

IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE COMBINATION OF PRESENTATION, PRACTICE, AND PRODUCTION (PPP) METHOD AND TALKING STICK METHOD

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Abstract: This research was primarily carried out to prove that the combination of Presentation, Practice, and Production (henceforth, PPP) method and Talking Stick method could improve students' English speaking skill and to describe the students' responses towards the combination of PPP method and Talking Stick method in the learning teaching processes of English speaking skill. This research is Classroom Action Research (henceforth, CAR) which was carried out in two cycles. Each cycle consisted of four meetings. The research subject of this CAR are the fifth grade students of State Primary School 028226 Binjai Class V-1 in the Academic Year of 2019/2020. There are 33 students as the research subject. The analysis of quantitative data showed that the students' mean score increased continually from 55,36 in the pretest, 66,72 in the posttest of cycle 1, to 77,27 in the posttest of cycle 2. The analysis of qualitative data showed that the learning teaching processes of English speaking skill through the combination of PPP method and Talking Stick method ran very well. The students were more active, and motivated to learn English speaking skill. The learning atmosphere was more alive and enjoyable after PPP method and Talking Stick method were implemented in the English speaking classes. It is advisable that English teachers of primary school students combine PPP method and Talking Stick method in order to improve their students' English speaking skill.

Keywords: English speaking skill; Presentation, Practice, and Production (PPP) method; Talking Stick method; Classroom Action Research

Abstrak: Penelitian ini terutama dilakukan untuk membuktikan bahwa kombinasi metode Presentasi, Praktek, dan Produksi (selanjutnya, PPP) dan metode Talking Stick dapat meningkatkan keterampilan berbahasa Inggris siswa dan untuk menggambarkan tanggapan siswa terhadap kombinasi metode PPP. dan metode Talking Stick dalam proses pengajaran pembelajaran keterampilan berbahasa Inggris. Penelitian ini adalah Penelitian Tindakan Kelas (untuk selanjutnya, CAR) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari empat pertemuan. Subjek penelitian dari CAR ini adalah siswa kelas V Sekolah Dasar Negeri 028226 Binjai Kelas V-1 pada Tahun Akademik 2019 / 2020. Ada 33 siswa sebagai subjek penelitian. Analisis data kuantitatif menunjukkan bahwa skor rata-rata siswa meningkat terus-menerus dari 55,36 pada pretest, 66,72 pada posttest siklus 1, menjadi 77,27 pada posttest siklus 2. Analisis data kualitatif menunjukkan bahwa proses belajar mengajar keterampilan berbahasa Inggris melalui kombinasi metode PPP dan metode Talking Stick berjalan sangat baik. Para siswa lebih aktif, dan termotivasi untuk belajar keterampilan berbahasa Inggris. Suasana belajar lebih hidup dan menyenangkan setelah metode PPP dan metode Tongkat Bicara diterapkan di kelas berbahasa Inggris. Dianjurkan agar guru bahasa Inggris siswa sekolah dasar menggabungkan metode PPP dan metode Tongkat Bicara untuk meningkatkan keterampilan berbicara bahasa Inggris siswa.

Kata kunci: Keterampilan Berbahasa Inggris; Metode Presentasi, Praktek, dan Produksi (PPP); Metode Tongkat Bicara; Penelitian Tindakan Kelas

I. INTRODUCTION

There are four language skills which need to be achieved in order to complete communication. They are listening, speaking, reading and writing. Actually all of the English skills are important, but speaking skill is the most important skill that should be mastered by English learners since the goal of learning a language is speaking. In the international relationship, English speaking skill is required by people in the wider world of work. This reality makes teachers and parents think that English speaking skill should be mastered by their students and children.

