

**THE APPLICATION OF PRESENTATION, PRACTICE, AND
PRODUCTION (PPP) IN IMPROVING SPEAKING ABILITY
OF THE ELEVENTH YEAR STUDENTS OF MAN 2
MODEL PALU**

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Abstract

The aim of this research is to measure the effect of the application of presentation, Practice, and Production (PPP) of the eleventh year students of MAN 2 Model Palu. This pre-experimental research design took 27 students of the eleventh year students of MAN 2 Model Palu as the sample. They were chosen purposively. The instruments of data collection were observation, interview and oral. The students had limited ability in constructing present continuous tense. It can be seen in the result of mean score of pre-test (1,70). The data analysis showed that the ability of the students in pre-test was 1,70. It means that the speaking ability of the students in pre-test was very low. After the treatment their proficiency improved to be 3,12. It indicated that the speaking ability of the students after the treatment was higher than before the treatment. It means that PPP Method was effective in asking the Eleventh Year Students of Language Program of MAN 2 Model Palu in constructing present continuous tense sentences orally. After conducting the treatment, the researcher found that there was a significant difference between the mean value of the pre-test and post-test. It was proved that t-test value (7,51) was greater than the t-table value (2,05). It means that the use of PPP Method can improve the speaking ability of the Eleventh Year Students of Language Program Class of Man 2 Model Palu

Keywords: Application, Presentation, Practice, and Production, speaking

Introduction

English is one of the compulsory subjects. It is clear that English is one of the subjects that must be taught from primary school up to university level. The students are supposed to master language skills including speaking, listening, reading, and writing.

Based on the statements above, the students have to study English at schools and universities. Therefore, English is much needed because in learning English teachers have to make language in social community in which people have to speak to transfer their messages to other people.

But, as we know that speaking skill is one of the difficult parts in learning English, because there are many indicators of speaking ability that should be improved before they master speaking skills such as, accuracy, fluency, and comprehensibility. Therefore, the teacher should provide Contextual Method in order to make it easy for the students to construct and comprehend the English language. As mentioned in Depdiknas:¹

Penerapan konsep dalam pengajaran bahasa Inggris menyiratkan bahwa (1) Unsur-unsur bahasa Inggris, yaitu bahasa, kosa kata, ejaan, dan lafal, hendaknya disajikan dalam lingkup kebahasaan dan situasi (2) Dalam proses belajar mengajar, unsur bahasa yang dianggap sulit bagi peserta didik dapat disajikan tersendiri secara sistematis sesuai dengan konteks yang dibahas (3) Dalam proses belajar mengajar, keempat keterampilan berbahasa pada hakekatnya tidak dapat dipisahkan.

Based on the explanation above, the researcher argues that Contextual learning can make the students easy to learn difficult parts in language learning. So, the teacher should provide a contextual

¹Depdiknas, *Kurikulum Tingkat Satuan Pendidikan dan Silabus*. (Jakarta: Dikdasmen, 1996)

method, and there should be integrated skills in the teaching and learning process such as speaking, listening, reading, and writing because it cannot be separated one another.

Students in Language Program get more professional studies like speaking. So, they have to master English communicatively. In fact, most students in Language Program of Man 2 Model Palu have difficulty in speaking. Particularly, in constructing sentences in the form of Present Continuous Tense Orally, because they have to master many subjects in their school. Beside that, the elements of this tense are different from Indonesian structure. In other words, students tend to use the pattern of Indonesian even in revealing the situation that is happening in the moment of speaking. Most of the Eleventh year students in Language Program Class translate the word “Sedang” into “Still” in constructing Present Continuous Tense Orally. For instance, **“Ani is still watch television or Ani watch now.”** These sentences are not grammatically correct. If revealing the action happening right now, the pattern should be (S + be + verb -ing) **“Ani is watching television now.”** For that reason, the researcher applied PPP Method in improving students speaking ability in constructing Present Continuous Tense orally, because by using this method, the students can be easy to speak by using their target language which is more contextual by the situation that has been presented through pictures. So, the students feel more interested in speaking learning process, and they were motivated to practice their target language individually. Besides, the teacher can be easy to check the ability of the students, because the teacher may ask the students to produce the language one by one.

