CHAPTER IV
DISCUSSIONS

A. Review

This chapter presents the result of the study. It was related with the objectives of the study which are to describe the results and discussions including the answers to the research problems and question 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 using the 3p (practice presentation production) approach for second grade students in MTs At - tauhid Surabaya?

To answer the first question, the researcher took the data from the interview. Continued to answer the last question, the researcher used the data that took from questionnaire and to support the two (interview and question) researcher used field notes.

B. The Result of Questionnaire.

To know the students responses, the teacher gave questionnaire to the students and then analyzed it. In the questionnaire, the teacher used five questions. Below were the result of questionnaire which was given to the students in the last meeting. To make them clear, the teacher analyzed every
number of the questionnaire by one. To measure about the students responses, the researcher used pattern:

**Note**

\[
X : \frac{\sum N \times 100}{N}
\]

\(X\) : precentage
\(N\) : Number of the students
\(EN\) : total of student’s responses

The questions in questionnaire can be seen in appendix V. And the results of questionnaire were:

Questions number 1. What the students like English? The results are:

<table>
<thead>
<tr>
<th>No</th>
<th>Option</th>
<th>(\sum X)</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very like</td>
<td>4</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Like</td>
<td>32</td>
<td>40</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>Less like</td>
<td>4</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Dislike</td>
<td>0</td>
<td></td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Question Number 2. Do the students interest 3p approach in Teaching? The results at:

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1 Abd rohman : “the correlation between students achivement in vocabulary and reading ability at second grade of SMAN16 surabaya”. (IAIN SUPEL, 2010), 45
Question Number 3. Do the students need to know about the rules of 3p approach? The results are:

<table>
<thead>
<tr>
<th>No</th>
<th>Option</th>
<th>ΣX</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very interesting</td>
<td>6</td>
<td>40</td>
<td>15 %</td>
</tr>
<tr>
<td>2.</td>
<td>Interesting</td>
<td>29</td>
<td>40</td>
<td>72,5%</td>
</tr>
<tr>
<td>3.</td>
<td>Less interesting</td>
<td>5</td>
<td>40</td>
<td>12,5%</td>
</tr>
<tr>
<td>4.</td>
<td>No interesting</td>
<td>0</td>
<td>40</td>
<td>0,00%</td>
</tr>
</tbody>
</table>

Question Number 4. Do the students agree 3p approach as approach in Teaching learning speaking? The results are:

<table>
<thead>
<tr>
<th>No</th>
<th>Options</th>
<th>ΣX</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very necessary</td>
<td>10</td>
<td>40</td>
<td>25 %</td>
</tr>
<tr>
<td>2.</td>
<td>Necessary</td>
<td>21</td>
<td>40</td>
<td>52,5%</td>
</tr>
<tr>
<td>3.</td>
<td>Less necessary</td>
<td>9</td>
<td>40</td>
<td>22,5%</td>
</tr>
<tr>
<td>4.</td>
<td>No necessary</td>
<td>0</td>
<td>40</td>
<td>0,00 %</td>
</tr>
</tbody>
</table>
Table 4

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>∑X</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very agree</td>
<td>13</td>
<td>40</td>
<td>32.5 %</td>
</tr>
<tr>
<td>2.</td>
<td>Agree</td>
<td>24</td>
<td>40</td>
<td>60 %</td>
</tr>
<tr>
<td>3.</td>
<td>Less agree</td>
<td>3</td>
<td>40</td>
<td>7.5 %</td>
</tr>
<tr>
<td>4.</td>
<td>Disagree</td>
<td>0</td>
<td>40</td>
<td>0.00 %</td>
</tr>
</tbody>
</table>

Question Number 5. Does 3p approach can help the students in speaking skill? The results are:

