

**MODIFYING PRESENTATION PRACTICE PRODUCTION TECHNIQUE
BASED ON THE PRINCIPLES OF NATURAL APPROACH
TO ENHANCE STUDENTS' SPEAKING ACHIEVEMENT
IN SMAS AL KAUTSAR LAMPUNG**

A THESIS

**By:
Annisa Azzahra
NPM. 2223042013**



**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHING TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
2024**

ABSTRACT

MODIFYING PRESENTATION PRACTICE PRODUCTION TECHNIQUE BASED ON THE PRINCIPLES OF NATURAL APPROACH TO ENHANCE STUDENTS' SPEAKING ACHIEVEMENT IN SMAS AL KAUTSAR LAMPUNG

By
Annisa Azzahra

The objectives of this research are to find out: 1) the significant difference in students' speaking achievement between students who are taught by using PPP Technique and PPP Technique based on the principles of Natural Approach, 2) the aspects of speaking improve significantly after they were taught by using PPP Technique and PPP Technique based on the principles of Natural Approach, and 3) what learning strategies are mostly used by the students after they were taught by using PPP Technique and PPP Technique based on the principles of Natural Approach. This research used a quantitative approach. The population of this research is the third-grade students of SMAS Al Kautsar Lampung. It took one class for the experimental group and one class for the control group there were 30 students in each class and the researcher used purposive sampling. This research used a speaking test to answer the first and second research questions, and a questionnaire to answer the third research question. The result showed that there is a significant difference in students' speaking achievement between those who were taught through the original PPP Technique and those who were taught using the PPP Technique based on the principles of the Natural Approach. The value of sig. (2-tailed) in the independent sample t-test is 0.001, which means it is lower than 0.05, it can be concluded that the hypothesis is accepted since $0.001 < 0.05$. In experimental class, fluency, pronunciation, vocabulary, grammar, and comprehension improved significantly, whereas in control class only vocabulary and grammar improved significantly. In both experimental and control classes, social strategy was used the most during the treatments. The mean of social strategy in experimental class is higher than the mean in control class with $4.11 > 3.91$. In brief, modifying PPP Technique based on the principles of Natural Approach is better than PPP Technique because the steps guided the students to be free to speak out naturally using English to share their ideas with their friends in group. Moreover, the students also had to debate their ideas with others to train them to think critically in generating ideas into a good text.

Keywords: *Speaking, PPP Technique, Natural Approach, Live Report*

**MODIFYING PRESENTATION PRACTICE PRODUCTION TECHNIQUE
BASED ON THE PRINCIPLES OF NATURAL APPROACH
TO ENHANCE STUDENTS' SPEAKING ACHIEVEMENT
IN SMAS AL KAUTSAR LAMPUNG**

By

ANNISA AZZAHRA

A Thesis

**Submitted in a Partial Fulfillment of
the Requirement for S2-Degree**



**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHING TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY**

2024

Research Title

**MODIFYING PRESENTATION PRACTICE
PRODUCTION TECHNIQUE BASED ON THE
PRINCIPLES OF NATURAL APPROACH TO
ENHANCE STUDENTS' SPEAKING
ACHIEVEMENT IN SMAS AL KAUTSAR
LAMPUNG**

Student's Name

Annisa Azzahra

Student's Number

2223042013

Study Program

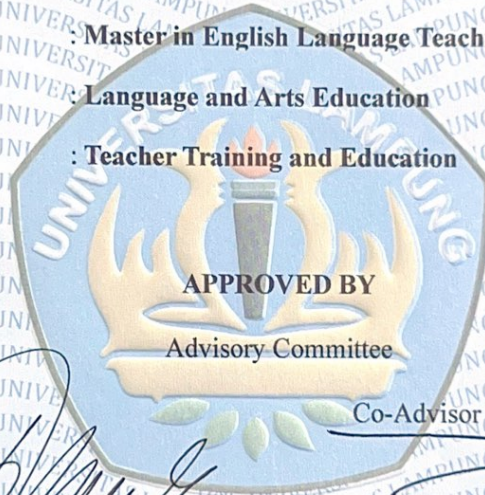
Master in English Language Teaching

Department

Language and Arts Education

Faculty

Teacher Training and Education



APPROVED BY

Advisory Committee

Advisor

Co-Advisor

Prof. Ag. Bambang Setiyadi, M.A., Ph.D.

Dr. Tuntun Sinaga, M.Hum.

NIP 195905281986101001

NIP 196006221986031002

**Chairperson of Department
Language and Arts Education**

**Chairperson of Master in
English Language Teaching**

Dr. Sumarti, S.Pd., M.Hum.

Dr. Muhammad Sukirlan, M.A

NIP 197003181994032002

NIP 196412121990031003

ADMITTED BY

1. Examination Committee

Chairperson : Prof. Ag. Bambang Setiyadi, M.A., Ph.D. 

Secretary : Dr. Tuntun Sinaga, M.Hum. 

Examiners : 1. Prof. Ujang Suparman, M.A., Ph.D. 

2. Dr. Muhammad Sukirlan, M.A. 

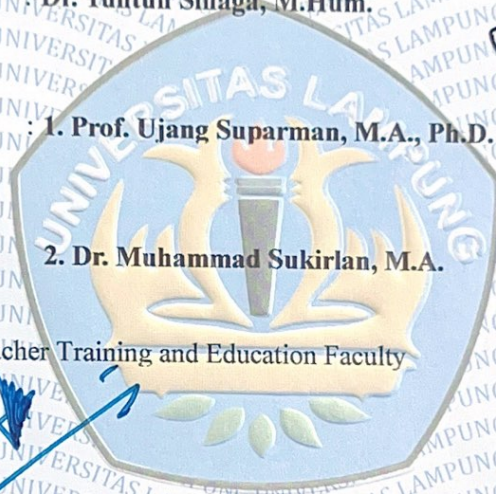
2. Dean of Teacher Training and Education Faculty

Prof. Dr. Sunyono, M.Si.
NIP 196512301991111001 

2. Dean of Postgraduate Program

Prof. Dr. I. Murhadi, M.Si.
NIP 196403261989021001 

4. Graduated on : July 10th, 2024



LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul **“Modifying Presentation Practice Production Technique based on The Principles of Natural Approach to Enhance Students’ Speaking Achievement in SMAS Al Kautsar Lampung”** adalah hasil karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara yang tidak sesuai dengan tata etika ilmiah yang berlaku dalam Masyarakat akademik atau yang disebut plagiarism.
2. Hak intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, dan saya bersedia dan sanggup dituntut sesuai hukum yang berlaku,

Bandar Lampung, 25 Juli 2024
Yang membuat pernyataan,



Annisa Azzahra
NPM. 223042013

CURRICULUM VITAE

Annisa Azzahra can be called Ms. Nisa or Ms. Bunga was born on January 30th, 1999 in Bandar Lampung, Lampung. She is the first child of an amazing couple; Mr. Jonidam and Ms. Diana Nety. She has one younger sister: Adinda Nur Maisyitoh and Muhammad Iqbal Putra Jodi as her younger brother.

She began her education at TK Kartika in Bandar Lampung. Then, she continued her study at SDN 2 Teluk Betung and finished it in 2010. After that, she enrolled at SMP Muhammadiyah 3 Bandar Lampung for junior high school education and finished it in 2013. She continued her studies to MA Diniyyah Putri Lampung and graduated in 2017.

In the same year, she was accepted as a student in English Education Study Program at Lampung University. In her bachelor's degree life, she was actively involved in some organizations to experience something new and make a lot of friends. Besides getting a new friend and a lot of knowledge, joining organizations benefits her to enhance leadership, public speaking skills, and networking. In college, she joined internal organizations such as HMJPBS and ESo. When joining those organizations, she ever became a member, staff, Person in Charge of Newscasting, and also deputy of human resources.

Besides that, she ever won in some newscasting competitions such as the third winner of the newscasting competition at RAKANILA FAIR 2018, the second winner of newscasting competition at ALSA UI 2019, the first winner of newscasting competition at EIA XVIII UNILA 2019, and the semifinalist of newscasting competition in Asian English Olympics 2019.

