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IN Mts AT-TAUHID SURABYA.

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ABSTRACT

Maksum, 2012: Teaching speaking using 3p (practice, presentation, product) approach for second grade students in mts at-tahid surabya. A Thesis. English Department, Faculty of Letters, Advisors: M. syaifuddin, M.Ed. (TSL)

Key words practice stage, presentation stage and production stage

English is very important to learn because it is an international language in Indonesia, The majority of teachers and parents state that English is international language which not only target the acquisition of reading and writing but also be aimed at the development of speaking skill, Murcia said that Speaking one of four important skills that are learned by all persons rather than the students. Speaking is one of base- important knowledge that is had by the students. Because speaking skill is one of base- important knowledge had by the students. And to make students speaking skill, the teacher had the students to speak individually or in group. Walance said that Teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students. Therefore, the teacher want to apply method of teaching speaking but because the are many method in teaching speaking, teacher only use 3p technique as alternative method because the 3p makes the students encourage to speak english individually or in group and the 3p sparate between shy students.

The design of this study was an action research which was described in the data in the form of words rather than in number. It was done in two cycles. Each cycle contained four steps namely planning, acting, observing, and reflecting. The instruments used in this study consisted of questionnaire, interview and field notes

The results of the responses of the students when the 3p approach applied were good. It can be seen by the questionnaire which was given to the students in the last meeting and questions that was given to the real english teacher after the 3p teachnique was applied the students answer more than seventy percent that they like/interesting of the 3p approach as a method in teaching learning speaking, exactly seventy six percent. Finally, the 3p technique got good respond from the students and real English teacher.

Finally, the teacher should be more creative in the teaching learning process.

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CHAPTER I

INTRODUCTION

A. Background.

English is very important to be learned because it is an in internasional language. Stern states that English is learned in many countries across the worlds, this is not only with reference to specific English language theories but also means of internasional communication across speaker of other language. The majority of teachers and parents also state that English is international language which not only target the acquisition of speaking and writing but also be aimed at the development of speaking skill.

English is second foreign language taught when students enter elementary school. Murcia said that "English is second or foreign language learning that often viewed as the most determining of all language skills."

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

¹ Stern ,H. H. Fundamental concepts language teaching, (new York : oxford university press, 1983), 18.

² Abdul F hamid, EFL, *program survey in Indonesia school: towards EFL*,(curriculum implementation for tomorrow.)

³ Murcia. C. C.M. *teaching English as foreign language*,(united states of America: Heile & Heile,(2001),96.

Therefore, Indonesian students felt that English a necessary for them to be known. Almost students learn English to get more knowledge and information that are written in English. In higher education for college students, learning English is not only mean to know the language itself but also to catch and comprehend information. To achieve it they have to master of four skills (listening, writing, reading, and speaking).

Speaking one of four important skills that are learned by all persons rather than the students. Bloomfield in Kurniasari states that speaking uses widely all over the world. It is used for business diplomacy, science, culture and also education. Because speaking skill is one of base- important knowledge had by the students. So that, the students must concentrate on the concreteness of the remember vocabulary or technique of it, Rather than correct the student's pronunciation or spelling. It is the most influent to students in mastering four skill of the language in their class or another place to achieve it, the teacher or writer need a method of teaching speaking technique.hopes, the students can be active and easy to do exercise of speaking.

Therefore, the writer try to apply method of teaching speaking technique to help the students. There are many mothed of teaching speaking teachnique that became all the students to be active and encourage in speaking skill, such as information –gap activities, photographic competence, 3p technique and etc, thus

⁴ Vida kurnia sari, students strategies learning English at SMP Negeri malang", thesis, malang, library of Muhammadiyah university, 2006,)17.

method had all the students do all the exercise in groups or individually.so that, the students are not shy to practice all the exercise that was given by their teacher.

Therefore, the writer try to applay the 3p technique as alternative of teaching speaking technique because this technique build positive mental or confidence of the students to do exercise (practice / dialogue).

Truely, this theory has been applied by previous researcher, such as Galena had done in the last year ago, she applied this theory through three stages as writer will be showed in the next page, the Galena's stages as fellow: (presentation, practice, and production). In Galena states:

"Presentation stage: The teacher begins a lesson by setting up a situation, Practice stage: Students practice the new language in a controlled way. Production stage: Students are encouraged to use the new language in a freer way either for their own purposes or meanings or in a similar context introduced by the teacher⁵.

The statement above, Galena just focuses on the teacher activity as object, how the teachers begin to teach, how they put situation at first meeting in the

⁵ Fullcehr, teaching practice and presentation, *http://practice ming/dept/tips/present*.accessed on January 23,2011.

classroom, and how they control the students when the students practice in the all stage. But writer has bits deferent with Galena has done, in this method writer put practice in the first stage because writer focus on the students to be actively. Whereas the writer will be given the other way by the new concept that it might never be used by another teacher, like this stage the first is practice and the seconds is presentation so the finally is the production, three stage will be applied by writer .So that the writer belief that this technique can help them.

In this thesis, the writer will focus on the students of junior high school and he chooses MTs at-tauhid Surabaya as subject to apply the 3p approach. This school is located in Jl.sidoresmo dalem ll/37 Surabaya.

B. Problems of the Research

Base on the background above, the problem of the research are formulated as follows:

- 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 use 3p (practice presentation production) approach for second grade students in MTs At tauhid Surabaya?

C. Purpose of the Research

Based on the research questions above, there are two objectives of this study as follows:

- 1. To describe the implementation of teaching using the 3p, (practice, presentation, production) approach for second grade students in MTs at Tauhid Surabaya?
- 2. To describe the students' responses after being thought using the 3p approach (practice presentation production) in MTs at tauhid Surabaya

D. Significance of the Research

This research is expected to be useful.

- 1. For the English teacher who has problem in her or his teaching, the 3p approach is the method that can be used by the teacher to help their students, especially in teaching speaking.
- 2. for the students that felt are shy to practice of the English lesson, especially in speaking lesson. after this research hopped to be able to encourage the student practice the speaking, well, they practice own or with their friends.
- 3. for the next researcher who has want to deepest their research, The result of this research can give contribution that they are used to conduct further research in which focus on the other kinds of teaching speakin, so it can give many imformation for them to conduct further research which focus on the kinds of teaching speaking relate with 3p approach.

