

**THE IMPLEMENTATION OF PRESENTATION PRACTICE PRODUCTION (PPP)  
TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL  
BY USING PICTURE CARD AS A MEDIA**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

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## ABSTRACT

**Nabila Yasmin.1502050219 “The Implementation of Presentation Practice Production (PPP) Technique to Improve Students’ Speaking Skill by Using Picture Card as a Media”. Skripsi: English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) Medan.2019**

This research was aimed to improving students’ speaking skill of Descriptive text by using picture card in presentation practice production (ppp) technique. The subject of the study were the students of SMK Harapan Mekar 2 Medan Academic Year 2019/2020. There were 20 students AK-1 grade (1 boys and 19 girls). The research of this study were conducted by using classroom action research. The data used in this research were qualitative and quantitative data and the instrument of collecting data were used such as observation sheet, interview, documentation, and speaking test.

This research was accomplished in two cycles. Each cycle consisted of four steps of classroom action research (planning, implementing, observing and reflecting). The first cycle conducted in two meetings including to pre-test and post-test one (I), in pre-test the researcher gave the speaking test before treatment and in post-test one (I) the researcher gave the treatment base on the material of Descriptive text. The second cycle were conducted in two meetings including to post-test two (II), in post-test two (II) the researcher gave more treatment and information about the Descriptive text by using presentation practice production (ppp) technique and Picture card as learning media in teaching speaking process.

The result of this research showed that there were increasing of students’ speaking skill. The mean of the pre-test was 53,5, in cycle one was 66, in cycle two was 79, it indicated that the scores and the mean in cycle two was better that the first one. The percentage of students who got point 70 or more also increased. In the pre-test of cycle one, there were 2 students who got point 70. In the post test of cycle one the students who got point 70 or more there were 11 students (55%), it means that there were an increasing about 45%. The post-test of cycle two, the students who got point 70 or more there were 20 students (100%) and the increasing were about 45%.

The scores of observation sheet were 4 (very good). The students paid attention and also felt spirit in doing the speaking test, and students more interested, enjoyed, and enthusiastic in doing the tast by using presentation practice production (ppp) technique and that created the supportive situation during teaching-learning process, it could be seen in the result of interview and documentation, it showed that the classroom was alive and active.

**Keywords: Speaking Skill, Descriptive Text, Picture Card, Presentation Practice Production (PPP) Technique**

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The writing of this skripsi entitled “The implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media at AK-1 grade students of SMK Harpan Mekar 2 Medan in Academic Year 2019/2020” . This skripsi is written to fulfillment one of the requirements to obtain for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

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Finally, the researcher hopes that this study will be useful beneficial, and it will give a contribution for the readers even the researcher realizing that this skripsi is still far from the perfectness.

Medan, September 2019

Researcher

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English, as the first foreign language in Indonesia, has very important functions in some aspects of life (Sudharma, 2007:1). It is not only as a means of international communication, but also as an informational vehicle in transferring and developing science and technology. In all levels of educational institutions, the use of English is unavoidable. That's why English needs to be learned formally schools. However, it is still hard to search for the qualified graduates who have good English mastery. To answer the unsatisfactory result of English teaching in Indonesia, the government should take a look at several possible factors. Such factors like teacher's factor (the teaching skill, technique, the use of visual aids, and so forth), students' factor (motivation, willingness), relevant curriculum, and any other facilities must work together in affecting the final result of teaching.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. As one of the language skills, speaking has a major and crucial role in facilitating students to learn a foreign language. Speaking is very important because speaking and human being cannot be separated from each other (Sudharma, 2007:1). Speaking is used to express their ideas and to communicate to people in civilized world. That is way speaking is important.

Based on preliminary studies conducted at SMK HarapanMekar Medan, in class XI AK-1 SMK HarapanMekar Medan have difficulty speaking and many students are not interested in speaking English, some students do not believe in speaking English. The teaching results speak not satisfactorily, especially in XI AK-1.

Regrettably, the students' speaking achievement is still far from being satisfactory. The fact also shows that the students' problem in speaking is first, in class XI AK-1, the researcher teaches speaking skills. At that time, the researcher gave the task to retell their own experiences whatever they wanted to convey. Some students can do that, but some of them cannot. Second, students are still afraid to explore what they want to ask about material. Third, students are still afraid to make mistakes if they will talk. Fourth, students rarely practice using English in their daily communication. Fifth, the method or technique used by the teacher is exactly the same in each class meeting.

However, in teaching learning process, it is often found that teachers encounter gaps between theory and practice. Therefore, teachers are encouraged to develop their own personal theories of education from their own class practice. Teaching speaking can be done through dialogues, pictures, games, etc. The researcher assumes that one of the good ways of teaching speaking is through Descriptive Text, Presentation Practice Production (PPP) technique and Picture Card as a Media. Presentation Practice Production is a technique for teaching structure in a foreign language, as its name suggests Presentation Practice

Production is divided into three phases, moving from tight teacher control toward greater learner freedom (Kostoulas, 2012: 2).

Therefore, in this researcher tries to implement the PPP technique into the teaching of speaking. If the teacher uses it, the students will have a lot of opportunity to practice pronunciation and communication or from PPP. Based on the background above, this study tries to investigate the students' learning achievement is speaking by using Descriptive Text and PPP technique.

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

Based on the background above, the researcher identified the problems which relate to the research. The problems are identified as follow:

1. The students' can't speak English they are unconfident in speaking.
2. The teachers still use un effective methods in teaching English.
3. The students have less motivation and interested in learning English.

## **C. Scope and Limitation**

Based on the background and identification of the problem, there are several problems related to teaching speaking English. However, researchers only limited to Presentations, Practices, and Production (PPP) focus to Descriptive Text.

#### **D. The Formulation of the Problem**

The formulation of this study will be formulated how is the Implementation of Presentation Practice Production by using Picture Card as Media to improve the students' speaking skill achievement?

#### **E. The Objective of the Study**

The objective of this research is to find out the process of implementation with Descriptive text and Presentation Practice Production by using Picture Card as Media?

#### **F. Significance of Study**

This is research that contribute to significant progress in students' speaking abilities. Theoretical research, like students, will be easy to learn to speak English because the teacher uses PPP technique. In addition, this study also helps teachers get new information about PPP techniques, can help them in teaching the learning process, and for other researchers.

##### 1. For Students:

- a) Can improve students so they want to learn more.
- b) Teaching becomes more attractive, so that student motivation increases and able to eliminate saturation.
- c) Students do more learning activities, such as observing, practicing and practicing.

d) will improve the quality of the teaching and learning process, which will affect the quality of learning outcomes.

2. For Teachers:

The application of PPP techniques is intended to facilitate teachers in teaching or students, especially for students who are not serious in teaching and learning activities.

3. For the Writer Herself:

By conducting this research, the writer expects she will improve about teaching in Indonesia and raising her creativity in teaching.

## **CHAPTER II**

### **THE REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Speaking**

In teaching speaking, it is necessary for a teacher to understand the processes involved in speech. Through speech, one express emotion, communicates intentions, reacts to other person and situation, and influences other human beings. To teach speaking, the teacher is expected to provide students with sufficient practice to accustom them to use the target language in terms of expressing emotions, communicating intentions, reacting to other person and situations, and influencing other human beings (Lado, 2003 :68).

##### **1.1. Teaching Speaking**

In the language classroom, listening and speaking skills are closely intertwined (Brown, 2001: 93). Speaking activities, even relatively unidirectional types of student production on the part of students. It makes listening skills somewhat difficult to acquire, which must be taken into account in the productive generation of speech, but with a slight twist in the leaner is now the producer. The following are easy as well, in some cases, difficult (Brown, 2001: 270).

Burns and Joyce (in Nunan, 2004: 92), identify three sets of factors that are related to students. They suggest that people have experiences and expectations created by these experiences. The next factor is linguistic factors that

inhibit the use of spoken language which includes difficulties in transferring from the learner's first language to sounds, rhythms, and stress patterns of English.

The psychological factors and effective factors which include culture shock, lack of motivation, anxiety in class, especially if the learners' previous learning experiences were negative. In addition, Ur (2001: 47) said that there are some factors that make speaking considered being a difficult skill. The first is the inhibition of the students who are often inhibited by their own fear and shy to speak. Another factor is "nothing to say". It is not because they are not just because the students don't know what they should say. The next is referring to the reluctant students. The last is mother tongue use. The students of EFL say that they prefer the mother tongue because it is more than the target language.

The above discussion shows problems in teaching speaking skills which focus on students who don't want to speak in classroom. Realizing those problems, teachers have to think of strategies and activities that can overcome, at least reduce the problems. Furthermore, the teachers should understand how to improve the students' speaking skills.

## **1.2. The purpose of speaking**

For the purpose of learning English so that students have the following abilities:

- a. Develop communication competence in oral and written forms to achieve informational literacy levels. Allows students to provide information about artwork, products, or other books.

- b. Having awareness about the nature and importance of English to improve the power of the nation in global society.
- c. Develop students' understanding of the relationship between language and culture.

### **1.3. Benefits of speaking**

The benefit of speaking is the existence of self-confidence. How is the confidence of a student grown, because in speaking students must have a lot of practice so that our English is good. And in speaking students have the opportunity to speak in front of many people in English. even so, the benefits of speaking are not limited to that. In addition to having an impact on one's self-confidence, then speaking alone in the context of English is one of the most important factors in developing other English skills.

### **1.4. Assessment in speaking**

The aspects assessed in speaking activities are as follows:

- a. Language aspects: pronunciation, placement of pressure, tone and rhythm, choice of words order of sentences and variations.
- b. Non-knowledge aspects: fluency, mastery of topics, skills, courage, and order.

### **1.5. Components of Speaking**

According to Harmer (2007:343) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, they are:

**a. Grammar**

Grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written form. Therefore, grammar is needed for students to arrange a correct sentence in conversation.

**b. Vocabulary.**

The other component which is important is vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form.

**c. Pronunciation.**

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community.

**d. Fluency.**

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses

and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed.

#### **e. Comprehension**

Comprehension also is the one components of speaking. comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. There are four components of speaking that must to attention by the students if they want to speak well.

### **2. Presentation Practice Production (PPP)**

The PPP is a variation of Audiolingual and a traditional of language teaching. The term “method” in SLA refers to a practical realization of an approach (Harmer, 2007:62). Presentation Practice Production or PPP is a technique for teaching structures in a foreign language and it can stimulate the students are able to speak. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom (Kostoulas, 2012).

#### **2.1. The Principles of PPP Technique**

Presentation, Practice, Production (PPP) technique is the technique of teaching specific language. Harmer (2007:66) said that there are the principles of Presentation, Practice, Production (PPP) technique, as follows:

- a. The target language is coming first.
- b. This technique does not only focus on Grammar and the current lesson but also vocabulary and pronunciation.

- c. The teacher is centre or teaching learning process except during production stage.
- d. This technique leads from accuracy to fluency and the students practice what they have learnt by spoken then written.
- e. Students' activities are repeating the words or sentences, and applying the language in the classroom.
- f. The teachers help them to translate the difficult words by the illustration. In conclusion, Presentation, Practice, Production (PPP) technique is extremely effective way to teach a language at lower levels in the small class. There are several characteristic of effective teaching by PPP technique such as: (1) The teacher is planning the materials based on curriculum.(2) Student has big expectation for study. (3) The instruction and teacher' explanation is clear and focus. (4) The students' progress is monitor closely. (5) The student re-taught while they were misunderstanding about the materials. (6) There are personal interaction between the teacher and students. (7) Giving rewords to the students.

