

# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

In this era of Globalization, English language is important for our lives. In fact, it is the second most spoken language in this world. And Janet Holmes state in his book by saying “A world language or international language is English language. It was used by people such as in economic, political, and also education.”<sup>1</sup>

In this case, the students must study hard to master it and the teachers should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. Whereas speaking is the use of

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<sup>1</sup> Janet Holmes, *An Introduction to sociolinguistic*, (London: Routledge, 2013), 53

spoken language to communicate with other people.<sup>2</sup> The students also think that learning English is not interesting, this is because the method or strategy that is used less attract students learning has focus on the teachers and put the listener.

I did this research in Vocational Senior High School 12 Pandeglang District because here students are less interested in English, they think English is a language that is very difficult to learn and also boring and the method used is less attractive, thus making them not interested in learning English more deeply. I use the triple P method to faster student's interest in learning for English lesson.

This is the gap found in the application of speaking learning. it is imperative for teachers to find a method or model of learning that is proportional learning to motivate and enhance students' creativity in using target language (English language). one of the language learning models, especially speaking skills that can provide many opportunities for students to use the language is a Triple P model in order to improve language

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<sup>2</sup> Glenn Flucher, *Teaching Second Language Speaking*, (London: Routledge, 2003), 23

learning skills and generate target language. The Triple P model is the perfect model by Harmer.

According to Harmer the Triple P model which does not focus on the repetition of context-free languages, but Harmer focuses on the production of target language according to the context. Language learners (students) using language through appropriate reproductive techniques. Besides that, the learners can also respond to the teacher's inquiry by using word, phrase, or sentence that is taught.<sup>3</sup>

According to Richard and Rodgers suggest that learning the language component serves as media or a tool for mastering English speaking skills (speaking). For that estuary from studying the components of English (vocabulary, pronunciation and grammar) is the mastery of speech skills. Thus it is reasonable to apply the triple P model in skills learning languages and components of the ultimate goal of learning is achieved. Students are able to produce language.<sup>4</sup> Based on that reason, therefore,

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<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching* 3<sup>rd</sup> edition, (Harlow: Pearson Education Limited, 2004), 80

<sup>4</sup> Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press. 2001), 32-34

the under title of this “skripsi” is “Improving Students’ Speaking Skill in English with Triple P (Presentation, Practice, Production) Model”.

### **B. Identification of The Problem**

Based on the background of the problem described above, it can be identified several issues such as:

1. The student’s motivation is low in learning English
2. The vocabulary mastery is very limited so that the students do not have confidence to speak English
3. The English teachers has taught about speaking skill and the media is still low
4. The teaching methods is not appropriate on actives to practice speaking in English that is way the students have low speaking skill in English

### **C. Limitation of The Problem**

It is necessary for the researcher to limit the study. It is intended to avoid a big problem area and helped her to focus on the research. In the reference to the background of the problem

and identification of the problem, this study would focus on improving students' speaking ability in English Lesson with Triple P model. The reason why the researcher chose it, because it is fun to do and allows the learners to contribute actively even the quiet ones. The researcher believes that it would give them more opportunities to practice speaking in the class. In light of view, the study is conducted by focusing on Improving the speaking ability of second grade student of Vocational Senior High School 12 Pandeglang District by using triple P model.

#### **D. Statement of The problem**

Based on background on the problem above, the writer is going to find out the answer of the following researcher questions:

1. How is the student's ability in speaking English at 11 RPL Class of Vocational Senior High School 12 Pandeglang District?
2. How can student's speaking skill improving by teaching with triple P (presentation, practice and production) model?

### **E. Objective of the Research**

The objective of the study:

1. To find out the student's ability in speaking English at 11 RPL Class of Vocational Senior High School 12 Pandeglang District.
2. To know students speaking skill improving by teaching with triple P (presentation, practice and production) model.

### **F. The Significance of the Research**

The result of the research will be useful for:

1. For the English teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.
2. For the students, the results of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities.

3. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking subject.

