CHAPTER I

INTRODUCTION

A. Background.

English is very important to be learned because it is an international language. Stern states that English is learned in many countries across the worlds, this is not only with reference to specific English language theories but also means of international communication across speaker of other language.¹ The majority of teachers and parents also state that English is international language which not only target the acquisition of speaking and writing but also be aimed at the development of speaking skill.²

English is second foreign language taught when students enter elementary school. Murcia said that “English is second or foreign language learning that often viewed as the most determining of all language skills.”³

Secondly, they have to find a good job in this country or other country. There are many companies which make the English as regulations. Thirdly, they have to be able to absorb science and technology from other countries in the world.

² Abdul F hamid, EFL, program survey in Indonesia school: towards EFL,( curriculum implementation for tomorrow.)
³ Murcia. C. C.M. *teaching English as foreign language*,( united states of America: Heile & Heile,(2001),96.
Therefore, Indonesian students felt that English a necessary for them to be known. Almost students learn English to get more knowledge and information that are written in English. In higher education for college students, learning English is not only mean to know the language itself but also to catch and comprehend information. To achieve it they have to master of four skills (listening, writing, reading, and speaking).

Speaking one of four important skills that are learned by all persons rather than the students. Bloomfield in Kurniasari states that speaking uses widely all over the world. It is used for business diplomacy, science, culture and also education. Because speaking skill is one of base- important knowledge had by the students. So that, the students must concentrate on the concreteness of the remember vocabulary or technique of it. Rather than correct the student’s pronunciation or spelling. It is the most influent to students in mastering four skill of the language in their class or another place. To achieve it, the teacher or writer need a method of teaching speaking technique. Hopes, the students can be active and easy to do exercise of speaking.

Therefore, the writer try to apply method of teaching speaking technique to help the students. There are many mothed of teaching speaking teachnique that became all the students to be active and encourage in speaking skill, such as information –gap activities, photographic competence, 3p technique and etc, thus

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method had all the students do all the exercise in groups or individually, so that, the students are not shy to practice all the exercise that was given by their teacher.

Therefore, the writer try to apply the 3p technique as alternative of teaching speaking technique because this technique build positive mental or confidence of the students to do exercise (practice/dialogue).

Truly, this theory has been applied by previous researcher, such as Galena had done in the last year ago, she applied this theory through three stages as writer will be showed in the next page, the Galena’s stages as fellow: (presentation, practice, and production). In Galena states:

“Presentation stage: The teacher begins a lesson by setting up a situation, Practice stage: Students practice the new language in a controlled way. Production stage: Students are encouraged to use the new language in a freer way either for their own purposes or meanings or in a similar context introduced by the teacher.”

The statement above, Galena just focuses on the teacher activity as object, how the teachers begin to teach, how they put situation at first meeting in the

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classroom, and how they control the students when the students practice in the all stage. But writer has bits deferent with Galena has done, in this method writer put practice in the first stage because writer focus on the students to be actively. Whereas the writer will be given the other way by the new concept that it might never be used by another teacher, like this stage the first is practice and the seconds is presentation so the finally is the production, three stage will be applied by writer. So that the writer belief that this technique can help them.

In this thesis, the writer will focus on the students of junior high school and he chooses MTs at-tauhid Surabaya as subject to apply the 3p approach. This school is located in Jl.sidoresmo dalem ll/37 Surabaya.

B. Problems of the Research

Base on the background above, the problem of the research are formulated as follows:

1. How is the implementations of teaching speaking using the 3p (practice presentation production) approach for second grade students in MTs At – tauhid Surabaya?.
2. How are the students’ responses after teaching speaking use 3p (practice presentation production) approach for second grade students in MTs At - tauhid Surabaya?
C. Purpose of the Research

Based on the research questions above, there are two objectives of this study as follows:

1. To describe the implementation of teaching using the 3p, (practice, presentation, production) approach for second grade students in MTs at - Tauhid Surabaya?
2. To describe the students' responses after being thought using the 3p approach (practice presentation production) in MTs at - tauhid Surabaya

D. Significance of the Research

This research is expected to be useful.

1. For the English teacher who has problem in her or his teaching, the 3p approach is the method that can be used by the teacher to help their students, especially in teaching speaking.
2. for the students that felt are shy to practice of the English lesson, especially in speaking lesson. after this research hopped to be able to encourage the student practice the speaking, well, they practice own or with their friends.
3. for the next researcher who has want to deepest their research, The result of this research can give contribution that they are used to conduct further research in which focus on the other kinds of teaching speakin, so it can give many information for them to conduct further research which focus on the kinds of teaching speaking relate with 3p approach.
4. for the writer who feels less of knowledge and experience. After this research, the writer hopes it can make him to be spirit.

E. scope and Limitation of the Research

In Mts at-tauhid, English lesson one of the important lesson that must be gotten by all students, as like as the other schools that same the level (junior high school), in there, Education english was taught generally, such as the writing, reading, listening and speaking at the same time but researcher isn’t to research all the subject, he only focus on the speaking lesson.

The area of research is limited to the area of teaching speaking by using the 3p (practice, presentation, production) approach at MTs At-tauhid, the writers limits the subject of research on the second grade students at MTs At-tauhid Surabaya.
F. Definition of Key Terms

1. **Teacher** is the writer or english teacher

2. **Students are** students of MTs At-tauhid Surabaya

3. **Schools is** school of MTs At-tauhid Surabaya

4. **3p.** commently , 3p is presentation, practice, production. The writer intent that 3p is practice presentation, production, he trays to use new concep with put the practice in the first stage and the presentation in the second stage, hopefully, it can usefull for students and the others teachers.

5. **Practice** : The students practice the material in their seat

6. **Presentation** : The students present their material that is given by the teacher

7. **Production** : Teacher had all the students to product new words or sententence.