## **2.2. General Concept of PPP technique**

According to Harmer (2013: 24) said that PPP technique is the simple way to teach foreign language, especially in communicative classroom. The students would communicate well, if they have rich vocabulary. The new teachers which were applied PPP technique in their class room, they were often getting successes. As the name, PPP technique has three components such as; Presentation is the presenting materials to the students, this component needed the time about 65 to 90 percent of learning activity. Practice is the teacher gave the

students exercises time to know how far students' progress towards understanding materials which was presented, the teacher might help the students to do the exercises. At last, production is highest than practice stage since, the teacher evaluated the students about the material mastery and in this step the students should do the exercises by themselves. The Use of PPP Method in Improving Speaking Skill a variation on Audiolingualism in British based teaching and elsewhere, is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production (Harmer, 2006)

- a. Presentation: The teacher presents explain material, gives examples, writes them on the board, etc.
- b. Practice: Students practice using words or structures in a controlled way, e.g. making sentences form prompts, asking and answering questions, giving sentences based on a picture. Practice can be oral or written.
- c. Production: Students use language they have learned to express themselves more freely, e.g. to talk or write about their own lives and interests, to express opinions, or imagine themselves in different situations. Like practice, production can be oral or written.

Moreover, PPP technique had proposed as one of alternative technique in teaching learning process. The materials which are suitable with this technique is not only about grammar but also some vocabularies and pronunciation. PPP technique is standing for teaching all English skills. While the teacher explained about the materials, the students would read and listened to the teacher' explanation then, they would receive the materials as productive form as written

or spoken. It showed that PPP technique could minimize the mistakes on learning activity. The best learning is while the teacher not only gave the materials but also gave them the opportunity to develop the other English skills.

Therefore, the PPP not only can be applied to teach grammar and vocabulary items, but it can be used to teach speaking. Based on that explanation, the teachers must choose the best way to teach speaking English. Therefore, this technique can increase their motivation in learning to speak English. Presentation, Practice, Production (PPP) techniques are interesting techniques because the learning process is not only important for the teaching and learning process. In addition, the use of Presentation, Practice, Production (PPP) techniques can be made to communicate situations in the teaching and learning process. From the theory above, researchers believe that the techniques of application, practice, production (PPP) can be improved by the learning process of speaking English.

### **3. The Features and Steps Implementing of PPP Technique**

PPP technique has three phrases, every phrases had specific purposes such as: (1) The purposes of presentation phrase are: to give the students' concept about the materials which are relevance of new language, to present the meaning and check their understanding. (2) The purposes of practice stage are: to build students' confidence in new language and provide maximum practice in controlled. (3) The purposes of production phrase are: to give the opportunity to the students use the language in freer more creative ways, to check how much students receive the materials, to motivate the student, can be used for revisions or diagnostic purposes.

According to Carrion (2012:21) PPP technique has several features they are:

- a. The goal of PPP technique is to teach a specific language and meaning.
- b. In a PPP cycle of the presentation stage, the teacher introduced the target language first.
- c. The student activities are simple repetition, drills, manipulate and applied the language.
- d. In PPP cycle, the examples are made up to illustrate a single language item.
- e. The teacher works as a monitor in production stage.
- f. The students are dependent to the teacher.

#### **4. The Application of PPP Technique**

This technique is very interesting in teaching learning process. It stimulated the effective activity in the class. Presentation, Practice, Production technique is popular technique in teaching technique in the academician. Lagolo (2013:5) said that there are three procedures of Presentation, Practice, Production (PPP) technique they are: First, Presentation stage, presentation is the process of deliver the materials, the teacher gave the information to the students. This stage is about introduction of the materials by simple explanations, short question answer, short videos or colour full picture and demonstrations. The teacher should make up “realistic” situation to use new language. To present new language, it depended on teachers’ creativity. Nevertheless, presentations should be meaningful, memorable and realistic. Second, Practice stage, this is middle stage toward production stage. It focused on teacher and students activities. The teacher and the students are working together to practice and applying the materials in the

exercises items to make students familiar with the new language. For example, answering the questions, drilling the sentences or words and role playing. The teacher might give them motivation to build their confidence. Third, Production stage, this stage is focus on students performance, they shows their ability to the teacher from their project which are already done. Then, the teacher evaluated how far students' comprehend the materials and give them feedback.

## **5. Descriptive Text**

Descriptive text is a text that describes a particular person, place, or thing. Descriptive text contains some elements, such as social function, generic structure, and lexicon grammatical features. All the elements have to exist in a descriptive text. Descriptive text describes a particular person, place, or thing. Descriptive text consists of identification and description. Identification is identifying phenomenon to be described. Description is giving information about specific participation. Descriptive text focuses on specific participants, use of nominal groups, and simple present tense. In vocational high school, descriptive text is one of texts which is learned at the tenth grade students.

## **5.1. General Structure of Descriptive Text**

Descriptive text has special rules regarding its structure. The following is a generic descriptive text structure:

### **a. Identification**

This section, located in the first paragraph, is discussed to discuss the object you want to explain. Identification is done to discuss tourism objects that we will explain, before we discuss more about the object in the next paragraph.

### **b. Description**

This section, located in the second paragraph and so on, contains the properties inherent in something that you have introduced to the reader in the first paragraph.

## **5.2. Purposes of Descriptive Text**

As social beings, we want to share our experience, so we write to others to describe

things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human

beings, we have a compelling desire to connect with other people by sharing our experiences with them.

### **5.3. Kinds of Descriptive Text**

#### **a. Description of a People**

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

#### **b. Description of Place**

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then process to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

#### 5.4. Example of Descriptive Text



Borobudur is Hindu Buddhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

#### 6. Picture Card Media

The media translated from Latin, namely "medium" is fully translated. Thus media can be interpreted as the source of the message from the source to the recipient of the message (in the communication process).picture media is

including visual media, the message conveyed is poured in visual communication symbols and specifically the image serves to attract attention, clarify the presentation of ideas, illustrate or decorate facts. Broadly speaking, the education media is divided into three namely audio media, audio visual and two-dimensional visual media.

Two-dimensional visual media are of two kinds, namely two-dimensional visual media in the transparent field and two-dimensional visual media in the non-transparent field is image media, which was revealed to be a pictorial card media in this study. The one image media and monotonous and only mounted on the wall does not attract the attention of students. So to anticipate this, the image media is modified to become a picture card media to make it clearer, more interesting, with varied themes related to daily life which are presented in interesting and striking color combinations.

In accordance with the explanation above, what is meant by pictorial card media in this study is a two-dimensional visual media in a non-transparent field, in the form of abstract thematic and concretized picture cards about everydaychildren's experiences.

### **6.1.The Function Picture Card**

- a. Media used by the teacher as an explanation of the information about a material that the teacher conveyed.
- b. The media can raise problems to be studied further and solved by students in the learning process.
- c. Media as a learning resource for students

## **B. Conceptual framework**

Developing speaking skills for students is very important, because it will support students' ability to master four language skills, listening, reading, writing and speaking. Students have difficulty speaking English. The students also have low motivation because they think that speaking is considered an insignificant subject. Class conditions sometimes do not support their learning process. So, the teacher must be creative about how to improve teaching techniques to motivate students.

In this study, researchers will use picture cards to get students to improve speaking in descriptive texts. This technique is an interesting technique in teaching speaking with descriptive texts because picture cards help students to express their ideas in speaking English. By using picture card descriptions, students will not feel bored and the lesson will be interesting.

## **CHAPTER III**

### **REASERCH METHODLOGY**

#### **A. Location of the Research**

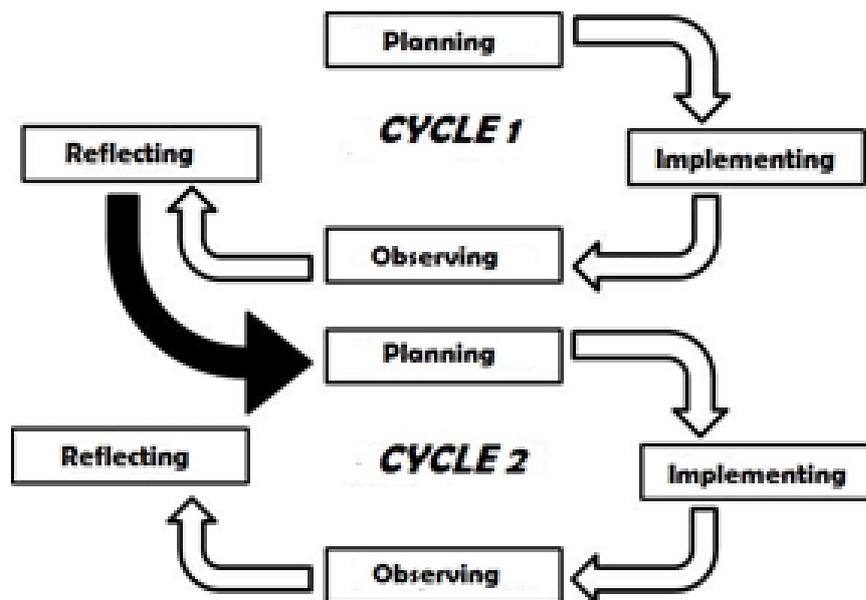
The research will be conducted in SMK HarapanMekar Medan, Jalan.Marelan Raya Ps. II No.77, RengasPulau, Medan Marelan, Kota Medan, Sumatera Utara 20255.

#### **B. Subject of the Research**

The subject of this research tenth grade students of SMK HarapanMekar Medan in the academic year 2019-2020. The population consists of two classes with 50 students. The researcher takes 20 students' of class IX AK 1 as the samples, because their ability in speaking English are low.

#### **C. Research Design**

The research is Classroom Action Research (CAR). In conducting the research, the researcher works together with teachers to solve the students' problem in speaking. The design of classroom action research use in this study is a cyclical process. It consisted of four main steps, namely: planning, implementing, observing, and reflecting. The cyclic process will be ended whenever the problems have been overcome. The four main steps are preceded by reconnaissance (preliminary study), analysis and identification of problems, planning, implementing, observing, and reflecting. So a model of Action Reaserch stated by Kurt's Lewin's in a figure below:



## 1. Procedure of the Research

Based on the research design, the study is conducted by using two cycles, where each cycles consist of three meetings and each meetings include four steps, namely : Planning, Implementing, Observing, and Reflecting.

### 1.1. The First Cycle

In the first cycle, the researcher observe the situation of teaching learning process in the sample class, make an oral interview with students in order to know their opinion about learning English especially in speaking and teaching material by using PPP.

#### a. Planning

The first step is planning the action, before implementing the action in the class, the researcher have prepared some activities. The activity in the planning are:

- a) Preparing materials for teaching, making lesson plan and the steps in doing the action.
- b) Preparing list of students' name and scoring sheets for classroom observation (to know the situations of teaching learning processes when the method is apply).
- c) Preparing teaching aids.
- d) Preparing performance test (to know the students' improvement in learning English by using PPP technique).

**b. Implementing**

- a) Give teaching before learning
- b) Explain about Descriptive Text
- c) Teaching materials about Descriptive Text.
- d) Students describe the place, people, object
- e) Students present to the front of the class
- f) Provide opportunities for students to ask for difficulties or problems.
- g) Provide a performance test where students show their performance using the Picture Card media.

