negeri 2 Batangtoru.

c. Pre-Teaching

- 1) Teacher opens the class with greetings, then praying together with the class.
- 2) Teacher checks the attendance list.
- 3) Teacher makes a thinking connection with students experience with the topic study.

b. While-Teaching

- 1) Teacher gives students question about Asking And Giving Opinion.
- 2) Teacher makes students give their opinion about anything.
- 3) Teacher divide students into a pairs.

- 4) Students working in a pairs to make dialoge about asking and giving opinion about something like.

c. Post-Test

- 1) Teacher and students make a conclusion about their task.
- 2) Students may give some question about the subject that is not understood by them.
- 3) Teacher and students close the class with pray and greetings.³⁴

B. Review of Related Findings

To avoid the same title used in the research, than the reseacher shows five research that have done by another people before,teaching is a very important part of success in the classroom. Techniques need to be used effectively in order to be successful. The technique used by teachers to help students learn is a valuable tool. In the educational world, teachers often use variation techniques in their classrooms. PPP technique is a teaching method that can be used to improve your English speaking skills. This class gave students the opportunity to practice their production skills in their own language. The PPP technique helps students understand the lesson better and encourages them to share their ideas in a freely manner. Some previous research supports this research.

The first previous research was from Nurmila with Pre-Experiment Design that involve in one class and the result said that there was an increase in self - confidence and the addition of student vocabulary in speaking ($p=0.05$).³⁵

³⁴ Ningsih, “*Private interview to Teacher of SMK Negeri 2 Batangtoru*” (Batangtoru: SMK Negeri 2, March 25th, 2022).

The second research was from Evitania the method used in this study is Classroom Action Research (CAR). The use of the PPP method increases the ability of students in writing description text. and increase student interest in learning English.³⁶

The third research was from Agustina who did research with quasi experimental research because the class could not be random by the researcher. From the study explained that there was a significant influence on the way students speak English with the method used.³⁷

The fourth research was from Arafa the research was conducted as Classroom Action research. the result said using the PPP method can increase student vocabulary, so as to obtain more vocabulary than before the use of the PPP method.³⁸

The fifth research was from Katemba, this study used both quantitative research and an experimental design. The result said that It can help students learn vocabulary in an easy way, and they can be more active by doing the presentation. It can also help students understand better by practicing, and it can

³⁵Nurmila, "Developing Students' Speaking Proficiency Through The ppp (Presentation Practice Production) Approachat The Eleventh Grade Of Sma Babussalam Boddie Kabupaten Pangkep" (Muhammadiyah University Of Makassar ,2018), https://digilibadmin.unismuh.ac.id/upload/689-Full_Text.pdf, retrieved on Mei 30th, 2022 at 6:20 a.m.

³⁶Rizka Evatania. *Improving The Students' Writing Skill Of Descriptive Text By Using Presentation, Practice, Production Method At Mts N 2 Deli Serdang* (UINSU, 2019)

³⁷Dora Agustina, *the effect of using presentation, practice and production (ppp) method toward students' speaking ability at the eighth grade students of mtsn 6 agam in academic year 2018/2019.* (IAIN Bukit Tinggi, 2019)

³⁸Shila Madiha Arafa. *Improving Vocabulary Mastery through Extensive. Reading for Grade X students of SMA N 1 Sewon* (Universitas Santa Dharma Yogyakarta, 2018), https://repository.usd.ac.id/27926/2/141214091_full.pdf, retrieved on Mei 30th, 2022 at 6:25 a.m.

help students be more creative by creating a product from their learning, which can make them interested in learning English.³⁹

From the five previous researcher are seen that there was an effect of the PPP method on students. both in terms of speaking ability, writing ability, and students' pronunciation ability. the difference from the research that researcher do in the results of the students' speaking ability as well as, what is the percentage of success of the PPP method on students' speaking ability. the researcher hopes presentation, practice, and production (PPP) method can apply in teaching speaking in classroom.

C. Conceptual Framework

In speaking, there is a process of communication between speaker and listener. Speaking is an important way to communicate your thoughts and ideas to others. In order to help students improve their speaking skills, it is necessary to find a way to enter into the teaching process.

Speaking is one of the four essential skills that are necessary in learning a foreign language – along side listening, reading, and writing. Since junior high school, it has been taught to the students. Speaking will be used to communicate with other people. In our daily activities, we need to have good speaking skills Let our partners know what we want to talk about, feel like we have this Speaking usually relies on a monotonous teaching method, which can

³⁹Caroline V.Ketamba .” *Vocabulary Enhancement through Presentation, Practice, Production(PPP) Method in the Rural EFL Classrooms*”, *Journal of English Language Pedagogy, Literature, and Culture*. Vol. 7 No. 1 2022

make students feel bored when learning English. A good technique will help ensure that students don't lose interest and become unmotivated. In this study, we will see how PPP can help to motivate students.

Presentation Practice Production (PPP) is a technique that helps students learn what they are learning and give them opportunities to practice using the structure in communicative situations. Teacher can help students improve their speaking ability by using the PPP technique.

Based on the description, the researcher assumed that using PPP in teaching speaking will be attractive to the students' interest and increase their motivation to speak their ideas. This will make them more actively speak up in front of their friends.

Concept of Presentation, Practice, Production (PPP) method is to make students easier to understand in speaking. The effect of Presentation, Practice, and Production (PPP) method to students' speaking ability can be seen as picture follow:

Student's Problems are:

1. Most of the students are not able to pronounce English sounds accurately.
2. Most of the students are not able to speak English Fluently
3. Most of students are not able to speak English grammatically.
4. Most of the students have lack English vocabulary.
5. Students get difficulties in speaking English in daily communication.
6. Most of the students not able to have enough time to practice mastering how to speak English in class.
7. The teaching method used by the teacher is not suitable for students.

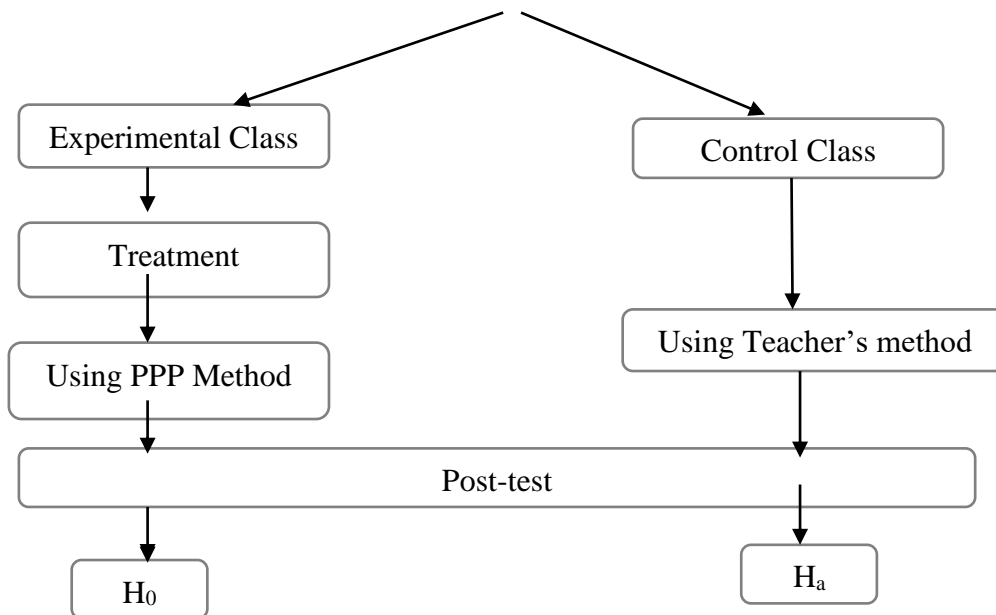


Figure 1
Conceptual Framework

Based on the conceptual framework above, we can see the problems of the students. First, the researcher gives pre-test to know the students ability on speaking before treatment. Then, the researcher gives treatment with Presentation, Practice, and Poduction (PPP) method to the experimental class

and teacher technique for control class. The last, the researcher wants to know the effect of the method by giving post-test whether there is significant effect of using Presentation, Practice, and Production (PPP) method toward students' speaking ability at grade XI SMK Negeri 2 Batangtoru.

D. Hypothesis

The researcher formulates the hypothesis of the research is started as follows :

1. Alternative hypothesis (H_a) : there is a significant effect of using Presentation, Practice, Production (PPP) method on students' speaking ability at grade XI SMK Negeri 2 Batangtoru.
2. Null Hypothesis (H_0): there is no significant effect of using Presentation, Practice, Production (PPP) method on students' speaking ability at grade XI SMK Negeri 2 Batangtoru.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The place of the research is in SMK Negeri 2 Batangtoru. It is located in Jl. Padangsidimpuan Sibolga Km. 26 Sipenggeng, Kec. Batang Toru, South Tapanuli Regency, North Sumatra 22738. This research is started from March 2022 and finished of November 2022.

B. Research Design

The research design is important in a study because the quality of the research is highly dependent on it. To examine the data in this study, the researcher utilized a quantitative research. Experimental research used in this study. The researcher concludes experimental research is one of research design kinds which have purpose to know or to find causal-effect from the variables. The design of the research pre-test- post-test- control-group design.

The pre-test and post-test were conducted for the control and experimental classes. It could be seen from the table below:

Tabel I
Table of Design Instrument

Class	Pre-test	Treatment	Post-test
Experimental Class	✓	Teaching Speaking by Using Presentation, Practice, and Production Method	✓
Control Class	✓	Teachers' Method	✓

The researcher uses true experimental design (pretest-posttest design).¹ In this research, the researcher would use two classes, as an experimental class and as control class. Both classes conduct pre-test and post-test but only the experimental class will be given treatment, The experimental class is the class that taught with using PPP method as the treatment. Meanwhile the control class is the class that taught without using PPP method.

C. Population and Sample

1. Population

A population consists of all the subjects you want to study. A population comprises all the possible cases (person, objective, events) that constitute a known whole.² A target population is the actual population to whom the researcher would like to generalize; the accessible.

The population of this research is all of the students at grade XI of SMK Negeri 2 Batangtoru. The research chooses this grade because the title of the research is related to the grade. They consist of 5 classes of GP, TAB-1, TAB-2, TPTL, and TPM with 153 students. Let us look at the table below:

¹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2011), p. 76.

²Donal Ary et al. 2010. *Introduction to Reseach in Education (Eighth Edition)*. (United States of Amerika: Wadsworth),P. 12.

Table II
The Population of students at grade XI SMK Negeri 2 Batangtoru

No	Class	Total Students
1.	XI GP	32
2.	XI TAB-1	34
3.	XI TAB-2	33
4.	XI TPTL	29
5.	XI TPM	25
	Total	153

2. Sample

To take the representative sample from the populations, researcher uses cluster random sampling. So, it means that sample is the representation and image of the population. So, the sample of this research is two classes of the population. There are two samples in this study, experiment class and control class. The researcher used experimental class in XI TAB-1 with 34 students and control class in XI TAB-2 that consists of 33 students.

As explained in research design that in Pretest-Posttest Control Group Design researcher took the sample randomly. This research takes two classes by using pieces of paper that written the name of all classes at the eleventh grade of SMK Negeri 2 Batangtoru, put them into glass, shakes the glass and take two of the piece of paper, one as an experimental class and the other one as a control class.

Table III
Sample of the research

Experimental Class	XI GP	25 Students
Control Class	XI TPTL	29 Students
Total		54 Students

The reason for choosing these classes is that the students are taught by the same teacher. They have the same experience in learning English.

D. Instrument of the Research

This test is used to find out an effect in students' speaking skill using Presentation Practice and Production method. Researcher used oral test, the test gave through pre-test and post-test. The form of describe orally based on the topic. A pre-test conduct to find out the initial achievement of students speaking proficiency before used Presentation Practice and Production while post test conduct to found the improvement in students' speaking proficiency after the gave the treatment.