4. for the writer who feels less of knowledge and experience. After this research, the writer hopes it can make him to be spirit.

E. scope and Limitation of the Research

In Mts at-tauhid, English lesson one of the inportent lesson that must be gotten by all students, as like as the other schools that same the lavel (junior high school), in there, Education english was taught generally, such as the writing, reading, listening and speaking at the same time but researcher isn't to research all the subject, he only focus on the speaking lesson.

The area of research is limited to the area of teaching speaking by using the 3p (practice, presentation, production) approach at MTs At-tauhid, the writers limits the subject of research on the second grade students at MTs At-tauhid Surabaya.

F. Definition of Key Terms

- 1. **Techer is** the writer or english teacher
- 2. Students are students of MTs At-tauhid Surabaya
- 3. Schools is school of MTs At-tauhid Surabaya
- 4. **3p.** commently, 3p is presentation, practice, production. The writer intent that **3p is** practice presentation, production, he trays to use new concep with put the practice in the first stage and the presentation in the second stage, hopefully, it can usefull for students and the others teachers.
- 5. **Practice** : The students practice the material in their seat
- 6. **Presentation**: The students present their material that is given by the teacher
- 7. **Production** :Teacher had all the students to product new words or sententence.



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 Follow¹:

- 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.

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

B. SPEAKING

To express tough a loud using the voice or talk, It is also uttering words and sentences to express the idea or opinion so give information to others speakers.

According to zoltan doryei, there are three types of strategy to make the class is very interesting and enjoyable.

- 1. The teacher is able to break the monotony of their learning.
- 2. The teacher is able to make the task more interesting
- 3. The teacher is able to increase involvements of the students.

According to researcher the teacher not only tech them but also they have to purpose which it is to improve students' activities which have intrinsic interest for the students. The teacher can not only explain or bring the students in the groups to speak, motivate to speak,. They must be aroused in some way, In selecting activities.

So, the teacher remembers the purpose to make the students be able to communicate with others to understand what others speak in broadest sense. Speaking English is the main goal of many learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to

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 that prepares students for real-life communication situations. They help their students develop the ability to produce, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

C. Speaking skill

Learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another. It is useful for students to know that speech should differ informality, such as when speaking to a judge, a teacher, a parent or a playmate. They may also benefit from learning about the differences among various dialects. The subjects in the curriculum and examples from the media may provide occasions for different forms of speech. Oral presentations can be derived from poems, stories, news paper and magazine articles, as well as scientific reports. Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and circumstance affect speech².

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² Trudy Wallace-Winifred, E stariha. *Teaching speaking, listening and writing*, p. 20.

D. Speaking Practice

Students improve their formal speech when teachers provide insights on how to organize their ideas for presentation. Students can give better speeches when they can organize their presentation in a variety of different ways, including sequentially, chronologically and thematically. They need practice in organizing their speech around problems and Solutions, causes and results, and similarities and differences, after deciding about the best means of organization, the capacities speech with another student or with the whole class. Teachers can also help students adapt their speeches and informal talks so as to correspond to the intended audience, the information to be communicated, and the circumstances of the occasion at which they will speak. The teachers can illustrate³.

How well-known speakers have adapted their presentations in ways to suit these different circumstances. Teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students. They can learn to speak on a subject of their own choosing or on teacher assigned topics. Preparing for debates and participating in them help students to see both sides of various issues. Students also benefit from interviewing others and from participation in dramatic presentations. Students may enjoy speaking about their personal experiences. When given this opportunity, they can

³ Ibid., p. 10.

benefit from instruction in the elements of good story-telling. Both teachers and students can provide suggestions for Students' speeches. In constructively criticizing others, learners can learn to apply criteria for good speech and employ tactful social skills. In doing so, they can increase and improve their own speaking skills. Students can also learn speaking and social skills by suggesting possible improvements to one another's practice speeches. Positive experiences in speaking can lead to greater skills and confidence in speaking in front of larger groups.

E. Teaching speaking

There have been so many way and theories fun to help teachers' development students' capability in using the language. various kinds of speaking activities, one of them is practice together, that it usually is favorable to the students, hopefully, can be applied in the class, the researcher is expect to giant fresh in sign in to nature of class room communication and learn, how to create the material that will engage the students in meaningful face to face interaction.⁴ In addition, harmer give states that the speaking class has five kinds its can be applied in the speaking class, like: information –gap

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⁴ David, cross practice hand books of language teaching (UK: all interactin language teaching) 292.

activities, favorite object, survey, photographic competence, and portraits interview⁵:

1. information –gap activities

is were two speaker have bits different information, and they can complete the whole picture by the share that information –because they have different information, there is gap between them, for example: describe and draw(one of popular information –gap activity,)

2. favorite object-survey

An activities in which students asked to talk about their favorite objects (thing like meatballs, Milk, black car, white colors and Act) they think the faro rite object in the term of, when they got them, why they got them, why they like them, why they do them, what can do with them, and why its is importance to them.

3. Survey

it can be used get students interviewing each others, for example: they can design a questions about people who was sleeping in their bed, by the questioner, how many hours you normally sleep or how many hours you be sound asleep and act.

4. photographic competence

⁵ Jeremy harmer, "how to teach English, 9 person9(Longman, 2007), 129-300.

In this activity the students divided in the general groups, the teachers explain to them that they go to be judger of photographic competence. So the teacher brings four or five kind of the pictures, for example: picture of mom with criteria that they going to make their choice, they have to choice the winning of photographic by using criteria that they divided.

And the finally the group have to repot back on their choice, an say why they have chosen or whey they divided to choose it

5. portraits interview

in this activities the students put in the four or five group, each group get copy from the teacher, they should make questions based on the picture in the sentences or phrase are in writing.

Finally, students from each group came to the front of the class and practice or presentation by the same way but different characters. In the teaching speaking class is very difficult to make the students actively because the students are rare try to say something in the class or the other place, penny Ur state as fellow⁶:

- a) In habitation. unlike speaking listening writing activities.
- b) speaking required same degree of real time exposure to audience, learner are habitation about trying to say something in foreign language in the classroom: worrying making mistakes, fearful of criticism or losing face or simply shy of the intention that their speech attract.
- c) Nothing to say, even if they not in habited, you often hearlearner complaint that they cannot think of anything to say, they have no motivate to express themselves beyond the guilty feeling that they should speaking.
- d) Low or uneven participation. only one students or two students can participant and can talk at the time, if he or she is to be hear, in large groups that meant each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate while other speak very little or not of all.