**c. Observing**

Observation is done to find out information on situations and problems during the teaching and learning process, involving teacher processes in teaching the material, responses or attitudes of students in the learning process, the context of PPP to improve their speaking skills and all conditions during the action. This observation is also used to find out whether the teaching material steps have been

implemented or not. The results are used as a reflection in carrying out the next cycle.

#### **d. reflecting**

In this activity, the researcher will have reflection based on the observation whether the research success or not. Then, the researcher reflects by seeing the result of the observation, whether the teaching learning process of speaking in PPP technique by using picture cards is good to imply in teaching and learning process or not. If the first plan successful, proven by students' speaking comprehension, the researcher will be continued to the next cycle to solve students' problem and to get the a better score.

### **1.2. The Second Cycle**

The second cycle is conducted again if there is problem in the first cycle. In this case, the writer use the same steps as in the first cycle.

## **D. Research Instrument**

Instruments are tools for obtaining data or information that researchers need to answer research. Data will be valid and reliable if the researcher chooses the right instrument. The researcher must design a valid and reliable instrument, because it can help researcher to get the data with the best data validity and reliability.

Some instruments are applied to obtain the data in this study. The writer uses the Questionnaire, Observation sheet, and Interview dealing with qualitative

data. On the other side, the writer uses multiple choice questions as a pre-test and post-test to obtain the quantitative data.

In qualitative data, the writer will use :

a. Observation sheet

Observation sheet will be used to observe all activities that will occur during the teaching learning process. The activities will be included teacher and student activities

b. Interview

This instrument also use to collect information about the students' feelings in learning English using Descriptive text, PPP technique and picture card.

c. Documentation

Documentation have take during the research is purpose for providing reference points. The function of documentation is way of reporting, observation, reflection, and reaction of students in teaching and learning process.

d. Speaking Test

Speaking Test There are two kinds of test to measure students speaking skill namely pre-test and post-test. Pre-test or initial reflection is intend to assess the pre-existing reading comprehension of the subjects which is administer in the first meeting before the researcher conduct the research by applying PPP technique in the classroom. The post-test are administer in the end. The function of administering post-test is to evaluate the effectiveness of PPP technique in teaching speaking skill . Pre-test and Post-test are in the form of multiple choice items there are 10 questions of Pre-test and 10 questions of Post-test and choose

the correct answer A, B, C, or D. Each correct answer has 1 point and incorrect answer get 0 point. The questions are given are based on the learning topic. The purpose of pre-test is conducted to find out initial condition of subject in reading comprehension. Mean while the post-test will reflect the effectiveness.

#### **E. Technique of Data Analysis**

This research will be apply qualitative and quantitative data. The analysis qualitative data is use in this research observation of student's activities during teaching learning process, and the interview before and after Classroom Action Research (CAR).

The qualitative data are take from the questionnaire, observation sheet and interview that are use to describe the situation during teaching and learning process. While quantitative data are take from the students oral test, namely speaking performance test. Scores are use to analyze the improvement of the students speaking achievement in each cycle. The researcher will test the students by some aspects as explain before about testing speaking. The students must prepare their grammar, pronunciation, and fluency.

The oral test, the writer use assessment scale for oral speaking skill.

Rubric for the Assessment of speaking (according to the James Dean Brown:2006)

**THE ASSESSMENT SCALE OF PERFORMANCE POST TEST II**

Score	Descriptive
60	The students is about unintelligible, use words wrongly and shows no sign of any grammatical understanding.
65	The student is able to transmit only basic ideas using individual words rather than phrase or fuller pattern of discourse. Speech is very hesist and the pronunciation makes intelligibility difficult
70	The student transmit basic ideas in a fairly stile way. Pronunciation is sometimes problematic and there are example of grammatical, lexical misuse and gaps which is impeded communication on occasion.
75	The students transmits ideas moderately clearly. Speech is somewhat hesist and there are frequent lapses in grammar and vocabulary use. Never theles, the student makes him/herself.
80	The student is intelligible, understand nearly everything at normal speed, although occasional repetition may be necessary.
85	The student speak at a comfortable speed with only occasioanl pause on upset. There are some problem of grammatical accuracy and some words are inappropriate used.
90	The student speaks fairly fluently, showing and ability to communicate ideas with not too much touble. Occasionally makes grammatical and/or word order errors which do not, however,

	obscure meaning.
95	The student speaks fluently with few obvious mistake a wide variety of lexis and expression. Pronunciation is almost always intelligible, and the there is little difficulty in communicating ideas.
100	The student has few traces of foreign accent, make few noticeable errors of grammar or word order, use of vocabulary is virtually that of native speaker. He speaks quickly with few hesitations and appears to understand everything without difficulty.

In addition, the writer makes the criteria of students speaking skill rate into four catagories, they are :

- a. Excellent = 90-100
- b. Very good = 80-90
- c. Good = 70-80
- d. Bad =60-65

To know the total of the students' score in each meetings, the following formula is applied :

$$X = \frac{\sum x}{N} \times 100\%$$

Notes :

X = The mean of the students

$\sum x$  = The total score.

N = The number of students

Next, to categorize the number of the master students, the formula is applied :

$$P \frac{R}{T} \times 100\%$$

Notes :

P = Percentage of the students

R = Number of the students

T = The total number of the students taking the test

(Arikunto, 2010)

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

#### **A. Data Description**

The data was analyzed by using qualitative and quantitative data. The quantitative data were taken from observation sheet, interview, documentation and speaking test. This research was conducted in one class with 20 students. This research was accomplished in two cycles. Each cycle consisted of four steps of classroom action research (planning, implementing, observation and reflecting). The first cycle conducted in two meetings include to pre-test and post-test one (I), in pre-test the teacher was gave the reading test before treatment and in post-test one (I) the teacher gave the treatment based on the material of Descriptive text. The second cycle was conducted in two meetings include to post-test two (II), in post-test two (II) the teacher gave the treatment and information about the Descriptive text by using presentation, practice, and production (PPP) technique and picture card as learning media in teaching speaking process so in the last meeting of each cycle, the students conducted the test and the post test. The qualitative data were taken from the mean of students' score in taking speaking test in Descriptive text learning.

#### **1. The Qualitative Data**

##### **a. Observation**

The researcher observed the students situation, condition and what problems were found during the teaching- learning process in every meetings. The researcher filled the observation sheet in order to know the students activities

during teaching learning process which presentation, practice, and production (PPP) technique was applied to improve the students' speaking skill, it also was done to know how the interaction between the teacher, researcher and students. From the observation, the researcher noted that the students were excited, active and enthusiastic in learning Descriptive text by using presentation, practice, and production (PPP) technique and picture card as learning media.

#### **b. Interview**

This interview also had done after implementing? the teacher and the students. This interview also had done after implemented the technique. From the students and teacher answer interview showed that there were differences feeling before and after the implemented of the technique.

The students also has how that the felt pleasure, more interested and enjoyed learning speaking Descriptive text by using presentation, practice, production (PPP) technique.

#### **c. Documentation**

Documentation has been taken during the research tofor provide reference points of reporting, observation, reflection, and reaction of students in teaching and learning process

### **2. The Quantitative Data**

The qualitative datas were taken from the result of the test that had been given to the students. The test that was given still relevant to the topic that was taught and discussed in the classroom in every cycle. There were two cycles that were considered of four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

**Table 4.1**  
**The students' score during Cycle I (Pre-test and Post-test I)**  
**and Cycle II (Post-test II)**

NO	NAME OF STUDENTS	SCORES		
		Pre-Test	Cycle I	Cycle II
			Post-Test (I)	Post-Test II
1	AR	50	70	80
2	AS	50	70	80
3	AP	60	70	90
4	CA	50	60	75
5	DA	60	70	90
6	DS	50	60	80
7	DF	60	70	80
8	EL	50	60	75
9	FK	50	60	75
10	JR	30	50	70
11	NS	70	90	95
12	NK	50	70	85
13	NA	50	60	70
14	NW	60	70	85
15	MA	70	80	90
16	RP	60	70	85
17	SN	50	60	75

18	<b>VS</b>	60	70	90
19	<b>YP</b>	50	60	70
20	<b>Y</b>	40	50	70
<b>TOTAL</b>		<b>x = 1070</b> <b>X = 53.5</b>	<b>x = 1320</b> <b>X = 66</b>	<b>x = 1580</b> <b>X = 79</b>

So the mean of the students were :

$$\text{Pre-test: } x = \frac{1070}{20} = 53.5$$

$$\text{Post-test (cycle I): } x = \frac{1320}{20} = 66$$

$$\text{Post-test (cycle II): } x = \frac{1580}{20} = 79$$

From the table above the researcher found the students' achievement were :

### **Pre –Test**

In the Pre-test, the students' score included to the low result, because in pre-test the students did not understand yet about the material and felt hesitate to ask the teacher and researcher, it gave influence to students' achievement. From the table showed that in the pre-test there were only 2 students who able to pass the passing grade 70.

### **Post- Test I**

In the Post- Test (I) at the first cycle the students' score got increasing. They had given more attention to the teacher and asked about the material they

did not know. From the table it showed that there were 11 students who able to pass the passing grade 70.

### **Post –Test II**

From the table it showed there were students who pass the passing grade, it means more than students could improved their speaking skill by using presentation, practice, production (PPP) technique.

## **B. Data Analysis**

### **1. The Qualitative Data**

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in two cycles, and each cycle consists of two meetings and one test.

#### **a. The First Cycle**

The first cycle was done in two meetings, the details were below:

##### **1. Planning**

The plan was arranged before researcher conducting the research. First of all, researcher prepared a lesson plan for two meetings. The topic whichdiscussed was about Descriptive Text. Research had been prepared :

1. Made the lesson plan
2. Material about Descriptive Text
3. Sources of material
4. Made learning media
5. Exercise as the instrument of collecting data presentation, practice, production (PPP) technique.

All the material above used by researcher to teach the students in the class.

## **2. Implementing**

In the first cycle the researcher as the teacher did some actions such as :

Introduction :

1. The teacher gave information about what they would discuss
2. The teacher asked the students about science of their speaking

### **Core Activities**

1. The teacher explain about Descriptive text and the material in the text
2. The teacher asked the students about they science about material
3. The teacher gave to the students some text about?
4. The teacher and students discussed about the meaning and how to spell the words based on the text.

### **Closing**

1. The teacher and students' concluded the material together to know how far the students' understand about the material.

## **3. Observing**

The observation was done to observe how the students' behaviour and what the students' problem during the teaching-learning process. Most of the students had participant effectively during teaching and learning process and also when they did presentation, practice, production (PPP) Technique in class although some of them still don't understanding about the meaning and how to spell of the words based on the text. They were enthusiastic and enjoyable

about the topic which discussed by teacher in classroom. They also seriously to answer the exercise.

To know about the students' activity could be seen in documentation which took by reseacher during the teaching-learning process in classroom. The researcher could see the students enjoyable, interested and enthusiastic than before.

#### **4. Reflecting**

Based on the result of the test score in cycle (I) and also action of increasing was needed. Actually, the students' test score of cycle (I) was improved than the score of pre-test, their problems in material because some of them still confused and difficult to understand the meaning and how to spell of the words.

In the second cycle, the researcher gave more explanation about the meaning and how to spell the words to improve speaking skill.