Having completed her bachelor's degree as a cum-laude student with a GPA of 3.66 in 2021, then she continued her master's at the same college and also in the same department, English in 2022. During her studies, she is an English teacher in Yayasan Al Kautsar and one of the courses in Bandar Lampung, Youngster English Course. On her weekends; on Saturday and Monday, she works in an English private class.

At present, she takes care of her husband while actively teaching on weekdays, and on weekends she takes a part-time job as a Master of Ceremony in several events.

DEDICATION

Expressing my endless love to my partner in life, Mas Nanang Syaputra. Thank you for always working hard for our family.

Unforgettable, I would also like to thank my entire extended family, especially my beloved parents; ayah Jonidam and Bunda Diana, and also my parents in-laws; Bapak Purwanto and Ibu Juwati for giving me support and strength when I thought of giving up who continually provide their moral, spiritual, advice in every situation I faced.

My lovely sister and brother, Adinda Nur Maisyitoh and Muhammad Iqbal Putra Jodi

Last but not least, I want to thank myself for believing in me, for doing all this hard work, for having no days off, for never quitting, for always being a giver and trying to give more than I receive, and for trying to do more than wrong. I want to thank you for just being me at all this time.

MOTTO

“Think only of the best, work only for the best, expect only the best”

Annisa Azzahra

ACKNOWLEDGEMENT

All praise is rendered to the Almighty God, Allah Subhaanahu Wa Ta'ala, for His countless blessings so the writer was able to finish her paper entitled "Modifying Presentation Practice Production Technique Based on The Principles of Natural Approach to Enhance Students' Speaking Achievement in SMA Al Kautsar Lampung" as partial fulfillment of the requirement for S-2 Degree in Master of English Education Study Program, Faculty of Teacher Training and Education, Lampung University.

Indeed, without any support, help, or encouragement from open-handed people, the writer will never accomplish her undergraduate thesis. Thus, the writer would like to express her sincere gratitude and deep respect to:

1. Her beloved parents, Ayah Jonidam and Bunda Diana Nety for endless love and countless sacrifices, have given her endless support and taught her how to be a good human being for others.
2. Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as the first advisor. Thank you for your understanding, kindness, advice, motivation, support, and patience.
3. Dr. Tuntun Sinaga, M.Hum., as her second advisor has also given her motivation and priceless advice during the completion of his study.
4. Prof. Ujang Suparman, M.A., Ph.D., as her first examiner for his suggestions, encouragement, and contribution during the seminars to the examination.
5. Dr. Muhammad Sukirlan, M.A., as her second examiner for his suggestion and criticism.
6. The lectures and administration staff of the Language and Arts Department.
7. Her life partner, Nanang Syaputra, for the endless love, support and for accompanying her up and down times.

8. Her baby boy who is still in her womb, is healthy in every condition, everywhere, and anywhere. See you in September, dear.
9. Her younger sister and brother, Adinda and Iqbal for lending me a laptop.
10. Her parents in laws, Bpk. Purwanto and Ibu Juwati, for their meaningful and endless prayers.
11. Her grandparents, Nenek Mayarni, Siti Chairiyah, Sidi Hatta, and Kakek Basirun for the prayers.
12. The principal of SMAS Al Kautsar Lampung for allowing the writer to conduct the research.
13. The principle of SD Al Kautsar Lampung, for allowing the writer to take and finish her master's degree while teaching.
14. Last but not least, all friends of MPBI 2022 for the beautiful moments they had been through together, and anyone who cannot be mentioned directly who has contributed to finishing this research.

Finally, the author believes that her writing is still distant from perfection. There might be flaws in this research. Thus, comments, criticism, and suggestions are always acceptable for better research. The author hopes this research will make a positive contribution to the educational development in English language teaching, to the readers, and to those who want to conduct further research.

Bandar Lampung, 10 July 2024
The author,

Annisa Azzahra
NPM. 2223042013

LIST OF CONTENTS

| | |
|--|------------|
| LIST OF CONTENTS | i |
| LIST OF TABLES | iii |
| LIST OF APPENDICES | iv |
| I. INTRODUCTION..... | 1 |
| 1.1 Background of the Problem | 1 |
| 1.2 Research Questions | 6 |
| 1.3 Objectives of the Research..... | 7 |
| 1.4 Uses of the Research | 7 |
| 1.5 Scope of the Research | 8 |
| 1.6 Definition of Terms | 8 |
| II. LITERATURE REVIEW | 10 |
| 2.1 Speaking..... | 10 |
| 2.2 Aspects of Speaking | 11 |
| 2.3 Teaching Speaking | 12 |
| 2.4 Concept of PPP Technique | 13 |
| 2.5 Teaching of Speaking through PPP Technique | 14 |
| 2.6 Concept of Natural Approach | 16 |
| 2.7 The procedures for modifying PPP based on the Principles of Natural Approach..... | 19 |
| 2.8 Learning Strategy in Speaking..... | 21 |
| 2.9 Theoretical Assumption | 22 |
| 2.10 Hypotheses | 23 |
| III. METHODS | 24 |
| 3.1 Research Design..... | 24 |
| 3.2 Data Source | 25 |
| 3.2.1 Population and Sample | 25 |
| 3.2.2 Subject..... | 25 |
| 3.2.3 Setting | 26 |
| 3.3 Data Collecting Techniques | 26 |
| 3.3.1 Speaking Test | 27 |
| 3.3.2 Questionnaire Test..... | 27 |
| 3.4 Validity | 28 |
| 3.4.1 Content Validity of Speaking Test | 28 |

| | |
|---|-----------|
| 3.4.2 Construct Validity of Speaking Test..... | 29 |
| 3.5 Reliability..... | 30 |
| 3.5.1 Reliability of Speaking Test..... | 30 |
| 3.5.2 Reliability of Questionnaire..... | 31 |
| 3.6 Research Procedures..... | 31 |
| 3.7 Data Analysis..... | 34 |
| 3.8 Scoring Rubric..... | 35 |
| 3.9 Data Treatment..... | 36 |
| 3.9.1 Normality Test..... | 37 |
| 3.9.2 Homogeneity Test..... | 37 |
| 3.10 Hypothesis Testing..... | 38 |
| 3.10.1 Hypothesis Testing on RQ1..... | 38 |
| 3.10.2 Hypothesis Testing on RQ2..... | 38 |
| IV. RESULTS AND DISCUSSION..... | 40 |
| 4.1. Teaching and Learning Activities in Control and Experimental Classes..... | 40 |
| 4.2. Research Result..... | 43 |
| 4.2.1. Validity Result..... | 44 |
| 4.2.2. Reliability Result..... | 46 |
| 4.2.3. Pretest Result..... | 47 |
| 4.2.4. Posttest Result..... | 49 |
| 4.2.5. Normality Test Result..... | 50 |
| 4.2.6. Homogeneity Test Result..... | 51 |
| 4.3. Hypothesis Testing Results..... | 52 |
| 4.3.1. Significant Difference of Students' Speaking Achievement..... | 52 |
| 4.3.2. Aspects of Speaking Improve Significantly..... | 54 |
| 4.4. Results of Questionnaire of Students' Learning Strategies..... | 57 |
| 4.5. Discussion of Findings..... | 58 |
| 4.5.1. Significant Difference of Students' Speaking Achievement..... | 58 |
| 4.5.2. Aspects of Speaking Improve Significantly..... | 62 |
| V. CONCLUSIONS AND SUGGESTIONS..... | 67 |
| 5.1. Conclusions..... | 67 |
| 5.2. Suggestions..... | 69 |
| REFERENCES..... | 71 |
| APPENDICES..... | 73 |

LIST OF TABLES

| | |
|---|----|
| Table 1. Comparison Between Modified PPP and the Original PPP | 20 |
| Table 2. Basic Competence and Indicators | 26 |
| Table 3. The Guideline for Describing Alpha Value | 31 |
| Table 4. Oral Proficiency Scoring by Harris (1974) | 35 |
| Table 5. Validity Result of Speaking Test..... | 45 |
| Table 6. Validity Result of Questionnaire..... | 45 |
| Table 7. Reliability Results of Speaking Tests | 46 |
| Table 8. Reliability Result of Questionnaire | 47 |
| Table 9. Distribution Frequency of Pretest..... | 48 |
| Table 10. Distribution Frequency of Posttest | 49 |
| Table 11. Result of the Normality Test..... | 50 |
| Table 12. Homogeneity Test of Pretest..... | 51 |
| Table 13. Homogeneity Test of Posttest..... | 52 |
| Table 14. Independent Sample T-Test | 52 |
| Table 15. Aspects of Speaking Improve Significantly | 54 |
| Table 16. The Mean of Students' Learning Strategy Result..... | 57 |

LIST OF APPENDICES

| | |
|---|-----|
| Appendix 1. Lesson Plan | 74 |
| Appendix 2. News of Speaking Test | 92 |
| Appendix 3. Instruction of Speaking Test..... | 95 |
| Appendix 4. Language Learning Strategy Questionnaire..... | 96 |
| Appendix 5. Results of Students' Pretest | 96 |
| Appendix 6. Results of Students' Posttest | 98 |
| Appendix 7. LLSQ Results | 100 |
| Appendix 8. Expert Validation Form | 102 |
| Appendix 9. Permission Letter | 106 |
| Appendix 10. Response Letter | 107 |
| Appendix 11. Students' Result | 108 |
| Appendix 12. Treatment Documentation | 112 |

I. INTRODUCTION

This chapter begins with background information that describes the issues and offers an opinion of why this research is necessary.