Table 5

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>∑X</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very help</td>
<td>10</td>
<td>40</td>
<td>25 %</td>
</tr>
<tr>
<td>2.</td>
<td>Help</td>
<td>26</td>
<td>40</td>
<td>65 %</td>
</tr>
<tr>
<td>3.</td>
<td>Less help</td>
<td>4</td>
<td>40</td>
<td>10 %</td>
</tr>
<tr>
<td>4.</td>
<td>No help</td>
<td>0</td>
<td>40</td>
<td>0.00 %</td>
</tr>
<tr>
<td>Number of questions</td>
<td>Options</td>
<td>Percentage (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>80-100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>B</td>
<td>60-79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>C</td>
<td>30-59%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>D</td>
<td>0-29%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Criteria: Number of questions that must be chosen by the students

Options: the answering of the question

Percent: (%)
Criteria : Number of questions that be choosen by the students
Options : The answering of the question
Classification : Grade

From table in above, the writer could be concluded that the students answers from the question that was given to the students in the last meeting of the teaching speaking skill. 20.6% from sum of the students gave very good respond to 3p approach, 76% from the students gave good respond of the 3p approach and 25% of the students gave bad of the 3p approach. It can be concluded that the 3p approach got 76% or the mean was the 3p approach got good respond from the students.

C. The result of interview

To know the implementation of the 3p approach, the writer interviewee the real english teacher by giving him five questions at MTs at-tauhid surabaya. and then analyzed it. Below were the result of questions which was given to the

real English teacher after 3p approach was applied. To make them clear, the writer analyzed every number of the questions by one such followed:

The real teacher gave answers were:

1. First question he chose. B
2. Second question he chose. B
3. Third question he chose. B
4. Fourth question he chose A
5. Fifth question he chose B

Table of criteria clarification

<table>
<thead>
<tr>
<th>Number of questions</th>
<th>Option</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>A</td>
<td>Very good</td>
</tr>
<tr>
<td>2-3</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>1</td>
<td>C</td>
<td>Less</td>
</tr>
<tr>
<td>0</td>
<td>D</td>
<td>No</td>
</tr>
</tbody>
</table>

Criteria: Number of the teacher answers of the questions in the interview

Option: Answering

Classification: Grade
From the answers’ real english teacher of all questions that was given to him. he choose( B) of five questions and he choose A of five questions. so that, interview could be concluded that the implentaion of the 3p techinque was good.

D. The description of the research subject

Mts At-tauhid Surabaya on Jl. Sidoresmo dalam number 37. It is difficult to reach from many other sides. Because it is interior surabaya city. So, the location of the school deepest, but We can reach there by car, Pedicab, motorcycle, etc.

The school has not many facilities that the students can’t to do the assesment homeworks perfectly but they had enjoyed by minimum of the facilities during the teaching learning process in the classroom or out the room and also in the break times. When the break times some of the students gathered in the market. played around the yard and some others take around.

E. The result of 3p approach has been implemented

In here, the writer will discribe all the perform all the students and teacher in the classroom as long as they were doing activities. He want to show all the activites since first cycle and two cycle.

1. First cycle

The first cycle was conducted on february - 18 - 2011. The subjects were the students of VIII. They were 40 students. They consisted of 20 female
and 20 male students. In that day, two students were absent. The Writer such as teacher in the class.

In this research, the time used was 2x40 minutes. During the implementation of the first cycle, the Writer used four steps such fellow:

a. Planning

In this stage, the Writer identified the problem of Teaching and learning speaking in the class. The problem was the students had less motivation to learn English. Therefore, the Writer tried to solve the problem by applying 3p approach. Hoped, it would be help all the students.

Before going to teach them, the first, the Writer made lesson plan, see appendix I. He used one lesson plan for one cycle and every cycle has one meeting. The second, the Writer prepared the material. For the first cycle he tried to applied his method by choose entitled “greeting and introduce someone else”. Next, he prepared the pictures to warming-up the students that related with the material.

He would explain the schedule of this technique for the students clearly about it. In two cycle only 80 minutes, every cycle one meeting so every meeting only 80 minutes, the writer divided all the time as follows:

10 minutes for opening (warming up and check the students)

10 minutes for control and divided the students in group.

20 minutes for practice.
15 minutes for presentation.