#### **b. The Second Cycle**

After doing the first cycle, the students' problem were found and it gave information about the students' speaking skill in understanding the meaning and spell the words. Therefore, researcher had a good motivation that was conducted the second cycle of action research which was carried out in two meetings, it was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave the motivation and also more explanation about the material. The second cycle of action research as follows :

## **1. Planning**

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching speaking. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about the meaning and how to spell the words. Besides that, the researcher as the teacher used the media to make the students' more interest and developed their creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

## **2. Implementing**

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing, in this part, the lesson plan that had been arranged was implemented well in the classroom. In this steps, there were some activities done by the researcher were :

### **Introduction**

1. The teacher gave information about what they would discuss
2. The teacher asked the students about their knowledge of Descriptive text learning

### **Core Activities**

1. The teacher explained about the material that they have and would be discussed
2. The teacher gave more examples about the material which the teacher explained about Descriptive text

3. The teacher gave to the students some of Picture Cards learning media.
4. The teacher explained about the rule of PPP Technique
5. The students described based on the picture, and one of the students spelled the Descriptive text in front of the class as the next speaking test.

### **Closing**

1. The teacher and students' concluded the material together to know how far the students' understood about the material

### **3. Observing**

The observation was still done for the last time. The activity of students' were observed and it showed that most of the students' did not have problems anymore about speaking. They liked to learn about speaking skill in Descriptive text learning by using PPP Technique and picture card as learning media which was given by the teacher. They were active during teaching learning process and more enthusiastic than before. The observation also could be taken from interviewed in each meeting.

### **4. Reflecting**

Having checked the students speaking skill giving test to them, it was found that the students' score showed in increasing. Based on the observation and the result of their test, researcher concluded that the students' could improve their speaking skill by using PPP Technique. The students' score in the second cycle had improved than in the first cycle.

## 2. The Quantitative Data

The data was taken test that gave to the students in the last of each cycle. Based on the result of every meetings and the test in every cycle which have been conducted, it was found that the students' score kept improving since the first until the last meeting, it can be seen from students' score increased from the pre-test, post-test in cycle one (I) until the post-test of cycle two (II) was higher than the post-test of cycle one (I).

**Table 4.2**  
**The Students Test Result in Pre-Test**

NO	INITIAL OF THE STUDENTS	ITEM OF THE TEST										THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS
		1	2	3	4	5	6	7	8	9	10		
		10	10	10	10	10	10	10	10	10	10	10	100
1	AR		√	√	√					√	√	50	FAILED
2	AS		√	√	√					√	√	50	FAILED
3	AP		√	√	√		√		√	√		60	FAILED
4	CA		√	√			√			√	√	50	FAILED
5	DA		√	√	√		√		√		√	60	FAILED
6	DS		√	√	√				√		√	50	FAILED
7	DF		√	√	√		√		√		√	60	FAILED
8	EL		√	√	√					√	√	50	FAILED
9	FK		√	√	√					√	√	50	FAILED
10	JR				√				√		√	30	FAILED
11	NS		√	√	√		√		√	√	√	70	PASSED

12	<b>NK</b>		√	√	√					√	√	50	<b>FAILED</b>
13	<b>NA</b>		√	√	√					√	√	50	<b>FAILED</b>
14	<b>NW</b>		√	√			√		√	√	√	60	<b>FAILED</b>
15	<b>MA</b>		√	√	√	√			√	√	√	70	<b>PASSED</b>
16	<b>RP</b>		√	√	√	√			√	√		60	<b>FAILED</b>
17	<b>SN</b>		√	√	√					√	√	50	<b>FAILED</b>
18	<b>VS</b>		√	√	√				√	√	√	60	<b>FAILED</b>
19	<b>YP</b>		√	√	√					√	√	50	<b>FAILED</b>
20	<b>YAS</b>			√	√				√		√	40	<b>FAILED</b>
<b>TOTAL</b>												<b>x = 1070</b>	
												<b>X = 53.5</b>	

From the table of pre-test, the total score of the students were 1070 and the number of the students who completed talking the test from pre-test, post-test in cycle one (I) and the post-test in the cycle two (II) were 18 students, to see the mean of the students in this test the researcher applied the following formula :

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

Where:

x = The mean of students

$\sum x$  = The total score

N = The number of students

So the mean of the students were :

$$x = \frac{1070}{20} = 53.5$$

**Table 4.3**  
**The Percentage of The Students Score in Pre-Test**

	<b>Total of students</b>	<b>Criteria</b>	<b>Percentage</b>
<b>P1</b>	<b>2</b>	<b>PASSED</b>	<b>10%</b>
<b>P2</b>	<b>18</b>	<b>FAILED</b>	<b>90%</b>
<b>The total</b>	<b>20</b>		

From the analysis above know that students' speaking skill were very low. The mean of the students were 53.5 and the students categories still in poor level, and the number of the students who were competent in speaking skill in calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get the point (70)

R = The number of students who get point up (70)

T = The total number of students who do the test

So the percentage of the students were :

$$P1 = \frac{2}{20} \times 100\% = 10\%$$

$$P2 = \frac{18}{20} \times 100\% = 90\%$$

From the percentage above known that the students who competent in Speaking Skill were very low.

**Table 4.4**  
**The Students Test Result in Post-Test I (cycle I)**

NO	INITIAL OF THE STUDENTS	ITEM OF THE TEST										THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS
		1	2	3	4	5	6	7	8	9	10		
		10	10	10	10	10	10	10	10	10	10		
		10	10	10	10	10	10	10	10	10	10	100	(70)
1	AR	√	√	√	√				√	√	√	70	PASSED
2	AS		√	√	√			√	√	√	√	70	PASSED
3	AP		√	√	√		√	√	√	√		70	PASSED
4	CA	√	√	√			√			√	√	60	FAILED
5	DA		√	√	√		√	√	√		√	70	PASSED
6	DS		√	√	√				√	√	√	60	FAILED
7	DF		√	√	√		√		√	√	√	70	PASSED
8	EL	√	√	√	√					√	√	60	FAILED
9	FK		√	√	√		√			√	√	60	FAILED
10	JR		√	√	√				√		√	50	FAILED
11	NS		√	√	√	√	√	√	√	√	√	90	PASSED
12	NK	√	√	√	√				√	√	√	70	PASSED
13	NA		√	√	√			√		√	√	60	FAILED
14	NW		√	√			√		√	√	√	70	PASSED

15	<b>MA</b>	√	√	√	√			√	√	√	√	80	<b>PASSED</b>
16	<b>RP</b>		√	√	√	√		√	√	√		70	<b>PASSED</b>
17	<b>SN</b>		√	√	√	√				√	√	60	<b>FAILED</b>
18	<b>VS</b>	√	√	√	√				√	√	√	70	<b>PASSED</b>
19	<b>YP</b>		√	√	√	√				√	√	60	<b>FAILED</b>
20	<b>YA</b>	√		√	√				√		√	50	<b>FAILED</b>
<b>TOTAL</b>												<b>x = 1320</b>	
												<b>X = 66</b>	

From the table of post-test cycle one (I), the total score of the students were 1320 and the number of the students who completed talking the test from pre-test, post-test in cycle one (I) and the post-test in the cycle two (II) were 20 students, to see the mean of the students in this test the reseacher applied the following formula :

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

Where :

x = The mean of students

$\sum x$  = The total score

N = The number of students

So the mean of the students were :

$$x = \frac{1320}{20} = 66$$

**Table 4.5**  
**The Percentage of The Students Score in Post-Test I**

	<b>Total of students</b>	<b>Criteria</b>	<b>Percentage</b>
<b>P1</b>	<b>11</b>	<b>PASSED</b>	<b>55%</b>
<b>P2</b>	<b>9</b>	<b>FAILED</b>	<b>45%</b>
<b>The total</b>	<b>20</b>		

From the analysis above knew that students' speaking skill got increasing.

The mean of the students were 66 and include fair level. and the number of the students who were competent in speaking skill in calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get the point (70)

R = The number of students who get point up (70)

T = The total number of students who do the test

So the percentage of the students were :

$$P1 = \frac{11}{20} \times 100\% = 55\%$$

$$P2 = \frac{9}{20} \times 100\% = 45\%$$

From the analysis above, knew that the students speaking skill got increasing. The mean of the students were 66. From the score who got  $\geq 70$  were 11 students or it were 55% and 9 students got the score under  $\leq 70$  or it were 45%, it could be conducted that the students speaking skill in got higher in post-test in cycle one (I) than pre-test. But, the students' achievement in the post-test of

cycle one (I) were categorized unsuccessful. Because the percentage of the students who pass the passing grade only 55%, the reseacher wanted the percentage of students who passed the passing grade were  $\geq 70\%$ . Therefore the next action continued on the cycle two (II).

**Table 4.6**  
**The Students' Score in Post-Test II**

<b>NO</b>	<b>INITIAL STUDENTS</b>	<b>OF</b>	<b>THE TOTAL OF SCORE</b>	<b>PASSING GRADE OF STUDENTS (70)</b>
<b>1</b>	<b>AR</b>		80	<b>PASSED</b>
<b>2</b>	<b>AS</b>		80	<b>PASSED</b>
<b>3</b>	<b>AP</b>		90	<b>PASSED</b>
<b>4</b>	<b>CA</b>		75	<b>PASSED</b>
<b>5</b>	<b>DA</b>		90	<b>PASSED</b>
<b>6</b>	<b>DS</b>		80	<b>PASSED</b>
<b>7</b>	<b>DF</b>		80	<b>PASSED</b>
<b>8</b>	<b>EL</b>		75	<b>PASSED</b>
<b>9</b>	<b>FK</b>		75	<b>PASSED</b>
<b>10</b>	<b>JR</b>		70	<b>PASSED</b>
<b>11</b>	<b>NS</b>		95	<b>PASSED</b>
<b>12</b>	<b>NK</b>		85	<b>PASSED</b>
<b>13</b>	<b>NA</b>		70	<b>PASSED</b>
<b>14</b>	<b>NW</b>		85	<b>PASSED</b>
<b>15</b>	<b>MA</b>		90	<b>PASSED</b>

<b>16</b>	<b>RP</b>	85	<b>PASSED</b>
<b>17</b>	<b>SN</b>	75	<b>PASSED</b>
<b>18</b>	<b>VS</b>	90	<b>PASSED</b>
<b>19</b>	<b>YP</b>	70	<b>PASSED</b>
<b>20</b>	<b>YA</b>	70	<b>PASSED</b>
<b>TOTAL</b>		<b>x = 1580</b> <b>X = 79</b>	

From the table of post-test of cycle (II), the total score of the students were 1580 and the number of the students who completed talking the test from pre-test, post-test in cycle (I) and the post-test in the cycle (II) were 20 of students, to see the mean of the students in this test the reseacher applied the following formula :

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

Where :

x = The mean of students

$\sum x$  = The total score

N = The number of students

So the mean of the students were :

$$x = \frac{1580}{20} = 79$$

**Table 4.7**  
**The Students Test Result in Post-Test II (cycle II)**

Number	Score Interval	Frequency	Precentage	The Quality	Category
4	85-100	5 students	25%	A	Very High
3	75-80	15 students	75%	B	High
2	60-70	-	0 %	C	Enough
1	50-59	-	0 %	D	Low
0	0-49	-	0 %	E	Very Low
Total		20 students	100 %		

So the percentage of the students were :

$$P1 = \frac{5}{20} \times 100\% = 25\%$$

$$P2 = \frac{15}{20} \times 100\% = 75\%$$

**Table 4.8**  
**The Percentage of The Students Score in Post-Test II**

	<b>Total of students</b>	<b>Criteria</b>	<b>Percentage</b>
<b>P1</b>	<b>20</b>	<b>PASSED</b>	<b>100%</b>
<b>P2</b>	<b>0</b>	<b>FAILED</b>	<b>0%</b>
<b>The total</b>	<b>20</b>		

From the analysis above knew that students' speaking skill was increased.