1.1 Background of the Problem

As one of the language skills, speaking has a major and crucial role in facilitating students to learn a foreign language. Thus, in having good communication, especially in English, speaking skills is the most important skill to acquire foreign or second language learning. It is supported by Aziz and Kashinathan (2021) who state that speaking is the most important skill because it is one of the abilities needed to carry on a conversation. Meanwhile, Bailey and Savage (1994) state that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must master their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language.

The Senior High School learners are expected to speak English properly as they practice speaking to express themselves in informal or non-formal communication, learners, must be able to develop interactive communication where they can understand the conversation.

Even though speaking is one of the crucial abilities to acquire, learners consistently believe that it is difficult to learn because students face countless difficulties. Therefore, students often find themselves in trouble when they start to speak English. It is experienced by an English teacher in SMA Al Kautsar Lampung who said that some students are afraid of responding to the student's question if it is in English. Sometimes, the students understand the teacher's question but they are afraid of answering it. It happens because they are afraid of making mistakes in grammar, lack vocabulary, feel afraid of making mistakes, and usually do not have enough bravery and motivation to learn and speak in English. It is also supported by Aziz and Kashinathan (2021) who claim that speaking English is difficult because speakers must be proficient in many areas, including pronunciation, grammar, vocabulary, fluency, and comprehension.

To address the problems highlighted above, the researcher is interested in conducting this research. To overcome the students' problem, the researcher provides the Presentation, Practice, Production (PPP) Technique, in which the teacher provides the target language to the students through explanation and demonstration in communicative learning teaching. Based on Harmer (2013, cited in Artha and Yasmin 2022), PPP Technique is a simple way to teach a foreign language, especially in a communicative classroom. Since, it contains some activities which lead students to express their ideas, work cooperatively, and speak fluently and confidently.

Presentation, Practice, Production (PPP) Technique is a derivative of the Audio Lingual (ALM) Method because this method has a relatively complete procedure of presenting language materials. According to Setiyadi (2020), there are five procedures of the Audio Lingual Method (ALM); (1) the language teacher gives a summary of the content of the dialogue, (2) the language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times, (3) repetition of each line by the language learners in chorus is the next step, (4) repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single row or smaller groups, and (5) pairs of individual learners now go to the front of the classroom to act out the dialogue. The procedures from the explanation above show that in the ALM method, the teacher provides a material then the students listen and imitate it and then they express it in front of the class. It can be said that those steps are almost similar to the PPP Technique steps in which at first teacher presents the material, then students have to practice the material as the teacher presents, and at last in the production stage, they have to present as a production of what they practice.

To support the previous statement, several previous studies have looked into the effectiveness of applying PPP technique to teach speaking to EFL students. Anggraeni, Asmawati, and Zuhra (2023), use PPP technique to improve students' speaking ability. The result showed that the implementation of PPP technique is effective in improving the speaking skills of eighth-grade students at SMP Negeri 5 Sigi when describing a person. Besides, Husnaini, Yahya, and Putri (2023) said that PPP technique functions effectively for increasing students' speaking abilities.

Students can accept the material offered and respond well to the teacher in the classroom during the learning process. Moreover, the students also expect that the PPP technique and material tailored to their requirements can be utilized in official learning procedures at school. Meanwhile, Artha and Yasmin (2022) also used PPP technique to improve students' speaking skills. They said that there was an increase in the students' speaking skills by using PPP technique. The mean of the post-test in cycle (I) was better than the pre-test and the mean of the post-test in cycle (II) was better than the 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 the PPP technique could improve students' speaking skills.

Although PPP technique has some benefits in implementing English learning to the students, PPP receives negative criticism in the area of language learning. Pratista (2022) says that the idea of PPP is a deductive and teacher-centered approach with focuses mainly on accuracy using drilling practice. Besides, Lewis (1993, cited in Maftoon and Sarem, 2012) said that PPP was inadequate because it reflected neither the nature of language nor the nature of learning. This criticism seems to be logical in that the learners are required to merely mimic a model in a fixed linear order without paying attention to the inherent complexities of the language itself as well as the teaching/learning process.

Therefore, to accommodate the learners in achieving their needs, the researcher uses the principles of Natural Approach to help students' needs in speaking. Natural Approach language learning theory was developed by Krashen and Terrel in 1983.

The researcher used the principles of Natural Approach to make an effort that make the learning environment as stress-free as possible to excite the learners to naturally participate in English speaking. The principles of natural approach have proven to be quite popular with language teachers, and attempts are also made to make the learning atmosphere as anxiety-free as possible.

Richards and Rogers (2001) say that in the natural approach, a focus on comprehension and meaningful communication as well as the provision of the right kinds of comprehensible input provide the necessary and sufficient conditions for successful classroom second and foreign language acquisition. The natural approach attempts to improve communication skills and the specific objectives are provided as a set of general concepts that may be used with a variety of students and instructional environments, depending on the specific context in which it is implemented. The weakness of PPP comes with the argument that the method is less effective because most of the learning activity is controlled by the teacher. Thus, by applying the principles of Natural Approach, it is expected that students have the opportunity to explore the learning process by themselves as it is related to the principle of Natural Approach where the students learn naturally.

Besides, this research also wants to find out the learning strategy that is used the most by the students in learning to speak. According to Hardan (2013), when learners start to learn something, they can respond to the particular learning situation and appropriately manage their learning. Learners use learning strategies to learn something more successfully. Therefore, teachers should realize that many

kinds of learning strategies may be used by the students. Furthermore, the teacher should be aware of this because it will help the students to understand more about the students and create successful teaching strategies by taking into consideration the fact that every student has a different speaking learning strategy. Paying more attention to what students' learning strategies are used can help the teacher to improve the student's achievement in learning to speak.

In implementing this research, the researcher chooses news item text as the material of live report in this research because it is interesting and reflects people's daily life so it will be easier to understand for students. It consists of events that are considered important and should be known by people. Based on the elaboration above, this study aims to investigate the effectiveness of PPP Technique based on the principles of Natural Approach to enhance students' speaking achievement in delivering live report news and to know the learning strategies that are used by the students in learning to speak.

1.2 Research Questions

Based on the explanation stated above, the researcher formulates the problem as follows:

1. Is there any significant difference in students' speaking achievement between the students who are taught by using PPP Technique and PPP Technique based on the principles of Natural Approach?

2. Are there aspects of speaking that improve significantly after they were taught by using PPP Technique and which one using PPP Technique based on the principles of Natural Approach?
3. What learning strategies are mostly used by the students after they were taught using PPP Technique and which one uses PPP Technique based on the principles of Natural Approach?

1.3 Objectives of the Research

Concerning the research question above, the objectives of the research are formulated as follows:

1. To find any significant difference in students' speaking achievement between the students who are taught by using PPP Technique and PPP Technique based on the principles of Natural Approach.
2. To find out aspects of speaking improved significantly after they were taught by using PPP Technique and PPP Technique based on the principles of Natural Approach.
3. To find out what learning strategies are mostly used by the students after they were taught by using PPP Technique and PPP Technique based on the principles of Natural Approach.