In Indonesia, English language has been long taught formally from kindergarten level up to university level. But it is no wonder that most students cannot speak English language fluently. In general, some people realize that there are some factors which make the students difficult to speak English language. They are internal and external factors. Internal factor comes from the students themselves. It is about their motivation to learn and practise. External factors come from out of the students. The external factors concern with the teaching approach/method/technique and the environment itself. The teacher's approach/method/technique in teaching English speaking skill should be attractive to the students so that they will actively participate in the classroom activities. Environment also plays a crucial role in learning English language.

The position of English language in Indonesia is a foreign language because it is limitedly used just in the classroom not outside the classroom. Therefore, speaking becomes something hard for the students to grasp. It is not only hard for them to study in the classroom, but also the environment does not help them after class.

Teaching English for young learners is different from teaching English for adults. A teacher should be aware that the learners are children and they are different from adults. Teaching English for young learners needs to consider children's emotional, cognitive and physical development (Linse, 2005:3). Thus, the teacher should take effort to create an enjoyable learning atmosphere. Based on the consideration, the researchers are interested in proposing the combination of Presentation, Practice and Production (henceforth, PPP) method and Talking Stick method to teach English speaking skill to the fifth grade students of SD Negeri 028226 Binjai Class V-1 in the Academic Year of 2018/2019.

PPP method is believed to be able to stimulate and guide the students to speak. PPP method is seen as an active learning process because the students will learn more through a process in constructing and creating knowledge, working in a group, explaining and demonstrating and also sharing knowledge to one another. Talking stick method makes the students able to express their ideas and also make the learning process more interesting and entertaining. The fifth grade students of SD Negeri 028226 Binjai Class V-1 in the Academic Year of 2018/2019 are expected to have a new experience to practice speaking English language through the combination of PPP

method and Talking Stick method. Thus, this research was carried out in order to prove that the combination of PPP method and Talking Stick method could improve the speaking skill of the fifth grade students of SD Negeri 028226 Binjai Class V-1 in the Academic Year of 2018/2019 and to describe their responses towards the learning teaching processes of English speaking skill through the combination of PPP method and Talking Stick method.

1.1. Speaking Skill

Speaking is a language skill that has to be mastered by students in learning a language because the objective of learning a language is communication. Richards (2008:19) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. Speaking English well also helps students access up to date information in fields including science, technology and health. The students have to master all components of speaking skill. According to Fulcher & Davidson (2006: 94), there are five components of speaking skill that can be defined as follows:

- 1) Pronunciation: Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words.
- 2) Grammar: Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.
- 3) Vocabulary: Vocabulary is essential for successful second language use. Without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehending the communication. It can be said that one key the success in communicative, which is the power of words. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when the writing activities. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.
- 4) Fluency: Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants

to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

- 5) Comprehension: Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from verbal and nonverbal responses, by artificial instruments or by the intuition of the teacher or researcher. In brief, comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information.

1.2.Presentation, Practice, Production (PPP) Method

Presentation, Practice and Production (PPP) is a method that the teachers present the context and situation for learning by explaining and demonstrating. Students then practice the language within controlled parameters including language drills. Finally students are allowed to be free with the language and encouraged to be creative and explorative. Nunan (1997:36) states that Presentation, Practice and Production is relatively straight forward and structured enough to be easily understood by both students and new emerging teachers. Thus, this method makes the teacher easier to teach the material to the students.

Furthermore, according to Harmer (2009:92), Presentation, Practice and Production or PPP method is a variation of audiolingualism and a traditional method of teaching. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom. The following are the procedures of applying PPP method according to Harmer (2007:65-66):

- 1) Presentation: The process of presenting the lesson focuses on teacher giving information to the students. The goal of presentation is to introduce the new material to the learners by short and simple explanations, a brief description of the new topic, idea, pictures, video, music, and demonstrations acting.
- 2) Practice: The students will be given an activity that gives them plenty of opportunities to practice the new aspect of language.
- 3) Production: Production focuses on students who demonstrate their ability to the teacher. In this process, the teachers are receiving information and students' mistakes and monitoring the students as they complete exercises.