The mean of the students were 79, and the number of the students who were competent in speaking skill in calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get the point (70)

R = The number of students who get point up (70)

T = The total number of students who do the test

So the percentage of the students were :

$$P1 = \frac{20}{20} \times 100\% = 100\%$$

$$P2 = \frac{0}{20} \times 100\% = 0\%$$

From the percentage, the students' speaking skill was classified on good level when doing the action research on cycle two (II). The students score showed the increasing which could be determined that they showed the progress. They got the increasing score in each cycle.

### **The Means Score of Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)**

a. Pre – Test =  $x = \frac{1070}{20} = 53.5$

b. Post – Test I =  $x = \frac{1320}{20} = 66$

c. Post – Test II =  $x = \frac{1580}{20} = 79$

The mean of the students' score in the post-test of cycle (II) was highest, so it could be said that the students' speaking skill by using presentation, practice, and production (PPP) technique improved from 53.5 to 79

The number of competent students were calculated by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who got  $\geq 70$

R = The percentage of students who got  $\geq 70$

T = Total number of students who did the test

The percentage of the increasing of students speaking skill could be seen as follows :

a. The percentage of competent students in the pre-test were :

$$P1 = \frac{2}{52} \times 100\% = 10 \%$$

b. The percentage of competent students in the post-test one (I) were :

$$P1 = \frac{11}{20} \times 100\% = 55 \%$$

c. The percentage of competent students in the post-test two (II) were :

$$P1 = \frac{20}{20} \times 100\% = 100\%$$

**Table 4.9**  
**The Percentage of Students Speaking Skill**

Cycle		The Competent Students	Percentage
Cycle I	Pre-test	2	10%
	Post-test I	11	55%
Cycle II	Post-test II	20	100%

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle (I), post-test of cycle (I) to post-test cycle (II). In the first test (pre-test) the students got the score  $\geq 70$  were only 2 students of 20 students (10%). In the second test (post-test cycle I) the students who got the score  $\geq 70$  were 11 students of 20 students (55%). In the third test (post-test in cycle II) the students who got the score  $\geq 70$  were 20 students of 20 students (100%). The increasing of post-test of cycle (I) to the post-test cycle (II) were about 45%.

### **C. Research Finding**

The result indicated that there was an increasing on the students speaking skill by using presentation, practice, and production (PPP) technique. The mean of the first cycle were 66 it was good enough. The mean of second cycle were 79 it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point  $\geq 70$  also grew up. In the pre-test, the students who got point  $\geq 70$  up were only 2 students (10%). In the post- test of cycle (I) students who got point  $\geq 70$  up were 11 students (55%) it means that there were an increasing about 45%. The post-test of cycle (II), students who got point 70 to up there were 20 students (100%) and the increasing were about 45%. For the total increasing of the students' score from pre-test to post-test of cycle two (II) were 100%. In other words, the students' speaking skill improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from the observation sheet, interview and documentation. All of these data indicated that the students gave their attitude and responses during teaching-learning process. Observation sheet for the students, it could be conducted that the students' were active during the teaching-learning process, although at the first meeting they were not interested and confused about the meaning of the words and some of them were shy and afraid for asking what they don't know. There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the students felt interesting and enjoyed in learning

speaking process in Descriptive text, and from documentation it was found that the students were active and enthusiastic in following teaching-learning process. In this based on the result of quantitative and qualitative data, it could be conducted that presentation, practice, and production (PPP) technique could improve students' speaking skill especially for XI AK-1 grade students at SMK Harapan Mekar 2 Medan.

#### **D. Discussion**

This research was conducted to find out the improving students' speaking skill by using presentation, practice, and production (PPP) technique. The presentation, practice, and production (PPP) technique was one of the technique that could be used by the teacher in teaching English to improve the students' speaking skill.

The research that had been done by the researcher indicated that presentation, practice, and production (PPP) technique was affective or could be used in teaching speaking. In could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle (I) and post-test of cycle (II). The increasing because of the teacher knew how to control the class and created the active class. Besides that, the presentation, practice, and production (PPP) technique helped the students' to understanding the subject easily.

Based on quantitative data could be seen the students' speaking skill improved and became well in the first meeting to the next meeting, and the qualitative data it showed the increasing of teacher and students' activity during

teaching-learning process. The data could be seen from observation sheet, interview and documentation that indicated the students were active and paid attention the subject that the teacher taught. The students also has felt spirit in doing the task by using presentation, practice, and production (PPP) technique and that created the supportive situation during teaching-learning process.

So, it could be conducted that the result of the research showed that the implementation of presentation, practice, and production (PPP) technique could improve the students speaking skill, it could be seen from the quantitative and qualitative data by prove the students score got better in the post-test of first cycle that the pre-test, and the post-test of cycle second cycle got better that the first cycle. Another could be seen from the qualitative data that showed the students were active, and enthusiastic in teaching-learning process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 1. Conclusions

After analyzing the data, it can be concluded that :

1. Presentation, practice, and production (PPP) technique can improve the students' speaking skill for XI AK-1 grade at SMK Harapan Mekar 2 Medan.
2. Based on the result of qualitative data showed, it can be concluded that the students' responses were more active, enthusiastic and enjoyable in speaking on Descriptive text by using Presentation, practice, and production (PPP) technique and used picture card as learning media.
3. From the result research analysis, it was found the improvement of students' speaking skill. The mean of post-test in cycle (I) was better than pre-test and mean of post-test in cycle (II) was better than post-test in cycle (I). The percentage of students who got 70 up improved in each cycle, and also based on the finding stating that presentation, practice, and production (PPP) technique could improving students' speaking skill.

#### 2. Suggestion

This research showed that the implementation of presentation, practice, and production (PPP) technique could improved students' speaking skill especially for students' XI AK -1 SMK Harapan Mekar Medan. There were following suggestion offered

1. For the principal of SMK Harapan Mekar 2 Medan, it is useful to make an instructional concept in English subject especially in teaching speaking of Descriptive text by using Presentation, practice, and production (PPP) technique.

2. For the English teachers, it is better to use Presentation Practice Production (PPP) technique in teaching speaking to improve their pronounce, because by using this strategy the students' can be more enjoyable in speaking practice.
3. For the students', it is suggested to practice their speaking regularly. It will make them easier to understand what their teacher said and about the lesson.
4. For the other researchers, researchers suggest that other researchers can use PPP more good technique and can modify other media so that the results of this study are useful as a counterweight to the theory as capable of reform to the world of education, especially teacher teaching competencies.

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## Appendix 1

### Lesson Plan (cycle I)

#### Siklus 1 Pertemuan 1 Dan 2

#### LESSON PLAN

School : SMA HARAPAN MEKAR

Grade/ Semester : XI/ II

Subject : English

Topic : Descriptive Text

Time Allocation : 2 x 45 minutes/ meeting

#### I. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying

procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

## II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	<p>Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends.</p> <p>Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication</p>	<p>Shows courteous and caring attitude in doing the task of learning English.</p> <p>Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English.</p> <p>Demonstrate an active attitude of inquiring and arguing in discussions and presentations.</p>
3	Analyzing social functions, text structures, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken publicly, in the	<p>Identify characteristics of descriptive text.</p> <p>Explain the text format of the descriptive text.</p> <p>Explain the function of an</p>

	context of their use.	descriptivetext Explain the linguistic element in the text of the descriptive text.
4	Capturing the meaning in the text of a descriptive text of topics that are warmly spoken of publicly	Answering questions based on the text they read. Present the information obtained in the text of the descriptive text. Develope descriptive text.

### III. Learning Objective

1. Through group discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.
2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of a descriptive of topics that are warmly spoken of publicly.
3. Through discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an descriptive text on a commonly discussed topic.
4. Through individual work and observation of other literary sources, students can compose texts of descriptive text by taking into account the correct and contextual function of the social, textual structure, and linguistic elements.
5. Through presentation, students can grasp meaning in the text of a descriptive text.

#### **IV. Learning Material**

##### Descriptive Text

Descriptive text is a text that describe what an object or person is like.

- Social Function: to describe and reveal a particular person, place, or thing.

- Generic Structure of Descriptive Text

##### 1. Identification

Identifying phenomenon that will be described.

##### 2. Description

Describing the phenomenon in parts, qualities, and characteristic

-Language Feature :

1. Using attributive and identifying process.

2. Using adjective words.

3. Using simple present tense.

#### **V. Linguistic Element**

(1) Words and standard grammar .

(2) Spelling and handwriting and print are clear and neat.

(3) Use Simple Present

(4) Conditional Clauses

## VI. Teaching Method

Approach : Communicative Learning

Method : Direct Method

Learning Model : Using Presentatin Practice Production Technique

## VII. Media, Tools and Learning Resource

1. Media : Picture, Powerpoint
2. Tools : Marker, Whiteboard, Laptop, Projector
3. Learning Resource :

Picture



Borobudur is Hindu Budhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture

in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

#### a. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
1	<p><b>Preliminary Orientation</b> -Teacher starts the learning by greeting, prayer and checking student attendance.</p> <p>- The teacher focuses the student's attention on the material to be learned.</p> <p><b>Apperception</b> -Teacher gives the students early perception about the material that will be taught</p> <p><b>Motivation</b> - The teacher provides an overview of the benefits of learning the material to be taught</p> <p>- Teacher provides encouragement or motivation that can arouse learners'</p>	<p>- Students respond the teacher to greeting and pray</p> <p>-Students focus on their attention to the material that will be taught.</p> <p>-Students listen and pay attention to the teacher about material perception that will be taught.</p> <p>-Students listen and prepare the material that will be taught.</p> <p>-Students have the spirit and</p>	10 Minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	<p>learning interests.</p> <p><b>Reference</b></p> <ul style="list-style-type: none"> <li>-Teacher gives science study to be studied.</li> <li>- Teacher explains the subject matter and description of the subject matter in outline</li> <li>- Teacher explains the method of learning</li> <li>- Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of learning steps)</li> <li>- Teacher delivers KD and learning objectives</li> </ul>	<p>motivation to learn about the material that will be taught.</p> <ul style="list-style-type: none"> <li>-Students record the study of science that will be taught.</li> <li>- Students listen and record teacher explanation.</li> <li>- Students discuss the method to be used.</li> <li>- Students follow the teacher's instructions.</li> <li>- Students record it and understand it</li> </ul>	
2.	<p><b>Core Activity</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>-Teacher explains descriptive text to the students</li> <li>- Teachers gives example of descriptive text to the students</li> </ul>	<ul style="list-style-type: none"> <li>-Students pay attention toward teacher's explanation</li> <li>- Students pay attention to the teacher</li> <li>- Students pay attention to the teacher and ask questions related to the generic</li> </ul>	30 Minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	<ul style="list-style-type: none"> <li>- Teacher explains about the generic structure and language feature of descriptive text</li> <li>- Teacher asks students to find out the generic structure and language feature in the text given</li> </ul>	<ul style="list-style-type: none"> <li>structure and language feature</li> <li>- Students find out the generic structure and language feature of descriptive text given by the teacher</li> <li>-Students pay attention to the teacher explanation</li> </ul>	10 minutes
	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>- Teacher explains about Four Square Writing Method, the procedure of FSMW from the beginning until the final step of the method</li> <li>- Teacher explain about Wordless Picture</li> </ul>	<ul style="list-style-type: none"> <li>-Students accept the topic that is given</li> </ul>	5 minutes
	<p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li>-Teacher gives the students a topic of descriptive text.</li> </ul>	<ul style="list-style-type: none"> <li>- Students write a descriptive text by using FSWM through Wordless Picture based on topic that is given</li> </ul>	10 minutes
	<p><b>Phase 4</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to write descriptive text by using FSWM based on topic that is given</li> </ul>	<ul style="list-style-type: none"> <li>-Students write the descriptive text</li> </ul>	15 minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	<b>Phase 5</b> - Teacher monitors the students when they are writing the text.		
<b>3.</b>	<b>Closing</b> - Teacher collects the students' work - Teacher asks the the students to make a summary based on the investigation they have made - Teacher together learners do prayers - The teacher closes the lesson to say good bye	-Students collect their work to the teacher - Students make summary based on the investigation they have made - Students pray together - Students say goodbye	10 Minutes

