

CHAPTER II
TEACHING SPEAKING SKILL BY PRESENTATION, PRACTICE AND
PRODUCTION (3P) METHOD

A. The Nature of Speaking

1. Definition of Speaking

Generally, speaking is defined as a tool or way to communicate in daily life, which is also considered as one of the most important and essential skills that must be practiced to communicate orally. In genuine communication, speaking is aimed at achieving a particular purpose like expressing a wish or desire to do something, negotiating or solving a particular problem, maintaining social relationships, friends, etc. Everyday speaking is used by someone to communicate with each other, for instance at home, at school or in the other Place.

Speaking skill is very important because it is the basic skill in oral communication and it plays an important role in learning and understanding the language, it is significant to an individual's living process and experience. Without speaking, someone will be isolated from society living. Therefore, it can be said that speaking is a skill that plays a significant or crucial role for learners who study English, especially as a foreign language.

Speaking is defined as an act of expressing or communicating opinions, feelings, and ideas to the people orally and it is direct method to produce some kinds of words and sound involving pronunciation, grammar, vocabulary and so on which is intended for doing communication among speakers. Speaking is the productive skill and an important part of second language learning. In this thesis, the researcher found the several resources that explained the definition of speaking by experts. The first is Louma, (2004:2), states that "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information". It means speaking is depend on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for

speaking, and it is a productive skill which requires a lot of backup factors like knowledge, confidence, self, and enthusiasm.

Meanwhile, Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language. In addition, Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by the speaker to convey his or her ideas to interact with the listeners. The activities are unplanned and the continuity of the activities is based on situations. Since the speaking activities do not have much planning time, so the grammar used in speaking activities tend to be less complete than grammar in writing. However, speaking activities are not simply producing words and sounds, yet every speaker has purposes for doing the activities.

According to Nunan, (1991: 47), Speaking is one of four skills of English. It can help people to understand something from other interlocutors of language. Speaking will be a focus for the first section on interaction. It involves fluent and accuracy expression meaning, the exercising of pragmatic, or communicative, competence and the observance of the rules of appropriate. Communication is a collaborative venture in which the interlocutors negotiate meaning in order to achieve their communication. In addition Kayi, (2006: 1) says that speaking is a crucial part of second language learning and teaching speaking as crucial part of learns and teaches. Because of speaking the same with communication if we cannot speak very well our students can't understand about he/she said. Also without speaking the communication can't run well in the class. As a teacher must speak to our students because of what teacher say to students can give an effect of their study.

From some definitions above, it could be concluded that speaking is the most important and crucial thing in language skill which used to communicate orally with others people by exchanging verbal and non-verbal symbol which is acquired from a process of socialization through communicating. And speaking is a productive skill which it is used to

communicate with others. It is not only producing words and sounds, but the speakers have purposes for doing the activity which is to convey meaning and share the speaker ideas, thoughts to the listeners and to acquire information.

2. The Importance of Speaking Skill

In the eyes of globalization era speaking skill is viewed as a form of the contributor is very wide in the world. This skill is the prevision so fundamental. Speaking is very important for everybody in looking for a job because spoken English is one of the qualifications if someone wants to find a job. Speaking is one of the English skills that is considered a very crucial and priority skill because it is one of the basic keys in communication. By mastering speaking skills, people can carry out communication, express ideas, purpose, opinion, and persuade other people.

Everyone needs speaking skill, whatever their profession, whether they are an architect, an engineer, businessman, scientists, teacher, etc. all those definitely need speaking skills in order to take an active part in the communication process and also to develop knowledge. For students speaking is one of the important skill that should be built and develop and also it is one factor that successful than the other skill in English. This statement is supported by Thorn bury, (2005: 1) `` Speaking as a part of daily life that we take it for granted'' it indicates that speaking is crucially needed or very important for every people.

The specific importance of speaking for students can be seen when the students have a conversation with their friend or they need to give their opinion directly for some topic that asks or teach by the teacher orally. It is also can be seen when we chatting with our friends, buying things in shops, asking directions in the street, discussing a problem, consulting with the supervisor, giving a seminar presentation and so on. All those activities will be hard to be done if speaking skill does not exist in a language. From all of the importance that has been stated above, can be inferred that speaking

plays a crucial role whether for daily communication, maintaining the social relationship or even getting a job.