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 $^{^{\}rm 6}$ Punny Ur," A couse in languae teaching ; practice and theory" ,op. cit).121-122

e) Mother –tongue use in. in class were all or number of learner share mother-tongue. They may tend to use it because it is very easier, it fell unnatural to speak to another in foreign language, and because they fell less "exposed" if the are speaking their mother- tongue, if there are talking in the small group it be quiet difficult to get some class- participatory the lass disciplined or motivated ones- to keep to the target language Wang quated by rahmawati suggested of some teaching in English speech presentation and oral practice in English class the are⁷:

activating language habits by being exposed to woolly English presentation in class, in learning as foreign language ,it is very important to use the language completely in the presentation for beginners, they have to adjust to any language environment with the aid of the teachers facial expression and gustier, this activities will be useful to enquire the language.

a) Creating level atmosphere for communicative activities, if the atmosphere in the class in alive, the students in the class will be active in using the language, to achieve this; the teacher has to devote a small proportion of class, time to simulate. The students in

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⁷ Francisco, "using prom card to teaching speaking to a young learner" unpublished –I theses. (Surabya: Surabaya state university, 2002, p. 14.

communicative activities, for example, the teacher can ask them about their life or their experience.

- b) presenting the new material in communicative context rather than in isolated simple sentence, the presenting the material(right time, useful for students in learning a language, therefore, presenting should not only contain the meaning of the context but also they use the language in the social context.
- c) Providing the wider of communicative by drawing upon learning imagination and store the knowledge, learning across talking is better than passively memorizing phonology semantic and syntax.

F. The importance of teaching speaking

English as an international language is very essential for everyone over there past twenty year, one of major reason that students have been enrolling language class. Is to require the ability to communicate with people different linguistic background⁸, Fulcher give statement that "speaking is verbal to use in language to communicate with others, the focus of it skill just to increase the students ability to communicate in the target language.⁹ Burns

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⁸ Varette, modern language testing, (England: Harcourt brace jovonovich.inc), cet.ke1,jelid 1,hal.120.

⁹ Glenn fulcher, *language teasting*, (http/google books.) acessed on maret 23, 2012.

and Joyce in kurniasary say that "in daily life speaking has many different reason, some these reason are to do by Human 'desire to relate to each others as people, while other have to do with exchanging information or seeking practical out come¹⁰

G. The principle of teaching speaking

According to brown states that designing of teaching speaking has several principles that are used, they are:

Using the technique that covers the spectrum of learner needs, it is importance to apply interactive activities that do not focus on the grammatical pointiest tips only, and the teacher should not make the students bed bored with the lifeless activities and repetition drill. Providing intrinsically motivating technique. The teacher should help the student to see how to a certain kinds of activities will benefit for them.

- 1. Encouraging the students use the authentic language and meaning full context. It is very useful for students to learning something adopted with their real words.
- 2. Providing a proponents feedback and correction. It is very importance to give corrections that are a proponent as feedback.

¹⁰. Vila kurniasari, "students strategies" http://books.google.co.id/books . acessed on mart 23, 2011.

- 3. Capitalizing on the natural language between speaking and listening. The integrate between speaking listening activities is very importance, so that activities will reinforce each others.
- 4. Giving students importunities to initiate communicate and their teacher asks question, give direction and provide information and situation the students as to control the student's conversation.
- 5. Encouraging the developments of speaking strategies. The developing can be done by using strategies, as asking clarification, asking someone to repeat something, getting some intention and etc.

H. . Teaching speaking strategies

According to Rachmawati sates that teaching speaking strategies has four steps, there are:

- 1. cultivating language hobby by bring expose to wholly English presentation in the class, in learning as foreign language for bargainer, they have to adjust to know language completely in the presence. For this activities will be useful to acquire the language.
- 2. Creating lively atmosphere communicative activities in the atmosphere in the speaking class is the students will be more active in using the language, to achieve this; the teacher has to devote a small proportion of class time to stimulate the students in

communication activities, for the teachers ask about something to tray the students in communication.

- 3. Presenting new motional in communication context rather in solution simple sentence. The presentation in the right time or in the right context is useful for the students in learning a language. Therefore presentation on show not only on the context language context but also the use of language in the source context.
- 4. Providing a wider range of communicative by drawing. Upon the learner, imagination and store of knowledge, learning through talk is better than passing memorizing phonology, semantic and syntax.

The objective of teaching speaking at junior high school. I.

There are two competences that must be achieved by the students of junior high school. They are standard competence and communicative competence, the standard competence expect to the students to be communicated in speaking and written language by using appropriate language fluently and accurately in transactional and instructional or monolog discourse in the form of narrative descriptive and recount.¹¹

^{11 .}Depdiknas ,panduan pengembangan silabus mata pelajran bahasa ingris ,(sekolah menengah pertama),19.

J. Traditional approaches

Traditional approaches to language teaching give priority to the speaking skill as base of language proficiency, there were on the belief that speaking could be learned by the students through direct instruction or through the methodology that that much use repetitive practice presentation production and drilling, the approach to the speaking was deductive one, the students are practiced of the dialogue by the comment rules, then give the other time to present using its by the rules, it meant that the language learning meant building up of large repertoire of sentence and the comment speech pattern, learning to produce the accuracy and quickly in the appropriate situation,

K. The 3p Approach to Language Teaching

What is the "speaking" approach to language teaching? If your classroom is full of students that memorize vocabulary and grammar rules through repetition and rote learning, and are corrected for even the smallest mistake whilst speaking or writing English, then you are a champion of the structural teaching approach. No doubt your students are learning a lot of English, but how effective and how enjoyable is this process?

An approach to language teaching has been developed which attempts to overcome the weaknesses of the "structural approach" which incidentally is the kind of teaching methodology that tends to prevail in Asian public schools. The new approach is based on viewing language as a combination of:

1. Linguistic Structures

2. Situational Settings

3. Communicative Acts

This is known as the "communicative approach" to language teaching. Communication is not simply a matter of what is said but where it is said, by whom, when and why it is said. In short, this is basically the "communicative function" or "purpose" of language.