1.4 Uses of the Research

This research can give people advantages in the field of education, especially in teaching English. The uses of this research are:

1. Theoretically, this research makes contributions to the technique and approach in the field of teaching methods, especially Presentation Practice

Production Technique and Natural Approach.

2. Practically, this study can be used as:
 - a. Information for those who want to use an appropriate technique to enhance the students' speaking performance.
 - b. To be a reference for the next researchers who will do research about Natural Approach and PPP Technique.

1.5 Scope of the Research

This study focused on finding out whether there is a significant difference in students' speaking achievement between the students who are taught by using PPP Technique and the students who are taught by using PPP Technique based on the principles of Natural Approach. The concept of teaching and learning process would initially focus on the activity for students to deliver a news item text considering the five aspects of speaking namely pronunciation, grammar, vocabulary, fluency, and comprehension. The news item text that the students delivered could appear to focus on delivering live report news.

1.6 Definition of Terms

Some terms are defined to give a basic understanding of the related variables and concepts. These are stated below:

1. Speaking is a productive skill for sharing meaning through verbal and nonverbal symbols.
2. A natural Approach is an approach that is used for people to acquire languages naturally.

3. Presentation Practice Production (PPP) Technique is a technique that requires presentation, practice, and production steps. It involves that the skills should be focused on within sequence, starting with the receptive; reading, and listening and ending with the productive; writing, and speaking.
4. A News Item is a text which informs readers about events of the day. The events are considered important and should be known by people.
5. Live Report is an alternative name for a live broadcast that shows live data. Live reporting journalism usually occurs when a reporter reports the news as it is happening.

II. LITERATURE REVIEW

In this part, the writer delineated some related theories that relate to her research, which are the concept of speaking, teaching speaking, Presentation Practice Production technique, teaching of PPP technique through PPP technique, Natural Approach, the procedures of modifying PPP based on the principles of Natural Approach, learning strategy, theoretical assumption, hypothesis.

2.1 Speaking

There are several definitions of speaking according to experts. Nunan in Kayi (2006) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called fluency. Besides that, Chaney in Azzahra, Amin, and Rum (2019) claims that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. Aziz and Kashinathan (2021) state that speaking as a skill has two main functions: a transactional function in which users communicate and exchange meaningful information, and an interpersonal function in which users build connections. From the explanation of some theories above, the researcher concludes that speaking is the way how we deliver ideas to living things and it also can be used as a transactional and interpersonal function.

2.2 Aspects of Speaking

According to Haris in Satriawan and Skolastika (203), there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency as follows:

1. Pronunciation

Involves the segmental aspects of vowels, consonants, and other sounds, intonation patterns, and emphasis. Pronunciation is a way to ensure sound is generated. In the process of communication, one has to properly pronounce and produce the words spoken with the intent to miscommunicate.

2. Grammar

Grammar guides us on how to use words, or more specifically, how to use them appropriately and choose the suitable words for each context. We have to understand some concepts and guidelines that constitute generative grammar.

3. Vocabulary

Vocabulary is one of the elements in language that a person needs to master to talk or write something. The acquisition of a mastering vocabulary is crucial for effectively using a second language since without a good vocabulary, we will be unable to put the structures and functions we have acquired for effective communication to use. It means that mastering a language is one of the crucial aspects of communicating.

4. Fluency

The best way to develop fluency is probably to let the air stream of speech follow you as some parts of it go beyond what you can understand.

5. Comprehension

Speaking effectively involves understanding not only how to use certain language components, such as grammar, pronunciation, vocabulary, and fluency, but also when, why, and how to utilize them.

Those are five components that should be fulfilled by the students to be mastered in speaking achievement.

2.3 Teaching Speaking

Bailey and Savage (1994) state that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must master their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Burns (1998) also states that two major currents of thinking have informed contemporary debates on the teaching of oral communication. The first current focuses on the development of skills for the accurate production of speech forms (phonological patterns, lexis/vocabulary, grammatical form, and structure), while the second centers upon enhancing fluency through communicative tasks which, in turn, enables opportunities for developing functional language use through non-controlled activities.

Learning English as a foreign language is a different thing to do for most Indonesian students because it cannot be comprehended naturally as they learn their first language. Usually learning a foreign language means learning the dictionary, grammar, and the sounds in that language. Focusing on language form is important in foreign language learning, but developing the ability to communicate in English

is the main goal of an English language course. At the end of a course, the learners should be able to communicate effectively in English in or outside the classroom for study, work, or leisure.

Teaching speaking is not easy, because English is not a native language in Indonesia. People have many difficulties learning it. It is caused by their environments which do not use English to communicate. People only speak in English when the time of the lesson. It means that the opportunity to practice is not enough.

2.4 Concept of PPP Technique

Rakhmatullaveyna (2023) states that PPP for language teaching is the most popular and modern methodology used by professional schools around the world. It is very important to understand what 'presentation', 'practice', and 'production' really are and how they combine to create effective communicative language learning. Presentation is the beginning or introduction to language learning. Production is the culmination of the learning process in which the learner becomes a language 'user' rather than a language 'learner'. Practice is the process that facilitates progress from the initial stage to the final stage.

Presentation is the presenting materials to the student. This component needed a time of about 65 to 90 percent of learning activity. Practice is when the teacher gives the students exercises time to know how far students progressed towards understanding the materials that were presented, the teacher might help the students

to do the exercises. At last, production is higher than in the practice stage since the teacher evaluated the students about the material mastery, in this step, the students should do the exercises by themselves.

2.5 Teaching of Speaking through PPP Technique

The origins of PPP and the explicit attention to activity sequencing issues can be traced back to the mid-20th century when PPP became the adopted teaching sequence by the Structural Methods –the North American Audio Lingual Method, the British Situational Language Teaching Method, and the French Audiovisual Method. The objective of Structural Methods was the acquisition of structures. PPP was very useful in fulfilling this objective since it adapts well to the teaching of structures: aural exposure and teacher modeling in P1; drills or controlled practice in P2; and the transference of the previously studied structures to different situations in P3, (Criado, 2013).

Teaching speaking through the PPP technique can assist our teaching of speaking. Providing a differentiated atmosphere and motivating students. PPP technique is one classroom activity to support and facilitate the material given to the students, so it can be easy to learn English and increase their speaking ability. According to Rakhamatullayevna (2023), there are three phases in the Presentation Practice and Production (PPP) Technique in the teaching process as follows:

1. Presentation

This is the first stage of the language learning process and usually has a large impact on the next stages and determines whether those stages are

effective or not. Presentation involves constructing situations that require the use of the new language naturally and logically. When a 'situation' is recognized and understood by students, they instinctively build a conceptual understanding of the meaning behind the new language and why it is relevant and useful to them. Once we have arrived at the context surrounding a new language and its conceptual meaning, we need to use a language "model" to introduce the new language. It is this model that allows students to practice while proceeding with productive activities, and achieve naturally, preferably without assistance. An important aspect of introducing a situation that requires a new language and its underlying concepts is to build it in English that students have already learned or have access to. At a lower level, images and body language are typical ways of expressing a new language. Dialogues and texts can also be used as students' progress. There are many ways to present new language elements, but most presentations require at least some of the following characteristics: Meaningful, memorable, and realistic examples. logical connection; context; clear model; sufficient meaningful repetition; "staging" and "fixing".

2. Practice

The Practice stage is the phase that teachers are most familiar with, whatever their teaching or teaching goals. However, it is often "overused" or used effectively because it was either poorly presented or not perceived and used as a natural step towards production. Not in phase. In general, practice activities that are carefully designed to appear "attractive" to the

eye will increase student motivation. They need to be challenged, but the activity should feel "within reach". To achieve a smooth transition from presentation to practice, students are usually required to move from the individual practice stage to pair work (chain pair work, closed pair work, open pair work). The practice of communication shows the way to production.

3. Production

The production stage is the most important stage of communicative language teaching. The success of the production clearly shows that language learners have moved from being 'learners' of the primary language to being 'users' of that language. Production generally involves creating situations that require the language introduced during the presentation stage. This situation should encourage students to “generate” a more personal language. The production depends heavily on the practice phase. If students are not confident in the language, they will naturally be reluctant to "use" it themselves. One of the most important things to remember is that the creative activity should not "tell" the student what to say. In practice, students had most or all of the information they needed, but during production, they didn't have it and had to think. It is ideally rewarding because it is representative of a “real-life” situation.

