IMPROVING STUDENTS’ SPEAKING COMPETENCE IN DELIVERING PRESENTATION THROUGH 3-P TECHNIQUE
(A Classroom Action Research at the Eleventh Grade of SMAN 1 Bojonegoro in the Academic Year 2008/2009)

THESIS

By:

MEIGA RATIH TIRTANAWATI
NIM. S890208112

Submitted to Graduate School of Sebelas Maret University as Partial Fulfillment for Getting Graduate Degree in English Education

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA
2010
APPROVAL SHEET

IMPROVING STUDENTS’ SPEAKING COMPETENCE IN DELIVERING PRESENTATION THROUGH 3-P TECHNIQUE

(A Classroom Action Research at the Eleventh Grade of SMAN 1 Bojonegoro in the Academic Year of 2008/2009)

THESIS

MEIGA RATIH TIRTANAWATI
NIM. S890208112

This thesis has been approved by the Supervisors of English Education Department, Graduate Program of Sebelas Maret University Surakarta on February 9th, 2010.

Supervisor I

Supervisor II

Dra. Dewi Rochsantiningsih, M.Ed. Ph.D
NIP. 19600918 198702 2 001

Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1 009

Acknowledged by

The Head of English Education Department

Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1 009
LEGITIMATION FROM THE BOARD OF EXAMINERS

IMPROVING STUDENTS’ SPEAKING COMPETENCE IN DELIVERING PRESENTATION THROUGH 3-P TECHNIQUE
(A Classroom Action Research at the Eleventh Grade of SMAN 1 Bojonegoro in the Academic Year of 2008/2009)

THESIS
MEIGA RATIH TIRTANAWATI
NIM. S890208112

This thesis has been examined by the Board of Thesis Examiners of English Education Department of Graduate Program of Sebelas Maret University Surakarta on February 23rd 2010.

Board of Examiners

Chairman : Prof. Dr. Joko Nurkamto, M.Pd.
NIP. 19610124 198702 1 001

Secretary : Dr. Abdul Asib, M.Pd.
NIP. 19520307 198003 1 005

Member 1 : Dra. Dewi Rochsantiningsih, M.Ed., Ph.D
NIP. 19600918 198702 2 001

Member 2 : Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1 009

Surakarta, February 23rd, 2010

The Director of Graduate Program of Sebelas Maret University

Prof. Drs. Suranto, M.Sc., Ph.D.
NIP. 19570820 198503 1 004

Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1 009

The Head of English Education Department of Graduate Program of Sebelas Maret University
PRONOUNCEMENT

The student who has signed in the following:
Name : MEIGA RATIH T
Number of Student Registration : S890208112

Truly pronounced that, all aspects of the thesis entitled “IMPROVING STUDENTS’ SPEAKING COMPETENCE IN DELIVERING PRESENTATION THROUGH 3-P TECHNIQUE” is a piece of art of my own original work. All statements of the thesis which do not belong to me have been marked by quotation mark and can be shown, explained, and also proved in the list of bibliography.
If my pronouncement is proved wrong at other day, I will accept all consequences or academic punishments such as to leave out my title or rank that I get of this thesis at UNS (University of Sebelas Maret of Surakarta)

Surakarta, February 2010

Yours faithfully

MEIGA RATIH T
ABSTRACT


The Research was conducted at SMAN 1 Bojonegoro; the subjects of the research were the eleventh grade students in the academic year 2007-2008. The study applied action research technique to improve students’ speaking competence in delivering presentation through 3-P Technique. The research aims to (1) identify whether and to what extent 3-P Technique can improve the students’ speaking competence in delivering presentation through 3-P Technique; and (2) describe the teaching and learning when 3-P technique is implemented in speaking class.

The study applied action research technique. Action research is a way of reflecting on teaching which is done by systematically collecting data on everyday practice and analyzing it in order to come to some decisions about what the future practice should be. In collecting the data the researcher used observations notes, diaries, audio recording, video recording, photograph, questionnaire, interview, document analysis and tape recorded. To analyze the quantitative data, the researcher applied descriptive statistics. To analyze qualitative data, the researcher applied constant comparative method as suggested by Garner.

The research consisted of two cycles, with four meetings in every cycle consisting of planning, action, observation and reflection. Cycle 1 was addressed to the improvement of grammar, vocabularies, fluency, and students’ motivation. Cycle 2 was addressed to the improvement of expression (body language, gesture, eye contact, and voice control).

The research findings shows that: (1) 3-P Technique can improve students’ speaking competence in delivering presentation in terms of: (a) improving of students achievement in speaking, (b) improving students’ fluency in delivering presentation, (c) improving students’ pronunciation, (d) improving students’ ability to express their opinions, arguments, and ideas using appropriate vocabulary and grammatical form, (e) improving students’ expression in terms of using appropriate body language, voice control, gesture, and eye contact; and (2) 3-P technique can improve classroom situation, in terms of increasing students’ motivation and participation, creating live teaching atmosphere, and increasing teacher motivation.

Realizing that 3-P Technique is very essential in improving students’ speaking competence in delivering presentation, there are some recommendations are made based on the research findings: (1) English teacher should implement 3-P technique and facilitate the media for students to improve students’ speaking competence in delivering oral presentation; (2) Students should realize that they have potentials to be a good speaker and open themselves to any chances of self-development in speaking; and (3) Researcher are expected to use the technique as a starting points to conduct further research in the same field.
MOTTO

I FIND THAT THE HARDER I WORK, THE MORE LUCK I SEEM TO HAVE

(THOMAS JEFFERSON)
DEDICATION

This thesis is especially dedicated to:

✓ My beloved husband, Suharno who always supports and encourages me to take graduate school.