The way in which data is collected is very important when conducting research. In this study, oral test used as the tool of this research To establish the validity of an oral test, the researcher determines that a student's ability to speak is determined by his/her ability to speak, 1) accent, 2) grammar, 3) vocabulary, 4) fluency, and 5) comprehension. The indicators that speak to the issue are clear.

The researcher used oral test in doing the test, researcher use test about asking and giving opinion about pictures. Brown defined a test as a method of

measuring a person's ability: knowledge or performance in a given domain.³ Oral presentation based on Weir is expected to have candidate giving a short talk which he has either been asked to prepare beforehand or has been informed of shortly before the test.⁴ The researcher took some indicators of speaking test as the table below

Table IV
Indicators of Speaking Test

No.	The Indicators of Speaking Skill	Score
1	Accent :	
	1. Pronunciation frequently unintelligible.	0
	2. Frequent gross errors and a very heavy accent make understanding difficult.	1
	3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding.	2
	4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding.	2
	5. No conspicuous mispronunciations, but would not be taken for a native speaker.	3
6. Native pronunciation, with no trace of "foreign accent"	4	

³H. Douglas Bown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, Inc., 2004), p. 3.

⁴Cyril J. Weir, *Communicative Language Teaching*, (UK: Prentice Hall, 1990), p. 75.

No.	The Indicators of Speaking Skill	Score
2.	<p>Grammar</p> <ol style="list-style-type: none"> 1. Grammar almost entirely inaccurate phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication. 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 5. Few errors, with no pattern of failure. 6. No more than two errors during the interview. 	<p>6</p> <p>12</p> <p>18</p> <p>24</p> <p>30</p> <p>36</p>
3	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas. 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions. 5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 	<p>4</p> <p>8</p> <p>12</p> <p>16</p> <p>20</p>

No.	The Indicators of Speaking Skill	Score
	6. Vocabulary apparently as accurate and extensive as that of an educated native speaker	24
4.	<p>Fluency :</p> <p>1. Speech is so halting and fragmentary that conversation is virtually impossible. 2</p> <p>2. Speech is very low and uneven except for short or routine sentences. 4</p> <p>3. Speech is frequently hesitant and jerky, sentences may be left uncompleted. 6</p> <p>4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 8</p> <p>5. Speech is effortless and smooth, but perceptibly non native in speech and evenness. 10</p> <p>6. Speech on all professional and general topics as effortless and smooth as a native speaker 12</p>	
5	<p>Comprehension :</p> <p>1. Understands too little for the simplest type of conversation. 4</p> <p>2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 8</p> <p>3. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 12</p> <p>4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing. 16</p>	

No.	The Indicators of Speaking Skill	Score
	5. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.	20
	6. Understand everything in both normal and colloquial speech to be expected of an educated native speaker. ⁵	24

The researcher gave oral test in pre-test and post-test to the students. The experimental group and the control group gave the same material about asking and giving opinion. The communication ability taught by presentation, practice and production (PPP) method are important.

E. Validity and Reliability Instrument

1. Validity

Every test should have valid, in other to prove is it good or bad test. The researcher needs to know the test is valid or not. The researcher used construct validity in this research. To construct validity the researcher Applied presentation, practice and production (PPP) method at grade XI SMK Negeri 2 Batangtoru and (PPP) method validated in speaking by construct validity to know whether the test valid or not by using expert judgement of english teacher build some questions that answered by the English teacher in SMK Negeri 2 Batangtoru. Construct validity is the accumulation of the evidance to support the interpretation of what

⁵ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113.

would be measured. Construct validity cares about how far the test grains are able to measure what is really to be measured in the particular concept or the established conceptual definition.

2. Reliability

An instrument of the research must be reliable. To get the reliability of the test, Sudjiono state that K-R 20 is used to obtain the reliability of the test, researcher can use the formula K-R followed :

$$R_{11} =$$

In which :

R_{11} = Reliability of the instrument

N = total of question

St^2 = Variants total

$P = \frac{\text{Proporsi subject who is right answer}}{N}$

$Q = \frac{\text{Proporsi subject who is wrong answer}^6}{N}$

Frankel and Wallen state that reliability refers to consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of item to another⁷. Besides having high

⁶ H. Daughlas Brown, *Language Assesment Practical and Language Practice*, (San Fransisco Logman, 2003), p.188

⁷ Jack. R., & Norman E. Wallen. 2012. *How to Design and Evaluate Research in Education 8th Edition*. Boston: McGraw-Hill Higher Education p. 159.

validity, a good test must have high reliability. To get the reliability of the test, the researcher used inter-rater reliability.

Inter-rater reliability measures the level of reliability of scores obtained by two raters, an English teacher and the researcher. Then the result of r_{xy} is consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.60 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low.⁸

The scoring ability is based on the use of analytical speaking skills. This concludes the pronunciation, intonation, fluency, and accuracy of the text.

F. Procedures of the Researcher

To get the data from the students, the researcher gave the test and treatment to see the effect of the method given. The process of collecting the data as follows:

1. Pre-test

Pre-test conducted for the students in the experimental class and control class in order to find out the students' speaking ability before the treatment.

a. The researcher prepared the test.

⁸ John W. Best & James V. Khan. *Research in Education (7th edition)* (New Delhi: Prentice of India Private Limited,)

- b. The researcher distributed the test to students in the experimental class and control class.
- c. The researcher explained and gave instructions on what should they do the test.
- d. The researcher gave time to do the test.
- e. The students took tests and answered questions.
- f. The researcher collected tests.
- g. The researcher checked the student's responded and find out the mean score of both of class.

2. Treatment

The researcher gave the treatment by means of Instructing the experiment category with Presentation, Practice, and Production (PPP) method. The treatment is the teacher gives to students the example of explanation how to practice presentation, practice, and Production (PPP) method in speaking

- a. Teacher activity ;
 - 1) Teacher choose an interested picture as the media of learning.
 - 2) Teacher asked the students to identify things in the picture.
 - 3) Teacher lead students to gave asking and giving opinion about the picture.
 - 4) Teacher let students practice in front of the class with their friends and gave each other asking and giving opinions about their respective pictures.
 - 5) Teacher and students discused the results of student work 30 minutes
 - 6) Teacher gave students the opportunity to made their own drawings and give their opinion about the pictures they choose.

b. Students activity;

- 1) Students gave attention to the teacher .students identify the things in picture.
- 2) Students gave asking and giving opinion about the picture.
- 3) Students go to the front of class for presents their opion about the picture.
- 4) Students and taecher discused the result of students work.
- 5) Students did the task from teacher, for make their own picture and gave the opinion about their picture.

While the control class is the teacher teaches with the teacher ways. teacher give students question about Asking And Giving Opinion. Teacher made students gave their opinion about anything. Teacher divided students into a pairs. Students worked in a pairs to made dialoge about asking and giving opinion about something like.

3. Post-test

Post-test is a test that is conducted after receiving treatment. Both classes gave the same test. The post-test is the final test in this research. To determine whether there is a significant effect, or not.

After the test was conducted for the students in the control class and the experimental class, it was found that the treatment had an influence on the students' speaking ability. The system and difficulty of the post-test is the same as with the pre-test, because both tests are used to measure the students' speaking ability. In this test, the researcher took many steps they are both very good.

- a. The researcher prepared the test.
- b. The researcher distributed the test to students in the experimental class and control class.
- c. The researcher explained and gave instructions on what should they do the test.
- d. The researcher gave time to do the test.
- e. The students took tests and answered questions.
- f. The researcher collected tests.
- g. The researcher checked the student's responded and find out the mean score of both of class.

G. Technique of Data Analysis

To analyze the result of the data from pre-test and post-test, it used the following steps:

1. Requirement Test
 - a. Normality Test

The normality test is used to measure weather the data in the experimental class and control classes are normally distributed or not.⁹ In this study the researcher analyzes the data by using *Chi-Quadrate* for normality of test as follow :

$$x^2 = \sum \left[\frac{f_0 - f_h}{f_h} \right]$$

⁹Budiyono. 2004. *Statistika Untuk Penelitian*. Surakarta: 11 maret University Press. p.170.

Where:

χ^2 = Value of Chi-Quadrat

f_0 = Obtained/Observed Frequency

f_e = Expected Frequency (footnote)¹⁰

To calculate the result of Chi-quadrat, it is used significant level 5% and degree of freedom as big as total of frequency is lessened 3 ($dk = k-3$). If result $\chi^2_{count} < \chi^2_{table}$. So, it concluded that data is distributed normal.

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. Homogeneity test used to see the data from two classes same or different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. The researcher used *Harley test*, the formula is :

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Notes :

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$ ¹¹

¹⁰Rangkuti, Ahmad Nizar, " *Statistik Untuk Penelitian Pendidikan*", (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015, p. 151.

¹¹ Sugiyono, " *Metode Penelitian Kuantitatif Kualitatif dan R&D*", (Bandung: Alfabeta, 2010), p.197.

2. Hypothesis Test

To know the difference between experimental and control class The researcher will use T-test formula to examine the hypothesis. The formula is:

$$Tt = \frac{M1 - M2}{\sqrt{\frac{((n1-1) s1^2 + (n2-1) s2^2)}{(n1-1) + (n2-1)}}} \left(\frac{1}{n1} + \frac{1}{n2} \right)$$

Where:

T = The value which the statistical significance

M₁ = The average score of the experimental class

M₂ = The average of the control class

S₁ = Derivation of the experimental class

S₂ = Derivation of the control class

N₁ = Number of experimental class

N₂ = Number of control class¹²

If $t\text{-count} > t\text{-table}$ alternative hypothesis (H_a) was accepted and $t\text{-count} < t\text{-table}$ null hypothesis (H₀) was rejected. The result in T-test found that t_{count} was higher than t_{table} (3,31 > 1,67). It means that the hypothesis H_a was accepted and H₀ rejected.

¹² Rangkuti, Ahmad Nizar, " *Statistik Untuk Penelitian Pendidikan*", (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015, p. 137.

CHAPTER IV

DATA ANALYSIS

This chapter presented research result in order to find the effect of using presentation, practice and production (PPP) method toward students' speaking ability at grade XI SMK Negeri 2 Batangtoru. The researcher had calculated the data using pre-test and post test. The researcher conducted the research with pre-test to know the students' speaking ability before given the treatment and post test to know the students' speaking ability after given the treatment by using presentation, practice and production (PPP) method. Applying quantitative research, the researcher used the formulation of T-test to test the hypothesis. In this below, the researcher described the result based on the data that has been researched as follow:

A. Description of Data

1. Description of Data Pre - Test

a. Score of Pre –Test in Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students oral test. The researcher gave a conversation test. After getting students score of experimental class in pre- test, the researcher arranged it from the low score to the high score in interval class form. After that, the researcher made it into percentages to see the dominant score that are gotten by the students. The computed of the frequency distribution of the students' score of experimental class could be applied into the table frequency distribution is follows :

Table 7
Frequency Distribution of Students' Score

NO.	Interval class	Mid Point	Frequency	Frequency (%)
1.	50-54	52	6	24%
2.	55-59	57	4	16%
3.	60-64	62	7	28%
4.	65-69	67	2	8%
5.	70-74	72	2	8%
6.	75-79	77	2	8%
7.	80-84	82	2	8%
$i = 5$			25	

From table 7, it can be seen that the students who get the highest score can be seen at interval 80 – 84, the students who get the lowest score were at interval 50 – 54 and most of the students get scores at interval 60 – 64. It means that most of students who got the score at average 63. So, the students scores in this control class also fair categorized.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