At the opposite extreme from the speaking approach, and with at least as many flaws is the purely "conversational" approach, where it is assumed that exposure to lots of conversation from a native English speaker will produce a high level of aptitude in the students. Whereas the structural approach promotes accuracy and tends to inhibit communicative confidence, the conversational approach tends to create communicative confidence in combination with many entrenched. Being keen to communicate and yet not being able to do so properly is almost as risky as knowing what to say but not having the confidence or practice to use it,

The 3p (practice presentation production) approach to Language Teaching is the most common modern methodology employed by professional schools around the world. It is a strong feature of the renowned CELTA certification and other TEFL qualifications offered especially in the United Kingdom. Such as Claire Fenton stated followed.

"Claire Fenton said The school has a long history of teacher training. Indeed, it was one of the very first organizations to offer training for English language teachers in the UK. The RSA (Royal Society of Arts) TEFL certificate, now called the Cambridge Certificate in English Language Teaching to Adults (CELTA), was first introduced into the USA by St Giles College in San Francisco. We continue to raise standards in the language teaching profession through the St Giles Educational Trust - a registered charity" 12

While this approach is generally geared toward adult learners or students, most of the principles involved are also essential to lessons for children. It is very important to understand what practice presentation productions really are, and how they work in combination to create effective communicative language learning.

To explain the process in brief, the beginning of a lesson involves the introduction of the new language in a conceptual way in combination with some kind of real (or at least "realistic feeling") situation. When this is understood, the students are provided with a linguistic "model" to apply to the

.

¹² Claire Fenton "teachr training" Http/www. celta-courses-trainers.htm,accesed on january 11, 2011

concept they have recognized. With this "model" in mind, the students practice the new language by means of various "controlled" activities. After sufficient practice, the students move into some kind of "productive" activity, where a situation calls for the language to be used naturally without correction or control. In general, for communicative language learning to be most effective, the three stages need to occur and they must flow easily from one stage to the next.

L. PRACTICE

The Practice stage is the best known to students irrespective of their training. However, it is a stage that is often "over-done" or used ineffectively, either because Presentation was poor (or lacking altogether) or it is not seen and used as a natural step toward Production. It is the important first stage to communicative language training,

It is important that practice activities are appropriate to the language being learned and the level and competence of the students. Essentially Practice is the testing procedure for accuracy, and the frequency procedure for familiarity with the language. It is also a remedial stage. A good way to summarize effective Practice is to see it as repetition leading to competence and accuracy in terms of Phonology and Syntax. Practice activities need to be clear and understandable - they should also be directed toward promoting a considerable degree of

confidence. In general, a carefully laid out practice activity that looks "attractive" to the eye will generate the others students' motivation. They need to be challenged, but they should also feel that the activity is "within their reach". Making a smooth transition from Presentation to Practice usually involves moving the students from the Individual Drill stage into Pair Work (chain pairwork, closed pair-work and open pair-work). Communicative practice then leads the way toward Production¹³.

M. PRESENTATION

Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized and understood by the other students, they will then start instinctively building a conceptual understanding of the meaning behind the new language, and why it will be relevant and useful to them. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic "model". It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity.

For obvious reasons, it is naturally easier to "present" new language to ESL students (who are learning English as a Second Language in an English

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¹³ Douglass brown, *principles of English learning and teaching*, Cambridge University press. 2002).40

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.

N. PRODUCTION

The Production Stage is the most important stage of communicative language teaching. Successful Production is a clear indication that the language learners have made the transition from "students" of the key language to "users" of the language.

Generally, Production involves creating a situation requiring the language that was introduced in the Presentation Stage. That situation should result in the students "producing" more personalized language. Production is highly dependent on the Practice Stage, because if students do not have confidence in the language then they will naturally be hesitant to independently us it. One of the most important things to remember is that Production activities should not tell students what to say. Whereas in Practice the students had most or all of the information required, during Production they don't have the information and must think. Ideally it is challenging in that it is representative of "real life" situations. Creating and engaging in "Productive" classroom activities can require a certain level of cognitive ability. Production activities for students in particular need to be carefully thought out and prepared .Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games.

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. 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.²

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.

Mulyasa, E, *Praktik Penelitian Tindakan Kelas*, (Bandung: PT. Remaja Rosdakarya, 2009),89
 Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, , 2008, Cet VIII),56

Since it deals with the classroom setting, this study is directed to know the teaching strategy in order to find out the solution to the classroom problems in teaching speaking by using 3p technique. To cope with the classroom's problems in teaching speaking, the writer applies the 3p approach during the teaching and learning process.

The design of CAR in this study uses a cycle process, which consists of four steps adapted from Dr.sulipan .M.pd. as mentioned as follow³:

- 1. Planning the action
- 2. Implementing the action
- 3. Observing the action
- 4. Reflecting the action.

Below is example of diagram prosess's CAR design that will be used by the writer that is taken from the DR. Sulipan, M. Pd.

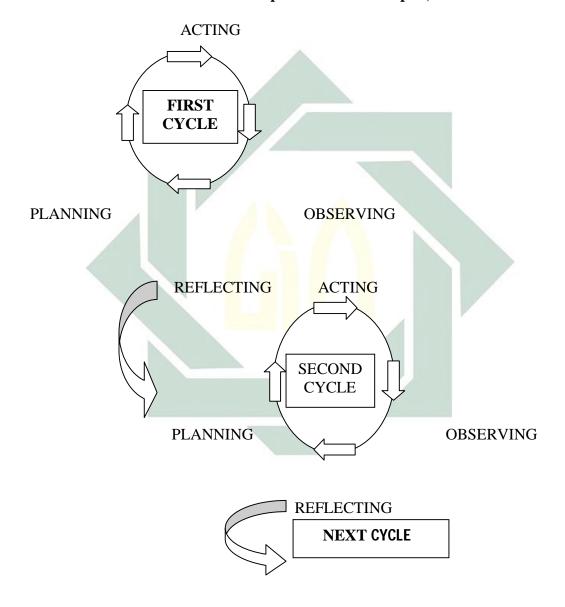
Management-Lewin's-3-Step-Modelp)" acessed on february 10, 2011.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

³ Kurt lawin, practical action research for change," (http://www.scribd.com/doc/21556594/Change-

Picture 3.1

Action Research Model Adapted from DR. Sulipan, M. Pd⁴



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⁴ Sulipan, *Penelitian Tindakan Kelas: Program Bimbingan Karya Tulis Ilmiah secara Online Dan Program Peningkatan Kompetensi Guru Sekolah Indonesia di Luar Negeri*, (Widyaiswara pada P4TK BMTI Bandung) PDF online,"http://www.PENELITIAN%20TINDAKAN%20KELAS-SILN%20dan%20KTI.//com," accessed on 17 May, 2011.