✓ My beloved father and mother Soemarni and Sutiknowati, for their valuable endless prayer, sacrifice, and support.
ACKNOWLEDGEMENT

Alhamdullilah. Praise be to Allah SWT, I am able to finish this thesis as one of the requirements for achieving the Graduate Degree of the English Education Department at Sebelas Maret University. I realize that the accomplishment of this thesis would not have run well without any help from others. I wish to give my sincerest gratitude and appreciation to:

1. The Director of Graduate School who gives me permission to write this thesis.
2. Dr. Ngadiso as The Head of The English Education Department who gives me permission to write this thesis.
3. Dra. Dewi Rochsantiningsih, M.Ed, Ph.D as the first supervisor, for being my guidance through the good and the bad times, for giving me unending patience in editing of the early drafts of this thesis, advice and who carefully read and reviewed the part of all draft since the beginning of my thesis.
4. Dr. Ngadiso as the second supervisor, for giving me guidance theoretically, practically, and personally in completing this thesis.
5. Drs. Tri Udi Prayitno, M. Pd, The Headmaster of SMAN 1 Bojonegoro, for giving me permission to do the research in this school.
6. Drs. Bambang Dananto, the class teacher and research collaborator, for being a part of my research. It was an incredible experience collaborating with you.
7. My beloved husband, for giving me this amazing opportunity of a lifetime to fulfill my dream and allowing me to be myself.
8. My father, my mother, and my sister for their love, cares, patience, and never-ending encouragement.
9. My students, for giving me inspiration, and unending motivation to my journey in completing this thesis.
Last but not least, I realized that this thesis is not perfect yet, therefore, I accept every comment and suggestion.

Surakarta, 5 February 2010

MRT
TABLE OF CONTENT

COVER PAGE ................................................................................................................. i
APPROVAL PAGE ......................................................................................................... ii
LEGITIMATION PAGE ................................................................................................. iii
PRONOUNCEMENT ...................................................................................................... iv
ABSTRACT .................................................................................................................. v
MOTTO ......................................................................................................................... vi
DEDICATION ............................................................................................................... vii
ACKNOWLEDGEMENT ............................................................................................... viii
TABLE OF CONTENT ............................................................................................... x
LIST OF APPENDICES ............................................................................................... xii
LIST OF ABBREVIATIONS ......................................................................................... xiv
LIST OF TABLES ........................................................................................................ xv

CHAPTER I  I. INTRODUCTION

A. Background of the Study .................................................................................... 1
B. Problem of the Research ................................................................................... 1
C. Objective of the Research .................................................................................. 10
D. Benefit of the Research ..................................................................................... 10

CHAPTER II  REVIEW RELATED LITERATURE

A. Speaking .............................................................................................................. 12
   1. The Nature of Speaking .................................................................................. 12
   2. Teaching Speaking ......................................................................................... 19
B. 3- P Technique .................................................................................................. 35
   1. The Meaning of Oral Presentation ................................................................ 35
   2. Teaching Oral Presentation .......................................................................... 37

   3. The Concept of 3-P Technique ...................................................................... 38
   4. The Visual Aids of Presentation .................................................................... 45
C. Related Research ............................................................................................... 48
D. Teaching Oral Presentation through 3-P Technique .......... 49

CHAPTER III  RESEARCH METHODOLOGY
A. Research Design ................................................................. 53
B. Setting of the Research ...................................................... 56
C. Subject of the Research ...................................................... 56
D. Method of the Research ..................................................... 58
E. Technique of Collecting Data ............................................. 61
F. Technique of Analyzing Data ............................................. 64

CHAPTER IV  RESULT OF THE STUDY
A. The Process of the Research .............................................. 67
   1. The Condition before the Research ............................... 67
   2. Research Implementation .............................................. 78
B. Finding and Discussion .................................................. 119

CHAPTER V  CONCLUSION, IMPLICATION, AND SUGGESTION
A. Conclusion ................................................................. 134
B. Implication ................................................................. 135
C. Suggestion ................................................................. 136

BIBLIOGRAPHY ................................................................. 138

APPENDICES ........................................................................ 140
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Blue print of pretest</td>
<td>140</td>
</tr>
<tr>
<td>2. Students’ questionnaire</td>
<td>141</td>
</tr>
<tr>
<td>3. Lesson plan cycle 1</td>
<td>144</td>
</tr>
<tr>
<td>4. Worksheet for cycle 1 meeting 1</td>
<td>148</td>
</tr>
<tr>
<td>5. Worksheet for cycle 1 meeting 2</td>
<td>151</td>
</tr>
<tr>
<td>6. Worksheet for cycle 1 meeting 3</td>
<td>154</td>
</tr>
<tr>
<td>7. The tape script of ss’ presentation 1</td>
<td>157</td>
</tr>
<tr>
<td>8. Lesson plan cycle 2</td>
<td>161</td>
</tr>
<tr>
<td>9. Worksheet for cycle 2 meeting 1</td>
<td>165</td>
</tr>
<tr>
<td>10. Worksheet for cycle 2 meeting 2</td>
<td>168</td>
</tr>
<tr>
<td>11. Worksheet for cycle 2 meeting 3</td>
<td>171</td>
</tr>
<tr>
<td>12. Research field notes 1</td>
<td>174</td>
</tr>
<tr>
<td>13. Research field notes 2</td>
<td>176</td>
</tr>
<tr>
<td>14. The first rater pre test result</td>
<td>178</td>
</tr>
<tr>
<td>15. The second rater pre test result</td>
<td>179</td>
</tr>
<tr>
<td>16. The first rater post test 1</td>
<td>180</td>
</tr>
<tr>
<td>17. The second rater post test 1</td>
<td>181</td>
</tr>
<tr>
<td>18. The first rater post test 2</td>
<td>182</td>
</tr>
<tr>
<td>19. The second rater post test 2</td>
<td>183</td>
</tr>
<tr>
<td>20. Result of pre test</td>
<td>184</td>
</tr>
<tr>
<td>21. Result of post test 1</td>
<td>185</td>
</tr>
<tr>
<td>22. Recapitulation of ss’ speaking level</td>
<td>186</td>
</tr>
<tr>
<td>23. Recapitulation of ss’ participation</td>
<td>187</td>
</tr>
<tr>
<td>24. Teacher’s questionnaire</td>
<td>188</td>
</tr>
<tr>
<td>25. The tape script of ss’ presentation 2</td>
<td>190</td>
</tr>
<tr>
<td>26. The tape script of ss’ interview</td>
<td>192</td>
</tr>
</tbody>
</table>
27. Teacher’s diary ..........................................................194
28. Ss’ comments about the implementation of 3 p technique ............196
29. Pictures of teaching and learning process ....................................199
LIST OF ABBREVIATIONS