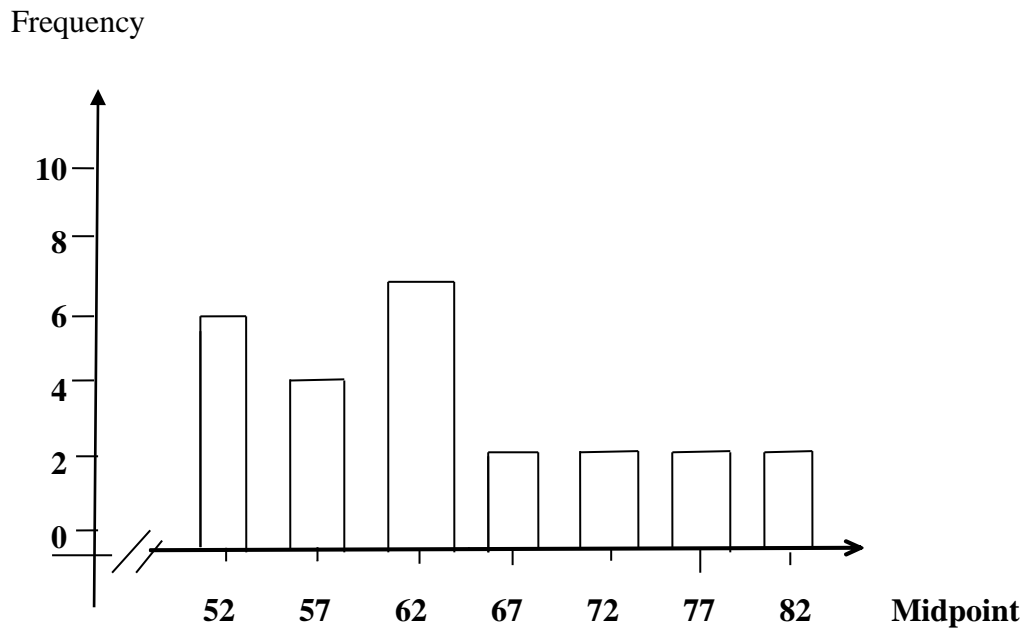


Figure 2
Description Data Pre- Test of Experimental Class

The figure 1 described the students score based on the interval class. The histogram of the students' score of control class in pre- test showed that the highest interval 80 – 84 was 2 students and the lowest score interval 50 – 54 was 6 students.

b. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students oral test. The researcher gives a conversation test . After getting students score of control class in pre- test, the researcher arranged it from the low score to the high score in interval class form. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution below

Table 8
Frequency Distribution of Students' Score

NO.	Interval class	Mid Point	Frequency	Frequency (%)
1.	43-48	45.5	5	17.2 %
2.	49-54	51.5	9	31.03 %
3.	55-60	57.5	2	6.89 %
4.	61-66	63.5	4	13.79 %
5.	67-72	69.5	4	13.79 %
6.	73-78	75.5	3	10.34 %
7.	79-84	81.5	2	6.89 %
<i>i = 6</i>			29	

From table 8, it can be seen that the students who get the highest score can be seen at interval 79 – 84, the students who get the lowest at interval 43 – 48 and most of the students get scores at interval 49 – 54. It means that most of students get the score at average 53. So, the students scores are fair categorized.

In order to get description of the data clearly and completely, the researcher presented them in histogram on following figure:

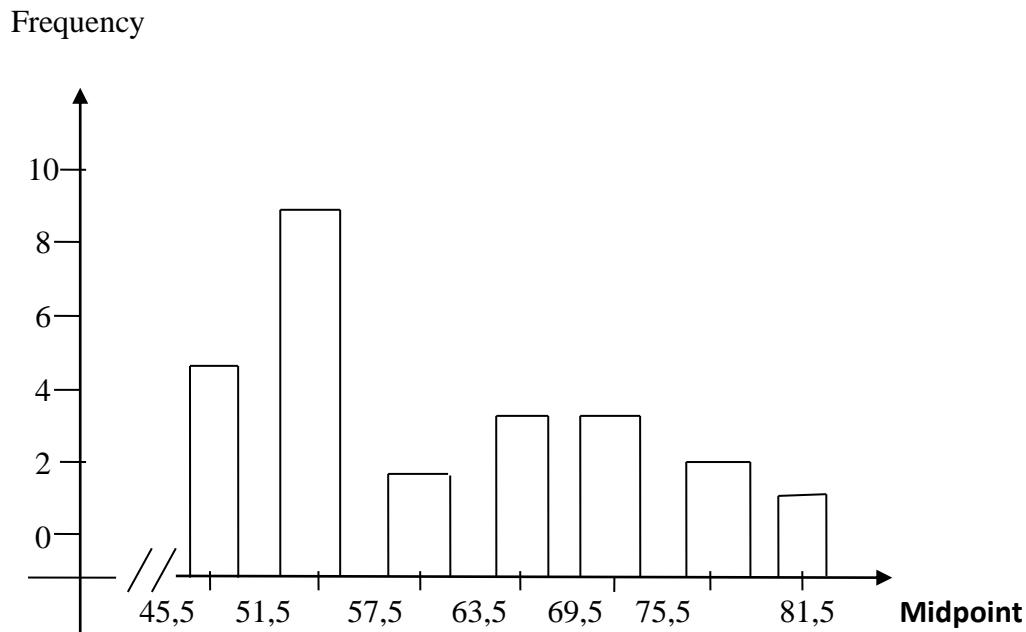


Figure 2
Description Data of Pre-Test in Control Class

The figure 2 described the students score based on the interval class. The histogram of the students' score of experimental class in pre- test showed that the highest interval 79 – 84 was 2 students and the lowest score interval 43 – 48 was 5 students.

Pre-test in experimental class most of students got the score at average 63. So, the students scores are fair categorized. Pre-test in control class most of students got the score at average 53. So, the students scores are fair categorized.

2. The Description of Data Post - Test

a. Score of Post- Test in Experimental Class

In post-test of experimental class the researcher calculated the result that had been gotten by the students conversation in oral test. after the researcher

did the treatment by using Presentation, Practice and Production (PPP) Method. The researcher give students a conversation test. From the students score of experimental class in post test, the researcher arranged it from the low score to the high score in interval class form. The computed of the frequency distribution of the students' score of control class can be applied into table frequency below:

Table 9

Frequency Distribution of Students' Score

NO.	Interval class	Mid Point	Frequency	Frequency (%)
1.	73-75	74	4	16%
2.	76-78	77	2	8%
3.	79-81	80	8	32%
4.	82-84	83	5	20%
5.	85-87	86	2	8%
6.	88-90	89	2	8%
7.	91-93	92	2	8%
<i>i = 3</i>			25	

From table 9, it can be seen that the students who get the highest score can be seen at interval 91– 93, the students who get the lowest score at interval 73 – 75 and most of the students get scores at interval 79 - 81. It means that most

of students get the score at average 80. So, the students scores get a good increasing if the average score is compared with the score in pre- test.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency

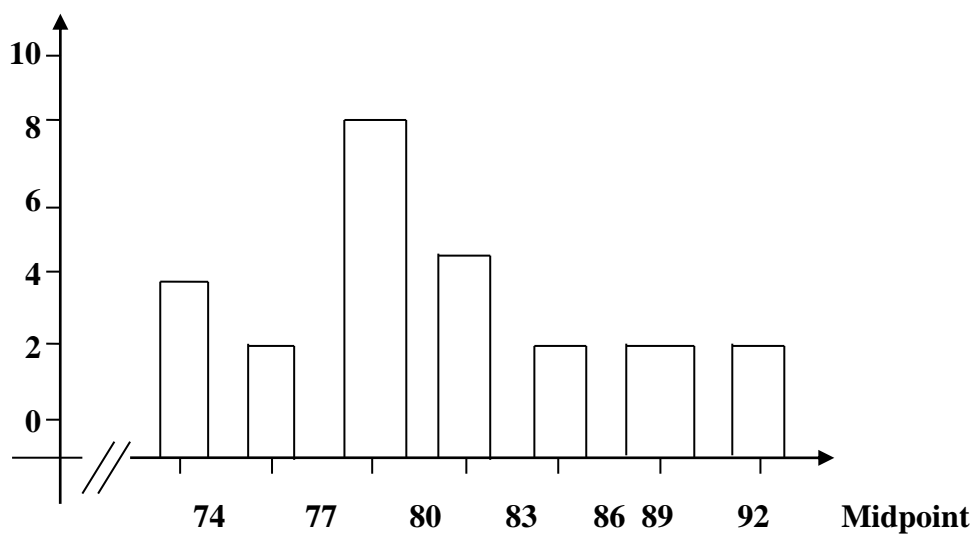


Figure 3
Description Data Post- Test of Experimental Class

The figure 3 described the students score based on the interval class. The histogram of the students' score of control class in post- test showed that the highest interval 91 - 93 was 2 students and the lowest score interval 73 - 75 was 4 students.

b. Score of Post-Test in Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students oral test. The researcher gave a conversation test. After getting students score of control class in post test, the researcher

arranged it from the low score to the high score in interval class form. The computed of the frequency distribution of the students' score of control class can be applied into table frequency below:

Table 10
Frequency Distribution of Students' Score

NO.	Interval class	Mid Point	Frequency	Frequency (%)
1.	57-61	59	4	13.79%
2.	62-66	64	2	6.89%
3.	67-71	69	4	13.79%
4.	72-76	74	3	10.34%
5.	77-81	79	8	27.58%
6.	82-86	84	4	13.79%
7.	87-91	89	4	13.79%
$i = 5$			29	

From table 10, it can be seen that the students who get the highest score can be seen at interval 87– 91, the students who get the lowest score at interval 57 – 61 and most of students get scores at interval 77 –81. It means that most of students get the score at average 80. So, the students scores get a good increasing if the average score is compared with the score in pre- test.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure.

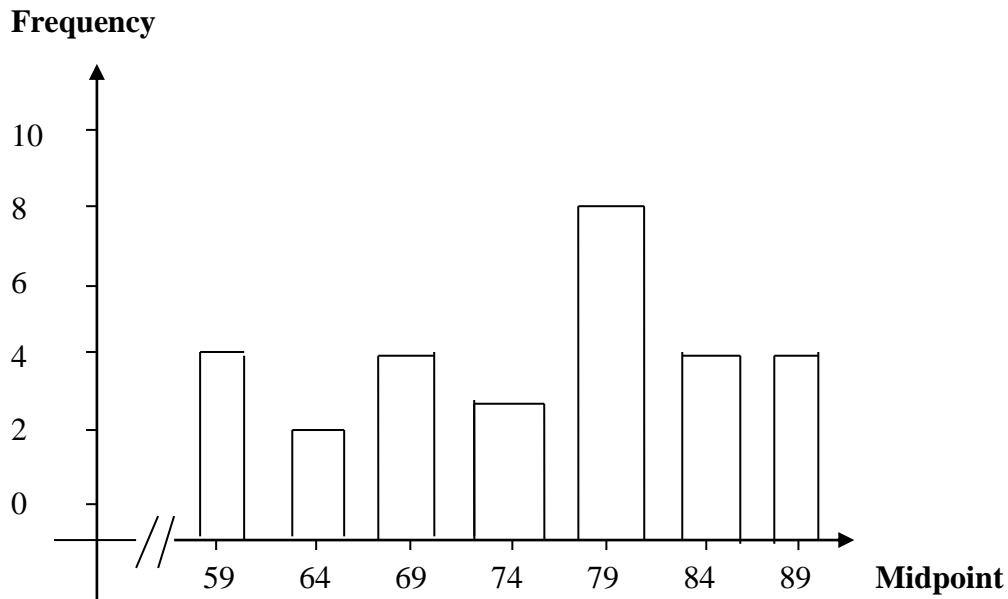


Figure 4
Description Data Post- Test of Control Class

The figure 4 described the students score based on the interval class. The histogram of the students' score of experimental class in pre- test showed that the highest interval 87 – 91 was 4 students and the lowest score interval 57 - 61 was 4 students.

3. Description of Comparison Score of Pre-Test and Post Test

a. Comparison Score of Pre-Test and Post Test in Experimental Class

After the researcher got the result of experimental class in pretest and post- test, the researcher made in the table form to compare the differences between pre- test score and post-test score. The comparison score between pre- test and post-test of experimental class can be seen in following table.