In speaking, we need to speak in a good structure of English in order that our interlocutor may understand our speaking. In this case, the researcher just wants to add the students’ knowledge that it will be better if we speak in a good structure of English because by using this method, the students can learn how to construct the sentences, and how to produce it well. So, this method is very helpful both for students and teachers.

As we know that the use of language skills and language

components can not be separated from each other, because they are the most important role in having mastery of English. For that reasons, based on the Depdiknas (2006) curriculum, the difficult element faced by students can be applied in the contextual method.² So, the researcher applied PPP Method in constructing Present Continuous Tense Orally in which the students can learn both Language skill and component.

This research was not conducted yet in other research especially in teaching speaking so the researcher was interesting for choosing this method. Beside that, it is more contextual than other method, because by using this method, the teacher can present the picture or the contextual situation in the teaching and learning process so the students may encourage to speak, pay more attention to the material and easy to construct their target language, because the main purpose of teaching speaking is to facilitate the students to use English normally in spoken interaction in which the students need to practice their English. In order that they can speak English and they are able to communicate in good structure of English. So, the students should be active in the classroom. As in using language to communicate orally, our purpose in speaking is to transfer our messages to the listeners. To achieve this, we must be conversant in speaking learning because in general cases, learning English is learning how to communicate by using English. Therefore, the students are greatly expected to be able to speak English well.

As mentioned in the previous line, the subject of this research was the Eleventh Year Students of Language Program of Man 2 Model Palu, because the researcher tests the students in speaking. So she has to use an appropriate sample of research, in order that they can speak English and they are able to communicate in good structure of English.

²Depdiknas, *Kurikulum Tingkat Satuan Pendidikan dan Silabus*. (Jakarta: Dikdasmen, 1996)

Research Method

In this research, the researcher used pre-experimental research design. There was one class in her research. It was the Eleventh Year Students of Language Program Class. For the first, the researcher gave Pre-test in order to know that how the speaking ability of the students before the treatment was conducted. Then, the researcher gave them a special treatment by asking them to conduct their speaking through Presentation, Practice, and Production method. In this case, the researcher just focuses on Present Continuous, Tense. The purpose was that the researcher wants to get an accurate data of speaking ability of the students in using present continuous tense orally. The advantage of using this method is because it is more contextual in speaking learning and easy for teacher to check the students' speaking ability individually. The design of this research was taken from Best as follows:³

Pre-test	Treatment	Pos-test
Q1	X	Q2

Population

Population is a group of people, things or events which are going to be investigated like Best states, "population is any group of individuals that have one or more characteristic in common that are interest for the researcher".⁴ So, the population of this research was the Language Program Students of Man 2 Model Palu which consists of two classes. Those are the eleventh year and the twelve year students of MAN 2 MODEL PALU.

Sample

Sample is a small number of population that are selected, like Best explains, "Sample is a small proportion selected for observation

³Best, J. W., *Research and Education*. (New Jersey: Englewood Cliffs, 1981) p. 81

⁴*Ibid*, p. 8

and analysis.”⁵ For that reason, the researcher used purposive sampling technique in which only one class used in getting her research sample. The sample was the Eleventh Year Students of Language Program Class of MAN 2 Model Palu which consists of 27 students.

Research Variables

Related to the title, variable of this research consists of dependent and independent variable. The independent variable was the Application of Presentation, Practice, and Production method and the dependent variable was improving the speaking ability of the Eleventh Year Students of Language Program of MAN 2 Model Palu in using present continuous tense sentences orally.

Research Instruments

In doing her research, the researcher used three kinds of instruments. They were observation, interview and oral test.

Technique of Data Collection

The data of this research were collected through the instruments mentioned above. The researcher describes about the use of those instruments as follows:

Observation

For the first, the researcher came to MAN 2 Model Palu for direct observe the teaching and learning process in class that she took as her sample of research in order to get the information about the situation of the classroom..

Interview

The second, the researcher interviewed English teacher of the language program class. She asked about method or techniques that are used in teaching and learning speaking and also the reason why it was applied in language class. The interview will consist of ten numbers.