2.6 Concept of Natural Approach

Richards and Rodgers (2001) state that Tracy Terrell outlined a proposal for a new philosophy of language teaching which he called the Natural Approach in 1997.

This was an attempt to develop a language teaching proposal that incorporated the “naturalistic” principles researchers had identified in studies of second language acquisition. Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. This can be achieved by talking about interesting subjects, games, tasks, and the like. Language learners can respond using their first or second language through teaching and learning processes. Language teachers rarely focus on the mistakes that students make, and they do not correct them. According to theory, information should only be understandable and interesting, therefore the language syllabus will vary based on student interest and can be adjusted.

Besides, there are some principles of natural approach based on Krashen and Terrell (1983):

1. Comprehension precedes production.

Listening (or reading) comprehension precedes speaking (or writing) abilities. This follows from the hypotheses presented earlier that acquisition is the basis for production ability and that for acquisition to take place, the acquirer must understand the message. Thus, the starting point in language instruction is to help acquires understand what is being said to them. Some of the implications of this principle are: (1) the instructors always use the target language; (2) the focus of the communication will be on a topic of interest for the student; and (3) the instructor will strive at all times to help the student understand.

2. The natural approach is a production that is allowed to emerge in stages. These stages typically consist of (1) a response by nonverbal communication, (2) a response with a single word: yes, no, there, O.K, you, me, house, run, come, on, etc., (3) combinations of two or three words: paper on table, me no go, where book, don't go, etc., (4) phrase: I want to stay. Where are you going? The boy running, etc., (5) sentences, and finally (6) more complex discourse. Grammatical accuracy is very low in the early stages and increases slowly with increased opportunities for communicative interaction and acquisition. For this reason, in the Natural Approach, the students are not forced to speak before they are ready. In addition, speech errors that do not interfere with communication are not corrected.
3. The course syllabus consists of communicative goals. This means that the focus of each classroom activity is organized by topic, not grammatical structure. Thus, a possible goal may be to learn to communicate about trips the students have taken or to be able to order a meal in a restaurant. The practice of specific grammatical structures is not focused on these activities. We claim that grammar will be effectively acquired if goals are communicative.
4. The activities done in the classroom aimed at acquisition must foster a lowering of the affective filter of the students. Activities in the classroom focus at all times on topics that are interesting and relevant to the students and encourage them to express their ideas, opinions, desires, emotions, and feelings. An environment that is conducive to acquisition must be created by the instructor-low anxiety level, good

rapport with the teacher, friendly relationship with other students; otherwise, acquisition will be impossible. Such an atmosphere is not a luxury but a necessity. Because of this, the class's subject matter needs to be interesting and relevant to the learners. Therefore, the researcher will use this principle to be implemented in the procedure of PPP with several acquisition activities such as videos, debates, and presentations.

This research used the four principles of Natural Approach in implementing the procedure of PPP technique to help the learning activities become student-centered rather than teacher-centered.

2.7 The procedures for modifying PPP based on the Principles of Natural Approach

The PPP Technique in English teaching is a three-step lesson plan and teaching approach that helps the student learn, understand, and practice new things.

In this research, the researcher modified this technique based on the principles of Natural Approach to give an alternative step for students to enhance their speaking skills naturally through communication and language acquisition. Thus, by applying the principles of Natural Approach, it is expected that students have the opportunity to explore the learning process by themselves.

The following table is the comparison between the procedure of teaching speaking through PPP Technique based on the principles of Natural Approach and teaching speaking with PPP technique.

Table 1. Comparison Between Modified PPP and the Original PPP

| Original PPP | Modified PPP with Natural Approach |
|---|---|
| The teacher explains news item text (generic structure and language features) to the students by showing PowerPoint. (Presentation) | The students are asked to watch a video which contains of live report. Then, the students acquire the topic from the live report in the video. (Presentation with Natural Approach in principle 1 and 2) |
| The teacher and the students together identify the important information in the text from the teacher. In this part, the teacher demonstrates how to deliver live report news in front of the class. (Practice) | The students are divided into 4 groups. After that, the students have a debate session with the group. They are divided into pros and cons. In this activity, the students are encouraged to think critically and understand well about the topic that they are discussing to collect important information. (Practice with Natural Approach in principles 3 and 4) |
| The teacher asks one or two students to try performing the news item text and the teacher encourages class discussion and feedback on the presented text. (Production) | The students try to take the important information related to the topic that has been discussed in debate before. After that, the students present their live report. (Production with Natural Approach in principle 2 and 4) |

It is clearly stated that the three-step process of PPP procedure takes place in some activities that employ the principles of Natural Approach such as model videos, debate sessions, providing outlines and presentations. In the first step (presentation), the students were asked to watch a video that contained a live report. The model video was an activity that helped students to acquire the material. In the practice stage, the students were having debate sessions to help them collect information about the topic before they started to produce news item text. The students were divided into groups of pros and cons. The teacher also provided the outline as the guidance for students. After that, in the last step which is the production stage, the students tried to take the important information of their news

item text related to the topic that had been discussed in debate before. Then, the students presented their live report because the presentation is one of the acquisition activities that encourage the students to express their thoughts and ideas freely.

2.8 Learning Strategy in Speaking

Chamot (1987, cited in Wael, Asnur, and Ibrahim,2018), “learning strategies are techniques, approaches or thoughtful actions that students take to the learning and recall both linguistic and content area information.” In other words, strategies are the ways or actions that the students have to prepare for their learning. The teacher should realize several kinds of learning strategies which can be used by students. Furthermore, the teacher should be aware of this because it will help her or him to understand more about the students and create successful teaching strategies by taking into consideration the fact that every student has a different speaking learning strategy. As an outcome, the teacher can use their teaching style effectively and efficiently by creating good material designs to achieve learning objectives and create an enjoyable learning atmosphere in the classroom. In other words, language learning strategy is very important in the learning process, especially in speaking because the success or failure of learning a foreign language may depend on what and how the learning strategy will be used by the learners.

Based on Setiyadi (2016), there are three major categories of language learning strategies, they are: cognitive, metacognitive, and social.

1. Cognitive strategy is used to classify all cognitive processes in SLA, Setiyadi (2016). He also stated that cognitive processes involve mental

processing which means it include all activities that take place in the brain to acquire a foreign language. This category may include intelligent guessing, looking for patterns from sentences, inferencing, association, summarizing, grouping in the mind, deduction, imagery, and other mental processes.

2. Metacognitive strategy involves processes related to monitoring and evaluating what has been done and planning what to do in acquiring another language.
3. Social strategy is useful to refer to social psychology. The social strategy includes individual activities in social settings aimed at acquiring another language.

Referring to the explanation above, the researcher wants to find out whether the learners have used the three major categories of strategies in their learning speaking.

2.9 Theoretical Assumption

In English, one of the skills that need to be mastered to acquire the language fully is speaking. Speaking is the ability of students to express their thoughts and ideas to others. Speaking requires the students not only to know how to produce a specific point of language such as grammar, vocabulary, and pronunciation but also to understand when, why, and ways to produce language. Unfortunately, it is not easy for some students to get ideas that can be transferred into the right meaning. Many students have difficulty in getting some ideas when they deliver the news item text. To face this problem, teachers should try to find an appropriate technique in language teaching which can help students get some ideas and it can make the

students interested in joining the lesson so that they can study more seriously and their achievement will be better, especially in delivering News Item Text. In this case, one of the techniques that was used in language teaching was PPP Technique which was modified by the principles of Natural Approach. By using this way, the students could get inspiration or motivation that could help them in getting ideas to be spoken.

2.10 Hypotheses

Based on the theoretical assumption, the hypothesis is there is a significant difference in students' speaking ability of students who are taught through PPP Technique and PPP Technique based on the principles of Natural Approach. Then some aspects of speaking improved significantly in both classes, the improvement was seen in students' speaking performance in each aspect from the recorded video of the pretest and posttest. Lastly, social strategy is the learning strategy which used the most in both classes since during the treatments students were asked to discuss with their friends, which meant they had to move from one place to another place in collecting ideas.