Table 11
The Score of Experimental Class in Pre- Test and Post Test

No.	Interval Class		Frequency	
	Pre – Test	Post – Test	Pre – Test	Post – Test
1.	50-54	73-75	6	4
2.	55-59	76-78	4	2
3.	60-64	79-81	7	8
4.	65-69	82-84	2	5
5.	70-74	85-87	2	2
6.	75-79	88-90	2	2
7.	80-84	91-93	2	2
	<i>i= 5</i>	<i>i= 3</i>	25	25

Based on the table 11 of pre-test and post-test. The researcher found that most of students got high score in pre-test at interval 60 – 64 and the students in post- test got score at interval 79 – 81 Based on the description above, it can be concluded that students score in post test was higher than the students score in pre-test.

b. Comparison Score of Pre-Test and Post Test in Control Class

After the researcher getting the result of control class in pre- test and post- test, the researcher made in the table form to compare the differences between pre- test score and post-test score.

Table 12
The Score of Control Class in Pre- Test and Post- Test

No.	Interval Class		Frequency	
	Pre – Test	Post – Test	Pre – Test	Post – Test
1.	43-48	57-61	5	4
2.	49-54	62-66	9	2
3.	55-60	67-71	2	4
4.	61-66	72-76	4	3
5.	67-72	77-81	4	8
6.	73-78	82-86	3	4
7.	79-84	87-91	2	4
	<i>i= 6</i>	<i>i= 5</i>	29	29

Based on the table 12 of pre-test and post-test. The researcher found that most of students got score in pre-test at interval 49– 54 and the students in post- test got score at interval 77 – 81. Based on the description above, it can be concluded that students’ score in post test was higher than the students’ score in pre-test.

B. Hypothesis Testing

The researcher use T-test formula to get the conclusion of data analysis. In this research, the null hypothesis (H0) states that “There was no significant effect of using Presentation, Practice and Production (PPP) Method toward students’ speaking ability at grade XI SMK Negeri 2 Batangtoru”, meanwhile the hypothesis alternative (Ha) of the research was “There was significant effect of using Presentation, Practice and Production (PPP) Method toward students’ speaking ability at grade XI SMK Negeri 2 Batangtoru” The hypothesis test was two criteria. They are if $t_{count} > t_{table}$ Ha

is accepted . And if $t_{count} < t_{table}$ H_a is rejected. Based on the researcher calculation in Experimental Class in pre-test and post- test, the researcher found that t_{count} while t_{table} with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $df = n-1 = 54-1=52$. Cause $t_{count} > t_{table}$ (3,31 >1,67), it means that the hypothesis H_a is accepted “There was significant effect of using Presentation, Practice and Production (PPP) Method toward students’ speaking ability at grade XI SMK Negeri 2 Batangtoru”, The result of t-test was as follow:

Table 13
Result of T-Test at Both of Class in Post Test

Post – Test	
t_{count}	t_{tabel}
3.31	1.67

Based on the calculation of t-test above, it can be concluded that there “There was significant effect of using Presentation, Practice and Production (PPP) Method toward students’ speaking ability at grade XI SMK Negeri 2 Batangtoru”, In this case, the mean score of experimental class before using Presentation, Practice and Production (PPP) Method was 62.8 and mean score of control class by using teacher method was 59.5 and mean score of experimental class after Using Presentation, Practice and Production (PPP) Method was 81.56 and mean score of control class by using teacher method was 75.3.

C. Discussion

Based on the result of the data analysis, the researcher discussed the result of this research on the effect of using Presentation, Practice and Production (PPP)

Method toward Students' Speaking ability, where the result of mean scores experimental class was higher than control class. The mean score was 81.56 than mean score of control class was 75.3. The calculation of significant in using Presentation, Practice and Production (PPP) Method was $t_{\text{count}} > t_{\text{table}}$ ($3.31 > 1.67$) it means H_a is accepted. So, there was significant effect of using Presentation, Practice and Production (PPP) Method toward Students' Speaking Ability at Grade XI SMK Negeri 2 Batangtoru.

It has been discussed by Agustina stated that Presentation, Practice and Production (PPP) Method was effective to improve the students' speaking ability. The researcher found the score of experimental class was 82.85 and the average score of control class was 77.20. The result of significant effect of using Presentation, Practice and Production (PPP) Method t_{test} higher than t_{table} ($2.67 > 2.00$).¹ It can be concluded that Presentation, Practice and Production (PPP) Method is very useful for speaking that make feel enjoy and interested in learning.

The same result also found by Mubarak's research. Based on the result of the research, the researcher found the score of experimental class was 77.6 and the average score of control class was 61.3. The result of significant effect of using Presentation, Practice and Production (PPP) Method was t_{test} higher than t_{table} ($15.9 > 2.09$).² It means that the experimental class was better than control class. Consequently based on the testing, learning by using Presentation, Practice and

¹Dora Agustina, *the effect of using presentation, practice and production (ppp) method toward students' speaking ability at the eighth grade students of mtsn 6 agam in academic year 2018/2019*. (IAIN Bukit Tinggi, 2019)

²Uffi Mubarak, *"The Effect Of Presentation, Practice, And Production Approach In Students' Speaking Skill"* (Universitas Muhammadiyah Makasar, 2022).

Production (PPP) Method was effective when applied in the process of learning English especially in speaking.

The next, Nurmila' research. Based on the research, the researcher found that there was a significant effect of using Presentation, Practice and Production (PPP) Method, the researcher found the score of experimental class was 75.2 and the average score of control class was 64.09. After analyzing the data by using T-test the researcher found that the score of t_{test} was higher than t_{table} ($4.34 > 2.09$).³ it means that the experimental class was better than control class. So, it could be concluded there was significant effect of learning by using Presentation, Practice and Production (PPP) Method was effective in developing students speaking Ability.

D. Treats of the Research

There were some threats that faced by researcher when conducting this research. The researcher was less effective in implementing the research. The other threats that faced by the researcher were follows:

1. The learning implementation was not too effective because the time was limited.
2. Some of the students were not serious in answering pre- test and posttest.

Although they looked like not serious, they still do the best the test by themselves.

³ Nurmila, "Developing Students' Speaking Proficiency Through The Ppp (Presentation Practice Production) Approachat The Eleventh Grade Of Sma Babussalam Boddie Kabupaten Pangkep" (Muhammadiyah University Of Makassar ,2018), https://digilibadmin.unismuh.ac.id/upload/689-Full_Text.pdf, retrieved on october 15th, 2022 at 16:20 p.m.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the conclusion of this research are as follow:

1. The students' Speaking Ability at grade XI SMK Negeri 2 Batangtoru before learning by using Presentation, Practice and Production (PPP) Method in experimental class was in 62.8. It can be categorized to fair category.
2. The students' Speaking Ability at grade XI SMK Negeri 2 Batangtoru after learning by using Presentation, Practice and Production (PPP) Method in experimental class was in 81.56. It can be concluded that the score getting increased that there was significant effect of Using Presentation, Practice and Production (PPP) Method Toward Students' Speaking Ability at Grade XI SMK Negeri 2 Batangtoru.
3. The result in T-test found that t_{count} was higher than t_{table} ($3,31 > 1,67$). It means that the hypothesis H_a was accepted and H_o rejected. So, there was significant effect of lerning by using Presentation, Practice and Production (PPP) Method toward students' speaking Ability at grade XI SMK Negeri 2 Batangtoru.

B. Suggestions

The researcher got many information and knowledge in teaching and learning after finishing the research. By this research, the researcher was some things that need to be improved. It makes researcher give some suggestion as follow:

1. For head master of SMK Negeri 2 Batangtoru, it is hoped to inform the English teacher in the school to use Presentation, Practice and Production (PPP) Method in students' speaking. The researcher and others proved that Presentation, Practice and Production (PPP) Method was effective to be applied in classroom.
2. For English teacher, it is hoped to use Presentation, Practice and Production (PPP) Method while teaching speaking because this Method can help the students in improving students' ability in speaking.
3. For students, it is hoped can be useful to improve speaking ability after using this method.
4. For the next researcher, this research can help other researcher who will conduct further research in the same method. It is hoped that other researchers can get many information from this experimental research.
5. For the researcher her self, it was hoped that this research can improve the researcher's knowledge about teaching and learning process in the speaking ability.

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APPENDIXES

APPENDIX 1

LESSON PLAN EXPERIMENTAL CLASS

School : SMK Negeri 2 Batangtoru

Subject : Bahasa Inggris

Grade/ Semester : XI/Ganjil

Topic : Asking and Giving Opinion

Skill : Speaking

Time Allotment : 2×45 minutes (two meetings)

A. Standard Competence

1. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengungkapkan makna dalam percakapan transaksional lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Basic Competence

1. Mengungkapkan makna dalam percakapan transaksional (*Asking and Giving Opinion*) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan

lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta memberi, menolak pendapat dan menawarkan/ menerima/menolak sesuatu.

2. Menganalisis fungsi Sosial, struktur teks dan unsur kebahasaan Asking and Giving Opinion dengan benar dan Menuliskan dialog Asking and Giving Opinion dengan benar.

C. Learning Objective

At the end of the lesson, the students are able :

1. Students can Presentation What is Asking and Giving Opinion.
2. Practice Asking and Giving Opinion.
3. Use the expression of Asking and Giving Opinion in dialogue.
4. Production Asking and Giving Opinion in daily activity.

D. Learning Material

2. Asking Opinion Expression

Formal:

Have you go any comments on.....

Do you have any idea?

Do you have any opinion on....

What is your opinion about....?

Informal: What do you think of.... ?

What do you think about.... ?

What is your opinion...?

Give your opinion about...

3. Giving Opinion Expression

Formal:

I personally believe....

I hold the opinion..

I personally think/feel....

Informal:

I think....

In my opinion....

To my mind...

E. Method

Presentation, Practice, and Production Method

F. Learning Activity

Meeting 1

Learning Stages	Activity	Time
Pre-Activities	1) Opening the activity by greeting the students. 2) Asking the questions about the general condition in classroom. 3) Checking students' attendance list. 4) Telling students about what will be discussed in the classroom. 5) Starting the learning objective to be achieved.	10 Minutes
Main	Exploration	30

Activites	<p>1) Showing expressions of asking and Giving Opinion.</p> <p>2) Asking the students to practice the pronunciation of some words after the researcher.</p> <p>3) Giving the students example of asking and Giving Opinion.</p> <p>Elaboration</p> <p>1) Explaining about Presentation, Practice, and Production Method.</p> <p>2) Explain and Giving a model about howto Presentation the Presentation, Practice, and Production Method.</p> <p>3) Asking the students to practice the Presentation, Practice, and Production Method based on material.</p> <p>4) Ask students to do the practice with pairs.</p> <p>5) Pairs chooice the dialogue to practice.</p> <p>6) The activities to practice the dialogue continue until the last pairs in the class.</p> <p>8) The teacher monitors the students during the activity.</p> <p>Confirming</p> <p>1) Asking some pairs to come forward and practice the conversation in front of class.</p> <p>2) Giving comment for all performance and giving suggestions to better in the future.</p> <p>3) Confirming the key concept of the lesson one more</p>	minutes
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	time.	
Post-Activities	1) Giving the students tasks and feedback. 2) Concluding the material 3) Closing the activity with Greeting	5 Minutes

Meeting 2

Learning Stages	Activity	Time
Pre-activities	1) Opening the activity by greeting the students. 2) Asking the questions about the general condition in classroom. 3) Checking students' attendance list. 4) Telling students about what will be discussed in the classroom. 5) Stating the learning objective to be achieved.	10 minutes
Main Activities	Exploration 1) Showing expressions of Asking and Giving Opinion. 2) Asking the students to practice the pronunciation of some words after the researcher. 3) Giving the students example of asking and Giving Opinion Elaboration 1) Explaining about Presentation, Practice, and Production Method.	30 minutes