15 minutes production. 5 minutes for closing and gave them homeworks.

b. Acting

Before Writer started the Teaching learning process, the Writer checks the attendance list and introduced himself to the students. He did that to create good relationship between him and the students. After that, he told them that we were going to learn about greeting. He started by first step.

1) Practice

Writer showed the picture and text of the dialogue and gave it to the students, but before that, he made groups that involved 4-5 students, then the writer gave them little explanation of the dialogue, the writer had to the students to practice with their friends in their group that be suitable with the pictures. Before writer gave them opportunatly to rehearse another dialogue that were ever learn by them. Okay students, today we would learn about greeting and introduce our friend to others, before we began our practice of dialogue that was given. We made groups, so every groups consist of four students. In this rule all the group could practice it in their groups. To detail of the dialogue could be seen in apendix II.

All the groups had to practice the dialogue in their groups. The students could practice it by enjoyable without the troble. But there were two groups didn’t to practice it because they were shy. The writer efforted
or persuaded to made the students to practice but they till shy. The teacher had all the groups to continue the practising until finish and the teacher controlled them with took round all the students.

After the time of practice was over the writer continue to the second step.

2) Presentation

Before teacher (writer) had the students to presentation in the front of the class, the teacher gave little explanation of the way to present of the dialogue. Than he show another picture and students’ groups that contained four students only two group that contained three students because two students was absent such as in the first stage. The formation as followed:

Picture

The picture of the students formation based on their seats
The presentation effectively without the trouble but part of the groups were noise because they were reading the dialogue to prepare for their selves when they were listening the group that had been presenting the text in the front of the class, the teacher (writer) took round of the class room to check the all the students who were not interaction with his lesson. He controlled and guided the students. After the presentation was got 15 minutes the writer go to the end of the step.

3) Production

After part of the groups presented in the front of the class, teacher had all the students seat in their chair, then he had all the students to make words, phrase and sentence that coreleted with the greeting. They did it but all the students still confuse because they were not common did it in their school. Because of this problem the teacher tried to guide and advised them “you must try and try as you can” so they did it by silently. During the students did the exercise, He gave examples of greeting as followed:

Nice (word)

Good afternoon (phrase)

Nice to meet you (phrase)
You are welcome (sentence) ETC.

After the writer gave an explanation, the students were understand and they can do it. Before the writer closed his lesson he asks to the students “do you have difficult of this lesson” and reminded all the students to study heard and spirit to do their homeworks that were given by teacher.

Regarding to the lesson plan that the Writer had, 2 x 40 minutes were enough to finish all the activities.

c. Observing

The observation stage was carried out while the writer of the class was implementing the 3p. 3p technique was used to teach speaking ability in the acting stage. In this stage, the real English Teacher acted as the observer and the Writer acted as the English Teacher, prepare the material and teaching activity during the Teaching learning of the speaking. He also observed students’response and their enthusiastic when Teaching learning used 3p technique.

From the observation result, the observer noted that most of the students still shy of the pronunciation of dialogue. They felt difficult when they had to pronunciation. Part of them were not really active in this meeting. He often pointed them to make them more active. And the situation in the first meeting was crowded. It might be caused that day was the first meeting for them.
For about the performance of the Teacher was quite good. His instruction was clear but his voice was not loud enough. He needed more power to speak in front of class in order to make his voice to be heard by the students in the back because the situation in the classroom was crowded so he was over move in the class with the result that all the students look down and and very shy.

According to the Writer that the groups could controlled there were part of them were difficult to be controlled , there were some groups were noisy by themselves because they were afraid to practice the material and did not to be interaction to the lesson.

d. Reflecting

Based on the explanation of observation above, the writer made some reflection. Which were:

1) The Positive

   (a) Most of the students could be controlled

   (b) Most of the students did what the teacher asks

   (c) The teacher and the students could effectively did the teaching learning process.
2) **The Negative**

(a) Fewer of the students could not to be controlled

(b) Atmosphere in the class was very crowded

(c) Parts of the students shy to do the exercise

3) **The alternatives solution**

a) The teacher divided all students in the groups that separate the students who were shy students with encourage students

b) The teacher raised his voice when he gave them instruction.

