

DEVELOPING SPEAKING SKILL THROUGH PRESENTATION PRACTIC PRODUCT (TRIPLE P) AT THE SECOND GRADE STUDENTS OF SMPN SEKOTONG BARAT

Tawali

English Lecturer, Faculty of Culture, Management, and Business, Mandalika University of Education. Indonesia

Corresponding Author Email: tawali@undikma.ac.id

ABSTRACTS	ARTICLE INFO
This research is aimed to develop speaking skill through the presentation Practice Product (Triple P) to develop speaking skill at second grade students of SMPN 5 Sekotong Barat in academic year 2024/2025. The objective of the study was to know how can the Presentation Practice Product (Triple P) to develop students speaking skill. This research belongs to classroom action research with 4 procedures they are planning, acting, observing, and reflecting or mix method, qualitative method and quantitative method. The technique of collecting the data was pre-test and post-test. The instrument of the research used three types of getting the data were written test in the form of multiple choice, questionnaires with 5 options they are very agree scored 5, agree scored 4, partial 3, very disagree 2, and disagree 1, and Observation sheet were students' activities observation sheet, teacher's activities observation sheet, and observer's activities observation sheet. The procedure to analyze data were mean score by using formula Sudijono,2008: 43), and percentage was used according to Purwanto, 2010: 10). The result of data analysis showed that the value of pre-test was 7.1 and post-test was 8.1 so the value of -post-test is higher than the criterion of success (KKM) was 75. It means that the first cycle could achieve the criterion of success. Therefore, the research done only one cycle. It could be concluded that through presentation practice product (Triple P) could develop the students' skill at second grade student of SMPN 5 Sekotong Barat in Academic Year 2024/2025.	Article History: <i>Received: May 14th 2025</i> <i>Revised: May 24th 2025</i> <i>Published: May 2025</i> Keywords: <i>Presentation Practice Product (Triple P)</i> <i>Speaking Skill</i>

INTRODUCTION

According to Rebecca (2006: 144), “speaking is the first mode in which children acquire language, it is part of the daily involvement of most people in language activities, and it is the prime motor of language change”. It provides our main data for understanding bilingualism and language contact. Moreover, “speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say (Brown and Yule, 1994: 14)”. And also, Harmer (2007: 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot while quaintly (1990:7) defines speaking as the process of transmitting ideas and information orally

in variety of situations. So speaking is a very important basic skill that must be taught to every food stall in the tourist spots, because without the ability to speaking, trade stalls will find difficulties in learning English language.

Speaking skills help the learner to become confident, comprehensible, fluent and creative in speaking as a guide, important abilities which help learners put their thoughts in a meaningful form and to mentally, with the ability to speak English, the learner be able to respond every question, information, and request as soon as possible to make easier the communication not only with customer non customer who need something.

In the modern word almost most of people relationship with other by using English language, therefore, speaking skill particularly English language is very important to improve so that the communication or interaction feel very confident, if we cannot speak English something that we want to develop we will feel difficulties, of course there are some problems that caused people cannot speaking English. The problems that people usually experience among others, they were lazy to start learning to speaking English, and then the people did not know when to start learning to speaking English, lack of vocabulary. Hornby, Cowie, & Lewis, (2000) state that defines vocabulary as all the words that a person knows or uses; all the words in a particular language; the words that people use when they are talking about particular subject; and a list of words with their meaning, especially in a book for learning foreign language. And also, some experts proposed some other definitions. According to Richards & Renandya (2002), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In addition, Richards & Schmidt (2013) said that vocabulary is a set of lexemes, including single words, compound words, and idioms.

Based on the background discussion above, it is formulated a research problem “How does the use of Triple P (Presentism, Practice and Production) for students. Based on the statement of the problem above, this study aimed to describe how can the use of Triple P (Presentation, Practice and Production) for students

RESEARCH METHODS

The design of this research was Classroom Action Research (CAR). According to Kemmis and Mc Taggart (1982: 5) class room action research is a form of collective self-reflective inquiry undertaken by participants in social situation in order to improve the rationality and justice in their own social or educational practices, as well as their understanding of these practices are carried out The purpose of the class room action research is to improve or increase the quality of learning process.