## IX. Evaluation

### 1. Technique and Instrument

Technique	Instrument
Attitude Observation	Form of Attitude Observation
Test for work 1	Form of Test for work 1
Test for work 2	Form of Test for work 2

## a. Attitude Observation Format

No	Aspect Observed	3	2	1	Note
1	Shows a cooperative attitude in the learning process				
2	Show an attitude of responsibility in individual and group learning activities				
	<b>Max Score</b>				<b>6</b>

## b. Attitude Observation Column

No	Aspect Observed	Rubric
1	Shows the attitude of cooperation in the learning process	<p>1. Demonstrate a great cooperative attitude by actively participating in the learning process</p> <p>2. Show less cooperation attitude but only actively participate when pushed</p> <p>3. Does not show a cooperative attitude in learning by not participating actively despite being pushed</p>
2	Show responsibility and discipline in working in groups	<p>1. Show responsibility and discipline in working as well as possible</p> <p>2. Shows less responsibility in workbut does not show maximum discipline</p> <p>3. Shows no responsibility and discipline in working in groups</p>

## c. Form Observation Test For Work (Individual)

No	Criteria to be assessed	Low performance	Good performance	Very good performance	Score
1	Text Organization	Doesn't use the correct organization of descriptive text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2	Sentence Formation	Use simple sentences	Begin to very simple sentences and compound sentences	Use simple sentences, compound sentences, and complex sentences correctly	
3	Grammar	Too many mistake	6 until 10 mistakes	Under 5 mistakes	
4	Vocabulary	Basic Vocabulary less precise	Developed vocabulary	Purposefully chosen vocabulary	
5	Mechanic	Some errors spelling punctuation	Mostly effective used of mechanics, errors do not detract from meaning	Effective use of capitalization, punctuation and spelling	
6	Tidiness and dead line	Write awkwardly, unreadable, submit late than 3 days from the dead line	Write quite neatly, quiet clear font, submit late days from the dead line	Write neatly, clear font, submit the work on time	
	<b>Total Score</b>				

	<b>Final Score = Total Score : 6</b>	
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d. Form Observation Test For Work (Group)

No	Criteria to be asessed	Low performance	Good performed	Very Good performance	Score
1	Pronunciation	Too many mistake	With 2 until 5 mistakes	Perfect pronunciation	
2	Intonation	Monotonous	Begins to vary the intonation	Accurate intonation	
3	Grammar	Too many mistakes	With 2 until 5 mistakes	No mistakes in grammar	
4	Content	Plain simple	Begins to add some	Add more personal	

## e. Speaking Rubric

f. No	Aspects
A	Grammar
B	vocabulary
C	Comprehension
D	Fluency
E	Pronunciation

Medan, September 2019

Teacher Class

Reseacher

Rosmaida NasutionS.Pd

Nabila Yasmin

Head Master of SMA HARAPAN MEKAR 2

Andre Ahmad Desa ST

## Appendix II

### Lesson Plan (cycle II)

#### SIKLUS 2 PERTEMUAN 3 DAN 4

#### LESSON PLAN

School : SMA HARAPAN MEKAR

Grade/ Semester : XI/ II

Subject : English

Topic : Descriptive Text

Time Allocation : 2 x 45 minutes/ meeting

#### I. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

## II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	<p>Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends.</p> <p>Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication</p>	<p>Shows courteous and caring attitude in doing the task of learning English.</p> <p>Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English.</p> <p>Demonstrate an active attitude of inquiring and arguing in discussions and presentations.</p>
3	Analyzing social functions, text structures, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken publicly, in the context of their use.	<p>Identify characteristics of descriptive text.</p> <p>Explain the text format of the descriptive text.</p> <p>Explain the function of a descriptive text</p> <p>Explain the linguistic element in the text of the descriptive text.</p>
4	Capturing the meaning in the text of a descriptive text of topics that are warmly spoken of publicly	<p>Answering questions based on the text they read.</p> <p>Present the information obtained in the text of the descriptive text.</p>

	Develop descriptive text.
--	---------------------------

### III. Learning Objective

1. Through discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.
2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of a descriptive of topics that are warmly spoken of publicly.
3. Through discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an descriptive text on a commonly discussed topic.
4. Through individual work and observation of other literary sources, students can compose texts of descriptive text by taking into account the correct and contextual function of the social, textual structure, and linguistic elements.
5. Through presentation, students can grasp meaning in the text of a descriptive text.

### IV. Learning Material

#### Descriptive Text

Descriptive text is a text that describe what an object or person is like.

- Social Function: to describe and reveal a particular person, place, or thing.

- Generic Structure of Descriptive Text

#### 3. Identification

Identifying phenomenon that will be decribed.

#### 4. Description

Describing the phenomenon in parts, qualities, and characteristic

-Language Feature :

4. Using attributive and identifying process.
5. Using adjective words.
6. Using simple present tense.

## **V. Linguistic Element**

- (1) Words and standard grammar .
- (2) Spelling and handwriting and print are clear and neat.
- (3) Use Simple Present
- (4) Conditional Clauses

## **VI. Teaching Method**

Approach : Communicative Learning

Method : Direct Method

Learning Model : Using Presentation Practice Production Technique

## **VII. Media, Tools and Learning Resource**

1. Media : Picture, Powerpoint
2. Tools : Marker, Whiteboard, Laptop, Projector
3. Learning Resource : Picture



Borobudur is Hindu Buddhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

### VIII. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
1	<p><b>Preliminary Orientation</b></p> <ul style="list-style-type: none"> <li>-Teacher starts the learning by greeting, prayer and checking student attendance.</li> <li>- The teacher focuses the student's attention on the material to be learned.</li> </ul>	<ul style="list-style-type: none"> <li>- Students respond the teacher to greeting and pray</li> <li>-Students focus on their attention to the material that will be taught.</li> </ul>	10 Minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	<p><b>Apperception</b> -Teacher gives the students early perception about the material that will be taught</p> <p><b>Motivation</b> - The teacher provides an overview of the benefits of learning the material to be taught  - Teacher provides encouragement or motivation that can arouse learners' learning interests.</p> <p><b>Reference</b> -Teacher gives science study to be studied.  - Teacher explains the subject matter and description of the subject matter in outline  - Teacher explains the method of learning  - Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of learning steps)  - Teacher delivers KD and learning objectives</p>	<p>-Students listen and pay attention to the teacher about material perception that will be taught.</p> <p>-Students listen and prepare the material that will be taught.</p> <p>-Students have the spirit and motivation to learn about the material that will be taught.</p> <p>-Students record the study of science that will be taught.</p> <p>- Students listen and record teacher explanation.</p> <p>- Students discuss the method to be used.</p> <p>- Students follow the teacher's instructions.</p>	

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
		- Students record it and understand it	
2.	<p><b>Core Activity</b></p> <p><b>Phase 1</b></p> <p>-Teacher explains descriptive text to the students</p> <p>- Teachers gives example of descriptive text to the students</p> <p>- Teacher explains about the generic structure and language feature of descriptive text</p> <p>- Teacher asks students to find out the generic structure and language feature in the text given</p> <p><b>Phase 2</b></p> <p>- Teacher explains about Four Square Writing Method, the procedure of FSMW from the beginning until the final step of the method</p> <p>- Teacher explain about Wordless Picture</p> <p><b>Phase 3</b></p> <p>-Teacher gives the students a</p>	<p>-Students pay attention toward teacher's explanation</p> <p>- Students pay attention to the teacher</p> <p>- Students pay attention to the teacher and ask questions related to the generic structure and language feature</p> <p>- Students find out the generic structure and language feature of descriptive text given by the teacher</p> <p>-Students pay attention to the teacher explanation</p> <p>-Students accept the topic that is given</p> <p>- Students write a descriptive text by using FSMW through Wordless</p>	<p>30 Minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>15 minutes</p>

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	<p>topic of descriptive text.</p> <p><b>Phase 4</b></p> <p>- Teacher asks the students to write descriptive text by using FSWM based on topic that is given</p> <p><b>Phase 5</b></p> <p>- Teacher monitors the students when they are writing the text.</p>	<p>Picture based on topic that is given</p> <p>-Students write the descriptive text</p>	
3.	<p><b>Closing</b></p> <p>- Teacher collects the students' work</p> <p>- Teacher asks the the students to make a summary based on the investigation they have made</p> <p>- Teacher together learners do prayers</p> <p>- The teacher closes the lesson to say good bye</p>	<p>-Students collect their work to the teacher</p> <p>- Students make summary based on the investigation they have made</p> <p>- Students pray together</p> <p>- Students say goodbye</p>	10 Minutes

## IX. Evaluation

### 1. Technique and Instrument

Technique	Instrument
Attitude Observation	Form of Attitude Observation
Test for work 1	Form of Test for work 1

Test for work 2	Form of Test for work 2
-----------------	-------------------------

a. Attitude Observation Format

No	Aspect Observed	3	2	1	Note
1	Shows a cooperative attitude in the learning process				
2	Show an attitude of responsibility in individual and group learning activities				
	<b>Max Score</b>				<b>6</b>

b. Attitude Observation Column

No	Aspect Observed	Rubric
1	Shows the attitude of cooperation in the learning process	<p>1. Demonstrate a great cooperative attitude by actively participating in the learning process</p> <p>2. Show less cooperation attitude but only actively participate when pushed</p> <p>3. Does not show a cooperative attitude in learning by not participating actively despite being pushed</p>
2	Show responsibility and discipline in working in groups	<p>1. Show responsibility and discipline in working as well as possible</p> <p>2. Shows less responsibility in work but does not show maximum discipline</p> <p>3. Shows no responsibility and discipline in working in groups</p>