3. Teaching Speaking

Commonly teaching can be defined as a process of verbal interaction between teacher and students which aimed at conveying the knowledge. According to Brown, (2000:7), `` Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning". Speaking skill is one of the English skills that crucially need to be mastered by students because speaking allows students communicate easily and also make students easy to deliver their feeling or idea orally that why teaching students speaking skill important. It is supported by Richard, (2008:19). `` The mastery of speaking skills in English is a priority for many second-language or foreign-language learners''.

Teaching speaking is not an easy and simple thing to be done. For some teacher, teaching speaking is sometimes encountering some difficulties. The difficulties itself may be varied, for example, may be caused by using bad learning strategies, lack learning facilities, and lack of competence in delivering teaching material and so on. All common problem of teaching speaking need to be handled, related to the problem, definitely teaching speaking needs a good strategy, good materials, good facility, and a good teacher as well. In another word, the teacher, facilities, and materials will be having a very crucial role in determining the success of teaching speaking. It is supported by Christine and Burn, (2012: 6), `` successful second language speaking development depends as much on teacher and materials as it does on the learners themselves". Teaching also can be defined as an act of presenting information to the students in a manner that provides for retention understanding and the ability to develop the knowledge or skill from outside to move on to a higher level of learning and to various other aspects of life.

The goal of teaching speaking skills today is communicative efficiency. In the communicative model of language teaching, teachers help

their students develop the knowledge by providing authentic practice that prepares students for real-life communication situations. The teacher helps their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and using comprehensible pronunciation. Therefore, teaching technique should be focused on students' participation and teaching-learning process should be able to attract the students, so that they will be motivated to learn in a classroom. Thus, every teacher must try to create a new condition and different sense of class for students.

English teachers have continued to teach speaking not only as memorization of grammar or structure of English, but teaching speaking is to improve learners' communication skill. To achieve the speaking skill, the teacher should make the teaching-learning process more interested in order to make students active and enthusiastic, if a teacher teaches well, the students will learn well too. In teaching speaking, the teachers should improve students' communication skill, because it can help the students to express idea, knowledge, and information to the others. In senior high school, the students are hoped to enable the student to express the meaning in short oral transactional conversation and interpersonal to interact in their community on daily life.

Senior high school students in speaking should have an ability in the following respects:

- a. To show the transactional conversation meaning and oral interpersonal as a simple to interact with the near environment. (Ask someone to do something, a short message to someone, asking for an explanation).
- b. To show the oral functional meaning of the text and simple short monolog recount, narrative and descriptive text to interact with the near environment. (Retell story about a recount, narrative and descriptive and so on).
- c. Produce the English speech, sounds, and sounds patterns.

- d. Use word and sentences stress, intonation patterns and rhythm of the second language.
- e. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- f. Organize their thoughts in a meaningful and logical sequence.
- g. Use language as a means of expressing values and judgment.
- h. Use the language quickly and confidently with few unnatural pauses which called fluency.

From the explanation above the researcher concludes that, providing students with as many opportunities to practice the language orally as possible, from any points of view, an essential aspect of the teaching of this productive skill. The classroom should be learners-centered. The teacher's role is to facilitate students' communication.

Furthermore, Nunan, (2003:48) states that teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Where speaking is totally natural, speaking in a language others than is anything but simple. It means that teaching speaking is from a natural situation where someone lives or go to another country and make know other languages such as if you go to America, sometime you will know language there.

In addition, in teaching speaking, the teachers teach students about the structure of the language, the teacher should be proficient to use the language. Kayi, (2006) states five activities that need in planning speaking activities, such as; content, correction error, quality vs quantity, conversation strategies and teacher intervention. Further explanation will be explained below:

In content of speaking the teacher should avoid too much new vocabulary or grammar, and focus on speaking with the language the students have. Correction Error, the teacher needs to provide feedback and correction, but do not interrupt the flow of communication when the student was speak or performance. Quality vs Quantity, in this part the teacher

should address both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks. Conversation strategies. In this stage, the teacher should encourage strategies like asking for clarification, paraphrasing, gestures and initiating ('hey, hello,' by the way'). The last one is Teacher intervention. If a speaking activity loses steam, the teacher may need to jump into a role play, ask more discussion questions, clarify the teacher's instruction, or stop an activity that is too difficult or boring.