1. **Second Cycle**

This cycle was conducted on , marc 8- 2011 and all of the students were present. The time used was 2 x40 minutes. And arrangement of time was same with first cycle.

a. **Planning**

Based on the reflection of the previous cycle, the Writer prepared everything to be better in the second meeting.
. The topic was about greeting, the material was about friends, and the title of friends is “borrowing something”. Then teacher (writer) was prepared the lesson that he was made as suitable by guiding that found out from the observation and reflecting.

1) Acting

Firstly, the Writer reviewed about the previous cycle. But before he opened the lesson as commonly he recited basmalah then he take a round and check all the students.

a) Practice

In this step (practice) he showed the pictures that related with the dialogue. But before he did it, he divided all the students in the groups and separated both encourage students and shy students. Then he divided Every groups contains four students because there were not students absent in the second cycle. The formation of groups as follows:
After dividing all the students in the groups, he gave little explanation of the text then he had all students to practice the dialogue that was given to them in their chair. And the title of the dialogue that will be practiced by the students was “borrowing something”. The text of the dialogue of borrowing something could be seen in appendix II.

An current activities of all the students could be better than before because the teacher was separate both all students that were shy. they did it with the spirit and very confident. But there were two students (Aziz and Zaini) were permission to out from the class to take leak and they were not come back to the class.
untill the practicing stage was enough. The teacher asked to others students to did not do as their friends did. After 20 minutes was over, he continue by the following stage.

b) Presentation

In this stage, the teacher (writer) was not changed the groups, they remind in the respective groups. Before the teacher had all the groups to present in the front of the class. he asked to all the groups to do as he said followed:

(1) The students(groups) must raise their voice when they presentation of the dialogue in the front of the class

(2) All the students that contained in the groups mush be participation and suport each other.

(3) All the students mush seriously

Before the students present the dilalogue the teacher showed the picture then he had one group to present in the front of the class and the other groups prepare their selves. This activities could go well although there were of the groups didn’t seriously because their embarrassment wasn’t lose
despite of that the teacher was not discouraged to make them more spirit. This activities spend a lot of time because fewer of the students (groups) difficult to follow the rule. After the time was enough the teacher (writer) continue to other stage.

c) Production

In this stage, the teacher showed the picture and had all the students to make three words, phrase and sentence that suitable with the picture, such as:

- good afternoon, nice to meet you, can borrow your books and etc.

But before that the writer had all the students to seat in their chair like commonly. In this stage, the activities could go well without trouble until the time over.

Regarding to the lesson plan that the Writer had, 2x40 minutes were enough to finish all the activities.

3. Observing

In this meeting, the teacher started the lesson by mixing both groups contains of shy students with the encourage students hoped in this activities of the steps (all activities) could go well. The teacher did it by the propose all the students could encourage in their practice presentation and production.
From the observation result, the observer noted that most of the students could do practice, presentation and production effectively although there was of students has less motivation and in all steps. According to the writer, the students could be controlled but less of them didn’t.

For about the performance of the Teacher was quite good. His instruction was clear and his voice was loud and could be heard by students in the back. The Teacher was separate between shy students. It could be seen when the students practice and presentation of text, he monitored the students to check the activity in the groups, so the students were not noisy like the first meeting.

According to the Writer that Teacher could difficult to control the time in the group (presentation) because this activities spend much of time and In this meeting, the Teacher also gave little motivation to the students to interact in all activities.

4. Reflecting

The Positive

a. Some of the students more active then before

b. Some of the students to be easier to control in their groups

c. More of the students very encourage in all steps did their exercise.

d. The dividing of the groups could effectively
e. His voice was listen by all the students when he gave them instruction.

The Negative

a. There were two students made trouble in the class when all the students or groups did their exercise by out the class

b. There were of the students shy to express the taks.

The alternatives solution

a. The teacher divided all students in the groups that separate the students who were both shy students with encourage students.

b. The teacher mush extra to guide and control all the students when they did all activities.

c. The teacher manage all the students when the lesson was being teaching in the class room, all the students was forbidden got out from the class excepted perforce.