## c. Form Observation Test For Work (Individual)

No	Criteria to be assessed	Low performance	Good performance	Very good performance	Score
1	Text Organization	Doesn't use the correct organization of descriptive text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2	Sentence Formation	Use simple sentences	Begin to very simple sentences and compound sentences	Use simple sentences, compound sentences, and complex sentences correctly	
3	Grammar	Too many mistake	6 until 10 mistakes	Under 5 mistakes	
4	Vocabulary	Basic Vocaabulary less precise	Developed vocabulary	Purposefully chosen vocabulary	
5	Mechanic	Some errors spelling punctuation	Mostly effective used of mechanics, errors do not detract from meaning	Effective use of capitalization, punctuation and spelling	
6	Tidiness and dead line	Write awkwardly, unreadable, submit late than 3 days from the dead line	Write quite neatly, quiet clear font, submit late days from the dead line	Write neatly, clear font, submit the work on time	
<b>Total Score</b>					
<b>Final Score = Total Score : 6</b>					

## d. Form Observation Test For Work (Group)

No	Criteria to be assessed	Low performance	Good performed	Very Good performance	Score
1	Pronunciation	Too many mistake	With 2 until 5 mistakes	Perfect pronunciation	
2	Intonation	Monotonous	Begins to vary the intonation	Accurate intonation	
3	Grammar	Too many mistakes	With 2 until 5 mistakes	No mistakes in grammar	
4	Content	Plain simple	Begins to add some	Add more personal	

## e. Speaking Rubric

No	Aspects
A	Grammar
B	Vocabulary
C	Comprehension
D	Fluency
E	Pronunciation

Medan, September 2019

Teacher Class

Reseacher

RosmaidaNasutionS.Pd

Nabila Yasmin

Head Master of SMA HARAPAN MEKAR 2

Andre Ahmad Desa ST

## Appendix III

### Pre – Test

Topic : Descriptive Text

Nama :

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI AK – 1

Alokasi Waktu : 10 Menit

Jumlah Soal : 10 Butir

Bentuk Soal : Pilihan Ganda

Source : <https://englishahkam.blogspot.com/2012/07/contoh-descriptive-text-beserta-soal-jawaban.html>

Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, or d!

### DESCRIPTIVE PLACE

#### Chao Phraya River



On the banks of the Chao Phraya, Bangkok’s “Waterway of Kings”, lies an inn that has effectively set new principles of neighborliness for this commended city.

Set in sublimely landscaped tropical patio nurseries, the Shangri-La Bangkok furnishes visitors with all the appeal and warmth of the orient and, in the meantime, unbeatable scope of offices and relaxation exercises.

There is a decision of 12 heavenly settings in which to go out on the town, a huge freestyle swimming pool that ignores the stream, convention and getting offices for together to 2000 individuals, and a 24-hour business focus.

Furthermore, from each and every visitor room and suite, there is a stunning perspective of all the extraordinary hurrying around of the mythical “Stream of Kings”.

One may expect such an all-around prepared and situated inn to be miles far from the downtown area at the same time, at Shangri-La Bangkok the business region and principle shopping zones are insignificant minutes away.

From over 200 years, Bangkok’s grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers close to this glorious waterway, offers its visitors the brilliant guarantee of the East.

1. The content primarily concentrates on... ..
  - a. Bangkok’s grandeur
  - b. Shangri-La Bangkok
  - c. Bangkok’s “Stream Kings”
  - d. the water of the Chao Pra
  
2. The sort of content above is an/a... ..
  - a. Report
  - b. Relate
  - c. Story
  - d. Graphic
  
3. For what number of individuals the getting offices are together to?
  - a. 6000 individuals
  - b. 4000 individuals
  - c. 2000 individuals
  - d. 5000 individuals

***Read the text quickly until you find the clues to questions 4 up to 7 and then read carefully***

### **DESCRIPTIVE PEOPLE**

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

4. How old is Peter? He is ... years old.
- a. Four
  - b. Fourteen
  - c. Forty
  - d. Ten
5. Which of the following statement is not true about Peter?
- a. He has long and straight hair
  - b. He has bright eyes
  - c. He is not interested in sports
  - d. He plays football and tennis
6. According to the passage, we know that Peter is ....
- a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy
7. It is implied in the passage that ....
- a. Peter is naughty
  - b. Peter is lazy
  - c. Peter is unfriendly
  - d. Peter is diligent



**I. Fill the blank by choosing appropriate word.**

8. She is \_\_\_\_\_ (young/ old) girl.

Descriptive about my little sister

My little sister is Fatimah Zahra. I usually call her DekMah. As a little girl she is very cute and adorable. She is the youngest of three siblings. She is a little bit fat and has chubby cheeks. She has long black and a bit wavy hair. Her eyes' color are black too and her skin is light brown. With her wide-opened eyes and chubby cheek, she makes every person want to pinch her adorable cheeks. That's why she has those chubby cheeks. She likes most all food, but her favorite one is fried chicken. My mother often cooks it for her. I love my little sister very much because she is the only one annoying cute girl in my family.

9. What is type of hair her?

- a. Brown and a bit wavy
- b. Brown and a bit curly
- c. Black and a bit curly
- d. Black and a bit wavy

10. How many siblings are there in the Fatimah family?

- a. Three
- b. Four
- c. Five
- d. Six

## ANSWER KEY PRE-TEST

1. A
2. D
3. C
4. B
5. C
6. A
7. D
8. YOUNG
9. D
10. A

## Appendix IV

### Post – Test 1

#### (Cycle I)

Topic : Descriptive Text

Nama :

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI AK – 1

Alokasi Waktu : 10 Menit

Jumlah Soal : 10 Butir

Bentuk Soal : Pilihan Ganda

Source : <https://englishahkam.blogspot.com/2012/07/contoh-descriptive-text-beserta-soal-jawaban.html>

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From over 200 years, Bangkok’s grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers close to this glorious waterway, offers its visitors the brilliant guarantee of the East.

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  - a. Bangkok’s granduer
  - b. Shangri-La Bangkok
  - c. Bangkok’s “Stream Kings”
  - d. The water of the Chao Pra
2. The sort of content above is an/a... ..
  - a. Report
  - b. Relate
  - c..Story
  - d. Graphic
3. For what number of individuals the getting offices are together to?
  - a. 6000 individuals
  - b. 4000 individuals
  - c. 2000 individuals
  - d. 5000 individuals

***Read the text quickly until you find the clues to questions 4 up to 7 and then read carefully***

### **DESCRIPTIVE PEOPLE**

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  - c. Forty
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  - c. He is not interested in sports
  - d. He plays football and tennis
6. According to the passage, we know that Peter is ....
- a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy
7. It is implied in the passage that ....
- a. Peter is naughty
  - b. Peter is lazy
  - c. Peter is unfriendly
  - d. Peter is diligent



**I. Fill the blank by choosing appropriate word.**

8. She is \_\_\_\_\_ (young/ old) girl

Descriptive about my little sister

My little sister is Fatimah Zahra. I usually call her DekMah. As a little girl she is very cute and adorable. She is the youngest of three siblings. She is a little bit fat and has chubby cheeks. She has long black and a bit wavy hair. Her eyes' color are black too and her skin is light brown. With her wide-opened eyes and chubby cheek, she makes every person want to pinch her adorable cheeks. That's why she has those chubby cheeks. She likes most all food, but her favorite one is fried chicken. My mother often cooks it for her. I love my little sister very much because she is the only one annoying cute girl in my family.

9. What is type of hair her?

- a. Brown and a bit wavy
- b. Brown and a bit curly
- c. Black and a bit curly
- d. Black and a bit wavy

10. How many siblings are there in the Fatimah family?

- a. Three
- b. Four
- c. Five
- d. six

## ANSWER KEY POST-TEST 1

1. A
2. D
3. C
4. B
5. C
6. A
7. D
8. YOUNG
9. D

## Appendix V

### Post Test II

#### (cycle II)



nama: Felika  
XL.AK

. Susilo Bambang Yudhoyono .

Yudhoyono was born into a well-to-do family of aristocratic background. Following in the footsteps of his father, a middle-ranking officer, he entered the army after graduating from the Indonesian Military Academy in 1973. His quick rise through the rank was assisted by his marriage to Kristiani Herawati, the daughter of a powerful general. As an officer, Yudhoyono acquired valuable experience abroad, undertaking the United States Army's Infantry Officer Advanced Course in the early 1980s and training at the U.S. Army Command and General Staff College in 1991. He also earned a master's degree in business administration from Webster University near St. Louis, Missouri, in 1991. Yudhoyono eventually earned a Ph.D. in economics from the Bogor Agricultural University in Indonesia in 2004.



## Appendix VI

### Observation Sheet of Students' Activity (cycle I Meeting 1-2)

#### OBSERVATION SHEET

#### The observation sheet of Students' Activity in (cycle) I

NO	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of presentation, practice, production (PPP) technique	4	4	4	Very good
7	The students can improve their speaking skill	3	4	3.5	Good
	<b>Total of average</b>	<b>27</b>			

Note :

1 = Bad      2 = Enough      3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{27}{7} = 3.85 = \text{Very good}$$

**OBSERVATION SHEET**

**The observation sheet of Students' Activity in (cycle) II**

NO	Activity	Meeting of Cycle II		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	4	4	4	Very good
6	The students can follow the rule of presentation, practice, production (PPP) technique	3	4	3.5	Good
7	The students can improve their speaking skill	4	4	4	Very good
	<b>Total of average</b>	<b>27.5</b>			

Note :

1 = Bad      2 = Enough      3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{27.5}{7} = 3.92 = \text{Very good}$$

**Appendix VII****Observation Sheet of Students' Activity (cycle II Meeting 1-2)****OBSERVATION SHEET****The observation sheet of Teacher Activity in (cycle) I**

		Meeting Cycle I	of		
--	--	--------------------	----	--	--

NO	Activity			Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of presentation, practice, production (PPP) technique	3	4	3.5	Good
7	The students can improve their speaking	3	3	3	Good
	<b>Total of average</b>	<b>26</b>			

Note :

1 = Bad      2 = Enough      3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of everage}}{\text{number of activity}} = \frac{26}{7} = 3.71 = \text{Very good}$$

**OBSERVATION SHEET****The observation sheet of Teacher Activity in (cycle) II**

NO	Activity	Meeting of Cycle II		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good

3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of presentation, practice, production (PPP) technique	4	4	4	Very good
7	The students can improve their speaking skill	4	4	4	Very good
	<b>Total of average</b>	<b>27.5</b>			

Note :

1 = Bad      2 = Enough      3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of everage}}{\text{number of activity}} = \frac{27.5}{7} = 3.92 = \text{Very good}$$

## **Appendix VIII**

### **Interview sheet with the students**

#### **Before implementing presentation, practice, production (PPP) technique**

- The researcher : Selamat siang semuanya..
- The students : Selamat siang Miss
- The reseacher : Ok sebelumnya Miss maubertanyabagaimanapendapat kalian tentangbahasainggris, terutama pada saat kalian berbicara atau menceritakan sebuah text khususnyapembelajaran Descriptive Text ?
- The students I : Kalau menurutakusih, bahasainggrisitususah Miss
- The students II : Kalau menurut saya Miss, agak susah Miss karena tulisan dengan cara membacanya berbeda Miss
- The students III : Kadangbingung Miss cara bacanya gimana, takut salah

### **Interview sheet with the students**

#### **After implementing Presentation Practice Production (I)**

- The researcher : Selamat siang Yustira
- The students I : Selamat siang Miss
- The reseacher : Ok sekarang Miss maubertanya bagaimana pendapat Yustira setelahkitabelajarbahasainggris menggunakan presentation, practice, production (PPP) technique yaitu pada saat kalian berbicara tentang Descriptive Text yang kitalakukantadi?
- The students I : Kalau menurutaku Miss menyenangkan
- The researcher : Selanjutnya apakah presentation, practice, production (PPP) technique ini memotivasi kamu dalam berbicara Text Descriptive?