AR : Action research
C  : Cycle
CAR : Classroom Action Research
CGT : Communicative Group Technique
CS : Classroom Situation
KKM : Kriteria Ketuntasan Minimal
M  : Meeting
RSBI : Rintisan Sekolah Berstandard International
S  : Students
T  : Teacher
R  : Researcher
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 2.1 scoring rubric of speaking</td>
<td>34</td>
</tr>
<tr>
<td>Table 3.1 schedule of research activity</td>
<td>37</td>
</tr>
<tr>
<td>Table 3.2 technique of collecting data</td>
<td>62</td>
</tr>
<tr>
<td>Table 4.1 process of the research</td>
<td>66</td>
</tr>
<tr>
<td>Table 4.2 result of pre research</td>
<td>68</td>
</tr>
<tr>
<td>Table 4.3 feature of ss’ speaking competence</td>
<td>72</td>
</tr>
<tr>
<td>Table 4.4 result of questionnaire</td>
<td>74</td>
</tr>
<tr>
<td>Table 4.5 causes of speaking difficulty in delivering presentation</td>
<td>76</td>
</tr>
<tr>
<td>Table 4.6 overall implementation of the research</td>
<td>79</td>
</tr>
<tr>
<td>Table 4.7 result of cycle 1</td>
<td>80</td>
</tr>
<tr>
<td>Table 4.8 result of cycle 2</td>
<td>102</td>
</tr>
<tr>
<td>Table 4.11 summary of the research findings</td>
<td>121</td>
</tr>
</tbody>
</table>
CHAPTER 1
INTRODUCTION

A. Background of the Study

SMA Negeri 1 Bojonegoro is a senior high school which has been holding *(Rintisan Sekolah Berstandar International)* since 2007/2008 Academic Year. RSBI aims at accommodating students who are academically more capable than the other students.

RSBI is a program in which students are provided by the use of international standard services, such as study is based on information and technology, the standard of international evaluations, mastering variative, creative, and innovative method. Thereby, students who have special talent and competence can take the program through some requirements which have been determined by the school. They have to be selected as objectively as possible in deciding the appropriate ones.

For instance, RSBI recruits 30 students whose qualification matched with the requirements. It is determined by the school. In 2007/2008 academic year, there are 30 students, and in 2008/2009 academic year, it can only recruit 24 students. They come from various regents either inside or outside Bojonegoro.

The requirements that have been owned by SMA Negeri 1 Bojonegoro to follow the program are as follows: the average mark of each of subjects namely, Civic, Indonesian, Mathematics, Science, and Social knowledge (History, Economics, and Geography) from class eight until nine are not less than eight. It must be proved by giving their report copy. They also have to follow the academic test held by the
school with the minimum score result is not less than eight. Their intelligent quotients are at least 124. In this case, the school cooperates with Bina Asih Psychological Institution Jogjakarta as a tester. The student’s candidate must be healthy, which is determined by the doctor’s letter of statement. There is also an interview which is held by selection team with both the students themselves and their parent(s) to know their willingness and commitment in following the program (Surat Keputusan Kepala Sekolah Nomer: 433/152/2004).

Meanwhile, the characteristics of the talented or gifted in INDONESIA as by Balitbang Dikbud (1989:15) are that, the students have: (1) Reading ability in the early time; (2) Strong curiosity; (3) A strong intent and many hobbies; (4) Sharp in observation; (5) Critical opinion; (6) Strong imagination; (7) High thought power; (8) Creation and innovation; (9) More vocabulary, and so on.

Related to the characteristics above, it can be seen that actually the students of RSBI program academically have high achievement. As a matter of fact, they also have weaknesses in certain things. One of weaknesses which they have in learning English according to writer’s observation is speaking competence in delivering presentation. The weaknesses are caused by many factors. One of them is from extrinsic influences which do not support their talents and competence. It can be derived from the teacher, surrounding community or environment, the students themselves, and so on.

In learning process, English teachers use some techniques for teaching English speaking competence such as, questions and answer, plays, small groups’ discussions, games, debates, and oral presentation. According to Chomsky (2008:
speaking competence is an ability to express or communicate opinions, thoughts, and ideas by talking and this ability can be gained by practice. In this case, the students need many opportunities and many rehearsals to have speaking competence.

RSBI students at SMAN 1 are often given task for presentation as their assignment or assessment from their English teacher. Some students get difficulties and problems in delivering presentation in front of the class. In this case, I classify the difficulties into two parts, quantitative and qualitative.

Based on quantitative data, I find that the students, based on their daily marks taken by their English speaking teacher, who get mark more than 86 are only 4 students. Those who get between 80 and 85 are 5 students, 75 and 79 are 4 students and the other students get less than 75 from totally 30 students in that class. Based on qualitative data, I get from interviewing some of them, they do not show their speaking competence well especially in oral presentation. For example from the interview more than 10 students, often mispronounce certain words, often misunderstand with the hoped answer, do not have well structure, difficulties in handling questions, their talk are usually unorganized, and do not have fluent expressions as well.