Oral Test

In this research, test was used to obtain data about the students' ability in constructing present continuous tense orally.

⁵*Ibid.*

The test contains of six numbers of speaking test.

Pre-test

Pre test was given at the first meeting to the eleventh year students of language program of MAN 2 Model Palu in order to know their basic knowledge of the students' speaking ability especially in using present continuous tense sentences orally.

Treatment

In this case, the researcher applied an appropriate method in teaching speaking to the students. The researcher used PPP Method. In this case, the researcher just focuses on Present Continuous Tense. Firstly, the researcher provided the picture which contains the activity that is happening in the moment of speaking. After that, the teacher asked the students to guess what activities are doing in the pictures? Then, both teacher and students practice the language together. Finally, the teacher asked the students to produce the language by using their own language individually. In this case, the researcher gave treatment to the students eight times. Each meeting will take time about 2×45 minutes. In 9 minutes, the teacher practice the language together with the students and also the teacher gave a brief explanation about the material so every student got 3 to 5 minutes in producing the language individually.

In doing the treatment, the researcher also explained the use of present continuous tense in order the students will not difficult in using the present continuous tense sentences in their speaking.

In presenting the pictures of present continuous tense, the researcher has 2 kind of technique such as Choral repetition and Individual repetition. Both of it are quoted from Harmer as follows:⁶

Choral repetition

Choral repetition means the students repeat a word, phrase, or sentences all together with the teacher.

⁶Jeremy Harmer, *The Practice of English Language Teaching (3rd ed.)*, (England: Longman, 2001)

Individual repetition

Individual repetition means the students repeat a word, phrase, or sentences individually.

Post-test

Post-test was given at the end of the meeting in order to know the students' speaking ability in constructing Present continuous tense orally after the students got the treatment..

Technique of Data Analysis

The data of this research were analyzed descriptively and statistically. The result of the observation was described descriptively and the test applied was analyzed statistically.

The researcher applied the scoring system proposed by Heaton (1988:100) in order that the researcher easy to analyze the data.⁷ The scoring system as follows:

Table 1. The Scoring System

Rating	Accuracy	Fluency	Comprehensibility
6	Pronunciation is over slightly in the mother tongue. Two or three minor grammatical and lexical error.	Speaks without too great an effort with a fairly wide range of expression. Searches of words occasionally but only one or two unnatural pauses.	Easy for the listener to understand speaker's intonation and general meaning. Very few interruption clarification or required.
5	Pronunciation is over slightly influence by the mother tongue. A few minor grammatical	Has to make an effort of times to search for words. Nevertheless, smooth delivery on the	The speaker's intentions and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are

⁷John Brian Heaton, *Writing English Language Test* (Hongkong: Longman Group, 1988) p.100.

	and lexical error but most utterances are correct.	whole and only a few unnatural processes.	necessary.
4	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors. A few grammatical and lexical errors but only one two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning.	Most of what the speakers' says is easy to follow. His intonation always clear but several interruptions are necessary to help him to convey the message or to seek clarification
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make effort for much of the time, often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification can not understand many of the speakers more complex or longer sentences.
2	Pronunciation seriously influenced by mother tongue with error causing a breakdown in communication . Many "basic" grammatical	Long pauses while the searches for the desire meaning. Frequently fragmentary and halting delivery. Almost gives up making the	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is use to listening to the speaker.

	and lexical errors.	effort at times. Limited range of expression.	
1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort of interrupt the speaker is unable to clarify anything he seems to have said.

Source: Heaton (1988: 100)⁸

In this research, the researcher regarded rating 6 is for the native speaker. So, the scoring system goes from the rating 5. The scoring system in the senior high school usually takes 0-10 scale:

1. Rating 5 equivalent to 8 - 9
 2. Rating 4 equivalent to 6 - 7
 3. Rating 3 equivalent to 4 - 5
 4. Rating 2 equivalent to 2 – 3
-
3. Rating 1 equivalent to 1 in point scale.
 - a. (8,6) to (10) is classified as Very Good User: has fully operational command of the language with only occasional unsystematic in accuracy and inappropriateness. Misunderstanding may occur in unfamiliar situations. Handles complex detailed argumentation well.