This research used quantitative and qualitative approaches. Quantitative approach deals with the comparison of the result from the test conducted before and after treatment. The qualitative approach deals with how the students understand the material given (Kemmis, S., McTaggart, R. 1998) in his book described are

1. Planning : Planning is the first step of the research procedure. This activity covered the plan of conducting the classroom action research.
2. Action: Action is how to be conducted after the researcher recognizes the problem fached by students.

3. Observation: Observation is the activity of collecting the data to supervise to what extent the result “acting” reaches the objective.
4. Reflecting: Reflecting is the activity the evaluating critically about the progress of the students. The researcher analyzes the result and make conclusion.

Some instruments applied to obtain the data in this study. The researcher used observation sheet and questioner dealing with the qualitative data. On the other side, the researcher used pre-test and post-test to obtain the quantitative data. The test is in the form of describing object. Cover with indicator of speaking they are: Pronunciation (18), Grammar (19), Vocabulary (15), Fluency (15, and Comprehension (15).

According to Holland’s theory to understand and enhance student success. The following indicator made to measure students’ score rubric with qualification bellow: (Brown, 2023: 172-173).

Table 1 student’s score rubric

Indicator	Poor	Fairly good	Good	Very good	Excellent
Pronunciation	1	2	3	4	5
Vocabulary	1	2	3	4	5
Grammar	1	2	3	4	5
Comprehension	1	2	3	4	5
Fluency	1	2	3	4	5
Total	5	10	15	20	25
Total x4	20	40	60	80	100

The questionnaire was given to the students at the second grade of SMPN 5 Sekotong Barat in order to know their response about the use of Through Presents Practice Product (Triple P) in Developing Speaking Skill. It was consists of five questions and there were five statements that student must fill-in on the questionnaire with five frequencies such as; Very Agree = Sangat Setuju (SS) (5 score), Agree = Setuju (S) (4 score), Doesn’t Know = Tidak Tahu (TT) (3 score), Disagree = Tidak Setuju (TS) (2 score), and Very Disagree = Sangat Tidak Setuju (STS) (1 score) (Sugiyono, 2013: 93). The test used in this research was pre-test and post-test. The pre-test was done before implementing Through Presents Practice Product (Triple P). It is to measure student’s speaking skill at first. The post test was implementing after using Through Presents Practice Product (Triple P) in this research. In analyzing of quantitative data, the researcher measured the average of student’s speaking skill score per action in one cycle. The one measure of mean score of students’ can be expressed in symbol from as:

$$M_x = \frac{\sum x}{N} \text{ or } M_y = \frac{\sum y}{N}$$

Where:

M = The mean score of the students

$\sum X$ = The individual score

N = The number of students

Qualitative Data

In order to get description of the qualitative data, the researcher analyzed the data

by using the formula percentages correction as follows:

$$NP = \frac{R}{SM} \times 10$$

Where:

NP = Score

R = the number of scores

SM = the maximum score

(Purwanto, 2010: 10)

A. Indicator of Success

Classroom Action Research (CAR) was able to call successful if it can exceed the criterion that has been determined. Minimum Completeness Criteria (MCC)/KKM (PERMENDIKNAS: 2007) said that learning completeness criteria can be used as successful criterion. In this case, KKM of English language deals with speaking skill is 75.

The researcher tried to get the students percentages which pass the KKM 75 (seventy-five). It uses the formula (Sudijono, 2008: 43):

$$P = \frac{F}{N} \times 100\%$$

P = The class percentage

F = Total percentage score

N= Number of students

If the students mean score exceed the KKM, the cycle will stop

RESEARCH FINDINGS AND DISCUSSION

The presentation of the result intends to answer the problems of investigation appear as formulated in previous chapter that “How can the u.se of Through Presents Practice product. on to the students’ skill.

a. The Result of Pre-test and Post-Test

The pre-test was given to the students. The researcher carried out the test which is describing the popular artist during 5 (five) minutes. It was aimed to make sure whether they had problems in their speaking skill. The researcher was given the test in different time the first day was given to the student for giving the pre-test, and the following day the post-test given to the student. The test given in the form of written test.