As we know that more and more faculties and school are assigning oral presentation in courses. These can be very valuable learning experiences, but giving oral presentations in class can also be stressful for students. Not only they are worried about getting up in front of the audience or groups to speak, but also many of them have not had much instruction in what constitutes an effective presentation. Oral
presentations are a common requirement in many courses. They may be short or long, include slides or visual aids, and be done individually or in a group.

When I conduct informal interview with some students about doing oral presentation, they get difficulties or problems in delivering presentation. Some problems which are faced by the students are: (1) Students’ fluency in speaking competence is still low; (2) Students have bad pronunciation; (3) Students have lack of vocabularies; (4) Students have difficulties in choosing appropriate expression in their speaking; and (5) Students’ grammars are still limited.

From the explanation of main problems above, I conclude some problems indicators. There are two problem indicators, first which is viewed from speaking competence and the second is the situations of the class. The first problem indicators are: (1) Most of the students’ achievements in English speaking are below KKM; (2) Students’ time frame are more than maximum time; (3) Students often mumble and pronounce terms incorrectly; (4) Students often mispronounce certain words; (5) Students do not have good structure and fluent expressions as well. (6) Students often use verbal fillers like “um”, “yak”, “maybe” and “you know”; (7) Students have difficulties in handling questions; and (8) Students select inappropriate words and use incorrect grammar.

In addition, the problems above are also indicated from the situation in the classroom as follows: (1) Some students have low involvement in giving response and questions to the presentation; (2) Students do not pay attention to the speaker who is delivering presentation in front of the class; (3) Students often do useless activity if the presentation is uninteresting; (4) Students are passive when the speaker
asks some questions; and (5) Some students cannot understand the objectives of the presentation.

Another problem which can hamper students’ speaking competence in delivering presentation is motivation. The motivation of the students to get involved in doing presentation is not high. They seem not to enjoy the presentation and have low self-confidence in conducting presentation. Some fast-learner students have different responses to the teacher’s questions in English. Three of them stated that they often felt nervous when they had to present the topic in front of the audience. Two of them said that actually they enjoyed learning spoken English by doing oral presentation but they got difficulties to understand the topic and to organize their talk.

Student R J said: “For me, doing oral presentation is very difficult because I am always nervous, if I face the audience (friends).” Student TT responded: “Yes, I usually less understand my topic. So, I do not ready to present. My problem is in vocabularies and arranging word to be a good sentence.” Student M answered: “Yes, I find some difficulties, like searching a materials and arranging it into a good presentation, solving my nervous and missing word, answering audiences questions (because I cannot arrange a grammar well), and the most important is how to make an audience interested and pay attention to our presentation.”

Based on the teacher’s observation as an English teacher, the problem is caused by some reasons. One of them is from extrinsic influences which do not support their talents and competence. It can be derived from the teacher, surrounding community or environment, the students themselves, and so on. The reasons are: (1) The motivation of the students to get involved in studying to speak English is not
high; (2) There is no variations of teaching methods and uninteresting topics; (3) Lack of vocabulary and reluctance to express the idea; (4) Presentation task is still regarded as a difficult assignment; (5) Teacher do not give much instruction to students in what constitutes an effective presentation; and (6) The students’ passiveness to speak English.

According to Anis Dian Hartini (2007: 3) the passiveness of the students is caused by internal and external factors. Internal factors cover lack of motivation, lack of vocabulary, reluctance to express the ideas, while external factors cover no variation of teaching methods, large class, and uninteresting topics. This idea is also supported by Ur (1999: 121) who states that some problems faced by the students in speaking activities are: (1) Inhibition; (2) Nothing to say; (3) Low participation; (4) and Mother tongue use.

Pertaining to the students’ the problems being faced, there are many factors causing their difficulties in achieving speaking competence. Based on the interview that I get from either some students or the teacher informally, the causes are as follows.

Firstly, in teaching English speaking, the teachers use conventional and monotonous techniques of teaching. In teaching oral presentation to the students, teachers do not give much instruction in what constitutes an effective presentation. Teacher’s only giving a task to students to present some topics without explaining how to do presentation. Teacher does not give helpful guidelines for preparing presentation and do not encourage students to practice with one another outside class.
As for the weaknesses of what the teacher does above are as follows: the students do not have more ideas to practice or to deliver their own English presentation so that they can not make an effective presentation. They also tend to be shy, nervous, doubt, inferior, and afraid to make mistakes because they seldom use their own English to communicate with others. Besides, they do not have creative and innovative activity.

Secondly, the teacher still teaches the students with routine activities without realizing that it will make the students bored and lost their attention to the teaching learning process. As a result, the students are not able to catch the material easily because of their lost interest and participation as stated by Douglas (in Suharno: 2007: 4) “Routine activities in learning can make the students bored. As the result, their motivation and participation in learning will decrease” (2008: 6)

In this case, interest becomes a crucial factor to consider in deciding teaching learning activities for the students. In other words, the teacher should be able to apply the right technique and approach which can increase the students’ interest in learning process in the classroom. This mean that the technique and approach used by the teacher in teaching English should be able to create an interesting atmosphere, so that the students will be enthusiastic in learning process.

Besides, in teaching English, the teacher have to be able to make the student participate in discussing the materials actively, so that they will not only be able to understand what they are learning in the class but also express their own English orally. The most important thing to carry out the English teaching is that the teachers
have to be able to use appropriate design and procedures. Here, the teachers have a very important role in managing and creating the class lively.

In this case, one of the techniques suggest for developing speaking competence in oral presentation is 3-P techniques. 3-P use different communicative technique and develop fluency in the language, promote interaction in the classroom, and increases motivation.