This chapter explains the concept of speaking, aspects of speaking, teaching speaking, the concept of PPP Technique, teaching of speaking through PPP Technique, the concept of Natural Approach, the procedure of modifying PPP Technique based on the principles of Natural Approach, learning strategy in speaking, theoretical assumption, and hypothesis.

III. METHODS

This chapter presents the research design, population, and sample, data collecting techniques, instruments of the research, validity, and reliability of instruments, research procedures, data analysis, data instrument, and hypothesis testing.

3.1 Research Design

This research used a quantitative approach. There was one class for the experimental group and one class for the control group. The control group was given treatment by using the original PPP technique and the experimental group was given treatment by using a modified one. The researcher used an independent Group T-test to analyze the data of the first research question as this study aimed to compare the results from the control and experimental groups after receiving treatments. In addition, to answer the second research question the researcher used the Paired-Sample T-test, and to answer the third research question the researcher used descriptive analysis. The research design is presented as follows:

In addition, a Control Group Pre-test and Post-test Design (Setiyadi, 2006) was used to answer the research question. The concept of research design is presented in the following:

G1: T1 X T2

G2: T1 O T2

Where:

G1 : Experimental group

G2 : Control group

T1 : Pretest

T2 : Posttest

X : Treatment (PPP Technique based on Natural Approach)

O : Treatment (PPP Technique)

3.2 Data Source

3.2.1 Population and Sample

The population of this research is the third-grade students of SMAS Al Kautsar Lampung. There are eight classes of third-grade classes in that school. There are 30 students in each class. Meanwhile, in the sample of this study, the researcher took two classes a control class and an experimental class. The students in the control class were taught through the original PPP Technique, meanwhile, students in the experimental class were taught through the modified PPP Technique based on the principles of Natural Approach. In determining the sample, the researcher used purposive sampling because it aimed to choose two classes that have the same ability in speaking.

3.2.2 Subject

The used material was News Item Text based on the senior high school syllabus with the basic competence and the competence achievement indicator is explained below:

Table 2. Basic Competence and Indicators

| No | Basic Competence | Indicators |
|----|--|---|
| 1 | 3.4 Analyzing social function, generic structure, and language features from news item text in the form of simple news from mass media, according to the context of their use. | 3.4.1 Identifying (C2) the social function of news item text in the form of simple news from newspapers/radio/TV, according to the context of its use. 3.4.2 Identifying (C2) the text structure of news item text in the form of simple news from newspapers/radio/TV, according to the context of its use. 3.4.3 Identifying (C2) the language features of news item text in the form of simple news from newspapers/radio/TV, according to the context of its use. |
| 2 | 4.4 Acquiring the meaning in simple news item text from mass media. | 4.4.1 Demonstrating (C2) the news item text in delivering live report news. |

3.2.3 Setting

This research was conducted in SMAS Al Kautsar, it is located in Jl. Soekarno Hatta, Rajabasa, Kec. Rajabasa, Kota Bandar Lampung, Lampung 35144. The first time SMAS Al Kautsar accepted new students was in 1993. In December 2006, the status of SMAS Al Kautsar was accredited 'A'. Currently, SMAS Al Kautsar Lampung is 30 years old, it is one of the superior private schools. The researcher chose this school because it relates to the problem of the students' speaking based on an English teacher who teaches there.

3.3 Data Collecting Techniques

In conducting this research, the researcher needed a technique to collect the data. The researcher used the following tests (Pre-test and Post-test).

3.3.1 Speaking Test

The test was given to the students to determine their speaking ability, especially in delivering the news in live report. To collect the data the researcher used pre-test and posttest.

1. Pre-test

The pre-test was given to classes XII1 and XII2 at the first meeting before the researcher engaged the students in the treatment. It was done to determine their speaking ability before they were treated with the original PPP (for class XII1) and the modified PPP (for class XII2). The pre-test asked the students to deliver a live report based on the live report video shown by the teacher. The kind of speech was monologue. It was assessed with the rubric of speaking by Harris (1974). The test was a subjective test that needed an interrater.

2. Post-test

Post-test was administered in class XII MIPA 1 and XII MIPA 2. The post-test had the same instructions as the pre-test. It was conducted to determine whether there was any significant difference in students' speaking achievement through PPP Technique and modified PPP Technique based on Natural Approach Principles.

3.3.2 Questionnaire Test

After the students got the pretest, treatments, and posttest, the teacher distributed the questionnaire to the students to find out which learning strategy was mostly used by students after they were taught using the modified PPP Technique and the

original PPP Technique. The questionnaire is adopted from the Language Learning Strategy Questionnaire (LLSQ) based on Setiyadi (2016). There are three kinds of learning strategies; cognitive, metacognitive, and social strategies. The mean of those three kinds of strategies was compared to the students' speaking achievement to determine whether each main influence and the interaction influence were statistically significant.

3.4 Validity

Validity concerns the extent to which the test tests what it is supposed to test; it must measure what it purports to measure, Cohen, Manion, and Morrison (2007). To measure whether the test had good validity, the researcher used content validity and construct validity of the test. Therefore, the purpose of the instrument was to provide data on students' speaking ability before and after the treatments. There are two types of validity; content validity and construct validity.

3.4.1 Content Validity of Speaking Test

Cohen, Manion, and Morrison (2007) state that content validity is adequate and representative coverage of the domain, field, tasks, behavior, knowledge, etc., without interference from extraneous variables. It concerns whether the tests are good reflections of the materials that need to be tested. Therefore, the material should be based on the basic competence in the syllabus of the third grade of Senior High School. Then, the researcher used the competence of:

3.4 Differentiate the social function, generic structure, and language features from some spoken and written news item texts by asking and giving information related to simple news from newspaper/radio/TV, based on the context of the use.

4.4 Acquiring meaning contextually related to social function, generic structure, and language features of spoken and written news item text, in the form of simple news from newspaper/radio/TV.

The researcher made the test and lesson plan based on these basic competencies above. It follows the curriculum of English Subject for Senior High School, *Kurikulum 2013*.

3.4.2 Construct Validity of Speaking Test

Construct validity is the extent to which the test measures a particular construct, trait, or behavior, evidenced through convergent validity and discriminant, divergent validity, and by correlating the test with other published tests with the same purposes and similar content (Cohen, Manion, and Morrison, 2007). In the speaking test, the researcher made some items of speaking that could be used to measure students' speaking ability based on some criteria of speaking aspects. According to Harris (1974), there are five components of speaking that should be assessed. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Before the pre and post-tests were conducted by the researcher, the instrument of the speaking test had been checked by using interrater validity in which the researcher consulted the instrument to the expert speaking. The expert on speaking gave their judgments based on the five aspects of speaking from Harris (1974) whether the speaking test included the five aspects of speaking or not. After the instrument of the speaking test was checked, the researcher got the result that

the instrument of the speaking test was valid based on the construct validity. Furthermore, to measure the content and construct validity, the researcher used the table checklist.

3.5 Reliability

Cohen, Manion, and Morrison (2007) state that reliability concerns the stability and consistency of the test scores (e.g. if a student takes a test twice, or similar versions of the same test, the score should be similar).

3.5.1 Reliability of Speaking Test

The test employed as an instrument in this research was a subjective test with instruction and the researcher measured the reliability using inter-rater. When the test score was independently assessed by two or more examiners or raters thus, interrater reliability was implemented. In this case, the first rater was the researcher and the second rater was an English teacher from SMAS Al Kautsar while the third rater was a winner in many fields of newscasting competitions. Hence, the raters used scoring criteria conducted by (Harris 1974) to measure how reliable the scoring was. To measure the reliability of the speaking test, the researcher analyzed the data using Cornbach's Alpa in SPSS. In this case, the researcher used the standard of reliability by Setiyadi (2018) as follows:

1. Reliability range from 0.800 up to 1000 is very high
2. Reliability range from 0.600 up to 0.800 is high
3. Reliability range from 0.400 up to 0.600 is fair
4. Reliability range from 0.200 up to 0.400 is low
5. Reliability range from 0.000 up to 0.200 is very low

3.5.2 Reliability of Questionnaire

Cronbach's Alpha was used to measure the internal consistency of the items of the questionnaire. The formula for Alpha was used by using SPSS 16. Furthermore, to determine the reliability of the questionnaire, Cohen, Manion, and Marrison (2007) provided the following guidelines:

Table 3. The Guideline for Describing Alpha Value

| Alpha value | Descriptions |
|-------------|------------------------------|
| > 0.90 | Very highly reliable |
| 0.80-0.90 | Highly reliable |
| 0.70-0.79 | Reliable |
| 0.60-0.69 | Minimally reliable |
| <0.60 | Unacceptably low reliability |

3.6 Research Procedures

In this part, some procedures were applied as follows:

1. *Selecting and determining the population and sample*

The population was all the third-grade students in SMAS Al Kautsar Lampung. There were eight classes, the researcher took two classes as the representatives and it was chosen by purposive sampling.