⁸*Ibid.*

- b. (7,0) to (8,5) is classified as Good User: has operational command of the language, though occasional in accuracies, inappropriateness, language well and understands details reasoning.
- c. (5,6) to (6,9) is classified as Competent User: has generally effective command of the language despite some inaccuracies, inappropriate. Can use and understand fairly complex language, particularly in familiar situation.
- d. (3,6) to (5,5) is classified as Limited User: Basic Competence is limited to familiar situation, has frequent problem is understanding and expression, is not able to use complex language.
- e. (0) to (3,5) is classified as Intermittent User: no real communication is possible except for the most basic information using isolated words or short formula is familiar situation and to meet immediate needs. Has great difficult understanding spoken and written English.

First of all, the researcher compared the mean score of students by using Arikunto's formula (2002:27) as follows:⁹

$$M = \frac{\sum x}{N}$$

Where: M = Mean

$\sum x$ = the sum of the score

N = the number of the students

Then, the researcher will compute the square deviation by using formula proposed by Arikunto as follows:¹⁰

⁹Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2002) p. 276.

¹⁰*Ibid.*

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where : $\sum x^2 d$ = The sum of deviation score

$\sum d$ = The sum of the score

N = The number of the students

After getting the result of deviation square, the researcher will use t_{table} test to find out the significant difference between the result of pre-test and post-test as well as to prove either the hypothesis is accepted or rejected. The researcher will use the following formula as proposed by Arikunto as follows:¹¹

$$t = \frac{Md}{\sqrt{\left(\frac{\sum x^2 d}{N(N-1)}\right)}}$$

Where: t = the value of t counted

Md = the mean deviation of pre test – post test difference (post-test – pre-test)

$\sum x^2 d$ = the sum of deviation score

I = Constant number

N = the number of students

Research Results

The instruments in this research were analyzed by using two ways of analyzing data. The result of observation, interview were analyzed descriptively while oral test were analyzed both descriptively and statically.

¹¹*Ibid*, p. 79

The Result of Observation

Through the observation, the researcher observed the whole teaching and learning process in order to know situation of the class and teacher's technique in teaching English. The result of observation can be seen below:

1. The teacher gave greeting and checked students' attendant list at the beginning of the classroom. The teacher used 50% English and 50% Indonesian language.
2. The teacher told the goal of learning. In this part, the teacher dominantly used Indonesian because most of the students seemed to be confused in understanding what she said in English.
3. The teacher asked about homework.
4. She asked the students to talk about their mission if they were become a president, what they are going to do in past. This activity must be presenting in front of the classroom one by one. Some students responded by asking some questions to their friend. She then nominated the students who did not give their full attention to answer the questions loudly. That was her way to make her students focused the lesson.
5. After that, she asked certain students to read the text one by one to check some mistakes they made individually.
6. After all of the students had done their exercise, the teacher gave homework to the students in order they can study at their home.

By seeing the observation, the researcher assumed that the students were still lack of knowledge in English. It can be seen when the teacher asked them to come into in front of the classroom, they feel ashamed and most of them did not done their homework.

The Result of Interview

After interviewing the English teacher of Man 2 Model Palu, the researcher know the English background of the students in briefly they still difficult in speaking. Therefore, the teacher still used Indonesian language in teaches the Language Program Class because

sometimes the students were confused if the teacher used full of English. The teacher used many techniques such as discussion, role play, and conversation in teaching speaking in order that the students not feel bored in speaking class. The teacher says, “there is not English course in the afternoon”. The researcher assumes that it becomes one of the problems in speaking English, because it will be better if the teacher provide an English course in the afternoon in which the teacher can teach about how to speak English well. Probably, she provided English club or English games in it course.