According to Goodale (1998: 35), one of the methods for developing speaking competence in oral presentation is 3-P technique. This stands for Preparation, Performance, and Post Performance Review. I applied 3-P technique because this technique can overcome some problems which always appear during oral presentation. The following is how 3-P Technique can solve the problems. The first technique is Preparation. By doing this first technique, some problems which often appear in oral presentation will be solved, they are: (1) The students can make clear and meaningful message so that the audiences are capable of hearing the information in very different ways; (2) The students will be able to avoid using some fillers; (3) The students can make the format of presentations in logically order; (4) Students can organize their talk; and (5) Every spoken word of the student can be heard and understood clearly with no difficulty by each person in the audience.

The second technique is Performance. It is expected by applying the second technique, the problems in delivering presentation would be overcome, because there are some considerations: (1) The students can make direct eye to eye contact with most of the members of the audience at some points in the speech; (2) The students will be able to use a variety of volume modulations (louder/softer), voice inflections
(tone of voice), gestures, and facial expressions to convey enthusiasm or energy; (3) Students will be able to handle questions; (4) Students will be able to select appropriate words and use correct grammar.

After delivering the talk, the students should do the third technique, that is Post Performance Review. By applying this technique, some mistakes in conducting oral presentation can be evaluated and revised. The results of doing this technique are: (1) Students will know their weaknesses, mistakes, and problems in speaking; (2) Students will be ready for a confident presentation; (3) Students can get some reflections of their speaking in order to improve their next presentation; (4) The students’ presentation will be more effective; and (5) Students will be able to improve their achievement in English speaking.

The need to interact with the other students in English oral presentation through 3-P Technique will give many advantages for the students to provide them with language practice in speaking competence. 3-P Technique motivates students to express their idea in delivering presentation in meaningful context for language use. Besides, I want to make an effort to improve the students’ achievement in oral presentation in order to be more comfortable and interested in having lesson, and to get easier to communicate to other people.

**B. Problem Formulation**

Based on the background of the study, I would like to know whether the use of “3-P Technique” in teaching speaking can improve students’ English speaking competence. The problem can be formulated as follows:
1. Can and to what extent the use of 3-P Technique improve students’ speaking competence in delivering presentation?

2. How is the situation of the class when 3-P Technique is implemented?

C. The Objectives of the Study

Based on the problem statement, the objectives of this research are:

1. To identify whether 3-P technique can improve students’ competence in delivering presentation.

2. To describe class situation when 3-P technique is implemented in teaching presentation.

D. The Benefits of the Study

1. For teachers:
   
   a. To get description about how to use the teaching technique in teaching English effectively to Senior High School student in which it should be suited to their characteristics.
   
   b. To create an interesting and comforting atmosphere in the classroom so that the students will not feel bored to join the learning activity.

2. For students:

   a. To serve them the more comforting and interesting situation inside the classroom so that students will be more interested to join the class.

   b. To get ease in mastering presentation by using 3-P technique.
c. To increase students’ English achievement especially in English presentation

3. For other teachers and researchers:
   a. To give a reference for those who want to conduct a research in English teaching process, especially in improving the students’ English speaking competence in oral presentation.
   b. The result of this research can be used as the consideration for choosing the suitable classroom technique in teaching English especially in teaching speaking for RSBI students.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the following sections, the theoretical description, rational, and action hypothesis. Meanwhile the theoretical description consists of the explanations of speaking, the concept of 3-P Technique, related research, and teaching speaking through 3-P technique. Here, I try to elaborate the further discussion of each section above.

A. Speaking

1. The Nature of Speaking

a. The Meaning of Speaking Competence

Of all language, speaking competence plays necessary role in learning and understanding the language. The term of speaking had several meanings. Widdowson (1978: 58) says that speaking had two meanings. First, it refers to the manner in which language is manifested. Second, it refers to the manner in which language is realized as communication.

To acquire of speaking skill of language, motivation is really needed (Finochiaro, 1976: 38). Students come to the study of a foreign language in high school with strong convictions that “language” means “an instrument of communication”. Students who are able to speak the language feel great sense of satisfaction and his attitude toward language learning is more enthusiastic.
Speaking is a part of oral productive skills. In oral communication both speaker and listener are actively involved in the process of interpreting and negotiating meaning. The speaker must encode the message he wishes to convey in appropriate language and the listener had to interpret the message. Byrne (1997: 8) defines: “Oral communication is a two-way process between a speaker and listener and involves the productive skills of speaking and the receptive skill of listening.”

When talking about speaking skill, it is necessary to understand that there is much in common between the receptive skill of listening and reading, and the productive skill of speaking and writing. They are controlled, guided and free phrases of production in both oral and written works. It is particularly important, therefore, these stages of controlled. Guided and free practice should always be seen in relation to the functional use to which the students must put his oral fluency. Students are prepared for actual communication with others (Broughton 1978: 45).

Students who are trained to speak should recognize two basic language functions. They are transactional function, which is primarily concerned with the transfer of information and the interactional function, in which primary propose of speech is the maintenance of social relationship Nunan (1989: 23)

Meanwhile, the meaning of competence according to Chomsky in Brumfit and Johnson (1998: 13) is “The speaker – hearer’s knowledge of his language. It is seen as overall underlying linguistic knowledge and ability thus include concepts of appropriateness and acceptability. The study of competence will inevitably entail consideration of such variable as attitude, motivation, and a number of socio-cultural factors. In Curriculum 2004 competence is defined as knowledge, skill, behavior, and
values which accustom to be applied in habitual thought and action. Then, according to Oxford Advance Dictionary by Hornby, competence is (of person) having ability, tower, power, authority, skill, knowledge, etc (to do what needed).

According to Brown (2001: 272), there are sixteen micro skills of oral communication:

1) Producing chunks of language of different lengths

2) Orally producing differences among the English phonemes and allophonic variants.

3) Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contour.

4) Producing reduced forms of words and phrases

5) Using an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6) Producing fluent speech at different rate of delivery.