B. Subject of the Study

The subjects of this study are second grade students of Mts At-tauhid Surabaya, There are 40 students in this class that consist of 20 boys and 20 girls. The Writer choses the class because he has assumption that speaking skill of the students in that class are more passive than other classes.

The writer wants to apply the 3p approach as the alternative to teach speaking. Hopefully, this technique can help them in learning speaking.

C. Setting of the Study

This study was taken from the second grade of the student at Mts AT-Tauhid Surabya. This school is located at Jl. sidoresmo dalem II/37Surabaya. This study will be done in two cycles and for each cycles there will be one meeting.

D. Research Instruments

An instrument is device to get data⁵. There are some instruments prepared in order to be easier to control the students when the implementation of teaching and learning activities is taking place. In this research, the writer uses three Insruments, they are questionnaire, interview and observation field notes The explanation of those instruments as follow:

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⁵ Suhaisimi Arikunto, *prosedur penelitian : Suatu Pendekatan Praktek*, (Jakarta: Rineka cipta, 2002), edisi revisi 5. p.136

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 them⁶. 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".

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.⁸

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:

 $^{^6}_7$ Sugiono, metode penelitian kuantitaive dan kualitative dan research and development,p.142

⁷ 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.

⁸ Sugiono, metode penelitian kualitatif dan kuantitative R dan D, alfabeta 2007) 236.

- 1. What do the students like the english?
- 2. Are you interesting to study english by using 3p approach in teaching learning speaking?
- 3. Do the students need to know about the rules of 3p approach?
- 4. Do the students agree the 3p approach applied as approach in teaching speaking?
- Does 3p technique help you in speaking lesson? see appedix II for the detaile of questionare

b) Interview

Interview is dialogue that done by interviewer to the interviewee (real english teachers) to get information. it can be used to value the somebody action, and the writer uses it to know the problems in teaching and learning speaking. The writer hopes it can make easier to know the students' respond. Below is the list of the interview with real english teacher:

Interview with the english teacher

- 1. What is your opinion about 3p technique?
- 2. Can 3p technique be used as one of the method in speaking lesson?
- 3. How does your opinion apply about 3p technique in this Mts?
- 4. can 3p technique motivate all the students in speaking lesson?

5. Do the students increas in speaking lesson after 3p technique is applied?

(see appedix VI for the detailed of interview)

Observation Field notes. c)

> Observation is first step that had been used by the writer to get or collect all the data. According to dewalt in his book said that the Observation is one method that used by writer or researcher to collect the data in common or uncommon in the daily activities of the people bieng studied⁹. Whereas, sulipan said that observation is short activities done in the class. while, observation divided into two parts, observation participant and observation non participant, observation participan is reasercher involved in the daily activities of people or all the something that is used as resource of the data while non participant is writer is not involved in the observation, he or she just as independent writer. 10 . while Observer participant has four parts:

1. Passive participant, Passive participant is observation that do by the observer but he didn't intract or participate.

 $^{^9}$ Khatle - bille dewalt, participant observation, (UK:altamera press,2002) . 123 10 Sugiono , methode penelitian kuantitative kualitative, (bandung, alfa beta, 2008) . 145

- Moderate participant ,Moderate participant is observation that do by the writer, some time inside and some time in outside or balance.
- 3. Active participant, Active participant is observation that do by writer but is not complete.
- 4. Complete participant, Complete participant is observation that do by the reesarcher with complete.

While, the field notes is short activities that containt in the class or field to reseach their own activies. The other statements said that . field notes is notices that used by the writer to describe all the event that happen in the field or one mean employed by qualitative writers whose main objective of any research is to try to understand the true perspectives of the subject being studied ¹¹

Considering with statement of Narbuko the observation had to appropriate to the purpose of the study.

- a. Material, to describe the students interaction in the class
- b. Methode, to describe the rule of the 3p method
- c. Students, to describe students intraction with this method

¹¹Sugiono, *methode penelitian kuantitative kualitative*, (bandung, alfa beta, 2008). 142

To help the writer in this research, he uses participant observation because it is done by writer. While the field notes uses to support him in his research, the field notes in the first cylcle was attached. (see apendix III.)

E. Research prosedure

This study is conducted in the following prosedure, preliminary study, planning, acting, observing and reflecting.

1. Preliminary Study

A preliminary study was carried out to get information about the models of teaching and learning English at Mts at —tauhid Surabaya especially on teaching and learning of speaking. The Writer attempted to get information about the students' problems in teaching learning process, especially in teaching speaking

In the preliminary study, the Writer met the headmaster in Mts at — tauhid Surabaya, especially to talk about the plan of the research and English teacher of second grade students for informal interview and to do direct observation in teaching and learning process. the writer Conducted this an informal interview with the real English teacher with perpose, First, writer can get all the problems. Seconds, he and the english teacher can solve its. Finally, the writer can do the best when he apply the 3p technique.

The form of the questionnaire was attached in appendix I. The writer found out that Students are passive and have low skill specially in speaking ability. Thus, The writer made lesson plans that could cover all the problems.

2. Planning

In the classroom action research, the Writer makes some preparation related to the lesson plan,. The explanations are as follows:

a. The lesson plan

The lesson plan was designed by considering the following items:

- 1) practice "teacher gives the students pictures that contain of dialoque, teacher divides all the setudents consist 4-5 students, students practice all the dialoque in their seat, the teacher gives appropriate responte and act out anothers dialogue, act with their friend or with the teacher
- 2) b) presantation, teacher gives example how to present the dialoque that had gave.teacher showes another picture, the students presents the pictures in the front of the class, the teacher choose one of the groups to present it (dialogue) in the front of the class.

 c) production, teacher had all students to make new word and sentence in groups and individually.

In conducting the research, the Writer prepared the material and media, which were relevant in teaching speaking. The Writer took and selected the material from the text books or other available sources. In addition, the Writer also used the media that suitable with the experiments in implementing the teaching speaking.

3. Acting (Implementing)

In this implementing stage, the Writer implemented the 3p approach to teach speaking. This action were carried out in two cycles. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycles are delivered in one meeting. According to DR. sulipan said that acting is implementing of the planning that plan before, so the teacher wasn't monotous and wasn't engineer.