Based on some theories speaking above, the writer can conclude that speaking is an act of someone to express his or her ideas in spoken language by using words or sounds of articulation in order to inform, to persuade, and to entertainment. Furthermore, speaking is an ability to interact with others to understand what someone says and to create utterance that can be understood. To make good communication in the speaking activity, the speaker pay attention to some characteristics of a successful speaking. Then, the students have to learn the way how to deliver their knowledge, information, and opinion orally in speaking activity and how to use the language in social context and language need to create a successful speaking unless they will have difficulty in receiving and transferring the information.

4. Types of Speaking

In general, there is two type of language: formal and informal language. In speaking, people use formal speech with someone who has a higher status and informal speech with family and friends. According to Tillit and Bruder, (1993: vii) Formal and informal speech can be differentiated into two basics ways: by style and content, informal speech is characterized stylistically by omission, elisions, reductions and sometimes, a faster speaking rate. Formal speech is characterized by building information into sentence and tendencies toward more complete sentence as opposed to fragments.

Brown, (2004:141) states that there are six types of speaking skill those are; Imitative, intensive, responsive, interactive, and extensive.

Imitative, this category includes the ability to practice an intonation and focusing on some particular elements of language form. This kind of speaking type is usually emphasized to imitate a word, phrase or sentences that is pronounced. It is more focus on building the ability in pronunciation. The second types of speaking are intensive. This is the students` speaking performance which is practicing some phonological and grammatical aspect of language. For example, reading aloud that includes reading a paragraph, reading the dialogue with a partner, in turn, reading information from the chart and etc.

Responsive performance includes interaction and test comprehension but in form of limited level of very short conversation, standard greeting and small talks, simple request and comments, complimenting and showing care. Questions and replies in this kind of short dialogue usually sufficient and meaningful. The length and complexity is the difference between responsive and interactive speaking. In this kind of speaking, sometimes include multiple exchange and participants. Interaction can take two forms. First is a transactional dialogue which has the purpose of exchanging particular information. And the second interpersonal dialogue which has the purpose of maintaining a social relationship. In interpersonal exchange, the form of dialogue could be more complex by using colloquial language, like slang, humor and other sociolinguistic convention. And the last is extensive monologue this kind of speaking type that includes speech, oral presentation, and storytelling. The opportunity for oral interaction from the listeners in this type of speaking is highly limited. Language style in this speaking form is formal.

Moreover, Posner, (1982:38) categorize speaking into three types: active dialogue, reactive dialogue, and direct dialogue. The explanation as follows:

a. *Active dialogue*

In this type, all interlocutors have great freedom in the selection of a topic. It enables anyone to give a new turn for discussion without

interrupting the train of thought. It means that among interlocutors in a conversation may produce an indirect comment about the topic they talk about. This dialogue usually occurs in daily conversation.

b. *Reactive dialogue*

In this type, the commentators only mention direct comment there is no comment from another speaker on the commentator say.

c. *Direct dialogue*

All participants in this dialogue only use a direct comment in taking the points of view. In this type, each interlocutor refers to the main information contributed by the predecessor. Therefore, there is no collision of communicative interest in this dialogue. And everyone is in the framework of the point of view and develops a common topic further.

From all types of speaking that have been explained above, the researcher used interactive speaking in form of interpersonal (active dialogue). Because in this type of speaking the students may use some complex dialogue and make students have the same opportunity in speaking so it will prepare students to speak without scared to make mistake at the first time. And it also enables students multiple exchanges also allow multiple participants to be involved in this kinds of speaking like what usually done in implementing 3P Method. The researcher considers that this kind of speaking is appropriate to be used in 3P Method.

5. The Aspect of Speaking Skill

In speaking, students should consider some aspect such as how to pronounce the words fluency, and accurately, how to use grammar, and how to express idea, it can be said that when people talk must be clear, correct, and have well-delivered message, in order that the students can make their speaking fluently with acceptable pronunciation to make the listener understand.

