



**TEACHING SPEAKING USE 3P,  
(PRACTICE, PRESENTATION, PRODUCTION)  
APPROACH FOR SECOND GRADE STUDENT IN  
MTS AT-TAUHID SURABAYA  
THESIS**

**Submitted In Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan Islam (S. Pd. I) in Teaching English**



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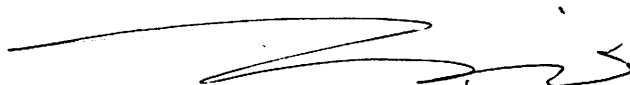
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## CHAPTER I

### INTRODUCTION

#### A. Background.

English is very important to be learned because it is an international language. Stern states that English is learned in many countries across the world, this is not only with reference to specific English language theories but also means of international communication across speakers of other languages.<sup>1</sup> The majority of teachers and parents also state that English is an international language which not only targets the acquisition of speaking and writing but also aims at the development of speaking skills.<sup>2</sup>

English is the second foreign language taught when students enter elementary school. Murcia said that “English is the second or foreign language learning that is often viewed as the most determining of all language skills.”<sup>3</sup>

Secondly, they have to find a good job in this country or other country. There are many companies which make the English regulations. Thirdly, they have to be able to absorb science and technology from other countries in the world.

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<sup>1</sup> Stern, H. H. *Fundamental concepts language teaching*, (New York : Oxford University Press, 1983), 18.

<sup>2</sup> Abdul F Hamid, EFL, *Program survey in Indonesia school: towards EFL*, (Curriculum implementation for tomorrow.)

<sup>3</sup> Murcia, C. C.M. *teaching English as foreign language*, (United States of America: Heile & Heile, (2001), 96.

















## CHAPTER II

### Review of Related Literature

#### Operational Definition

So that not happen different meaning in problem of research, so need given definition operational as follows:

#### A. TEACHING ENGLISH

English is considered as difficult subject such students don't use it to communicate in their daily life. The teacher have to find a good solution in order to motivate the students and try to tech the effectiveness of teaching and learning activities; according to Richard and Renonay give state that are some of characters of affective teaching such as Follow<sup>1</sup> :

1. The instruction is guided by the preplanned curriculum
2. There strong expectation for students learning
3. The situation is clear and an focused
4. The student are carefully oriented to the lesson
5. The teacher replay when the students do not understands
6. Class time considered for learning

Teaching English has many variations that include the four skills of English: like speaking, reading, writing, listening. after that, researcher will discuss about teaching Speaking, speaking and some aspect of it.

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<sup>1</sup>. Richard - Reno nay, *methodology in language teaching an anthologies of current practice*(new York : Cambridge university prass,2002).21



speak confidently, but when they do their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs quality, and neither approach is wrong.

However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication.

Speaking lessons often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral communication. Or a grammar or speaking lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

These activities may include imitating (repeating), answering verbal cues, interactive conversation or an oral presentation and make new sentence. Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student,

facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken Communication.

Language learners need to recognize that speaking involves three areas of knowledge: Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right Order with the correct pronunciation Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (Interaction/relationship building) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice







































speaking environment) than it is to EFL (English as a Foreign Language) students, who hear little or no English outside of the classroom. EFL teachers in particular need to work hard to build "realistic" feeling situations requiring the new language. If the "situation" appears totally unreal or even farcical to the students, so too will the language they are learning.

An important aspect of introducing the situation requiring and concept underlying new language is to build them up using whatever English the students have already learned or have some access to. At lower levels, pictures and body language are typical ways of presenting new language. As students progress, dialogues and text can also be used.

There are a variety of ways in which new language items may be presented but most Presentations should have at least some of the following features: meaningful, memorable and realistic examples; logical connection; context; clear models; sufficient meaningful repetition; "staging" and "fixing"; briefness and recycling.



## CHAPTER III

### Research Methodology

#### A. Research Design

The writer uses a Classroom Action Research (CAR) and describe answers and results from the research questions in a descriptive way to get the information about them. So, the writer analyzes and describes the data in the form of words rather than in number.