7) Monitoring your own oral production and use various strategic devices pauses, fillers, self-correction, backtracking, -to enhance the clarity of the message.

8) Using grammatical word classes, systems, word order, patterns, rules, and elliptical forms.

9) Producing speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentences.

10) Expressing a particular meaning in different grammatical forms.

11) Using cohesive devices in spoken discourse.
12) Accomplishing appropriately communicative functions according to situations, participants, and goals.

13) Using appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.

14) Conveying links and connection between events and communications such as main idea, supporting idea, new information, given information, generalization, and exemplification.

15) Using facial features, kinesics, body language, and other non verbal cues along with verbal language to convey meanings.

16) Developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your instructor in understanding you.

Chaney (1998: 13) defines speaking as “The process of building and sharing meaning through the use of verbal and non verbal symbols, in variety context”.

Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right order with the correct pronunciation, function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when précised understanding is not required (interaction/relational building) and also social cultural rules and norms. It consists of the knowledge of turn taking, rate of speech; length of pauses between speakers, relative’s roles of participants. It is an
ability to understand how to take into account who is speaking to whom, in what circumstances, about what and for what reason (www.nclrc.org).

From the definition above, it can be concluded that speaking is a two way process between a speaker and listener to build and share meaning which involves the areas of knowledge, they are pronunciation, grammar, vocabulary, fluency and expression in variety of context.

b. Knowledge in Speaking

When communication takes place, there is a speaker and a listener. Assuming of an effective communication, there is a desire for the communication to be effective both from the point of view of the speaker and the listener (Harmer, 1991: 46). To convey an effective communication, speaker applies many kinds of knowledge.

In general there are two kinds of knowledge in speaking, linguistic knowledge and extra linguistic knowledge (Thornburry, 2005: 11). Linguistic knowledge refers to the knowledge of language features. Linguistic knowledge consists of genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary, and phonology. Extra linguistic knowledge refers to the knowledge outside the language features. Extra linguistic knowledge refers to the socio cultural knowledge.

Bukart (2006: 15) states that speaking involves three areas of knowledge as follows:

1) Mechanics (pronunciation, grammar, and vocabulary)
It refers to using the right words in the right order with correct pronunciation.

2) Functions (transaction and interaction)

It refers to knowing when clarity of message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building).

3) Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants)

It refers to understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

c. Difficulty in Speaking

Thornbury (2005: 25-26) states there are some factors that make speaking easy or difficult:

1) Cognitive factors

a) Familiarity with the topic: the greater the familiarity, the easier the speaking task, this is why it is generally easier to talk about your job, or your family, than it is to talk about something very removed from your day-to-day life.

b) Familiarity with the genre: giving a lecture or a speech will be harder if you are unfamiliar with those particular genres.

c) Familiarity with the interlocutors: generally speaking, the better you know the people you are talking to and the more shared knowledge you can assume, the easier it will be.
d) Processing demands: if the speech event involves complex mental processing such as that involved in describing a complicated procedure without recourse to illustrations.

2) Affective factors
   a) Feelings towards the topic and/to the participants: generally, if you are well disposed to the topic you are talking about, and/to the other participants, the easier it is likely to be.
   b) Self-consciousness: being “put on the spot” can cause anxiety which will had a negative effect on performance, likewise knowing (or believing) that you are being evaluated can be prejudicial.

3) Performance factors
   a) Mode: speaking face-to-face where you can closely monitor your interlocutor’s responses and where you can use gesture and eye-contact, is generally easier than speaking over the telephone.
   b) Degree of collaboration: giving a presentation on your own is generally harder than doing it with colleagues because in the former case you can’t count on peer support.
   c) Discourse control: on the other hand, it is often easier if you can control the direction of events, rather than being subject to someone else’s control.
   d) Planning and rehearsal time: generally, the more time to prepare, the easier the task will be; telling a joke is usually easier the second time round.
   e) Time pressure: if there is a degree of urgency, it is likely to increase the difficulty for the speaker.
f) Environmental conditions: trying to speak against a background of loud music or in poor acoustic conditions (as in many classrooms) is difficult. Those factors also interact with the personality factors, such as introversion and extroversion. Likewise, physiological factors such as tiredness can influence speaking performance.

2. Teaching speaking

Hughes (2003: 113) states that the objective of teaching spoken language is the development of the ability to interact successfully in the target language, and that involves comprehension as well as production. Based on the statement, it can be said that teaching speaking is focused on providing students with oral productive skill. In this part, I discuss two main parts: principles for designing speaking techniques and goals of teaching speaking.

a. Principles for Designing Speaking Technique

In designing speaking teaching techniques, Brown (1994: 268) suggests some principles as follows:

1) Techniques should cover the spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.

Brown (1994: 268) suggests that when we do a jigsaw group technique, play games or discuss solutions to the environment crisis, we had to be sure that our tasks include techniques designed to help students to perceive and use the building blocks of language. So, it is obvious that in speaking class, teacher should not only teach students ‘what to say’ but also ‘how to say’ which mainly includes grammatical
knowledge, vocabulary building, and proper pronunciation. Further, Brown (1994: 268) suggests that at the same time we should not bore our students to deal with lifeless, repetitious drills. It means that if we want to focus on fluency and we need to drill students, we should be able to make any drilling we do as meaningfully as possible.

2) Techniques should be intrinsically motivating

   The fact shows that many times students do not know or understand why their teacher asks them to do certain activities. They merely do whatever their teacher asks them without knowing the benefits they can get from the activities they had done. Consequently, many students become passive and unmotivated. As teacher, we should motivate students by helping them to see how the activities will benefit them.

3) Techniques should encourage the use of authentic language in meaningful contexts.

   Brown (1994: 269) says that it is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to device authentic contexts and meaningful interaction, but with the help of quite a store house of teacher resource material, it can be done, even drills can be structured to provide a sense of authenticity.