In order to measure the students' English speaking skill mastery, the first writer and the collaborator (Mrs. Widya) used a speaking rubric proposed by O'Malley and Pierce (1990) as follow:

Table 2.1 Speaking Rubric Proposed by O'Malley and Pierce (1990)

Aspects	Score	Criteria	Indicator
Pronunciation and	1	Poor	Makes frequent problems with pronunciation and intonation

Intonation	2	Fair	Pronunciation and intonation are sometimes not clear or accurate
	3	Good	Pronunciation and intonation are clear or accurate
	4	Excellent	Pronunciation and intonation are almost always clear or accurate
Fluency	1	Poor	Hesitates too often when speaking, which interferes the communication
	2	Fair	Speaks with some hesitation, which often interferes the communication
	3	Good	Speaks with some hesitation, which seldom interferes the communication
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere the communication
Accuracy	1	Poor	Uses basic structures and makes frequent errors
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures occasionally
	3	Good	Uses a variety of grammatical structures, but makes some errors
	4	Excellent	Uses a variety of structures with only occasional grammatical errors
Vocabulary	1	Poor	Uses only basic vocabulary and expressions
	2	Fair	Uses limited vocabulary and expressions
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in the word choice
	4	Excellent	Uses a variety of vocabulary and expressions and almost never makes some errors in the word choice

1.3. Talking Stick Method

According to Kagan (2009:82), Talking stick method is a method in the learning process by a stick. The student who gets the stick must answer the questions by the teacher after studying the materials.

According to Kagan (2009:84), the procedures of applying Talking Stick method are as follows:

- 1) The teacher prepares a stick.
- 2) The teacher explains the learning material. Then, the teacher asks the students to make up a conversation based on the learning material
- 3) The teacher gives the stick to the students.
- 4) The teacher sings a song or plays music while the stick moves from one student to another one until the song or music stops.
- 5) The student who gets the stick must perform the conversation in front of the class with his friend.
- 6) Further, the stick rolls on again until each student gets the stick and takes part in the learning process of speaking skill.

7) Finally, the teacher gives the evaluation and makes conclusion.

II. METHODOLOGY OF THE RESEARCH

3.1 Research Design

This research is Classroom Action Research (henceforth, CAR). According to Burns (2010:2), action research is related to the ideas of “reflective practice” and “the teacher as researcher” involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context. In other words, action research is defined to solve the problems through direct application in the classroom and improving outcomes of teaching and learning. Furthermore, McKay (2006:29) says that action research has three major characteristics: it is carried out by practitioners (i.e., classroom teachers), it is collaborative, and it is aimed at changing things. It means that action research can be done by a teacher in a classroom with the help of other teachers to discuss what and how to improve the classroom activities so that the students’ learning achievement will be better.

Based on the definitions above, it is concluded that CAR is a form of research in which an idea in a social or educational situation is applied in order to improve or change something to be better, or to get real effect on the situations. In carrying out this CAR, the writers collaborated with the English teacher of the fifth grade students of State Primary School 028226 Binjai Class V-1 in the Academic Year of 2019/2020, that is Mrs. Widya to help them define and explore certain problems and needs in the classroom.

The writers used CAR model developed by Kemmis & McTaggart (1998). This CAR was arranged into two cycles, namely cycle one and cycle two. Kemmis & McTaggart (1998) state that action research typically involves four broad phases in a cycle of research. The four phases in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection. The four phases can be seen in the figure 3.1.