According to Mulyasa, Classroom Action Research is designed to help a teacher to find out what is happening in the classroom and to solve the problem in the classroom.<sup>1</sup>Arikunto also states that Classroom Action Research is an approach to improve education through change encouraging the teachers to be aware of their own practice, to be critical of their practice, and to be prepared to change it.<sup>2</sup>

In this study, real english teacher act as observer who observe writer and students' activities when the teaching and learning takes place. Meanwhile, the Writer act as the practitioner who apply the 3p approach during the teaching and learning process. Before teaching, the Writer prepares the lesson plan. The Writer also interview the English teacher to know the problems are faced by students in the class.

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<sup>1</sup> Mulyasa, E, *Praktik Penelitian Tindakan Kelas*, (Bandung : PT. Remaja Rosdakarya, 2009),89

<sup>2</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, , 2008, Cet VIII),56









### a) Questionnaire

According to Sugiono, the questionnaire is one of the way to collect the data from the students or respondents to be answered by them<sup>6</sup>. Khusnul Khotimah also said that:

*“Questionnaire is some questions to the students about some problems that have purpose to get opinion of the students. The students must answer about the question based on what they got after the teacher implements of using comic in teaching vocabulary. This questionnaire is given to each student at the end of the teaching learning process”<sup>7</sup>.*

Sugiono said that the questions could be used if the writer wants to know of the person feeling, person experience, person motivation, the reason of the something has done.<sup>8</sup>

Furthermore, writer will have used it to get the respond from the students because it is very important for the teacher when he or she teaches in the class. these is the form of the questionnaire that writer will give to the students, as follow:

<sup>6</sup> Sugiono, *metode penelitian kuantitaive dan kualitative dan research and development*,p.142

<sup>7</sup> Khusnu khotimah, *teaching English vocabulary for third year students junior High School and the limitation of this study is teaching English vocabulary for the third year students of SMP BILINGUAL TERPADU Krian, Sidoarjo*,(Surabaya: state institute of Islamic study sunan ampel , unpublished thesis)36.

<sup>8</sup> Sugiono , *metode penelitian kualitatif dan kuantitative R dan D* ,alfabeta 2007) 236.























## CHAPTER IV

### DISCUSSIONS

#### **A. Review**

This chapter presents the result of the study. It was related with the objectives of the study which are to describe the results and discussions including the answers to the research problems and question as follows :

1. How is the implementations of teaching speaking using the 3p (practice presentation production) approach for second grade students in MTs At – tauhid Surabaya?

2. How are the students' responses after teaching speaking using the 3p (practice presentation production) approach for second grade students in MTs At - tauhid Surabaya?

To answer the first question, the researcher took the data from the interview . Continued to answer the last question, the researcher used the data that took from questionnaire and to suport the two (interview and question) researcher used field notes.

#### **B. The Result of Questionnaire.**

To know the students responses, the teacher gave questionnaire to the students and then analyzed it. In the questionnaire, the teacher used five questions. Below were the result of questionnaire which was given to the students in the last meeting. To make them clear, the teacher analyzed every

















































## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In the last chapter, the writer presents the conclusion and suggestion of this study. This chapter concern to conclusions of the implementation 3p, (practice ,presentation, production ) approach for second grade students in MTs at –Tauhid Surabaya which were obtained through two cycles. Besides, the writer gives some suggestions related to the implementation of this technique.

#### **A. Conclusion**

The 3p approach as one of the method in cooperative learning was used to teach learning speaking in junior high school. From two times observations, the writer concluded that the 3p approach could be used to know the student respond. By using this technique, the students could learn by working in groups or individually. As stated before, the 3p Technique consisted of three steps, students practice, students presentation , students production.

In the implementation of the 3p approach to know the students' respond and the implementation of the 3p approach was quite good. The data showed that students appeared active and cooperate in their expression and 3p, (practice, prasantation , production ) . Some of them the can follow all activities from first and second cycle. The writer as teacher can do the job maximally.