	<p>2) Giving a model about how to practice The Presentation, Practice, and Production Method.</p> <p>3) Asking the students to presentation the dialogue they have already make with their pairs.</p> <p>4) Asking the students to practice the dialogue.</p> <p>6) The activities to practice dialogue of presentation, practice, and production method continue until the last pairs.</p> <p>8) The teacher monitors the students during the activity.</p> <p>Confirming</p> <p>1) Asking some pair to come forward and practice the conversation in front of class.</p> <p>2) Giving comment for all performance and giving suggestions to better in the future.</p> <p>3) Confirming the key concept of the lesson one more time by pointing out material given.</p>	
Post-Activities	<p>1) Giving the students reward and feedback.</p> <p>2) Concluding the material</p>	5 minutes

G. Sources and Media:

1. White Board.
2. Text book that relevant to the material.

H. Assessment

No	Indicator	Method	Form
1.	Use the expression of Asking and Giving Opinion.	Oral test	Performance
2.	Students can Presentation, Practice and Production Asking and Giving Opinion correctly and fluently.	Oral test	Performance

I. Speaking Scoring Rubric

No	Component	Score	Classification
1.	Grammar	21-25 16- 20 11- 25 6 - 10 0 - 5	No errors in using grammar. There are few a lot of mistakes in grammar used and does not effect the meaning. There are a quite a lot of mistakes in grammar, but the meaning can still be understood. There are so many errors and meaning to be understood. There are so many errors and meaning cannot be caught.
2.	Vocabulary	21-25 16-20	Speaking vocabulary in educated to express anything but the most elementary needs. Has speaking vocabulary sufficient to express himself. Able to speak the language with sufficient vocabulary

		11- 25	to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that rarely has to grope for a word. Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.
		6 - 10	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		0 - 5	
3.	Fluency	21-25	speech is very smooth and meanings are clear and can be understood.
		16- 20	Speech is effortless smooth and the meaning can be understood easily.
		11- 25	Speech is occasionally hesitant but the meaning of the story is difficult to be understood.
		6 - 10	Speech is too halting, sentences may be left

		0 - 5	uncompleted and it is less meaning that can not be understood. (no specific fluency description, refer to other four language areas for implied level of fluency).
4.	Pronunciation	21-25 16- 20 11- 25 6 - 10 0 - 5	Very clear pronunciation and meaning of the speech can be well understood. There are few mistakes in pronunciation and it does not influence the meaning utterance. There are some errors in pronunciation and it does not influence the meaning of the utterance Many mispronunciation errors and it damage the meaning utterances. The pronunciation is very bad and cannot be understood at all.
5.	Comprehension	21-25 16- 20 11- 25	Equivalent to that of an educated native speaker. Can understand any conversation within the range of his experience. Comprehension is quite complete a normal rate of speech.

		6 - 10	Can get the gist of most conversation of non-technical subjects.
		0 - 5	Within the scope of his very limited language experience, can understand simple questions and statement if delivered with slowed speech, repetition or paraphrase.

Table Criteria of Value

No.	Number of Score	Predicate	Predicate
1.	80-100		Very good
2.	66-79		Good
3.	56-65		Enough
4.	41-55		Less
5.	40-0		Bad

Batangtoru, 2022

The Teacher

The Researcher

Yusra Hartati, S.Pd.

Nasta Agustina Harahap

APPENDIX 2

CONTROL CLASS

LESSON PLAN CONTROL CLASS

School : SMK Negeri 2 Batangtoru

Subject : Bahasa Inggris

Grade/ Semester : XI/Ganjil

Topic : Asking and Giving Opinion

Skill : Speaking

Time Allotment : 2×45 minutes (two meetings)

A. Standard Competence

1. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengungkapkan makna dalam percakapan transaksional lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Basic Competence

1. Mengungkapkan makna dalam percakapan transaksional (*Asking and Giving Opinion*) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi,

menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta memberi, menolak pendapat dan menawarkan/ menerima/menolak sesuatu.

2. Menganalisis fungsi Sosial, struktur teks dan unsur kebahasaan Asking and Giving Opinion dengan benar dan Menuliskan dialog Asking and Giving Opinion dengan benar.

C. Learning Objective

At the end of the lesson, the students are able :

1. Students can Presentation What is Asking and Giving Opinion.
2. Practice Asking and Giving Opinion.
3. Use the expression of Asking and Giving Opinion in dialogue.
4. Production Asking and Giving Opinion in daily activity

D. Learning Material

1. Asking Opinion Expression

Formal:

Have you got any comments on.....

Do you have any idea?

Do you have any opinion on....

What is your opinion about....?

Informal: What do you think of.... ?

What do you think about.... ?

What is your opinion...?

Give your opinion about...

2. Giving Opinion Expression

Formal:

I personally believe....

I hold the opinion..

I personally think/feel....

Informal:

I think....

In my opinion....

To my mind...

E. Method

Presentation, Practice, and Production Method

F. Learning Activity

Meeting 1

Learning Stages	Activity	Time
Pre-activities	1) Opening the activity by greeting the students. 2) Asking the questions about the general condition in classroom. 3) Checking students' attendance list. 4) Telling students about what will be discussed in the classroom. 5) Starting the learning objective to be achieved.	10 minutes
Main	1) Explains about Asking and Giving Opinion.	30

Activities	2) Asking the students to read the dialog about Asking and Giving O pinion. 3) Giving some examples about the dialog. 4) Asking take a not of the material and understanding about the dialog.	minutes
Post-Activities	1) Giving the students some tasks about Topic/ Asking and Giving Opinion. 2) Concluding the material of learning.	5 Minutes

Meeting 2

Learning Stages	Activity	Time
Pre-activities	1) Opening the activity by greeting the students. 2) Asking the questions about the general condition in classroom. 3) Checking students' attendance list. 4) Telling students about what will be discussed in the classroom.	10 minutes
Main Activities	1) Explains about Asking and Giving Opinion. 2) Asking the students to read the dialog about Asking and Giving O pinion. 3) Giving some examples about the dialog. 4) Asking take a not of the material and	30 minutes

	understanding about the dialog.	
Post-Activities	1) Giving the students reward and feedback. 2) Concluding the material	5 minutes

G. Sources and Media:

1. White Board.
2. Text book that relevant to the material.

H. Assessment

No	Indicator	Method	Form
1.	Use the expression of Asking and Giving Opinion.	Oral test	Performance
2.	Students can Presentation, Practice and Production Asking and Giving Opinion correctly and fluently.	Oral test	Performance

I. Speaking Scoring Rubric

No	Component	Score	Classification
1.	Grammar	21-25 16- 20 11- 25	No errors in using grammar. There are few a lot of mistakes in grammar used and does not effect the meaning. There are a quite a lot of mistakes in grammar, but the meaning can still be understood. There are so many errors and meaningto be understood.

		6 - 10 0 - 5	There are so many errors and meaning cannot be caught.
2.	Vocabulary	21-25 16-20 11- 25 6 - 10 0 - 5	<p>Speaking vocabulary in educated to express anything but the most elementary needs.</p> <p>Has speaking vocabulary sufficient to express himself.</p> <p>Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that rarely has to grope for a word.</p> <p>Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.</p> <p>Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.</p>
3.	Fluency	21-25	speech is very smooth and meaning are clear and can be

		16- 20	understood. Speech is effortless smooth and the meaning can be understood easily.
		11- 25	Speech is occasionally hesitant but the meaning of the story is difficult to be understood.
		6 - 10	Speech is too halting, sentence may be left uncompleted and it is less meaning that can not be understood. (no specific fluency description, refer to other four language areas for implied level of fluency).
		0 - 5	
4.	Pronunciation	21-25	Very clear pronunciation and meaning of the speech can be well understood. There are few mistakes in
		16- 20	pronunciation and it does not influence the meaning of the utterance.
		11- 25	There are some errors in pronunciation and it does not influence the meaning of the utterance.
			Many mispronunciation errors and it damage the meaning utterances.
		6 - 10	The pronunciation is very bad and cannot be understood at all.
		0 - 5	

5.	Comprehension	21-25	Equivalent to that of an educated native speaker.
		16- 20	Can understand any conversation within the range of his experience.
		11- 25	Comprehension is quite complete a normal rate of speech.
		6 - 10	Can get the gist of most conversation of non-technical subjects.
		0 - 5	Within the scope of his very limited language experience, can understand simple questions and statement if delivered with slowed speech, repetition or paraphrase.

Table Critea of Value

No.	Number of Score	Predicate
1.	80-100	Very good
2.	66-79	Good
3.	56-65	Enough
4.	41-55	Less
5.	40-0	Bad

Batangtoru, 2022

The Teacher

The Researcher

Yusra Hartati, S.Pd.

Nasta Agustina Harahap

APPENDIX 4

INSTRUMENT FOR SPEAKING TEST PRE-TEST AND POST TEST

Instructions :

1. Tell your name and class
2. Think and choose one of three topics (or situational given) of dialogue below.
3. Write the dialogue based on the following topic, then speak up of each pair.
4. You have 3 minutes for thinking the topic (Prepare)
5. Your time to speak up about the topic 1-5 minutes of each pair to perform their performance in front of the class.
6. The presentation from each pair expressions of asking and giving opinion
7. If you ready, give your opinions, make a dialogue with your friend and arguments that you have chosen.

TOPICS :

Expressions of Asking and Giving Opinion.

Conversation 1

Siti : Why are you looking so sad ?

Jane : I was reading an opinion article on bullying. It made me extremely sad.

Siti : Ah! People like to exaggerate things, bullying as a such is no big deal.

Jane : No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

Siti : I don't agree with you. Little bit teasing here and there is acceptable.

Jane : I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Siti : Hey! Stop! You are getting too serious!

Jane : Yes! You should be serious about it as well like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in whether it is directly or indirectly by being silent.

Conversation 2

Siti : Hello, Jane !

Jane : Hi, Siti !

Siti : you look tired. What is going on ?

Jane : I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

Siti : would you like any help?

Jane : yes, please. I would really appreciate it.

Siti : tell me what I can do and I will start right away.

Jane : Thank you! You're an angel.

Conversation 3

Nita : Do you like your smartphone ?

Fikri : yes, I think I got more than I expected.

Nita : why?

Fikri : I just want to buy a smartphone which has 2 gigabytes of RAM. But this smartphone gives me more.

Nita : I think you're lucky.

Fikri : yeah,! I think with the price I've paid, got a smartphone with 3 gigabytes of RAM is very awesome.

Nita : but what do you think about the camera? Is it good ?.

Fikri : Not too bad. I got 13 megapixels for primary cameras, and its secondary camera 5 megapixels but it is not the important point.

Rubric Scoring of Speaking Ability

NO.	Nama Siswa	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Jumlah
1.							
2.							
3.							
4.							
5.							

NO.	Aspek yang Dinilai	Nilai
1.	Pronunciation	6
2.	Grammar	6
3.	Vocabulary	6
4.	Fluency	6
5.	Comprehension	6
Total Nilai = $\frac{\text{Skor perolehan}}{\text{skor maksimal}} \times 100$		30

Padangsidempuan,

Validator

Researcher

Zainuddin,S.S., M.Hum.
NIP. 19760610 200801 1 016

Nasta Agustina Harahap
Reg.No 18 203 00089

Form of Construct Validity for Speaking Ability Test

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Validator : Zainuddin,S.S., M.Hum.

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera didalam format!
2. Berilah tanda cek (√) pada kolom “ya” apabila soal yang ditelaah sudahsesuai dengan kriteria.
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidaksesuai dengan kriteria.
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Speaking Ability Test

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuaidengan kompetensi dasar danindikator untuk siswa kelas XI di semester I ?			