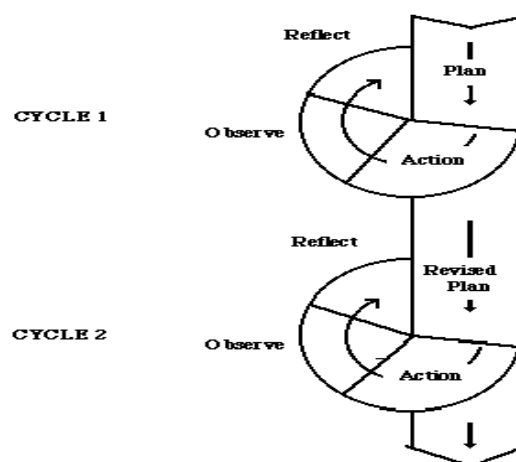


Figure 3.1 The Classroom Action Research (CAR) Model Developed by Kemmis and McTaggart (1998)

The four steps in cycle 1 and cycle 2 are explained as follows:

1) Planning

Planning is the first step of the CAR procedure. This activity covers the problem identification. This is the most important step in conducting CAR since by knowing the problems, the writers could find an excellent solution to solve the problems.

2) Action

In this step, the scenario of learning teaching processes of English speaking skill through the combination of PPP method and Talking Stick method was implemented in the classroom activities.

3) Observation

Observation was done when the action was being done. In this step, the students' participation and behaviour and the first writer's action during the learning teaching processes of English speaking skill through the combination of PPP method and Talking Stick method were observed by Mrs. Widya who acted as a collaborator in this research. Observation was done in order to get the actual data and to be used as a reflection to improve the quality of learning teaching processes of English speaking skill through the combination of PPP method and Talking Stick method.

4) Reflection

The data which were obtained such as the students' English speaking scores in the pretest, posttest of cycle 1 and posttest of cycle 2, the extent of students' participation and behaviour, and the first writer's action during the learning teaching processes of English speaking skill through the combination of PPP method and Talking Stick method were collected and analyzed. In brief, the quantitative and qualitative data were analyzed to assess the students' progress or achievement in learning English speaking skill through the combination of PPP method and Talking Stick method.

3.2 Research Subject

The research subject of this CAR are the fifth grade students of State Primary School 028226 Binjai Class V-1 in the Academic Year of 2019/2020. The numbers of students in that class are 33 students, consisting of 23 female students and 10 male students.

There are two reasons why the writers chose State Primary School 028226 Binjai as the location of the research. They are: 1) Based on the preliminary observation done by the first writer, it was found that the English speaking skill of the fifth grade students of State Primary School 028226 Binjai Class V-1 in the Academic Year of 2019/2020 needs to be improved, and 2) Based on the writers' knowledge, there has never been any research about improving students' English speaking skill through the combination of PPP method and Talking Stick method.

IV. DISCUSSION

After analyzing the quantitative and qualitative data, it was found that the combination of PPP method and Talking Stick method could improve the students' English speaking skill. It could be seen from the increasing of the students' mean score from the pretest to the posttest of cycle 2. The students' mean score in the pretest is 55,36, in the posttest of cycle 1 is 66,72, and in the posttest of cycle 2 is 77,27. From the result, it was concluded that the

combination of PPP method and Talking Stick method had successfully improved the students' English speaking skill.

The students' responses towards the learning teaching processes of English speaking skill through the combination of PPP method and Talking Stick method are very positive. All of them agreed that the combination of PPP method and Talking Stick method could improve their English speaking skill. The analysis of qualitative data showed that the students were more active, motivated, and enthusiastic in speaking the English language after PPP method and Talking Stick method were combined in the English speaking classes.

CONCLUSIONS

To wrap up, the writers conclude that:

- 1) The combination of PPP method and Talking Stick method could improve the students' English speaking skill. It could be seen from the increasing of the students' mean score from the pretest to the posttest of cycle 2. The students' mean score in the pretest is 55,36, in the posttest of cycle 1 is 66,72, and in the posttest of cycle 2 is 77,27.
- 2) The students' responses after learning English speaking skill through the combination of PPP method and Talking Stick method are very positive. All of them agreed that the combination of PPP method and Talking Stick method could improve their English speaking skill. The analysis of qualitative data showed that the learning teaching atmosphere became more alive and enjoyable after PPP method and Talking Stick method were combined in the speaking classes so that the students were more active, motivated, and enthusiastic in speaking the English language.

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