Moreover, to know [detail about the aspect of speaking, there are some experts that divide some aspects of speaking. According to Turk (2001:131), the components of speaking are pitch, tone, timbre, and pattern

of stress. It can be comprehended that in speaking the speakers need to consider those smallest things while speaking, and the speakers have to be able to make sure the tone, timbre, and pitch of their voice clearly and speaker should know the stress of the words which low intonation, middle and high, for making sure the words or sentences appropriate with the intonation to produce. In another word, in components of speaking speakers need to consider should know to makes the process of speaking will be good.

According to Harris (1969:81), stated that there are five components of language that influence the speaking ability, they are; pronunciation, vocabulary, grammar, fluency, and comprehension. The five components above will be explained below:

a. Pronunciation

Hornby (1993:908) state that pronunciation is the way to speak a language and a way in which a word is pronounced. Its mean that, When someone studies English, he has to learn how to pronounce the words of English. This is very important because the sounds of Indonesian language and English are different Pronunciation.

b. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. If the students have a lot of vocabularies, their speaking will be fluent and they are not confused in pronouncing or producing a lot of words just because have many vocabularies.

c. Grammar

Grammar is partly the study of what forms (or structures) are possible in a language (Thornbury, 2003: 1). In addition, grammar is a description of the rules that govern how a language's sentences are formed. Is mean that Grammar is the study of how to combine words into a sentence and the forms of words. If the students mastering grammar, someone can master speaking of language.

d. Fluency

Harris (1969:81) states that fluency is the ease and speed or the flow of speech.

e. Comprehension

Comprehension or understanding is also one of the components that involve in speaking skill. When someone speaking to the interlocutor, he should pay attention to it because if the interlocutor does not comprehend what the speakers say, there was be a misunderstanding between them and communication cannot run well.

Referring to the explanations above, it can be concluded that the components of speaking such as pitch, tone, timbre, accent, grammar, vocabulary, fluency, pronunciation, comprehension, range, accuracy, interaction, coherence, rehearsal, feedback, engagement, content manner, and purpose, and outcomes of speech need be learn and to be master by the students or the learner because it cannot be ignored. In points that the students should attend components of speaking, it is useful to make the others easy in understanding the conversation. In addition, the teacher should apply these components in teaching speaking.

In this research the researcher only focuses on five aspects as the indicator to assess students speaking skill, they are Pronunciation, grammar, vocabulary, fluency, and grammar.

6. The aspect of speaking assessment

Assessment of speaking is the activities undertaken to acquire and streamline the information about the speaking learning outcomes of the students at grade level during and after the teaching and learning activities. For the most teacher, assessing speaking test is the most complex and challenging of all language exams to prepare, administer and determine the time. Many teachers find the difficulties of measuring the speaking skill and often feel uncomfortable when handling speaking test, but it is doesn't mean that speaking cannot be measured incorrect way.

Grading score of assessing speaking test is the next step to do. The researcher has found the resource that presented the sample of various of an oral rating scale. Brown (2004:172-173) state that the procedure evaluate speaking based on pronunciation, vocabulary, grammar, fluency, and comprehension, with a grading scale between 1-5.

All good speaking test must be rated by following those criteria. It means that each component can be assessed based on the level of the students` ability in each component of speaking skill. For instance, if do not pronounce word clear, someone doesn't know when something is happening. After that, when someone has a lack of vocabulary, she/he feels difficult to deliver ideas. Next, fluency if do not fluent in speaking, exchanging ideas between speaker and listener will not occur. Finally, comprehension, if do not comprehend the thing that will talk the listener will not get the message from the speaker.

Evaluating the speaking ability is a difficult task as it takes more time to administer to a large class than the commonly used discrete-point tests. Lack of time may explain why teachers avoid oral exams. So the ability to speak is tested through an overall impression in most cases. This way seems more practical as the teacher need not designate a special day or time for oral fluency exams.