No.	Aspek	Ya	Tidak	Catatan
2.	Apakah isi materi dan topic sesuai dengan yang materi dan topic yang sudah dipelajari siswa ?			
3.	Apakah isi materi dan topic sesuai dengan jenjang kelas/ tingkatan kelas?			
4.	Apakah instruksi dapat dipahami?			
5.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			

Mengetahui,

Validator

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Researcher

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APPENDIX 5**Score of Experimental Class in Pre-Test**

No	The Name of Students (n)	Indicator of Speaking Test					Total	Score Pre-Test
		Pronoun.	Grammar	Vocab.	Fluency	Compre		
1	Abdul Mukti	3	3	4	3	3	16	53
2	Ahmad Fauji	3	3	3	3	3	15	50
3	Aidul Fahmi	3	2	3	3	3	14	47
4	Anggi Ferdinan	2	2	3	3	3	13	43
5	Apri Safitri	4	3	4	4	4	19	63
6	Arip Lakmana	5	4	5	3	3	20	67
7	Arjuna Sentosa	3	2	3	3	3	14	47
8	Dendi Irawan	4	4	4	3	3	18	60
9	Edy Saputra	4	3	4	4	4	19	63
10	Fadillah Sahdi	3	3	3	2	3	14	47
11	Fandi Ahmad	5	4	5	5	5	24	80
12	Ferrari Sultan	3	3	3	3	3	15	50
13	Fitri Ferdiansyah	5	4	5	3	3	20	67
14	Hariri Akbar	3	3	3	3	3	15	50
15	Ihsan Luky	3	4	3	3	3	16	53
16	Ilham Pedro	4	4	4	3	3	18	60
17	Jakiyah	5	4	5	4	5	23	77
18	Mara Halim	5	4	5	5	5	24	80
19	Mara Holong	4	3	4	4	4	19	63
20	Mariyanti	4	3	3	3	3	16	53
21	Mulianre	4	3	4	4	4	19	63
22	Nia Rahmadani	4	3	3	3	3	16	53
23	Rahmad Syaputra	3	3	3	3	3	15	50
24	Ranu Andika	5	5	4	4	5	23	77

25	Rasyid Ridho	5	4	5	3	3	20	67
26	Riski Saputra	2	3	3	3	3	14	47
27	Silsila Putri	5	5	4	3	3	20	67
28	Suci Adelina	3	4	3	3	3	16	53
29	Taufik Rahman	5	5	5	4	4	23	77
Total								1.727

APPENDIX 6

Score of Experimental Class in Post-Test

No	The Name of Students (n)	Indicator of Speaking Test					Total	Score Pre-Test
		Pronoun.	Grammar	Vocab.	Fluency	Compre		
1	Abdul Mukti	5	3	5	4	4	21	70
2	Ahmad Fauji	4	3	4	4	4	19	63
3	Aidul Fahmi	3	3	4	3	4	17	57
4	Anggi Ferdinan	3	3	4	3	4	17	57
5	Apri Safitri	5	4	5	5	5	24	80
6	Arip Lakmana	5	4	5	4	4	22	73
7	Arjuna Sentosa	3	3	4	4	4	18	60
8	Dendi Irawan	6	4	5	5	5	25	83
9	Edy Saputra	5	4	5	5	5	24	80
10	Fadillah Sahdi	3	3	4	4	4	18	60
11	Fandi Ahmad	5	4	6	6	5	26	87
12	Ferrari Sultan	4	3	4	4	4	19	63
13	Fitri Ferdiansyah	6	4	5	4	5	23	77

14	Hariri Akbar	4	4	4	4	4	20	67
15	Ihsan Luky	5	4	5	5	5	24	77
16	Ilham Pedro	6	4	5	5	5	25	83
17	Jakiyah	6	4	6	5	5	26	87
18	Mara Halim	5	4	6	6	5	26	87
19	Mara Holong	6	4	5	5	5	25	83
20	Mariyanti	5	4	5	5	5	24	80
21	Mulianre	6	4	5	5	5	24	83
22	Nia Rahmadani	5	4	5	5	5	24	80
23	Rahmad Syaputra	5	4	5	5	5	24	80
24	Ranu Andika	4	3	4	5	5	21	70
25	Rasyid Ridho	5	4	5	4	4	22	73
26	Riski Saputra	4	4	4	4	4	20	67
27	Silsila Putri	5	4	5	4	4	22	73
28	Suci Adelina	5	4	5	5	5	24	77
29	Taufik Rahman	6	4	6	5	5	26	87
Total								2.164

APPENDIX 7

The Score of Pre-Test and Post-Test at Experimental Class

No	The Name of Students (n)	Pre-Test	Post-Test
1	Abdul Mukti Rambe	53	70
2	Ahmad Fazri Lumbantobing	50	63
3	Aidil Fachmi Nasution	47	57
4	Anggi Ferdinan Sihombing	43	57
5	Apri Safitri Sianturi	63	80
6	Arip Lakmana Tanjung	67	73
7	Arjuna Sentosa	47	60
8	Dendi Irawan Hutagalung	60	83
9	Edy Saputra	63	80
10	Fadillah Sahdi	47	60
11	Fandi Ahmad Simbolon	80	87
12	Ferrari Sultan Hasan	50	63
13	Fitri Ferdiansyah Pasaribu	67	77
14	Hariri Akbar Siregar	50	67
15	Ihsan Luky Hidayat	53	77
16	Ilham Pedro Perdana	60	83
17	Jakiah	77	87
18	Mara Halim Harahap	80	87
19	Mara Holong Harahap	63	83
20	Mariyanti	53	80
21	Mulianre Tambunan	63	83
22	Nia Rahmadani	53	80
23	Rahmad Syahputra	50	80
24	Ranu Andika Dalimunte	77	70
25	Rasyid Ridho Batubara	67	73

26	Riski Saputra	47	67
27	Silsila Putri Nabila	67	73
28	Suci Adelina	53	77
29	Taufiq Rahman Hutabarat	77	87
Total		1.727	2.164

APPENDIX 8**Score of Control Class in Pre-test**

No	The Name of Students (n)	Indicator of Speaking Test					Total	Score Pre-Test
		Pronoun.	Grammar	Vocab.	Fluency	Compre		
1	Adawiyah Ulfa	4	3	4	4	4	19	63
2	Airin Dewi Yana	5	4	5	5	4	22	73
3	Amelia Pradelina	4	4	4	4	4	20	67
4	Andiny Anastasya	3	4	4	3	3	17	57
5	Anggi Citra	5	4	5	5	4	23	77
6	Asid Harahap	4	3	4	4	4	19	63
7	Bunga Ulfa	3	3	3	3	3	15	50
8	Cahya Juli	4	3	4	3	3	17	57
9	Deby Sarah	4	4	4	3	4	19	63
10	Elsa Rahmadani	3	3	3	3	3	15	50
11	Hapizah Hayati	5	4	5	5	4	23	77
12	Hazrina Nabilah	4	3	4	4	3	18	60
13	Margaret	4	3	4	3	3	17	57
14	Melpa Aprilia	5	4	5	4	5	22	73
15	Mona Maranata	4	4	4	4	4	20	67
16	Muhammad	5	4	5	5	5	24	80
17	Mustika Dewi	3	3	3	3	3	15	50
18	Nazwa Khairil	5	4	5	5	5	24	80
19	Purnama Sari	4	3	4	4	3	18	60
20	Raja Syahnan	3	3	4	3	3	16	53
21	Rama Armansyah	4	3	4	4	4	19	63
22	Rifi Abdul Kahfi	3	3	4	3	3	16	53
23	Saloh Fiona	4	3	4	3	3	17	57
24	Tiara Amelia	4	3	4	4	3	18	60

25	Yeni Natasya	3	3	3	3	3	15	50
Total								1.560

APPENDIX 9**Score of Control Class in Post-test**

No	The Name of Students (n)	Indicator of Speaking Test					Total	Score Post-Test
		Pronoun.	Grammar	Vocab.	Fluency	Compre		
1	Adawiyah Ulfa	5	4	6	5	5	25	83
2	Airin Dewi Yana	6	4	5	5	5	26	87
3	Amelia Pradelina	6	4	6	5	5	25	83
4	Andiny Anastasya	5	4	5	5	5	24	80
5	Anggi Citra	6	5	6	5	5	27	90
6	Asid Harahap	5	4	6	5	5	25	83
7	Bunga Ulfa	5	4	5	4	4	22	73
8	Cahya Juli	5	4	5	5	5	24	80
9	Deby Sarah	5	4	6	5	5	25	83
10	Elsa Rahmadani	5	4	5	4	4	22	73
11	Hapizah Hayati	6	5	6	5	5	28	90
12	Hazrina Nabilah	5	4	5	5	5	24	80
13	Margaret	5	4	5	5	5	24	80
14	Melipa Aprilia	6	4	6	5	5	26	87
15	Mona Maranata	6	4	5	5	5	25	83
16	Muhammad	6	5	6	6	5	28	93
17	Mustika Dewi	5	4	5	4	4	22	73
18	Nazwa Khairil	6	5	6	6	5	28	93
19	Purnama Sari	5	4	5	5	5	24	80
20	Raja Syahnan	5	4	5	4	5	23	77
21	Rama Armansyah	5	4	5	5	5	24	80
22	Rifi Abdul Kahfi	5	4	5	4	5	23	77
23	Saloh Fiona	5	4	5	5	5	24	80
24	Tiara Amelia	5	4	5	5	5	24	80

25	Yeni Natasya	5	4	5	4	4	22	73
Total								2.041

APPENDIX 10**The Score of Pre-Test and Post-Test at Control Class**

No	The Name of Students (n)	Pre-Test	Post-Test
1	Adawiyah Ulfa Rambe	63	83
2	Airin Dewi Yana Siregar	73	87
3	Amelia Pradeliana Saputri	67	83
4	Andiny Anastasya	57	80
5	Anggi Citra Junita	77	90
6	Asid Harahap	63	83
7	Bunga Ulfa Maharani	50	73
8	Cahya Juli Adinda Gian	57	80
9	Deby Sarah Wardani	63	83
10	Elsa Rahmadani	50	73
11	Hapizah Hayati	77	90
12	Hazrina Nabilah Siregar	60	80
13	Margaret Chatarina	57	80
14	Melpa Aprilia Pulungan	73	87
15	Mona Maranata Siregar	67	83
16	Muhammad Maulid	80	93
17	Mustika Dewi Nasution	50	73
18	Nazwa Khairil Amini	80	93
19	Purnama Sari	60	80
20	Raja Syahnan Siregar	53	77
21	Rama Armansyah	63	80
22	Rifi Abdul Kahfi Pardede	53	77
23	Saloh Fiona Rizky	57	80
24	Tiara Amelia Putri Lubis	60	80
25	Yeni Natasya	50	73

Total	1.560	2.041
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APPENDIX 11

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Experimental Class (XI TPTL)

1. The score of XI TPTL Class in pre-test from low score to high score:

43	47	47	47	47	50	50
50	50	53	53	53	53	53
60	60	63	63	63	63	67
67	67	67	77	77	77	80
80						

2. High = 80

Low = 43

Range (R) = high score – low score

= 80 - 43

= 37

3. Total of classes (K) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (29)$
= $1 + 3.3 (1,46)$
= $1 + 4,81$
= 5,81
= 6

$$4. \quad \text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{37}{6} = 6,16 = 6$$

Interval class	F_i	Fcum	X_i	$F_i \cdot X_i$	X_i^2	$F_i \cdot X_i^2$	$X_i - \bar{x}$	$(X_i - \bar{x})^2$	$F_i(X_i - \bar{x})^2$
43-48	5	5	45,5	227,5	2.070,25	10.351,25	-14	196	980
49-54	9	18	51,5	463,5	2.652,25	23.870,25	-8	64	576
55-60	2	20	57,5	115	3.306,25	6.612,5	-2	4	8
61-66	4	20	63,5	254	4.032,25	16.129	4	16	64
67-72	4	24	69,5	278	4.830,25	19.321	10	100	400
73-78	3	27	75,5	226,5	5.700,25	17.100,25	16	256	768
79-84	2	29	81,5	163	6.642,25	13.284,5	22	484	968
$p = 6$	$\sum f_i = 29$			1.727,5		106.668,75			3.764