The Result of Speaking Test

Before and after the treatment, the researcher examined the students. She gave them pre-test in order to know their speaking ability in constructing Present Continuous Tense Orally before the treatment was given to them. Then, she gave a post-test in order to know the effectiveness of the treatment. The test was covering three aspects; accuracy, fluency, and comprehensibility. These three aspects were to measure the students’ ability in speaking. The result of pre-test and post-test was presented in the following table:

Table 2. The Students’ Pre-test Score

No	Initial names	The Students’ Score			Average
		Accuracy	Fluency	Comprehensibility	
1	IRM	5	4	4	4.3
2	AFN	4	3	4	3.6
3	SUK	4	5	5	4.7
4	EVI	2	2	3	2.3
5	MUS	1	2	3	2
6	SUM	1	1	1	1
7	NAD	3	4	4	3.6
8	SRI	1	1	1	1
9	ZAK	2	2	3	2.3
10	HAS	1	1	1	1
11	MUL	1	1	2	1.3
12	RIF	1	1	1	1
13	SAT	1	1	1	1
14	SIT	3	3	3	3
15	IMR	1	1	1	1
16	ALF	1	1	1	1
17	ZAE	1	1	1	1

18	FAR	1	1	1	1
19	MIL	1	1	1	1
20	RAM	1	1	1	1
21	REZ	1	1	2	1.3
22	RIF	1	1	1	1
23	FRE	1	1	1	1
24	HEN	1	1	1	1
25	FAD	2	1	2	1.6
26	HUM	1	1	1	1
27	MAG	1	1	1	1
TOTAL					46

The researcher computed the mean score of students' speaking skill pre-test as follows:

$$\begin{aligned}
 M_{pre} &= \frac{\sum x}{N} \\
 &= \frac{46}{27} \\
 &= 1,70
 \end{aligned}$$

From the calculation above, it was found that the mean score of the students in pre-test was 1,70. It can be said that the students' speaking ability in constructing sentences in Present Continuous Tense orally was very low.

Table 3. The Students' Post-test Score

No	Initial names	The Students' Score			Average
		Accuracy	Fluency	Comprehensibility	
1	IRM	4	5	5	4,7
2	AFN	5	4	5	4,6
3	SUK	4	5	5	4,7
4	EVI	2	3	3	3,6
5	MUS	5	5	5	5
6	SUM	4	3	4	3,7
7	NAD	5	5	5	5
8	SRI	3	3	3	4
9	ZAK	3	3	4	3,3
10	HAS	5	5	5	5
11	MUL	2	2	3	2,3
12	RIF	1	2	3	2
13	SAT	1	2	3	2

14	SIT	5	5	5	5
15	IMR	1	1	2	1,6
16	ALF	1	1	1	1
17	ZAE	3	3	3	4
18	FAR	2	2	3	2,3
19	MIL	5	5	5	5
20	RAM	2	2	2	2
21	REZ	2	2	2	2
22	RIF	1	1	1	1
23	FRE	2	2	2	2
24	HEN	2	2	2	2
25	FAD	3	2	3	2,6
26	HUM	2	2	2	2
27	MAG	2	2	2	2
TOTAL					84,4

The researcher computed the mean score of students' speaking skill post- test as follows:

$$\begin{aligned} M_{post} &= \frac{\sum x}{N} \\ &= \frac{84,4}{27} \\ &= 3,12 \end{aligned}$$

From the calculation above, it was found that the mean score of the students in post-test was 3,12. So, it can be seen that the mean score of the students' speaking ability in constructing sentences in Present Continuous Tense orally in the post-test is higher than in pre-test. These showed that the speaking ability of the students can be improved after the treatment.

Then, the researcher computed the standard deviation of the students as follows:

Table 4. The Deviation Score of the Students on Pre-test and Post-test

No	Initial names	Pre-test X1	Post-test X2	Deviation (x)	(x) ²
1	IRM	4,3	4,7	0,4	0,16
2	AFN	3,6	4,6	1	1
3	SUK	4,7	4,7	0	0.
4	EVI	2,3	3,6	1,3	1,69
5	MUS	2	5	3	9
6	SUM	1	3,7	2,7	7,29
7	NAD	3,6	5	1,4	1,96
8	SRI	1	4	3	9
9	ZAK	2,3	3,3	1	1
10	HAS	1	5	4	16
11	MUL	1,3	2,3	1	1
12	RIF	1	2	1	1
13	SAT	1	2	1	1
14	SIT	3	5	2	4
15	IMR	1	1,6	0,6	0,36
16	ALF	1	1	0	0
17	ZAE	1	4	3	9
18	FAR	1	2,3	1,3	1,69
19	MIL	1	5	4	8
20	RAM	1	2	1	1
21	REZ	1,3	2	0,7	0,49
22	RIF	1	1	0	0
23	FRE	1	2	1	1
24	HEN	1	2	1	1
25	FAD	1,6	2,6	1	1
26	HUM	1	2	1	1
27	MAG	1	2	1	1
	TOTAL	∑X1=46	∑X2=84,4	∑d=38,4	∑d²=79,64