4. Observing

Observation was done to identify the classroom activities during the teaching and learning process. It was done while the 3p approach had been implemented. The Writer used field notes to collect the date. Nasution said that the observation is the basing all the scientice. Whereas, marsall said that the observation is learning of behavior and the meaning

of that. observation is strategy qualitative in research to helps the writer to get all the data in the field.¹²

The result of observation in the field. They are:

- a. The students can resive the 3p technique as one of the method of speaking lesson.
 - b. Part of the students had been suitable with this method.
 - c. The students can be happy to do all the assesment.
- d. The students can rehearse part of the the something important (remind part of the vocabulary that lose)
 - e. the stuudents can be motivated by using this technique

5. Reflecting

Arikunto said that reflecting takes from the activity that has done. According to DR Sulipan in his book said that the reflection is an activity to restate all the activities that had been done. 13

F. Data collection technique

Observer can observe the classroom activities during teaching learning process . the writer know not only how the process is done but also the real situation in the class to look for information obout the students skill.

¹²marsall obsevation participant "http://books.google.co.id/books" acessed on may 12, 2011.

¹³ Sulipan, classroom action research." http://books.google.co.id/books "accessed on 12 april 2011.

The writer uses field notes to anticipate the possibility of losing the relevan data during teaching prosess.

In this study, the writer collects the data through observation in two cycles. It was done to know the implementation of 3p technique in the class. The real english teacher observes the implementation of 3p technique in speaking.

In the end of each cycles, the writer always had all students to make new words or sentence. And the last, the writer gives students questionnaire. The questionnaire consists of six questions for the students about some problems that have purpose to get opinion of the students. The students must answer about the questions based on what they get after the teachers apply the 3p technique in teaching speaking. This questionnaire was given to each student at the end of the teaching learning process. (see appedixII for the detailed questionare)

G. DATA ANALYSIS.

The data that will be analyzed conducted from the result of questioners, and supported by the result of interview and field notes. The data will be presented descriptively to explain the result of interview and also the notes. However, numerical form will be needed here since it will help the writer to translate and explain the result of questioners in descriptive way.

First of all, the writer explained the way calculate the result of the quesionnaire. However in order to translate the data, The writer calculated it by using procentage technique. The sum of student's respones of one item or question ($\sum N$) were divided into number of students 40 (N) and multiplied 100 % and this is simply explained in the formula as follow¹⁴:

Secondly, the writer tried to explain the result of interview that answers the research problem "how to implement the 3p approach at MTsn At-Tauhid Surabaya" by calculating and comparing the frequency of the response of interviewee to the optional items, and then drawing conclusion from the results of interview.

finally, the writer traid to explain the result of the field notes to contribute the interview and questionnaire by describing of teacher and students activities during the teaching and learning process or The result of 3p approach had been implementing.

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¹⁴Abd rohman: "the correlation between students achivement in vocabulary and reading abilityat second grade of SMAN16 surabaya". (IAIN SUPEL, 2010), 45



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

number of the questionnaire by one. To measure about the students responses, the researcher used pattern:

Note¹:

N N :	precentage Number of the students total of student's respones
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The questions in questionnaire can be seen in appendix V. And the results of questionnaire were:

Questions number 1. What the students like English? The results are:

Table. 1

No	Option	ΣX	N	Total
1.	Very like	4		10%
2.	Like	32	40	80%
3.	Less like	4	40	10 %
4.	Dislike	0		0,00 %

Question Number 2. Do the students interest 3p approach in Teaching ? The results ar:

¹ Abd rohman : "the correlation between students achivement in vocabulary and reading abilityat second grade of SMAN16 surabaya". (IAIN SUPEL, 2010), 45

Table 2

No	Option	ΣX	N	Total
1.	Very interesting	6		15 %
2.	Interesting	29	40	72,5%
3.	Less interesting	5	40	12,5 %
4.	No interesting	0		0,00 %
	7			

Question Number 3. Do the students need to know about the rules of 3p approach. ? The results are:

Table. 3

No	Options	ΣX	N	Total
1.	Very necessary	10		25 %
2.	Necessary	21	40	52, 5%
3.	Less necessary	9	40	22,5 %
4.	No necessary	0		0,00 %

Question Number 4. Do the students agree 3p approach as approach in Teaching learning speaking? The results are:

Table 4

No	Criteria	ΣX	N	Total
1	Very agree	13		32,5 %
2.	Agree	24		60 %
3.	Less agree	3	40	7,5 %
4.	Disagree	0		0,00 %

Question Number 5. Does 3p approach can help the students

in speaking skill? The results are:

Table 5

No	Items	$\sum X$	N	Total
1.	Very help	10		25 %
2.	Help	26	40	65 %
3.	Less help	4	40	10 %
4.	No help	0		0,00 %

Number of	Options	Percentage (%)
questions		
5	A	80-100%
3-4	В	60-79%
1-2	C	30-59%
0	D	0-29%
	3 / 1	

Criteria: Number of questions that mush be choosen by the students

Options: the answering of the question

Percent: (%)

Number of	Option	Classification
question		
5	A	Very good
3-4	В	Good
1-2	С	Less
0	D	No
	1	

Criteria : Number of questions that be choosen by the students

Options : The answering of the question

Classification: Grade²

from table in above, the writer could be concluded that the students answers from the question that was given to the students in the last meeting of the teaching speaking skill. 20,6 % from sum of the students gave very good respond to 3p approach,76% from the students gave good respond of the 3p approach and 25% of the students gave bad of the 3p approach. It can be concluded that the 3p approach got 76 % or the mean was the 3p approach got good respond from the students.

C. The result of interview

To know the implementation of the 3p approach, the writer interviewee the real english teacher by giving him five questions at MTs at-tauhid surabaya. and then analyzed it. Below were the result of questions which was given to the

². Vida kurnia sari, *students strategies learning English at SMP Negeri malang*",thesis, malang, library of Muhammadiyah university,2006,). 43

real english teacher after 3p apprach was applaied. To make them clear, the writer analyzed every number of the qoestions by one such followed:

The real teacher gave answers were:

1. first question he choosed. B

2.Second question he choosed. B

3. Thirth question he choosed. B

4. Fourth question he choosed A

5. Fiveth question he choosed B

Table of criteria clarification

Number of questions	Option	Classification
4-6	A	Very good
2-3	В	Good
1	C	Less
0	D	No

Criteria : Number of the teacher answers of the questions in

the interview

Option : Answering

Clasification: Grade

From the answers' real english teacher of all questions that was given to him. he choosed(B) of five questions and he choosed A of five questions . so that, interview could be concluded that the implentaion of the 3p techinque was good .