5. Mean

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

$$= \frac{1.727,5}{29}$$

$$= 59,5$$

6. Median

$$M_e = tb + \left(\frac{\frac{1}{2} \cdot n - f_{sme}}{f_{me}} \right) \cdot p$$

$$= 48,5 + \left(\frac{\frac{1}{2} \cdot 29 - 5}{9} \right) \cdot 6$$

$$= 48,5 + 6,33$$

$$= 54,83$$

7. Modus

$$M_o = tb + \left(\frac{d_1}{d_1 + d_2} \right) \cdot p$$

$$= 48,5 + \left(\frac{4}{4+7}\right) \cdot 6 = 48,5 + 2,18$$

$$= 50,68$$

8. Standar Deviation

$$SD = \sqrt{\frac{\sum F_i.X_i'^2}{n} - \left(\frac{\sum F_i.X_i'}{n}\right)^2} \quad \square$$

$$= \sqrt{\frac{106.668,75}{29} - \left(\frac{1.727,5}{29}\right)^2}$$

$$= \sqrt{3.678,2 - 3.548,4}$$

$$= \sqrt{129,8}$$

$$= 11,3$$

Table of Normality Test with Chi Square Formula

Interval Class	F_o	Class Limit	Z-Score	Z-Tabel	Large of Area	F_h	$\frac{(F_o - F_h)^2}{F_h}$	
43-48	5	42,5-48,5	-1,50 & -0,97	0,4332 & 0,3340	0,0992	2,8768	1,5670	
49-54	9	48,5-54,5	-0,97 & -0,44	0,3340 & 0,1700	0,164	4,756	3,7871	
55-60	2	54,5-60,5	-0,44 & 0,08	0,1700 & 0,0319	0,2019	5,8551	2,5382	
61-66	4	60,5-66,5	0,08 & 0,61	0,0319 & 0,2291	0,1972	5,7188	0,5165	
67-72	4	66,5-72,5	0,61 & 1,15	0,2291 & 0,3749	0,1458	4,2282	0,0123	
73-78	3	72,5-78,5	1,15 & 1,68	0,3749 & 0,4535	0,0786	2,2794	0,2278	
79-84	2	78,5-84,5	1,68 & 2,21	0,4535 & 0,4864	0,0329	0,9541	1,1465	
$P = 6$	$\sum f_i = 29$	$X^2 = 9,7954$						9,7954

9. Drajat Kebebasan (df)

$$df = n - 1$$

$$= 7 - 1$$

$$= 6$$

10. Taraf signifikansi $\alpha = 0.05$

$$X^2_{\text{tabel}} = 12,592$$

$$X^2_{\text{count}} = 9,7954$$

H_0 ditolak jika $X^2_{\text{count}} > X^2_{\text{tabel}}$

H_0 diterima jika $X^2_{\text{count}} < X^2_{\text{tabel}}$

Based on the table above, the researcher found that $X^2_{\text{count}} = 9,7954$, while $X^2_{\text{tabel}} = 12,592$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($9,7954 < 12,592$) with degree of freedom (df) = 6 and significans $\alpha = 5\%$. So, distribution of Experimental class

XI-TPTL in pre-test was normal.

B. Result of Normality Test of Control Class (XI GP)

1. The score of XI GP class in pre-test

from low score to high score

50	50	50	50	53	53
57	57	57	57	60	60
60	63	63	63	63	67
67	73	73	77	77	80
80					

2. High = 80

Low = 50

Range (R) = high score – low score

= 80 - 50

= 30

3. Total of classes (K) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (25)$
= $1 + 3.3 (1.39)$
= $1 + 4.58$
= 5.58
= 6

$$4. \quad \text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{30}{6} = 5$$

Interval class	f_i	F_{cum}	X_i	$f_i \cdot X_i$	X_i^2	$f_i \cdot X_i^2$	$X_i - \bar{x}$	$(X_i - \bar{x})^2$	$f_i(X_i - \bar{x})^2$
50-54	6	6	52	312	2.704	16.224	-10,8	116,64	699,84
55-59	4	10	57	228	3.249	12.996	-5,8	33,64	134,56
60-64	7	17	62	434	3.844	26.908	-0,8	0,64	4,48
65-69	2	19	67	134	4.489	8.978	4,2	17,64	35,28
70-74	2	21	72	144	5.184	10.368	9,2	84,64	169,28
75-79	2	23	77	154	5.929	11.858	14,2	201,64	403,28
80-84	2	25	82	165	6.724	13.448	19,2	368,64	737,28
$p = 5$	$\sum f_i = 25$			1.570		100.780			2.184

5. Mean

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

$$= \frac{1.570}{25}$$

$$= 62,8$$

6. Median

$$M_e = tb + \left(\frac{\frac{1}{2} \cdot n - f_{sme}}{f_{me}} \right) \cdot p$$

$$= 59,5 + \left(\frac{\frac{1}{2} \cdot 25 - 10}{7} \right) \cdot 5$$

$$= 59,5 + 1,75$$

$$= 61,25$$

7. Modus

$$M_o = tb + \left(\frac{d_1}{d_1 + d_2} \right) \cdot p$$

$$= 59,5 + \left(\frac{3}{3+5}\right) \cdot 5 = 59,5 + 1,87$$

$$= 61,37$$

8. Standar Deviation

$$SD = \sqrt{\frac{\sum F_i.X_i'^2}{n} - \left(\frac{\sum F_i.X_i'}{n}\right)^2} \quad \square$$

$$= \sqrt{\frac{100.780}{25} - \left(\frac{1.570}{25}\right)^2}$$

$$= \sqrt{4.031,2 - 3.943,84}$$

$$= \sqrt{87,36}$$

$$= 9,34$$

Table of Normality Test with Chi Square Formula

Interval Class	F_o	Class Limit	Z-Score	Z-Tabel	Large of Area	F_h	$\frac{(F_o - F_h)^2}{F_h}$	
50-54	6	49,5-54,5	-1,42 & -0,88	0,4222 & 0,3106	0,1116	2,79	3,6932	
55-59	4	54,5-59,5	-0,88 & -0,35	0,3106 & 0,1368	0,1738	4,345	0,0273	
60-64	7	59,5-64,5	-0,35 & 0,18	0,1368 & 0,0714	0,2082	5,205	0,6190	
65-69	2	64,5-69,5	0,18 & 0,71	0,0714 & 0,2612	0,1898	4,745	1,5879	
70-74	2	69,5-74,5	0,71 & 1,25	0,2612 & 0,3944	0,1332	3,33	0,5312	
75-79	2	74,5-79,5	1,25 & 1,78	0,3944 & 0,4625	0,0681	1,7025	0,0519	
80-84	2	79,5-84,5	1,78 & 2,32	0,4625 & 0,4898	0,0273	0,6825	2,5433	
$p=5$	$\sum f_i = 25$	$X^2 = 9,0538$						9,0538

9. Drajat Kebebasan (df)

$$df = n - 1$$

$$= 7 - 1$$

$$= 6$$

10. Taraf signifikansi $\alpha = 0.05$

$$X^2_{\text{tabel}} = 12,592$$

$$X^2_{\text{count}} = 9,0538$$

H_0 ditolak jika $X^2_{\text{count}} > X^2_{\text{tabel}}$

H_0 diterima jika $X^2_{\text{count}} < X^2_{\text{tabel}}$

Based on the table above, the researcher found that $X^2_{\text{count}} = 9,0538$, while $X^2_{\text{tabel}} = 12,592$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($9,0538 < 12,592$) with degree of freedom (df) = 6 and significans $\alpha = 5\%$. So, distribution of Control class

XI-GP in pre-test was normal.

APPENDIX 12

RESULT OF NORMALITY TEST IN POST-TEST

C. Result of Normality Test of Control Class (XI TPTL)

1. The score of XI TPTL class in post-test from low score to high score:

57	57	60	60	63	63	67
67	70	70	73	73	73	77
77	77	80	80	80	80	80
83	83	83	83	87	87	87
87						

2. High = 87

Low = 57

Range (R) = high – low

$$= 87 - 57$$

$$= 30$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (29)$$

$$= 1 + 3.3 (1.46)$$

$$= 1 + 4.81$$

$$= 5,81$$

$$= 6$$

$$4. \quad \text{Length of Classes (P)} = \frac{\text{range}}{\text{total of classes}} = \frac{30}{6} = 5$$

Interval class	f_i	F_{cum}	X_i	$f_i \cdot X_i$	X_i^2	$f_i \cdot X_i^2$	$X_i - \bar{x}$	$(X_i - \bar{x})^2$	$f_i(X_i - \bar{x})^2$
57-61	4	4	59	236	3.481	13.924	-16,3	265,69	1.062,76
62-66	2	6	64	128	4.096	8.192	-11,3	127,69	255,38
67-71	4	10	69	276	4.761	19.044	-6,3	39,69	158,76
72-76	3	13	74	222	5.476	16.428	-1,3	1,69	5,07
77-81	8	21	79	632	6.241	49.928	3,7	13,69	109,52
82-86	4	25	84	336	7.056	28.224	8,7	75,69	302,76
87-91	4	29	89	356	7.921	31.684	13,7	187,69	750,76
P = 5	$\sum f_i = 29$			2.186		167.424			2.645,01

5. Mean

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

$$= \frac{2.186}{29}$$

$$= 75,3$$

6. Median

$$M_e = tb + \left(\frac{\frac{1}{2} \cdot n - f_{sme}}{f_{me}} \right) \cdot p$$

$$= 76,5 + \left(\frac{\frac{1}{2} \cdot 29 - 13}{8} \right) \cdot 5$$

$$= 76,5 + 0,9$$

$$= 77,4$$

7. Modus

$$M_o = tb + \left(\frac{d_1}{d_1 + d_2} \right) \cdot p$$

$$= 76,5 + \left(\frac{5}{5+4}\right) \cdot 5 = 76,5 + 2,7$$

$$= 79,2$$

8. Standar Deviation

$$SD = \sqrt{\frac{\sum F_i.X_i'^2}{n} - \left(\frac{\sum F_i.X_i'}{n}\right)^2} \quad \square$$

$$= \sqrt{\frac{167.424}{29} - \left(\frac{2.186}{29}\right)^2}$$

$$= \sqrt{5.773,24 - 5.682,04}$$

$$= \sqrt{91,2}$$

$$= 9,54$$

Table of Normality Test with Chi Square Formula

Interval Class	F_o	Class Limit	Z-Score	Z-Tabel	Large of Area	F_h	$\frac{(F_o - F_h)^2}{F_h}$	
57-61	4	56,5-61,5	-1,97 & -1,44	0,4756 & 0,4251	0,0505	1,4645	4,3897	
62-66	2	61,5-66,5	-1,44 & -0,92	0,4251 & 0,3212	0,1039	3,0131	0,3406	
67-71	4	66,5-71,5	-0,92 & -0,39	0,3212 & 0,1517	0,1695	4,9155	0,1705	
72-76	3	71,5-76,5	-0,39 & 0,12	0,1517 & 0,0478	0,1995	5,7855	1,3411	
77-81	8	76,5-81,5	0,12 & 0,64	0,0478 & 0,2389	0,1911	5,5419	1,0902	
82-86	4	81,5-86,5	0,64 & 1,17	0,2389 & 0,3790	0,1401	4,0629	0,0009	
87-91	4	86,5-91,5	1,17 & 1,69	0,3790 & 0,4549	0,0759	2,2011	1,4701	
$p = 5$	$\sum f_i = 29$	$X^2 = 8,8031$						8,8031

9. Drajat Kebebasan (df)

$$df = n - 1$$

$$= 7 - 1$$

$$= 6$$

10. Taraf signifikansi $\alpha = 0.05$

$$X^2_{\text{tabel}} = 12,592$$

$$X^2_{\text{count}} = 8.8031$$

H_0 ditolak jika $X^2_{\text{count}} > X^2_{\text{tabel}}$

H_0 diterima jika $X^2_{\text{count}} < X^2_{\text{tabel}}$

Based on the table above, the researcher found that $X^2_{\text{count}}=8.8031$, while $X^2_{\text{tabel}} = 12,592$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($8.8031 < 12,592$) with degree of freedom (df) = 6 and significans $\alpha = 5\%$. So, distribution of Experimental class

XI-TPTL in post-test was normal.