7. Purpose of Speaking

The goal of teaching speaking skill is communicative efficiency and enable students to communicate verbally in daily life. Then, it is crucial for the teacher to take responsibility for checking the students understanding the language being used and the purpose of the activities is being carried out. It is why really important for the teacher to make the students understand in learning. The learner should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to fault pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary); using the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction); knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c. Social and cultural rules and norms (turn-taking, a rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who speaking whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors or the teacher 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 grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

8. The Role of Teacher in Speaking Class

Besides the students and the material, a teacher also one of the keys to achieving success in English speaking class. In other words, a teacher has a very crucial role in learning activities. Without a teacher, the material cannot be delivered or the class will be disorganized. The teacher needs to play a number of different roles during the speaking activities. According to (Harmer 2003:275) prompter, participants, and feedback provider have a particular relevance if the teacher trying to get students to speak fluently. The explanation as follow;

a. *Prompter*

Students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However, a teacher

may be able to help them and the activity to progress by offering discrete suggestions.

b. *Participants*

A teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm.

c. *Feedback provider*

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations. Everything depends upon the teacher's tact and appropriately on the feedback the teacher gives in particular situation.

The role of a teacher in the speaking class is vitally needed. It is because a teacher is the one who will give instruction, explanation, and motivation for every single activity that will be done in the classroom. As the conclusion, there are three important roles that must be done by the teacher during the speaking activity. Firstly is prompter, which is mean that teacher should help and give a suggestion for the students when they cannot find the ideas or cannot think what should be said next. Second is the participant, not only conveying learning material a teacher also expected to be a participant in the classroom. It is mean that the teacher may be involved in the discussion as a supervisor, to guide, straighten and clarify student's perception toward the learning process in the classroom. The third is the feedback provider is mean that the teacher giving their students the opportunities to ask about the related material.

In the learning process, the teachers should pay attention to how students are able to study with activities in order to achieve the goal in learning, especially in teaching speaking. Teaching speaking needs to be

attending for the teachers who teach them so that the students feel comfortable in the speaking class. In this case, there are some suggestions for English language teachers while teaching oral language suggested by Hayriye, (2013:5) the first is provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials, and tasks, and share knowledge. The second is to try to involve each student in every speaking activity; for this aim, practice different ways of students participating. The third is to reduce teacher speaking skill in the class while increasing student speaking time. Step back and observed students. Fourth, indicate positive signs when commenting on a students' responses. Fifth, ask eliciting question such as: "what do you mean? How did you reach that conclusion?". In order to prompt students to speak more. Sixth, don't correct students pronunciation mistakes very often while they are speaking. Correction should not distract students from his or her speech. Seventh, involve students speaking activities not only in class but also out of class. Eighth, provide the vocabulary beforehand that students need in speaking activities and the last is diagnose problems faced by the students who have difficulty in expressing themselves in the target language and provide more opportunities to practice spoken language.

Based on the clarification above, the teacher has an important position in determining the teaching and learning achievement. In the teaching-learning process needs cooperative between the learners and the teacher. The teacher also requires a knowledge and understand the role of teaching speaking. Therefore, the activities in the English classroom can be encouraging the students to be able to communicate in English.

9. Reasons for Teaching Speaking

Teaching speaking seems so difficult and challenging for the English teacher, many activities are implemented in order to increase student ability in spoken English language. The question now is, why does an English teacher have to teach speaking in the classroom? For this question,

according to Harmer (2007:123) actually there are some reasons: First, speaking activities provide rehearsal opportunity –a chance to practice real-life speaking in the safety of a classroom. Furthermore, getting students to have a free discussion gives them a chance to rehearse having a discussion outside the classroom. As a result, students will feel as if talk in the real situation. Second, speaking activities provide feedback for both teacher and learner. It is known that giving feedback to students not only motivates them to do their best in their classroom and to help the teacher to know how well the students get the lesson but also to know the students` problem during the learning process. Third, speaking activities help students to activate the various language elements they have learned and stored up to their brain. The more students practice the target language, the autonomous learner they will be. As the result, students will be able to speak without very much thought. Finally, the use of good activities is intrinsically enjoyable that it will stimulate students to do the task in the classroom.

10. Principles of Teaching Speaking

To achieve the previous goals, teachers should follow specific principles for teaching speaking. Nunan (2003:54-56) suggested some design principles for teaching speaking: the first principles are; Teachers should be aware of the differences between second language and foreign language in the learning context. Second, Teachers should give students a chance to practice with both fluency and accuracy. Third, Teachers should provide opportunities for students to talk by using group work or pair work and limiting his talk. Fourth, Teachers should plan speaking tasks that involve negotiation for meaning. Sixth, Teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking. Seventh, Teachers should ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more. Eighth, Teachers should provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and the efficient use of

your voice." Nine, Teachers should not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract the student from his or her speech. Tenth, Teachers should involve speaking activities not only in class but also out of class; contact parents and other people who can help. And the last one is, Teachers should circulate around the classroom to ensure that students are on the right track and see whether they need help while they work in groups or pairs.