Table 2 Mean Score of Students’ Pre-test and Post-test

No	Name	Student’s scores	
		Pre-test	Post-test
1.	AS	70	78
2.	ASD	58	60
3.	A	80	82
4.	DM	64	76

5.	FP	54	78
6.	IDAA	84	88
7.	IN	64	75
8.	I	68	80
9.	JS	53	76
10.	LA	52	80
11.	LSP	64	80
12.	MIS	78	84
13.	MRF	94	94
14.	M	78	80
15.	M	62	76
16.	M	78	80
17.	MI	80	80
18.	MR	76	76
19.	NS	92	92
20.	NS	68	68
21.	RA	88	90
22.	RSM	76	82
23.	RA	68	78
24.	S	64	80
25.	SH	58	54
26.	W	52	80
TOTAL		1823	2122

To obtain the students' mean score, the writer applied the formula as: Pre-test $\sum x = 1823 : 26 = 70$. Post-test $M = 2122 : 26 = 81$. After that, the researcher compared the result of pre-test and post-test with the criteria of success that is 75. In the pre-test, the students' means score under criteria of success that is 70. Furthermore, the means score of post-tests was 81, it showed that the criteria of success were achieved. After achieving the target research of post-test which showed means score 94 it was higher than the criteria of success that is 75. Therefore, the researcher and teacher decided to stop Classroom Action Research because it had already succeeded. Hence, the researcher did not need to rearrange the next cycle. It was enough with one cycle only. According to the evaluation between researcher and teacher, it should be concluded that the use of Through Presents Practice Product (Triple P). could develop the students' speaking skill.

Table 3 The result of observation sheet toward teacher's activities

Meeting	Indicator	Scores	Percentages
---------	-----------	--------	-------------

I	15	30	50%
II	15	34	56%
III	15	44	73%
IV	15	48	80%

According to the data above, the teacher's score activities increased. From fourth meeting the data showed the percentage in the first meeting until fourth meeting. first meeting was 50%, second meeting was 56%, third meeting was 73%, fourth meeting was 80%, In this case, the researcher was able to categorize the first meeting was high until the last meeting, it could be categorized as very high. This condition was caused by the teacher's activities during teaching and learning process always followed the steps in the lesson plan. Besides, the teacher did not find difficulty in applied this method. So, the researcher concluded that the teacher's activities in this cycle were good. The result of observation sheet toward students' activities

b. The Result of Questionnaire

To know the students' responses toward teaching and learning process, the researcher gave questionnaire for all of the students and the questionnaire it was consist of 5 questions and it was given to the students in the cycle. To know the percentages the researcher uses the formula:

Table 4 The Result of Questionnaire in Through Presents Practice Product (Triple P) in Teaching Speaking.

	Statements	Frequency					Number
		SS	S	TT	TS	STS	
	1	23	2	1	0	0	26
	2	22	3	1	0	0	26
	3	20	4	2	0	0	26
	4	23	2	1	0	0	26
	5	20	4	2	0	0	26
	Number	108	15	7	0	0	130
	Percentages	83%	12%	5%	0%	0%	100%

Based on the students' responses on the table of qualitative data above showed that of 26 students of SMPN 5 Sekotong Barat very agree that the use of Through Presents Practice Product (Triple P) in teaching speaking skill is more enjoyable than usual, help me to easier to find out the idea, help me easier to comprehend the material, feel fun during teaching and learning process, and it can train my creativity. There were 83% students stated very agree that the use of Through Presents Practice Product (Triple P) in teaching speaking. Then 12% stated agree, 5% stated does not know, and there is no one of the students stated disagrees or very disagrees. Complete explanation as: For questions number 1 and 4, from 26 students there were 23 students answered very agree, the number 1 is about; Learning English using Through Presents Practice Product (Triple P) more enjoyable than usual, and number 4 is about; easier to find out the information. By looking the result of question number 3 above, it was the most of the students easier to comprehend the material

because the percentages reach out 77% students very agree. And the number 5 it was the most of the students can exercise creativity because the percentages reach out 81% students very agree.