4) Provide appropriate feedback and correction

   Brown (1994: 269) says that in most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. It is important to take
advantage of our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5) Capitalize on the natural link between speaking and listening.

Brown (1994: 269) says that many interactive techniques that involve speaking will also, of course, include listening. Further, he suggests that we should not lose out on opportunities to integrate these two skills. He also states that as we are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6) Give students opportunities to initiate oral communication.

Brown (1994: 270) states that a good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, provide information, and students had been conditioned only ‘to speak when spoken to’. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. He also suggests that as we design and use speaking techniques, we should ask ourselves if we had allowed students to initiate language.

7) Encourage the development of speaking strategies.

Brown (1994: 270) says that the concept of the strategic competence is one that few beginning language students are aware of. They simply had not thought about developing their own personal strategies for accomplishing oral communicative purposes.
b. Goals of teaching speaking

Byrne (1994: 9-10) states that the main goal in teaching the productive skill of speaking should be oral fluency, the ability to express oneself intelligibly, reasonably, accurately, and without hesitation.

One of the popular techniques of teaching speaking is Communicative language Teaching (CLT). The goal of CLT is to develop what is said as “Communicative Competence”. According to Brown (2001: 43), there are six interconnected characteristic of CLT:

1) Classroom goals are focused on all of the components (grammatical, functional, sociolinguistics, and strategic) of communicative competence.
2) Languages techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
3) Fluency and accuracy are seen as complementary principles underlying communicative techniques.
4) Students in a communicative class ultimately had to use the language, productively and receptively, in unrehearsed context outside the classroom.
5) Students are given opportunities to focus on their own learning process an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6) The role of the teacher is that of facilitator and guide, not an all-knowing bestowed of knowledge.
c. The Indicators of Speaking Competence

The followings are the indicators stated by Brown (2004: 141-142) indicating that the one can be called had speaking competence if he/she had some competences. Firstly, he/she is able to imitate a word or phrase or possibly a sentence (imitative ability). Secondly, he/she is able to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture) (Intensive ability).

Thirdly, he/she is able to respond a very short conversation, standard greetings and small talk, simple request and comments, and the like (Responsive ability). Fourthly he/she is able to take the two forms of either transactional language which had the purpose of exchanging specific information, or interpersonal exchanges which had the purpose of maintaining social relationships (Interactive ability). Fifthly or the last if he/she is able to develop (monologue) oral production including speeches, oral presentations, and story-telling during which the opportunity for oral interaction from listeners is either highly limited or ruled out together (Extensive ability).

Meanwhile, Ur (1999: 120) says that the characteristics of a successful speaking activity are as follows:

1) Firstly, learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2) Participation is even. Classroom discussion is not determined by minority participants; all get change to speak, and contributions are fairly evenly distributed.

3) Motivation is high, learners are eager to speak: because they are interested in the topic and had something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level to of language accuracy.

From the statement above, it can be concluded that someone owns a certain language speaking competence if he/she can produce oral language to participate in any kind of activity. He/she can also respond the other ones’ speaking to maintain his/her social relationship. Besides, his/her language is acceptable and easily comprehensible at the level of language accuracy.

d. Factors Influencing the Students’ Speaking Skill

There are some influential factors in developing the speaking skill. The factors that influence the speaking skill of the students are interest, motivation, and environment. The explanation of each factor is as follows:

The first one is the students’ interest. The students’ interest to study and practice the speaking skill is an important factor. By having strong interest, the learners will try to give a great attention to improve their speaking. They will
manage some activities that enable to increase skill. Besides, the desire to learner is strengthened (Alexander, 1976: 17).

Dealing with the above opinion, it is necessary to know that one of the causes of the failure in teaching English at school is that the teacher still teaches with the routine activities without considering that it will make the students bored, and lost their attention to the teaching and learning process. As the result, the students will not be able to catch the lessons easily because of their lost interest and participation as stated by Douglas “Routine activities in learning can make the students bored. As the result, their motivation and participation in learning will decrease”. (1987: 48).

Here, interest becomes a crucial factor in deciding on classroom practice for teaching the students. So, the teacher should apply the suitable teaching technique which will be able to increase the students’ interest so the learning process in the classroom. In other words, the technique used in teaching English speaking skill should be able to create an interesting atmosphere so that the students will be comfortable, enthusiastic, excited, and interested in joining the lesson in the teaching learning activity.

The second one is the students’ motivation. Ur (1999: 274) states that various studies had found, that motivation is very strongly related to achievement in language learning. The abstract term ‘motivation’ on its own is rather difficult to define. It is easier and more useful to think in terms of the motivated learner, one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive.
Furthermore, Ur says that the authors of a classic study of successful learning are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristic, most of them are clearly associated with motivation. Some of these are: First, the learner had positive task orientation. He/she is willing to tackle tasks and challenges, and had confidence in his or her success. Second, the learner had ego involvement. He/she finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image. Then, the learner also had need for achievement. He/she had a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

Next, the learner had high aspiration. He/she ambitiously goes for demanding challenges, high proficiency, top grades. Fifth, the learner had goal orientation. He/she is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them. The sixth, the learner had perseverance. He/she consistently invests a high of effort in learning and is not discouraged by setbacks or apparent lack of progress. Lastly, the learner had tolerance ambiguity. He/she is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion; he/she can live with these patiently, in the confidence that understanding will come later (275).