- The students I : Kalau aku sih iya Miss, karena dengan menggunakan presentation, practice, production (PPP) technique saya lebih mengerti tentang Descriptive text
- The researcher : Pertanyaan Miss yang terakhir, apakah menurut kamu presentation, practice, production (PPP) technique ini membuat suasana kelas menjadi aktif atau bagaimana ?
- The students I : Membuat kelas menjadi aktif Miss karena dengan presentation, practice, production (PPP) technique kami bias mengespresikan tentang kemampuan kami berbicara

## (II)

- The researcher : Selamat siang DwiFitriani
- The students II : Selamat pagi Miss
- The researcher : Ok sekarang Miss mau bertanya bagaimana pendapat Dwi setelah kita belajar bahasa Inggris menggunakan presentation, practice, production (PPP) technique yaitu pada saat kalian membaca Descriptive Text yang kita lakukan tadi?
- The students II : Kalau menurut user banget, karna membuat jadi semangat berbicara Miss
- The researcher : Selanjutnya apakah presentation, practice, production (PPP) technique ini memotivasi kamu dalam membaca Text Descriptive?

- The students II : Iyalah Miss, karena kami dituntut untuk menjadi siswa aktif terutama dalam berbicara mendescripsikan gambar
- The researcher : Pertanyaan Miss yang terakhir, apakah menurut kamu presentation, practice, production (PPP) technique ini membuatsuasanakelasmenjadiaktifataubagaimana ?
- The students II : Aktif Miss, kami jadi senang belajar speaking

### (III)

- The researcher : Selamat siang M. Nanda Azmi
- The students III : Selamat siang Miss
- The reseacher : Ok sekarang Miss maubertanya bagaimana pendapat Nanda setelahkitabelajar bahasainggris menggunakan presentation, practice, production (PPP) technique yaitupadasaat kalian membaca Descriptive Text yang kitalakukantadi?
- The students III : Bagus Miss karnakan kami harus mendescripsikan gambar yang Miss kasih, jadi dapat melatih kami dalam belajar speaking
- The researcher : Selanjutnya apakah presentation, practice, production (PPP) technique inimotivasikamudalammembaca Text Descriptive?

- The students III : Iya Miss memotivasi kami untuk berbicara dengan baik dan benar, karena semakin bagus cara pengucapannya akan mendapatkan penilaian yang bagus juga Miss
- The researcher : Pertanyaan Miss yang terakhir, apakah menurut kamu presentation, practice, production (PPP) technique ini membuat suasana kelas menjadi aktif atau bagaimana ?
- The students III : Kami menjadi lebih aktif Miss karena pembelajaran speaking Miss, jadi kami lebih PD untuk speaking Miss

## **Appendix IX**

### **Interview sheet with the English teacher**

- The researcher : Assalamualaikum, Good afternoon Mam ?
- The Teacher : waalaikumsalam.
- The researcher : Ok Mam, I'd like to ask you some questions to you about my research strategy, especially the using of presentation, practice, production (PPP) technique to improving students' speaking skill in Descriptive text learning and using picture card as my learning media, so what do you think about that Mam ?

- The teacher : I think that is very interesting because I found that many students' get some motivation because of that technique and enjoy following speaking process
- The reseacher : Next, do you think that presentation, practice, production (PPP) technique can motivate your students' speaking learning in Descriptive text?
- The teacher : Yes of course, because I see this strategy can give motivation to the students, everybody I found active and more enthusiastic to speaking process learning
- The reseacher : Do you think the presentation, practice, production (PPP) technique can improve your students speaking skill ?
- The teacher : I think yes, because of this technique we can see presentation, practice, production (PPP) technique such as motivation and will be more enthusiastic so I think that can improve their speaking skill.
- The reseacher : And thelast, do you want to try this technique in teaching-learning process especially to speaking learning in Descriptive Text ?
- The teacher : Why not, it is a good to repair my strategy in teaching-learning process and can improve students speaking skill.
- The reseacher : Ok thank you so much Mam.

**Appendix X**

**The Students' AttendanceList During The Research**

No	Name of Students	Meeting			
		1	2	3	4
1	AULIA RAHMA	√	√	√	√

2	AULIA SSAFITRI	√	√	√	√
3	AYU PERMATA SARI	√	√	√	√
4	CINDY ATIKA	√	√	√	√
5	DESY ANDRIANI	√	√	√	√
6	DINA SYAFITRI	√	√	√	√
7	DWI FITRIANI	√	√	√	√
8	EMILIA	√	√	√	√
9	FELIKA	√	√	√	√
10	JUHARIAH	√	√	√	√
11	NISAH	√	√	√	√
12	NURSYAKILA	√	√	√	√
13	NURUL AINI	√	√	√	√
14	NUR WULAN AZIZAH	√	√	√	√
15	M. NANDA AZMI	√	√	√	√
16	RIA PRATIWI	√	√	√	√
17	SARI NILAM	√	√	√	√
18	VIRA SORMIN	√	√	√	√
19	YULISTIA PUTRI	√	√	√	√
20	YUSTIRA AZZAHRA SYAMSI	√	√	√	√

## Appendix XI

### Students' Name and Initial

No	Name of The Stdents	The Initial of The Students
1	AULIA RAHMA	AR
2	AULIA SSAFITRI	AS
3	AYU PERMATA SARI	APS

4	CINDY ATIKA	CA
5	DESY ANDRIANI	DA
6	DINA SYAFITRI	DS
7	DWI FITRIANI	DF
8	EMILIA	EL
9	FELIKA	FK
10	JUHARIAH	JR
11	NISAH	NS
12	NURSYAKILA	NSK
13	NURUL AINI	NA
14	NUR WULAN AZIZAH	NWA
15	M. NANDA AZMI	MNA
16	RIA PRATIWI	RP
17	SARI NILAM	SN
18	VIRA SORMIN	VS
19	YULISTIA PUTRI	YP
20	YUSTIRA AZZAHRA SYAMSI	YAS

## Appendix XII

### Documentation

### Doing Pre-Test



**Doing Post – Test I**



**Doing Post – Test II**



**Picture Crad as learning media**







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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Nabila Yasmin  
NPM : 1502050219  
Pro. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 154 SKS IPK = 3,29

Persetujuan Ket/Sekret. Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media	14/11/19
	The Improving Students' Reading Comprehension by Use Reciprocal Teaching Technique	
	The Implementation of Listening Activity as The Extracuriculer Program to Support English Subject at SMK Harapan Mekar	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 25 Maret 2019  
Hormat Pemohon,

Nabila Yasmin

Keterangan :  
Dibuat Rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan

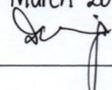


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 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan ini saya

Nama Mahasiswa : Nabila Yasmin  
 NPM : 1502050219  
 Pro. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Implementation of Persentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media	28 March 2019 

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

  
Dewi Juni Artha, S.S., M.S

Medan, 25 Maret 2019  
Hormat Pemohon

  
Nabila Yasmin



MAJELIS PENDIDIKAN TINGGI  
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Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada Yth : Bapak/Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Asslamu'alaikum Wr. Wb.

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa : Nabila Yasmin  
N P M : 1502050219  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan Permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum dibawah ini dengan judul sebagai berikut :

The Implementation of Presentation of Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Dewi Juni Artha, SS, M.Hum *Acc 22/04-2019*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan Kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 09 April 2019  
Hormat Pemohon

Nabila Yasmin

Keterangan :

Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang Bersangkutan



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Nomor : 634 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Nabila Yasmin  
N P M : 1502050219  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media.

Pembimbing : Dewi Juni Artha, SS, M.Hum

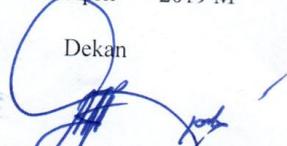
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 27 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 22 Sya'ban 1440 H  
27 April 2019 M

Dekan

  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nabila Yasmin  
N.P.M : 1502050219  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media

Sudah layak diseminarkan.

Medan, Juli 2019

Disetujui oleh  
Pembimbing

**Dewi Juni Artha, S.S, M.S**



**UMSU**  
Unggul | Cerdas | Terpercaya

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### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

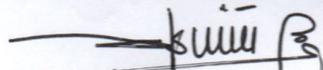
Nama Lengkap : Nabila Yasmin  
N.P.M : 1502050219  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media

Pada hari ...senin... tanggal 29. bulan ...juli... tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 29 Juli 2019

Disetujui oleh:

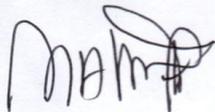
Dosen Pembahas

  
(Fatimah Sari Siregar, S.Pd., M.Hum)

Dosen Pembimbing

  
(Dewi Juni Artha, S.S., M.S)

Diketahui oleh  
Ketua Program Studi,

  
(Mandra Saragih, S.Pd., M.Hum)



AKREDITASI : "B"

# SEKOLAH MENENGAH KEJURUAN SMK "HARAPAN MEKAR-2"

KOMPETENSI KEAHLIAN : AKUNTANSI, ADMINISTRASI PERKANTORAN

NSS : 344076011095 NDS : 5307122105 NPSN : 10211221

e-mail : smk2hammer@yahoo.com

Kantor : Jalan Marelan Raya No. 77 Telp.(061) 42068197 Fax.(061) 88811837 Medan 20255

## SURAT KETERANGAN NOMOR : L.011/YPHM/SMK-201/IX/19

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Kejuruan (SMK) Harapan Mekar-2 Medan Marelan Kota Medan Menerangkan bahwa :

Nama : **NABILA YASMIN**  
 N P M : 1502050219  
 Program Study : Pendidikan Bahasa Inggris  
 Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar nama tersebut diatas, telah mengadakan penelitian di SMK Harapan Mekar-2 Medan, dengan judul "*The Implementation of Presentation practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media*". Penelitian ini dilaksanakan dari tanggal 21 Agustus s/d 21 September 2019.

Demikian surat keterangan ini diperbuat dan diberikan untuk dapat dipergunakan bilamana perlu.



Medan, 12 September 2019  
 Kepala Sekolah

ANDRI AHMAD DESA, ST

Cc. Peringgal,-



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Nabila Yasmin  
N.P.M : 1502050219  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
25 April '19	Chapter I * Problems and Object of the Study	
20 Mei '19	Chapter I * Problems and Object of the Study	
19 Juni '19	Chapter II dan Chapter III * Sample, Population, Research Design	
3 Juli '19	Chapter III * Sample, Population, Research Design	
4 Juli '19	Chapter III * Technique of Collecting the Data	
11 Juli '19	ACC Proposal Seminar	

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, 11 Juli 2019

Dosen Pembimbing

(Dewi Juni Artha, S.S., M.S)



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**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Nabila Yasmin  
N.P.M : 1502050219  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Implementation Presentation Practice Production (PPP) Technique  
to Improve Students' Speaking Skill by Using Picture Card as a Media

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9 Sept '19	Chapter IV Data dan Analysis	
16 Sept '19	Chapter V Conclussion and suggestion	
28 Sept '19	ACC	

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, 28 September 2019

Dosen Pembimbing

(Dewi Juni Artha, S.S, M.S)