Firstly, the researcher counted the mean deviation of the students as shown below:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{38,4}{27} = 1,42$$

Then, the researcher computed the square deviation as follows:

$$\begin{aligned}\sum X^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 79,64 - \frac{(38,4)^2}{27} \\ &= 79,64 - \frac{(1474,56)}{27} \\ &= 79,64 - 54,61 \\ &= 25,03\end{aligned}$$

Finally, to know the significance of the difference between pre-test and post-test, the researcher computed the t-test as follows:

$$\begin{aligned}t &= \frac{Md}{\sqrt{\left(\frac{\sum x^2 d}{N(N-1)}\right)}} \\ t &= \frac{1,42}{\sqrt{\left(\frac{25,03}{27(27-1)}\right)}} \\ t &= \frac{1,42}{\sqrt{\left(\frac{25,03}{702}\right)}} \\ t &= \frac{1,42}{\sqrt{0,036}}\end{aligned}$$

$$t = \frac{1,42}{0.189}$$

$$t = 7,51$$

Testing Hypothesis

To prove whether the hypothesis was accepted or rejected, the researcher need to test it based on the result of the data analysis. Before testing it, she stated that the criterion of testing hypothesis was greater than the t-table, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It indicated that there was a significant difference after the treatment.

After giving the treatment and analyzing the data by using t-test formula, the researcher found that the t-test was 7,51. To know the significant difference of the test, the researcher compared the value of the t-test (7,51) with the value of t-table (2,05) by applying 27 of the degree of freedom (df) with 0,05 level of significance. It has shown that the results of the student's ability after giving the test in (pre-test and post-test) and after computing the significant score, the experiment was accepted and the treatment was success. In which, the Speaking Ability of the Eleventh Year Students of Language Program can be improved through the Application of PPP Method.

Discussion

After doing the treatment, the researcher concludes that the Eleventh Year Students of Language Program Class were smart enough. It is not difficult for them to catch the intention of the teacher. When the teacher gave them the explanation of the material they were pay more attention and feel enthusiastic to the teacher's questions. Beside that based on the researcher's interview with the English teacher of MAN 2 Model Palu, she said that all of students were enjoyed their speaking learning because their teacher always used different technique in teaching speaking. When interviewed the English teacher of MAN 2 Model Palu, she noted that the teacher used 50 % English and 50 % Indonesian Language. That is a good way, but it will be better if the teacher used more English than Indonesian Language because they are at the Language program students who got

more than others program class. If the students were finding any difficulties in understanding some words, the teacher can use gesture in order the students have challenge in learning and the students were not bored in teaching and learning English. Like Agredo argues, “you can talk, write, draw, or use your body to tell your thoughts because before there were alphabets with letters, people drew pictures and used sign to tell their thoughts”.¹²

The researcher also took notes that during the treatment as well as during the pre-test and post-test processes. The result of students’ speaking ability in pre-test shown that most of the students have been forgot the pattern of Present Continuous Tense. When the researcher asked them several question by presenting some pictures, they got confuse to construct the present continuous tense sentences orally. All of them just said the verb + ing of the sentences, without the subject, to be, and object or complement. In fact, they had learnt this tense when they were in the first year students of Junior High School. Beside that, sometimes they save a lot of time and make an expression easy so their sentences was difficult to understand because their pronunciation seriously influenced by mother tongue with many basic grammatical and lexical errors. Beside that, they always stop with unnatural pauses and making the effort at times with very limited of expression. Beside that, most of the speaker’s said was difficult to understand. Even when the listener makes a great effort of interrupt, the speaker is unable to clarify anything of they seems to have said. After the treatment, the result of students’ speaking ability in post-test shown that most of the students can construct the present continuous tense orally, because their pronunciation was influenced by the mother tongue but only a few serious phonological errors with several grammatical and lexical errors, some of which cause of confusion and they can speak without too great an effort with a fairly wide range of expression. Sometimes, they search for words but only one or two unnatural pauses. Besides, most of what the speaker’s said was easy to follow. Their intonation always clear but several interruptions are

¹²Agredo, *English* (USA: Laidlaw Brothers, 1988) p. 10

necessary to help them to convey the message or to seek clarification.