In the light of the principles of teaching speaking as mentioned above, English teachers should create a classroom environment where students have real-life communication, diagnosing problems faced by students who have difficulties in expressing themselves in the target language.

B. 3P Method (Presentation, Practice, and Production)

1. Definition of Presentation, Practice and Production (3P) Method

3P is one of a method in process of learning consist of three stage, they are; Presentation, Practice, and Production. The term "method" in SLA refers to a practical realization of an approach (Harmer, 2007:62). According to Richards and Renandya (2002: 93), many traditional approaches to language teaching are based on a focus on grammatical form and a cycle of activities that involves presentation of new language item, practice of the item under controlled conditions, and production phase in which the learners try out the form in a more communicative context. Harmer (2001:80) said that A Variation on Audio-Bilingualism in British-based teaching and elsewhere is the procedure most often referred to as 3P which stands for Presentation, Practice, and Production.

Presentation – Practice – Production or 3P, is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language and it can stimulate the students are able to speak. As its name suggests, 3P is divided into three phases, moving from tight teacher control towards greater learner freedom (Kostoulas, 2012:1).

Based on the definition above, 3P is an approach of methodology for the foreign language that has three-part teaching namely Presentation,

practice, and production. Based on the theory which states that 3P in learning a language just like learning another skill. In each of that steps have different contexts for learning focus. For the presentation step is a focus to introduce the topic. Then for the practice step is the process of understanding based on understanding step before but still guided by the teachers. The last step is production, this step focus to give a chance for students express their idea by their own language

2. Concept of Presentation, Practice and Production (3P) Method

The presentation here refers to the introduction of a new subject or lesson. It requires creating a realistic situation in which the target language would be taught and acquired. Usually, this is done by using pictures, dialogues, and actual classroom situations.

Practice where the students practice the target language in one to three activities that progress from very structured (students are given activities that provide a little possibility for error) to less-structured (as they master the material). These activities should include as much "student talk" as possible and not focus on written activities, though written activities can provide a structure for the verbal practices.

Production is the stage of the lesson where the students take the target language and use it in conversations that they structure (ideally) and use it to talk about themselves or their daily lives or situations. Practice should involve student talk at as much as 90% of the time – and this component of the lesson can/should take as much as 20-30% of the lesson time.

3. Procedures of Presentation, Practice, and Production (3P) Method

Harmer (2007:65-66) states that there are the procedures of presentation, practice, and production method. Further explanation as follows:

- a. Presentation: The process of presenting the lesson focuses on the teacher giving information to the students. The goal of presentation stage is to introduce the new materials to the learners, for example; Short & simple explanations, a brief description of the new topic/idea,

pictures/video/music/demonstrations/acting to illustrate the new, material.

- b. Practice: The practice process is focused on teacher and students working and interacting together to put the new material into practice. For example; brainstorming, exercise (on the board worksheet completed with the teacher), question & answer comprehension exercises, games that involve the teacher, drills/ repetition, and demonstration/role-playing.
- c. Production: Production focuses on students demonstrating their ability to the teacher so the teacher can observe what the individual students have learned and which students need additional support. In this process the teacher is; receiving information and indirectly students mistakes, monitoring the students as they complete exercises/activities that enable them to demonstrate comprehension without giving the answers (supporting those students who need extra one-on-one help).

4. Teaching speaking through Presentation, Practice, and Production (3P) Method

Teaching speaking through 3P Method can assist our teaching of speaking. Providing a differentiate atmosphere and motivate students 3P Method is the one of classroom activity to support and to facilitate the material is given to the students, so it can be easy to learn English and increase speaking ability. The teacher gives a chance to the students to express themselves, enjoy the learning process and serve of their mind Thornbury (2005: 67). It means that 3P Method can be easy to learn English and increase speaking ability.