CONCLUSION

After calculated the data, the result of the cycle showed the average score of pre-tests was 70,1, post-test was 81,2 there were 23 students or 88% of 26 students who obtained scores of students' KKM while the rest 3 students were failed and obtained scores bellow the KKM. Besides, it showed they were less in Speaking skill where the highest score should be 100 (hundred) each indicator. We could see the comparison between before and after taught Through Presents Practice Product (Triple P). It means that Through Presents Practice Product (Triple P) can develop students' speaking skill at the second-grade students of SMPN 5 Sekotong Barat in academic year 2024/2025. Those data evidenced that there was improvement in this cycle and the students could pass the criteria of success. Besides, the outcome of questionnaire and observation sheet also supported the result of post-test. By the questionnaire and observation sheet the response of the students showed that all students had very good response from questionnaire and observation sheet after taught speaking skill reading using Through Presents Practice Product (Triple P). It was categorized as very good response. Therefore, there were most of students who had good response toward Through Presents Practice Product (Triple P) in teaching speaking. It was more proved that Through Presents Practice Product (Triple P) could be alternative way in learning speaking to make them find the information and the main idea in the text, and help them to find the new information in developing speaking skill. The atmosfer of the classroom the students learning English using Through Presents Practice Product (Triple P) made the students more enjoyable than usual and help the student's easier to comprehend the material. Learning English using Through Presents Practice Product (Triple P) can exercise creativity, therefore ripple P was very significance to develop the speaking for the student particularly in English subject.

BIBLIOGRPHY

- Diller, Debbie. (2003). *Literacy Work Station: Making work center*. 2003.New York Stenhouse Publisher.
- Burns, Anne. (1999). *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.
- Brown. (2003). *The Indicators of Reading*. Information Compiled byMiddle School Literacy Coaches.
- Brown, H Douglas. (2001). *Teaching by Principles- An Interactive Approach To Language Pedagogy Second Edition*. San Fransisco Longman State University.
- Jack C Richards, Richard Schmidt. (1995). *The Longman Dictionary of Applied Linguistics*. University Press. London: Longman
- David, Graddol. (1997). *Teaching English to the World History, Curriculum, and Practice Corpora in the Foreign Language Classroom*.
- Fountas, I., and Pinnel, G. (1996). *Guided Reading; Good first teaching for all children*,

- Portsmouth; Heinemann.
- Partnership for Reading, (2005). *The Partnership for Reading and Writing*. New York; Stenhouse.
- Kemmis, Stephen and Robin Mc Taggart. (1997). *The Action Research Planner*. Geelong: Deakin University.
- Sugiyono. (2008). *Metode Penelitian Kuantitatif Kualitatif dan R &D*, Bandung: Alfabeta,
- Sugiyono. (2013). *Metode Penelitian*. Bandung: Alfabeta
- Brown, Gillian and Yule, George. (1994). *Teaching the Spoken Language*. Cambridge: Cambridge University press.
- Harmer. (2001). *The Practice of English Language Teaching*. Third Edition. Longman: Pearson Education Limited.
- Harmer, Jeremy. (2004). *The Practice of English language Teaching*. England: Longman.
- Hornby, A.S., Cowie, A.P. and Lewis, J.W.(2000). *Oxford advanced learner's dictionary of current English (Vol. 4)*. London: Oxford University Press
- Heaton, J.B. (1988). *Writing English Language Test*. New York: Longman Group UK Limited.
- Sugianto, E, and Nurani, Y. (2002). *Kemampuan Dasar Mengajar*. Jakarta: Pusat Penerbitan Universitas Terbuka.
- Pollard, Lucy. (2008). *A Guide to Teaching English*. New York : All Rights Reserved.
- Rebecca. (2006). *Spoken English, TESOL, and Applied Linguistic: Challenge for Theory and Practice*. Great Britain: CPI Anthony Rowe.
- Richards, J.C. and Renandya, W.A. eds., (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge university press
- Richards, J.C. and Schmidt, R.W., (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge
- Richards, J and Rodgers, T. (2002). *Approaches and Methods in Language Teaching*. Cambridge. Cambridge University Press.
- Tarigan, H. G. (1985). *Berbicara sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.