D. The description of the research subject

Mts At-tauhid Surabaya on Jl. Sidoresmo dalam number 37. It is difficult to reach from many other sides. Because it is interior surabaya city. So, the location of the school deepest. but We can reach there by car, Pedicab, motorcycle, etc.

The school has not many facilities that the students can't to do the assessment homeworks perfectly but they had enjoyed by minimum of the facilities during the teaching learning process in the classroom or out the room and also in the break times. When the break times some of the students gathered in the market, played around the yard and some others take around.

E. The result of 3p approach has been implemented

In here, the writer will discribe all the perform all the students and teacher in the classroom as long as they were doing activities. He want to show all the activities since first cycle and two cycle.

1. First cycle

The first cycle was conducted on february - 18 - 2011. The subjects were the students of VIII. They were 40 students. They consisted of 20 female

and 20 male students. In that day, two students were absent. The Writer such as teacher in the class.

In this research, the time used was 2x40 minutes. During the implementation of the first cycle, the Writer used four steps such fellow:

a. Planning

In this stage, the Writer identified the problem of Teaching and learning speaking in the class. The problem was the students had less motivation to learn english. Therefore, the Writer tried to solve the problem by applying 3p approach. Hoped, it would be help all the students.

Before going to teach them, the first, the Writer made lesson plan, see apendix I. He used one lesson plan for one cycle and every cycle has one meeting. The second, the Writer prepared the material. For the first cycle he tried to applied his method by choose entitled "greeting and introduce someone else". Next, he prepared the pictures to warming-up the students that related with the material.

He would explaint the scedule of this technique for the students clearly about it. In two cycle only 80 minutes, every cycle one meeting so every meeting only 80 minutes, the writer divided all the time as follows:

10 minutes for opening (warming up and check the students)

10 minutes for control and divided the students in group.

20 minutes for practice.

15 minutes for presentation.

15 minutes production.5 minutes for closing and gave them homeworks.

b. Acting

Before Writer started the Teaching learning process, the Writer checks the attendance list and introduced himself to the students. he did that to create good relationship between him and the students. After that, he told them that we were going to learn about greeting. He started by first step.

1) Practice

Writer showed the picture and text of the dialogue and gave it to the students, but before that, he made groups that involved 4-5 students, then the writer gave them liltle explanition of the dialogue, the writer had to the students to practice with their friends in their group that be suitable with the pictures before writer gave them apportunatly to rehearse another dialogue that were ever learn by them. Okay students, today we would learn about greeting and introduce our friend to others, before we began our practice of dialogue that was given we made groups, so every groups consist of four students. in this rule all the group could practice it in their groups. To detail of the dialgue could be seen in apendix II.

All the groups had to practice the dialogue in their groups. the students could practice it by enjoyable without the troble . but there were two groups didn't to practice it because they were shy. The writer efforted

or persuaded to made the students to practice but they till shy. The teacher had all the groups to continue the practising untill finish and the teacher controlled them with took round all the students.

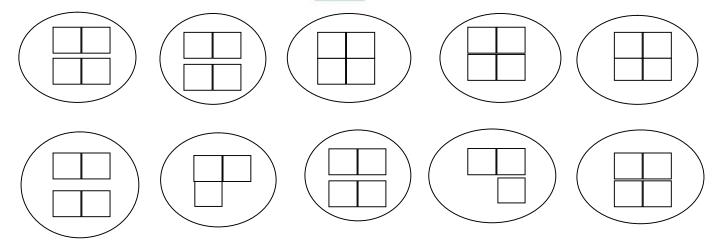
After the time of practice was over the writer continue to the second step.

2) Presentation

Before teacher (writer) had the students to presentation in the front of the class, the teacher gave liltle explanition of the way to present of the dialogue. Than he show another picture and students' groups that contained four students only two group that contained three students because two students was absent such as in the first stage. The formation as followed:

Picture

The picture of the students formation based on their seats



The presentation effectively without the trouble but part of the groups were noise because they were reading the dialogue to prepare for their selves. when they were listening the group that had been presenting the text in the front of the class, the teacher (writer) took round of the class room to check the all the sudents who were not interaction with his lesson. He controlled and guided the students. After the presantation was got 15 minutes the writer go to the end of the step.

3) Production

After part of the groups presented in the front of the class, teacher had all the students seat in their chair, then he had all the students to make words, prhase and sentence that coreleted with the greeting. They did it but all the students still confuse because they were not common did it in their school. Because of this problem the teacher tried to guide and adviced them "you must try and try as you can "so they did it by silently. During the students did the exercise, He gave examples of greeting as followed:

Nice (word)

Good afternoon (prhase)

Nice to meet you (prhase)

You are welcome (sentence) ETC.

After the writer gave an explanation . the students were understand and they can do it . Before the writer closed his lesson he aks to the students "do you have difficult of this lesson "and reminded all the students to study heard and spirit to do their homeworks that were given by teacher.

Regarding to the lesson plan that the Writer had, 2 x 40 minutes were enough to finish all the activities.

c. Observing

The observation stage was carried out while the writer of the class was implementing the 3p. 3p technique was used to teach speaking ability in the acting stage. In this stage, the real English Teacher acted as the observer and the Writer acted as the English Teacher, prepare the material and teaching activity during the Teaching learning of the speaking. He also observed students' response and their enthusiastic when Teaching learning used 3p technique.

From the observation result, the observer noted that most of the students still shy of the pronunciation of dialoque. They felt difficult when they had to pronunciation. Part of them were not really active in this meeting. He often pointed them to make them more active. And the situation in the first meeting was crowded. It might be caused that day was the first meeting for them.

`For about the performance of the Teacher was quite good. His instruction was clear but his voice was not loud enough. He needed more power to speak in front of class in order to make his voice to be heard by the students in the back because the situation in the classroom was crowded so he was over move in the class with the result that all the students look down and and very shy.