This frequently involves them in coming out to the front of the class, when choosing who should come out to the front of the class we need to be careful not to choose the shyest students first and we need to work to create the right kind supportive atmosphere in the class. Then, the teacher puts the students in pairs to practice. By giving students practice this stage will be helped motivate children to communicate meaning with the new language.

Students should have the opportunity during this stage to experiment with the language.

From the statement above, it can be concluded that teaching speaking through 3P Method is needed as a part from classroom speaking activity to grow up the students interact and active in the class. The teacher also is a most important role in the class as a facilitator and help the student to improve their ability, especially students' speaking ability.

5. Advantages and Disadvantages of Presentation, Practice and Production (3P) Method

Adapting 3P Method in teaching speaking skill give some advantages. Harmer (1998: 30) mentioned that the advantages of 3P Method are:

- a. The teacher will be aware that teaching-learning is not only giving material for the students but also giving the opportunity to make their own sentences by using 3P Method.
- b. The students can understand the English Language especially speaking ability.
- c. 3P make the students interested in speaking skill.
- d. 3P Method makes the students active in the class.

It means that with the material that will be provided to teachers in the form of pictures or stories, able to attract the interest of students towards the English especially speaking ability that many students rated difficult.

Jamila seed Ali (2017: 4) in his article mentioned that 3P Method also has some disadvantages in implementation It is a teacher-centered method and teacher talking time might be too long, Not suitable for all types of learning styles and Students may get bored and unwilling to participate. It means that 3P Method requires a lot of time to prepare the material, so the teacher should be able to manage the time so that this technique can run well.

Considering the disadvantages of 3P Method, the researcher was given warming up for the students. After that, the researcher asked the students some question related to the material, if the students who cannot answer the

questions, the students could be discussed with their friends and share their opinion or their answer in front of the class so this method can be students center. Afterward, the researcher should be known what to do when the student being rigid and get boring. She or he should be smart to set the class during of teaching-learning process expected they can make the students feel comfortable and enjoy the learning process. For example like the researcher and students make the conversation, and determine the students to work in a group.

The last point of disadvantage stated that some of the participants stated that this fact makes this approach unsuitable for more advanced students, as they do not get so much chance to communicate freely and independently. To overcome this problem the researcher should give more attention to the advanced students when the teacher gave the test and teach the material. And also, the researcher will manage the time for teaching language according to the syllabus in order to overcome less of the time. Teaching speaking skill, especially for students, requires a “creative way”. 3P is really one of a good method. It contains some activities which lead students to express their ideas, work cooperatively, and speak fluently and confidently. Although they are considered as “intelligent and creative”, teachers” still need guide or control is still needed to anticipate any errors made by the students.

C. Previous Relevant Study

This Method is encouraging students to be able to the response to their Speaking. To prove the originality of the study, the researcher present previous study that deals with this title. There have been some researchers conducted research which relates to 3P Method. First, the relevance of this research was also supported by Pavlova-A (2016). “*The Effectiveness of Using 3P (Presentation, Practice, Production) in Developing Speaking Skill*”. He observed at the University of Birmingham. He concludes that, teaching 3P (Presentation, Practice, Production) in developing student speaking skill significant effect on students' speaking skill.

Second, was done by Nirwani Gita Larinka (2014) who conducted a research entitled `` *The effectiveness of PPP (Presentation Practice and Production) Method to increase Students' Listening Skills*``. The findings indicated that using 3P Method significantly affected the students' listening skill especially for second English students of Pasundan University Bandung.

Third, it was also supported by Izzah Alfiatul (2013) `` *The Use of PPP (Presentation, Practice, And Production) Technique to Improve speaking Skill*``. Educational Journal Vol. 1 Number 12. In this research showed that PPP Can improve students writing skill, especially for students MA AL MA`ARIF Singosari Malang. And the last is research was conducted by Maksum, (2012). ``*Teaching speaking using 3p (practice, presentation, product) approach for second-grade students in mts at-tahid Surabaya*``. He concludes that 3P is effective to teach speaking.

Those, previous research findings show that PPP or 3P method gives the positive impact and significant effect on students. However, there are has differences in skill among the previous studies. Previous research studies focus on teaching writing, listening and speaking, while one of that research focuses on the use of 3P Method on teaching speaking. It can be concluded that it has an effect of using the 3P Method toward speaking skill and 3P can improve the students' speaking skill as well