D. Result of Normality Test of Experimental Class (XI GP)

1. The score of XI GP class in post-test

from low score to high score:

73 73 73 73 77 77
 80 80 80 80 80 80
 80 80 83 83 83 83
 83 87 87 90 90 93
 93

2. High = 93

Low = 73

Range (R) = high score – low score

= 93 – 73

= 20

3. Total of classes (K) = $1 + 3.3 \log (n)$
 = $1 + 3.3 \log (25)$
 = $1 + 3,3.1,39$
 = $1 + 4,58$
 = $5,58$
 = 6

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{20}{6} = 3,33 = 3$

Interval class	Fi	Fcum	Xi	Fi.Xi	Xi ²	Fi.Xi ²	Xi- \bar{x}	(Xi- \bar{x}) ²	Fi(Xi- \bar{x}) ²
73-75	4	4	74	296	5.476	21.904	-7,56	57,1536	228,6144
76-78	2	6	77	154	5.929	11.858	-4,56	20,7936	41,5872
79-81	8	14	80	640	6.400	51.200	-1,56	2,4336	19,4688

82-84	5	19	83	415	6.889	34.445	1,44	2,0736	10,368
85-87	2	21	86	172	7.396	14.792	4,44	19,7136	39,4272
88-90	2	23	89	178	7.921	15.842	7,44	55,3536	110,7072
91-93	2	25	92	184	8.464	16.928	10,44	108,9936	217,9872
p = 3	$\Sigma fi = 25$			2.039		166.969			668,16

5. Mean

$$\bar{x} = \frac{\sum fi \cdot xi}{\sum fi}$$

$$= \frac{2.039}{25}$$

$$= 81,56$$

6. Median

$$M_e = tb + \left(\frac{\frac{1}{2} \cdot n - f_{sme}}{f_{me}} \right) \cdot p$$

$$= 78,5 + \left(\frac{\frac{1}{2} \cdot 25 - 6}{8} \right) \cdot 3$$

$$= 78,5 + 2,43$$

$$= 80,93$$

7. Modus

$$Mo = tb + \left(\frac{d1}{d1 + d2} \right) \cdot p$$

$$= 78,5 + \left(\frac{6}{6 + 3} \right) \cdot 3 = 78,5 + 2$$

$$= 80,5$$

8. Standar Deviation

$$SD = \sqrt{\frac{\sum Fi \cdot Xi'^2}{n} - \left(\frac{\sum Fi \cdot Xi'}{n} \right)^2}$$

$$= \sqrt{\frac{166.969}{25} - \left(\frac{2.039}{25}\right)^2}$$

$$= \sqrt{6.678,76 - 6.652,03}$$

$$= \sqrt{26,73}$$

$$= 5,17$$

Table of Normality Test with Chi Square Formula

Interval Class	F_o	Class Limit	Z-Score	Z-Tabel	Large of Area	F_h	$\frac{(F_o - F_h)^2}{F_h}$	
73-75	4	72,5-75,5	-1,75 & -1,17	0,4599 & 0,3790	0,0809	2,0225	1,9335	
76-78	2	75,5-78,5	-1,17 & -0,59	0,3790 & 0,2224	0,1566	3,915	0,9367	
79-81	8	78,5-81,5	-0,59 & -0,01	0,2224 & 0,0040	0,2184	5,46	1,1816	
82-84	5	81,5-84,5	-0,01 & 0,56	0,0040 & 0,2123	0,2163	5,4075	0,0307	
85-87	2	84,5-87,5	0,56 & 1,14	0,2123 & 0,3729	0,1606	4,015	1,0112	
88-90	2	87,5-90,5	1,14 & 1,72	0,3729 & 0,4573	0,0844	2,11	0,0057	
91-93	2	90,5-93,5	1,72 & 2,30	0,4573 & 0,4898	0,0325	0,8125	1,7355	
$p = 3$	$\sum f_i = 25$	$X^2 = 6,8349$						6,8349

9. Drajat Kebebasan (df)

$$\text{df} = n - 1$$

$$= 7 - 1$$

$$= 6$$

10. Taraf signifikansi $\alpha = 0.05$

$$X^2_{\text{tabel}} = 12,592$$

$$X^2_{\text{count}} = 6,8349$$

H_0 ditolak jika $X^2_{\text{count}} > X^2_{\text{tabel}}$

H_0 diterima jika $X^2_{\text{count}} < X^2_{\text{tabel}}$

Based on the table above, the researcher found that $X^2_{\text{count}} = 6,8349$, while $X^2_{\text{tabel}} = 12,592$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($6,8349, < 12,592$) with degree of freedom (df) = 6 and significans $\alpha = 5\%$. So, distribution of Control class

XI-GP in post-test was normal.

APPENDIX 13

HOMOGENEITY TEST (PRE – TEST)

Calculation of parameter to get the varian of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

A. Variant of Control Class (XI TPTL)

1. Standard Deviation

$$\begin{aligned} s &= \sqrt{\frac{\sum Fi (xi - x)^2}{n - 1}} \\ &= \sqrt{\frac{3.764}{29-1}} \\ &= \sqrt{\frac{3.764}{28}} \\ &= \sqrt{134,42} \\ &= 11,59 \end{aligned}$$

2. Variant

$$\begin{aligned} S^2 &= (11,59)^2 \\ &= 134,32 \end{aligned}$$

B. Variant of Control Class (XI GP)

1. Standard Deviation

$$s = \sqrt{\frac{\sum F_i (x_i - \bar{x})^2}{n - 1}}$$

$$= \sqrt{\frac{2.184}{25-1}}$$

$$= \sqrt{\frac{2.184}{24}}$$

$$= \sqrt{91}$$

$$= 9,53$$

2. Variant

$$S^2 = (9,53)^2$$

$$= 90,82$$

After getting the variants of experimental and control class in pre- test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{134,32}{90,82} \\ &= 1,47 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 9,52$, it had been compared to F_{table} with $\alpha = 5\%$ and df numerator and dominator were ($df1 = k-1 = 2 - 1 = 1$) ($df2 = n - k = 54 - 2 = 52$) From the distribution list F, the researcher found that $F_{\text{table}} = 4,03$. So $F_{\text{count}} < F_{\text{table}}$ ($1,47 < 4,03$). It could be concluded that there is no difference fariant between the experimental class (XI TPTL) and control class (XI GP). It means that the variant in pre-test was homogeneous.

APPENDIX 14

HOMEGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 was used homogeneity test by using formula as follows:

A. Variant of Control Class (XI TPPL)

1. Standard Deviation

$$\begin{aligned} s &= \sqrt{\frac{\sum Fi (xi - x)^2}{n - 1}} \\ &= \sqrt{\frac{2.645,01}{29-1}} \\ &= \sqrt{\frac{2.645,01}{28}} \\ &= \sqrt{94,46} \\ &= 9,71 \end{aligned}$$

2. Variant

$$\begin{aligned} S^2 &= (9,71)^2 \\ &= 94,28 \end{aligned}$$

3. Variant of Control Class (XI GP)

1. Standard Deviation

$$s = \sqrt{\frac{\sum F_i (x_i - \bar{x})^2}{n - 1}}$$

$$= \sqrt{\frac{668,16}{25-1}}$$

$$= \sqrt{\frac{668,16}{24}}$$

$$= \sqrt{27,84}$$

$$= 5,27$$

2. Variant

$$S^2 = (5,27)^2$$

$$= 27,77$$

After getting the variants of experimental and control class in post- test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{94,28}{27,77} \\ &= 3,39 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 3,39$, it had been compared to F_{table} with $\alpha = 5\%$ and df numerator and dominator were ($df1 = k-1 = 2 - 1 = 1$) ($df2 = n - k = 54 - 2 = 52$) From the distribution list F, the researcher found that $F_{\text{table}} = 4,03$. So $F_{\text{count}} < F_{\text{table}}$ ($3,39 < 4,03$). It could be concluded that there is no difference variant between the experimental class (XI TPTL) and control class (XI GP). It means that the variant in post-test was homogeneous.

APPENDIX 15

T- Test of the Both Averages in Experimental Class (XI-TPTL)

The researcher used both averages to analyze the hypothesis stated that there is difference between Pre-test and Post-test in experimental class after doing treatment. To answer the hypothesis, the researcher used T- test formula as follow:

$$\begin{aligned} S &= \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}} & t &= \frac{\frac{\sum D}{n}}{\frac{s}{\sqrt{n}}} \\ &= \sqrt{\frac{1}{29-1} \left\{ 8.515 - \frac{(455)^2}{29} \right\}} & t &= \frac{\frac{455}{29}}{\frac{7,01}{\sqrt{29}}} \\ &= \sqrt{\frac{1}{28} \left\{ 8.515 - \frac{(207.025)}{29} \right\}} & t &= \frac{15,6896}{1,3018} \\ &= \sqrt{49,1503} & t &= 12,0522 \\ &= 7,0107 \end{aligned}$$

$$t_{\text{tabel}} = t(0,05 ; 28)$$

$$= 1,70113$$

Based on the researcher calculation result of T-test that $t_{\text{count}} = 12,0522$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $df = n-1 = 29-1 = 28$ $t_{\text{table}} = 1,70113$. So, $t_{\text{count}} > t_{\text{table}}$ ($12,0522 > 1,70113$). Caused $t_{\text{count}} > t_{\text{table}}$, H_a was accepted. It means that there was difference average between the average of experimental class (XI TPTL) in Pre-test and Post - test. It can be concluded that there was significant effect of Using Presentation,

Practice and Production (PPP) Method on Students' Speaking Ability at grade XI SMK
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Appendix 17

Research Documentation

Pre- Test in Experimental Class



Pre-Test In Control Class



Giving Treatment in Experimental Class



Post- Test in Experimental Class



Post-Test in Control Class



APPENDIX 18

Chi-Square Table

Dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

APPENDIX 19

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592

-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414



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Padangsidempuan, 29 November 2022

Lampiran :

Prihal : Izin Riset Skripsi

Yth. Kepala SMK Negeri 2 Batangtoru

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nasta Agustina Harahap

NIM : 1820300089

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Aiamat : Desa Huraba, Kec. Marancar

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Effect of Using Presentation, Praticce and Prcdution (PPP) Method Towerd Students' Speaking Ability at Grade XI SMK Negeri 2 Batangtoru".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan Agama
Wakil Dekan Bidang Akademik



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Batangtoru, September 2022

Nomor : 421.5/230/SMKN2/IX/2022

Lamp : -

Hal : Izin Penelitian untuk
Penyelesaian Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Universitas Islam Negeri Padangsidempuan

Di-

Tempat

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Padangsidempuan Nomor : B-2750/In.14/E.4a/TL.00/09/2022. Hal Mohon Izin Mengadakan Penelitian Untuk Penyelesaian Skripsi Tanggal 29 Juli 2021, maka dengan ini kami sampaikan bahwa secara prinsip mengizinkan Mahasiswi melakukan penelitian, atas nama:

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Judul Skripsi : " The Effect of Using Presentation, Practice and Production (PPP) Method Toward Students' Speaking Ability at Grade XI SMK Negeri 2 Batang Toru".

Demikian surat ini disampaikan untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMK Negeri 2 Batang Toru

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