According to the Writer that the groups could controlled there were part of them were difficult to be controlled, there were some groups were noisy by themselves because they were afraid to practice the material and did not to be interaction to the lesson.

d. Reflecting

Based on the explanation of observation above, the witer made some reflection. Which were:

1) The Positive

- (a) Most of the students could be controlled
- (b) Most of the students did what the teacher asks
- (c) The teacher and the students could effectively did the teaching learning process.

2) The Negative

- (a) Fewer of the students could not to be controlled
- (b) Atmosphere in the class was very crowded
- (c) Parts of the students shy to do the exercise

3) The the alternatives solution

- a) The teacher divided all students in the groups that separate the students who were shy students with encourage students
- b) The teacher raised his voice when he gave them instruction.

1. Second Cycle

This cycle was conducted on , marc 8- 2011 and all of the students were present. The time used was 2 x40 minutes. And arrangement of time was same with first cycle.

a. Planning

Based on the reflection of the previous cycle, the Writer prepared everything to be better in the second meeting.

. The topic was about greeting, the material was about friends, and the title of friends is "borrowing something". Then teacher (writer) was prepared the lesson that he was made as suitable by guiding that found out from the observation and reflecting.

1) Acting

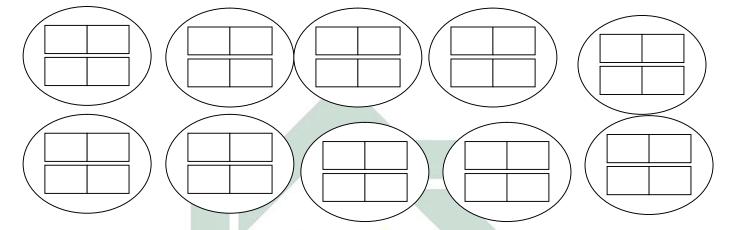
Firstly, the Writer reviewed about the previous cycle. But before he opened the lesson as commonly he recited basmalah then he take a round and check all the students.

a) Practice

In this step (practice) he showed the pictures that related with the dialougue. but before he did it, he divided all the students in the groups and separeted both encourage students and shy students. Then he divided Every groups containts four students because there were not students absent in the scond cycle. The formation of groups as follows:

Picture

The picture of the students formation based on their seats of the second cycle



After dividing all the students in the groups, he gave liltle explanition of the text then he had all students to practice the dialogue that was given to them in their chair. And the title of the dialogue that will be practiced by the students was "borrow ing something". The text of the dialogue of borrowing something could be seen in apendix II.

An current activities of all the students could be better than before because the teacher was separate both all students that were shy. they did it with the spirit and very confident. But there were two students(Aziz and Zaini) were permission to out from the class to take leak and they were not come back to the class

untill the practicing stage was enough. The teacher asked to others students to did not do as their friends did. After 20 minutes was over, he continue by the following stage.

b) Presentation

In this stege, the teacher (writer) was not changed the groups, they remind in the respective groups. Before the teacher had all the groups to present in the front of the class. he asked to all the groups to do as he said followed:

- (1) The students(groups) must raise their voice
 when they presentation of the dialogue in the
 front of the class
- (2) All the students that contained in the groups mush be participation and suport each other.
- (3) All the students mush seriously

Before the students present the dilalogue the teacher showed the picture then he had one group to present in the front of the class and the other groups prepare their selves. This activities could go well although there were of the groups didn't seriously because their embarrassment wasn't lose

despite of that the teacher was not discouraged to make them more spirit. This activities spend a lot of time because fewer of the students (groups) difficult to followe the rule. After the time was enough the teacher (writer) continue to other stage.

c) Production

In this stage, the teacher showed the picture and had all the students to make three words, prhase and sentence that suitable with the picture, such as:

good afternoon, nice to meet you, can borrow your books and etc.

But before that the writer had all the students to seat in their chair like commonly. In this stage, the activies could go well without trouble untill the time over .

Regarding to the lesson plan that the Writer had, 2x40 minutes were enough to finish all the activities.

3. Observing

In this meeting, the teacher started the lesson by mixing both groups containts of shy students with the encourage students hoped in this activities of the steps (all activities) could go well. The teacher did it by the propose all the students could encourage in their practice presentation and production.

From the observation result, the observer noted that most of the students could do practice, presentation and production effectively although there was of students has less motivation and in all steps. According to the writer, the students could be controlled but less of them didn't.

For about the performance of the Teacher was quite good. His instruction was clear and his voice was loud and could be heard by students in the back. The Teacher was separete between shy students. It could be seen when the students practice and presentation of text, he monitored the students to check the activity in the groups, so the students were not noisy like the first meeting.

According to the Writer that Teacher could difficult to control the time in the group (presantation) because this activities spend much of time and In this meeting, the Teacher also gave little motivation to the students to interact in all activities.

4. Reflecting

The Positive

- a. Some of the students more active then before
- b. Some of the students to be easier to control in their groups
- c. More of the students very encourage in all steps did their exercise.
- d. The dividing of the groups could effectively

e. His voice was listen by all the students when he gave them instruction.

The Negative

- a. There were two studends made trouble in the class when all the students or groups did their exercise by out the class
- b. There were of the students shy to express the taks.

The alternatives solution

- a. The teacher divided all students in the groups that separate the students who were both shy students with encourage students.
- b. The teacher mush extra to guide and control all the students when they did all activities.
- c. The teacher manage all the students when the lesson was being teaching in the class room, all the students was forbidden got out from the class excepted perforce.



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.

Although, there were some difficulties but the writer can solve it. For about the responses of the students when the 3p approach applied were good. It can be seen by the questionnaire which was given to the students in the last meeting and questions that was given to the real english teacher after the 3p teachnique was applied. The students answer more than seventy percent that they like/interesting of the 3p approach as a method in teaching learning speaking, exactly seventy six percent. Finally, the students can respond well all of the questions.

B. Suggestions

After doing the research and analyze the data, the writer would like to give suggestions, as follows:

The teacher should be more creative in the teaching learning process. In speaking ability, the teacher is suggested to use cooperative learning method such as In this technique, the students can learn the lesson individually or in group, Learn in group give chance to the students to share their ideas to the other and it can motivate students to encourage their students.

Finally, the reasearcher realizes that this thesis has weaknesses and far from being perfect. Moreover, the researcher would like to invite other researcher who want to investigate the 3p approach in different skill such as in listening, reading, or writing.

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