2. *Finding and selecting the material*

In this session, news item text was chosen as the material taken from the syllabus is related to the basic competence based on Curriculum 2013. Besides that, it was taken from AntaraNews Web and the students needed to take the important information (5W1H) and deliver Live Report News.

3. *Administering the pre-test*

A pre-test was conducted before the treatments. This test was aimed to determine the students' speaking ability before having the treatments. In

this test, the students had to collect the important information from one of two news item texts then they had to deliver it in the form of live report news.

4. Conducting Treatment

The control and experimental classes were given three meetings for the treatments. Each meeting consisted of 90 minutes. In the control class, the treatments used the original PPP Technique and in the experimental class, the researcher conducted PPP Technique based on the principles of Natural Approach.

5. Administering the Post-test

A post-test was conducted after the treatments. This test was aimed to investigate the students' speaking ability after having the treatments. In this test, the students were given the same instruction as the pre-test.

6. Administering Language Learning Strategy Questionnaire (LLSQ)

After the students got the posttest, the teacher distributed the Language Learning Strategy Questionnaire (LLSQ). 20 items consisted of three kinds of strategies, namely: cognitive strategy, metacognitive strategy, and social strategy. The correlation coefficient of this analysis ranged from 1 to 5.

7. Submitting

The researcher asked the students to record themselves while performing the pretest and posttest in the form of a video. Then the students might submit their results to the G-Drive (The link was provided by the teacher

in the WhatsApp Group). This technology helped and eased the raters to rate the score.

8. Transcribing

After collecting the videos, all students' utterances from the pretest and posttest videos were transcribed in written form.

9. Scoring

Since the researcher used three raters to score the speaking tests, the researcher filled the scoring test as the first rater (R1), the second rater (R2) was an English Teacher of that school and the third rater (R3) was a winner of some Newscasting Competitions. It was to find out if there was any increase in students' speaking ability between the scores of the students taught through PPP Technique and PPP Technique based on the principles of Natural Approach.

10. Analysing the Data

The result was identified from the average scores of the pretest and posttest to compare and see whether the score of the posttest was higher than the pretest for both the control and experimental classes. After that, the researcher compared the gain score from the pretest to the posttest of the classes taught using the PPP Technique and PPP Technique based on the principles of Natural Approach. It was conducted to determine which one was higher and find out how significant the increase was. Meanwhile, the researcher used descriptive analysis to analyze the questionnaire.

Those are the steps of doing this research to ease the researcher in conducting the research.

3.7 Data Analysis

Here are the steps for analyzing the data:

1. Scoring the Pre-test and Post-test by using inter-rater.
2. Tabulating the result of the test and calculating all scores. The researcher used SPSS 23 to calculate the scores.
3. Answering the first research question (RQ1) whether there is any significant difference in students' speaking achievement between students taught by using PPP technique and PPP Technique based on the principles of Natural Approach, the researcher calculated students' scores in the pre-test and post-test from control and experimental classes by using Independent Sample T-Test.
4. Answering the second research question (RQ2), the researcher analyzed the students' scores in each aspect of speaking from control and experimental classes by using a Paired-Sample T-Test. Thus, the second research question about aspects of speaking improves significantly in experimental and control classes.
5. In answering the third research question (RQ3), the researcher used descriptive analysis to check what learning strategy was used the most after students were taught by PPP technique and PPP Technique based on the principles of Natural Approach.

6. Composing a discussion regarding the result.
7. Concluding. The conclusion was developed from the result of statistical computerization through SPSS and descriptive analysis.

3.8 Scoring Rubric

In evaluating students' speaking tests, this research used Oral Proficiency Scoring proposed by Harris (1974) there are: pronunciation, vocabulary, fluency, comprehension, and grammar. The criteria of the scoring system are based on the following table:

Table 4. Oral Proficiency Scoring by Harris (1974)

| No | Aspect | Rating Score | Criteria |
|----|---------------|--------------|--|
| 1 | Pronunciation | 5 | Has few traces of a foreign accent. |
| | | 4 | Always intelligible, though one is conscious of definite accent. |
| | | 3 | Pronunciation problems necessitate concentrated listening occasionally leads to misunderstanding. |
| | | 2 | Very hard to understand because of pronunciation problems. Must frequently be asked to repeat. |
| | | 1 | Pronunciation problems are so severe as to make speech virtually unintelligible. |
| 2 | Grammar | 5 | Makes few (if any) noticeable errors in grammar or word order. |
| | | 4 | Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning. |
| | | 3 | Makes frequent errors of grammar and word order which occasionally obscure meaning. |
| | | 2 | Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns. |
| | | 1 | Errors in grammar and word order are so severe as to make speech virtually unintelligible. |

| | | | |
|---|---------------|---|---|
| 3 | Vocabulary | 5 | The use of vocabulary and idioms is virtually that of a native speaker. |
| | | 4 | Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. |
| | | 3 | Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. |
| | | 2 | Misuse of words and very limited vocabulary make comprehension quite difficult. |
| | | 1 | Vocabulary limitations are so extreme as to make conversation virtually impossible. |
| 4 | Fluency | 5 | Speech is as fluent and effortless as that of a native speaker. |
| | | 4 | Speed of speech seems to be slightly affected by language problems. |
| | | 3 | Speed and fluency are rather strongly affected by language problems. |
| | | 2 | Usually hesitant; often forced into silence by language limitations. |
| | | 1 | Speech is so halting and fragmentary as to make conversation virtually impossible. |
| 5 | Comprehension | 5 | Appears to understand everything without difficulty. |
| | | 4 | Understands nearly everything at normal speed, although occasional repetition may be necessary. |
| | | 3 | Understands most of what is said at slower-than-normal speed with repetitions. |
| | | 2 | Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. |
| | | 1 | Cannot be said to understand even simple conversational English. |

3.9 Data Treatment

In using Independent Group T-test, there are three basic assumptions should be fulfilled for examining the hypotheses, (Setiyadi, 2018), namely:

1. The data are an interval
2. the data are taken from a random sample in a population (non-absolute)
3. Thus, it is essential to find out the normality and homogeneity of the test before having further analysis of the result.

3.9.1 Normality Test

The main goal of the normality test is to find out whether the data are normally distributed or not. To determine the value, the researcher utilized the Saphiro Wilk to analyze the data as follows:

H_0 : The distribution of the data is normal.

H_1 : The distribution of the data is not normal.

The level of significance used is 0.05. H_0 is accepted if the result of the normality test is higher than 0.05 (sign > 0.05).

3.9.2 Homogeneity Test

A homogeneity test must also be conducted before the data is processed. This test is run to see the similarity of the distribution between the two classes. The hypotheses are:

H_0 : The data is taken from two samples in the same variances (homogeneous).

H_1 : The data is not taken from two samples with the same variances (homogeneous).

The null hypothesis (H_0) is accepted if the significant level of the test is higher than 0.05 (sign > 0.05).

3.10 Hypothesis Testing

There are two hypotheses in this research namely null hypothesis (H_0) and alternative hypothesis (H_1). The formula for testing the hypotheses of this research is:

$$H_1 = \text{Sig.} < 0.05$$

3.10.1 Hypothesis Testing on RQ1

The research used an independent sample t-test to find out whether there is a significant difference in students' speaking achievement after being taught through PPP technique PPP Technique based on Natural Approach. The hypothesis of the research question can be drawn as follows:

H_0 : There is no significant difference in students' speaking achievement after being taught through PPP technique and PPP Technique based on the principles of Natural Approach.

H_1 : There is a significant difference in students' speaking achievement after being taught through PPP technique and PPP Technique based on the principles of Natural Approach.