### **G. Previous of Study**

The pervious researcher that use the researcher are:

Dewi Yuliani, Department of English Education, Tarbiyah and Teacher's Training Faculty Raden Intan Lampung State Islamic University of Lampung. Which the title is 'The Influence of Using PPP Technique Towards Srudents' Speaking Ability of the Eighth Grade at Mts Darul Ulum Tanjung Bintang. The research is experimental design can be devided into two main categories, one of them is pretest-postttest control group design. The influence of that referred to in this study is the influence of English learning method named by PPP method adopted from Harmer in his book. "The Practice of English Language Teaching". The result of the pretest and posttest in both control and experimental class showed that there is improvement in speaking ability of the students. from the previous chapter, the

researcher states that the score of the speaking test, he checked five components of speaking, including vocabulary, grammar, pronunciation, fluency, and comprehension. The alternative hypothesis is accepted, the researcher concludes that there was influence of using PPP technique towards students' speaking ability at of the eighth grade at MTs Darul Ulum Tanjung Bintang in the academic years of 2017/2018. Presentation, Practice and Production Technique to improve speaking skill. It can be seen from pre-test and post-test, the mean of pre-test is 64.97 and post-test is 76.47. based on the result of the students' pre-test and post-test score, it shows that the students post-test is higher than pre-test. Based on the finding of the research, it was found that the students who were taught by using PPP technique have increased and help them to generate the idea in process of speaking<sup>5</sup>.

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<sup>5</sup>Dewi Yuliani. *The Influence of Using PPP Technique Toward Students' Speaking Ability of the Eighth Grade at MTs Darul Ulum Tanjung Bintang*, Skripsi, Raden Intan Lampung State Islamic University of Lampung. 2017



Which the title is 'The Use of Presentation Practice and Production (PPP) Method to Improve Students' Speaking Ability of the VIII A Class at Smp Muhammadiyah 6 Wuluhan. This research is classroom action research (CAR) there are four activities of classroom action research procedures as follow: the planning of the action, the implementation of the action, observation, and reflection of the action. If the first cycle does not achieve the criteria of success, the second cycle is conducted. The implementation of the action in cycle 1 is based on lesson plan 1 and lesson plan 2. Then, the implantation of the action in cycle 2 is based on the reviewing lesson plan 3 and the lesson plan 4. Each meeting is provided 80 minutes. The criteria of success are used to find out whether the goal of the action is achieved. The target score of speaking ability is 70. This research will be success if the percentage of students who passed the minimum standard score 75%. If the requirement above could not be achieved in cycle 1, the action will be continued to cycle 2.

The instrument of this research is test and observation checklist. In this research, the data is taken from score of

speaking test subject of the research and using observation checklist which focused on the researchers' implementation in the teaching learning process of speaking using PPP method. The researcher applying the test by asking the students to retell the story by using their own word individually. The aspects that are scored cover fluency, grammar, pronunciation and vocabulary. In this research uses observation checklist to assess researcher's activities in teaching learning during the class. It takes a note on researcher's activities in teaching learning during the class. It takes a note on researcher's activities and the process of the teaching and learning in the classroom that is reflected in while activities and test. The observation checklist is used to assessing whether the researcher has already done the steps in teaching speaking in the class as the method will be observed.

Based on the results of the speaking test. The conclusion of this researcher is teaching speaking using PPP method could

improve the students' speaking ability of the VIII A class at SMP Muhammadiyah 6 Wuluhan<sup>6</sup>.

The difference between two researchers was from the type of study, the first using experimental research and the second classroom action research.

## **H. Organization of Writing**

The research paper consist of five chapter:

The first chapter is introduction, that consist of the background of the problem, identification of the problem, limitation of the problem, statement of problem, objective of the research, the significance of the research, pervious of study and organization of writing.

The second chapter is theoretical frame work, that consist of definitions of speaking and triple P (*Presentation, Practice, Production*) model.

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<sup>6</sup> Fitin Wike Mei Saroh. *The Use of Presentation Practice and Production (PPP) Method to Improve Students' Speaking Ability of the VIII A Class at Smp Muhammadiyah 6 Wuluhan*, Skripsi. Muhammadiyah University of Jember. 2014

The third chapter is methodology of research, that consist of research method, the place of the research, subject of the research, type of data, and techniques and instruments of data collection.

The fourth chapter result and discussing that consist of description of data, analyzing of data research and analyzing of the use the triple of model in improving speaking skill.

The fifth chapter is conclusion and suggestion.