During the treatment, the researcher also observed and sometimes asked the students about their English background. In fact, just some of them learned English from English course while the others learn English only in school without learning at homes. Therefore, most of them have difficulty in English, especially speaking because they did not have any times to learn more about English. So the students should always practice and studied English at their homes. Agredo states, “practice will help you become better at sharing your thoughts.”¹³ From that statement, we can assume that practice makes perfect so the students should always practice their language in everywhere because English is not easy, if we want to study about English language, we have to learn more about it. Chowdry (2006:7) explains, “English spelling are often confusing, because the writing of letters in words do not same with pronunciation”.¹⁴ From that explanation, it is clear that spelling often becomes one of the problems in speaking because we have to speak based on an appropriate pronunciation. So, the teachers also have to be a good model in the classroom, in order that the students are able to be a good speaker.

In asking the students to produce the language, the researcher also found that there were some of the students speak without interrogative punctuation. Ravindra states in his book that interrogative (?) mark is always placed after every question.¹⁵ From that statement we argue that interrogative punctuation is also need in order that our language can be understandable. So, students should speak by using interrogative punctuation if there were any punctuation in the sentence.

The researcher had predict that why she choose present

¹³*Ibid.*, p. 5

¹⁴R Chowdry, *Common Mistakes in English* (NewDelhi: Goodwill Publishing house, 2006) p. 7

¹⁵R Ravindra, *First Lesson in English Grammar 2* (New Delhi: S. Chand & Company LTD, 2006) p. 2

continuous tense as the focus material, because the student's ability of constructing grammatical sentences can help students to communicate, and it can help them with basic understanding of how to construct comprehensible English sentences and use it in their daily communication. As Hariyanto & Hariyono states, "*kalimat yang tersusun harus dapat dimengerti dan dipahami oleh orang yang membaca atau mendengarkannya.*"¹⁶ So, we can assume that our speaking must be clear and understandable.

Conclusions

After analyzing the data in previous chapter, the researcher provides conclusions as follows:

1. The students had limited ability in constructing present continuous tense. It can be seen in the result of mean score of pre-test (1,70).
2. The data analysis showed that the ability of the students in pre-test was 1,70. It means that the speaking ability of the students in pre-test was very low. After the treatment their proficiency improved to be 3,12. It indicated that the speaking ability of the students after the treatment was higher than before the treatment. It means that PPP Method was effective in asking the Eleventh Year Students of Language Program of Man 2 Model Palu in constructing present continuous tense sentences orally.
3. After conducting the treatment, the researcher found that there was a significant difference between the mean value of the pre-test and post-test. It was proved that t-test value (7,51) was greater than the t-table value (2,05). It means that the use of PPP Method can improve the speaking ability of the Eleventh Year Students of Language Program Class of Man 2 Model Palu.

¹⁶Dani Hariyanto & Rudi Hariyono, *Special English Grammar* (Surabaya: Putra Pelajar, 2003) p. 9

Suggestions

Concerning to the conclusion above, the researcher would like to provide some suggestions to get better result in teaching and learning process and also can be something valuable for both teacher and students. The suggestions are presented as follows:

1. The teacher should use PPP Method in constructing sentences of Present Continuous Tense Orally because it is more contextual by the situation that has been presented through pictures.
2. The teacher should encourage and motivate the students in speaking learning by providing contextual learning in order that they can easy to learn English. Particularly in speaking.
3. The teacher should use more English Language in the classroom and if the students are getting confused, the teacher can use gesture in explaining it.
4. It will be better if the teacher provided an English course like English Club or English Speaking Games in the afternoon because most of the students still difficult in speaking English.
5. The students should practice their speaking as much as possible.

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