3.10.2 Hypothesis Testing on RQ2

This research used a paired sample t-test to find out whether there are aspects of speaking that improve significantly after students are taught through PPP technique and PPP Technique based on the principles of Natural Approach. The hypothesis of the research question can be drawn as follows:

H₀: There is no aspect of speaking that improves significantly after students are taught through PPP technique and PPP Technique based on the principles of Natural Approach.

H₁: There are aspects of speaking that improve significantly after students are taught through PPP technique and PPP Technique based on the principles of Natural Approach.

This chapter discusses research design, data source, setting, data collecting technique, validity, reliability, research procedure, data analysis, scoring rubric, data treatment, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusion of this research based on the provided research questions and the suggestions for teachers and other researchers.

5.1. Conclusions

It can be summarized that the results of conducting original PPP Technique and modified PPP Technique based on the principles of Natural Approach enabled the students to improve their speaking skills. The conclusion can be elaborated as follows:

1. There is a significant difference in students' speaking achievement between students who were taught through original PPP Technique and PPP Technique based on the principles of Natural Approach. PPP Technique based on the principles of Natural Approach is better because the provided steps guided the students to be free to speak out naturally using English to share their ideas with their friends in the group. Moreover, the students also had to debate their ideas with others to train them to think critically in generating ideas into a good text. The students' speaking skills improved in experimental class since in experimental class the students always kept practicing speaking and sharing ideas.

2. After students' speaking performance was analyzed in each aspect of speaking from the pretest and posttest recorded video, the researcher concluded some results. Original PPP Technique improved vocabulary and grammar aspects significantly because, at the first meeting, the researcher already explained language features so they already knew how to use correct grammar. Then, students were also asked to discuss the ideas of the text with their friends and teacher in class by exchanging ideas with friends automatically students could enrich their vocabulary through communication. Then, PPP Technique based on the principles of Natural Approach improves pronunciation, grammar, vocabulary, fluency, and comprehension aspects in experimental class. It happened because the language acquisition worked well in the classroom. Then, the students worked in pros and cons groups and they had a debate to share and exchange their ideas. By applying this step, they found new words from their friends, therefore they could enrich their vocabulary and also learn how to pronounce the words correctly. Then, by doing discussion and debate it also helped students to speak fluently as they were asked to be more active in speaking to share their ideas. Besides those steps, the students also had to think critically and understand well the ideas they were going to write, therefore comprehension improved significantly because they comprehended what they wrote and what they delivered in front of the class.
3. Based on the recorded video, it was found that social strategy is used the most in control and experimental classes because in both classes students

had to work with their friends to exchange ideas, which meant they had to interact with others. However, the level of using social strategy in experimental class was higher than in control class because in experimental class the students were asked to be more active in debating their ideas in pro and cons groups.

5.2. Suggestions

In conducting this research, the researcher found some limitations of this research. First, the researcher found it difficult to manage the time and class which asked students to work in groups and present their work. Second, the researcher also found difficulty in dividing students into groups because the researcher had to make sure that every student in a group had a different speaking ability to make the student who still felt afraid to speak brave enough to speak and debate with other friends in the group and she or he also had their part to deliver the idea. Next, the researcher also found it difficult to explain the steps that the students had to do in a meeting, therefore the researcher had to guide the steps one by one. Last, due to the speaking class, the researcher felt the class was crowded enough because every student spoke at the same time together. Based on the discussion, conclusion, and limitations above, the researcher recommends some suggestions as follows:

1. For teachers
 - Teachers should pay attention to time and class management because students have to keep doing the instructions which ask them to work in groups in limited time.

- The teacher has to pay attention to students' speaking ability by dividing the students into groups to make sure all students feel enjoy and can share their ideas well.
 - Teachers should ensure all students understand each instruction of the treatments.
2. For students
- Students should create a conducive situation so that the steps can be implemented well.
 - Due to speaking class, students should have their part to speak up in debate sessions. Therefore, they have a chance to ask and share their ideas.
3. Other researchers
- Other researchers could investigate how social strategy influences speaking ability by using and not using debate sessions.
 - Other researchers could examine the influence of social strategy on aspects of speaking

This chapter has explained the conclusion of this research and also the suggestions for teachers and other researchers.

REFERENCES

- Angraeni, N., Asnawati, N., and Zuhra (2023). Enhancing students' speaking skills in describing people through the presentation-practice-production (PPP) method at SMP Negeri 5 Sigi: *Datokarama English Education Jurnal*, 4(2), 109-122.
- Arta, D., J., and Yasmin, N., (2022). The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media: *Jurnal Riset Ilmu Pendidikan*, 2(3), 197-204.
- Aziz, A.A., & Kashinathan S. (2021). ESL learners' challenges in speaking English in Malaysian classrooms. *International Journal of Academic Research in Progressive Education and Development*, 10(2), 983-991.
- Azzahra, U., Amin, H. B., and Rum, E. P. (2019). Developing the students' speaking skills through the impromptu speech method. *Jurnal Keguruan dan Ilmu pendidikan*. 6(2). 145-158.
- Bailey, K. M., and Savage, L. (1993). *New ways in teaching speaking*. California: Monterey Institute of International Studies.
- Balkaya, S. (2023). Social strategies in language learning for promoting speaking skills. *Research on Education and Psychology (REP)*. 7(Special Issue 2), 494-513.
- Burns, A. (1998). *Teaching speaking*. USA: Cambridge University Press. Language Teaching and Research, Macquarie University, Sydney, New South Wales, Australia 2109.
- Criado, R. (2013) 'A Critical Review of the Presentation-Practice-Production Model (PPP) in Foreign Language Teaching'. In Homenaje a Francisco Gutiérrez Díez [online] ed. by Monroy, Rafael. Murcia: Edit Um, 97-115.
- Cohen, L., Manion, L., and Rorrison, K. (2007). *Research methods in education*. USA:Routledge.
- Harnita. (2015). *Improving Students' Speaking Ability through Presentation, Practice, Production (PPP) Method at the Eight Grade of MTs Bontomarannu*. (Makassar Muhammadiyah University)
- Harris, D. P. (1974). *Testing English as a second language*. New York: McGraw Hill
- Husnaini, Yahya, A., and Putri, N. I. W. (2023). The efficacy of the presentation, practice, and production (PPP) method on the speaking skill of the English Learners Community (ELC):*Journal of English Language Education*, 6(1), 45-61.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The internet TESL journal*, 12(11), 1-6.
- Krashen, S. D. and Tracy D. T. (1983). *The Natural Approach: Language Acquisition in the classroom*. Oxford: Pergamon.

- Maftoon, P., and Sarem, S. N. (2012). A critical look at the presentation, practice, production (PPP) approach: challenges promise for ELT. *Broad Research in Artificial Intelligence and Neuroscience*. 3(4). 31-36.
- Nurmila. (2018). *Developing students' speaking proficiency through the PPP (presentation practice production) approach at the eleventh grade of SMA Babussalam Boeddie Kabupaten Pangkep*. Makasar: Universitas Muhammadiyah Makasar.
- Pratista. G. Y. (2022) Presentation practice production vs task-based learning: a comparison of two teaching templates. *Jurnal Edupedia Universitas Muhammadiyah Ponorogo*, 7(1):1-3.
- Richards, J., Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge, New York: Cambridge University Press. ISBN 978-0521008433.
- Rakhmatullayevna, F. K. (2023). Different English language teaching methods. *International Journal of Language Learning and Applied Linguistics*. 2(4). ISSN:2835-1924.
- Satriawan, K., and Skolastika, M. P. (2023). The analysis of students' speaking ability in speech at English literature department of Mahasaraswati Denpasar university. *Jurnal Multidisiplin Ilmu*. 2(3). ISSN 2829-2049.
- Setiyadi, Ag. B. (2018). *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu
- Setiyadi, Ag. B. (2016). *Language Learning Strategy Questionnaire (LLSQ)*. Yogyakarta: Graha Ilmu.
- Setiyadi, Ag.B. (2020) *Teaching English as a foreign language*. Yogyakarta: Graha Ilmu.
- Thompson, C. (2019). Practice makes perfect? A review of second language teaching methods. *The Bulletin of the Graduate School of Josai international University*. 22. 56-69.
- Wael, A., Asnur, M. N. A., and Ibrahim, I. (2018). Exploring students' learning strategies in speaking performance. *International Journal of Language education*. 2(1). 65-71.