Then the third one is the students’ environment. Environment is an important factor in gaining the speaking skill. One of the reasons for his failure to learner or maintaining his second language is no contact between learner and the community in which the language is spoken. The components of this factor can be home environment, school environment, community environment, etc.
Based on the statement above, it can be concluded that the successful student depends on their interest, motivation, and environment surrounding them. It means that the student should motivate themselves to achieve English, although there are extrinsic factors influencing their study. However, the intrinsic motivation had stronger influence than extrinsic one.

e. Types of Classroom Speaking Competence

According to Brown (1994: 266), there are six types of speaking competence that students are expected to carry out in the classroom. In this section, the six types of speaking competence are presented as follows:

1) Imitative

In this type of competence, students are asked to repeat or imitate the teachers’ speech or speech of tape recorder. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of language form. In other words, this activity focuses more on form rather than on meaning. Such activity is also called “drilling”. Drills offer students an opportunity to listen and repeat certain strings of language orally that may pose some linguistics difficulties –either phonological or grammatical. They offer limited practice through repetition. Furthermore, Brown says that drills can help to establish certain psychomotor patterns and to associate selected grammatical with their appropriate context.

2) Intensive
In this type of competence, students deal with their linguistics difficulties—either phonological or grammatical aspect of language. Brown states that intensive speaking goes one step beyond imitative to include any speaking competence that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

In this type of competence, students may give short replies to teacher or even students had an initiative for asking questions or comments. Students’ responses are usually sufficient and do not extend into dialogues. However, such speech can be meaningful and authentic.

4) Transactional (dialogue)

In this type of competence, students are involved in exchanging specific information with their conversational partners. This activity is carried out for the purpose of conveying specific information. Brown (1994: 266) says that transactional language is an extended form of responsive language. It may have more of a negotiate nature than merely responsive speech.

5) Interpersonal

In this type of competence, students actively participate in the authentic give and take of communicative interchange. This type of activity is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. Klippel (1994: 4) suggests that since foreign language teaching should help students achieve some kind of communicative skill in the foreign language, all
situations in which real communication occurs naturally had to be taken advantage of and many more suitable ones had to be created.

6) Extensive (monologue)

In this type of competence, students are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. This competence is to develop students’ global oral ability of producing spoken language which is more formal and deliberative.

Based on the types of speaking activities mentioned above, the writer would like to take just one which is appropriate with the condition of student’s competence and the kind students’ difficulty. In this case the students’ problem is English speaking competence, so that the writer wants to give a solution which is able to help them, that is teaching English speaking competence in oral presentation by using ‘3-P Technique’, because it is a kind of language teaching technique that will be able to facilitate the students in mastering English speaking competence.

f. Problems in Speaking Class

Ur (1996: 121) suggests fundamental problems appear in the speaking class, as follows:

1) Inhibition

Speaking requires some degree of real time exposure to an audience. It is quite different from other three skills, reading, listening, and writing. Learners are often inhibited about trying to say things in a foreign language in the classroom. They
are usually worried in making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2) Nothing to say

Even if the learners are not inhibited, they often complain that they cannot think of anything to say: they had no motive to express themselves beyond the guilty feeling that they should speak.

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard. In a large group this means that each one will had only very little time to talk. The problem is compounded by the tendency that some learners are dominant, while others speak very little or not at all.

4) Mother-tongue use

In a class where the learners speak the same mother tongue, there is a tendency for them to use it. It is for that mother tongue is easier, more natural, and safe.

g. Testing Speaking

Speaking is a part of our daily life activity that most of it takes the form of face to face dialog; therefore speaking involves interaction (Thornburry, 1998: 8). In line with this, speaking test is different from the type of written test for it had specific features to apply. Weir (1998: 73) suggests that testing speaking should be built on a number of dynamic characteristics of actual communication such as unpredictable, in a realistic context, involving interaction, purposive, interesting and motivating; with positive ish back effect on the material preceded test.
There are many techniques to conduct oral or spoken test. The most commonly used spoken test types are suggested by Thornburry (2005: 124-125) as follows:

(1) Interviews
An interview is conducted by calling out individuals one by one for their interviews. Interview is easy to set up but it is not conductive to test informal, conversational speaking styles. The effect of interviewer, such as style of questioning is difficult to eliminate.

(2) Live monologues
The candidates prepare and present a short talk on a pre-selected topic. This type of test eliminates the interviewer effect and provides evidence of the candidate’s ability to handle on extended turn, which is not always possible in interviews. Other students can be involved as audience in question and answer session so the speaker’s ability to speak interactively and spontaneously can be coped in the test.

(3) Recorded monologues
A recorded monologue is less stressful than a more public performance. It is more practicable than live-monologue. Learners can record themselves on certain topic talk. The assessment of recorded monologue can be done after the event, and the result can be triangulated.

(4) Role plays
A learner must perform a certain role in the classroom. Another role can be performed by another student or teacher.
(5) Collaborative tasks and discussions

These are similar to role plays except that the learners are not required to assume a role but simply to be themselves. The learner’s interactive skills can be observed in circumstances that closely approximate real-life language use.

Thornbury (2005: 127) proposes two main ways of scoring in spoken test, holistic scoring and analytic scoring. In holistic scoring, a single score is given on the basis of overall scoring. In analytic scoring, a separate score is given for different aspects of the task. Holistic scoring is quicker to apply; it is adequate for informal testing of progress.

In line with the description above, Madsen (1983: 167) states that holistic scoring is used to evaluate a wide variety of criteria simultaneously such as appropriateness, fluency, grammar, vocabulary, and pronunciation. He states that the holistic scoring concentrates on communication while not overlooking the components of speech. Based on the theories above the scoring rubric is as follows:

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>21-25</td>
<td>Fluent communication</td>
</tr>
<tr>
<td>16-20</td>
<td>Good communication</td>
</tr>
<tr>
<td>11-15</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>6-10</td>
<td>Communication hesitant</td>
</tr>
<tr>
<td>0-5</td>
<td>Communication minimal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>21-25</td>
<td>Wholly appropriate</td>
</tr>
<tr>
<td>16-20</td>
<td>Few limitation</td>
</tr>
<tr>
<td>11-15</td>
<td>Sometimes limited</td>
</tr>
<tr>
<td>6-10</td>
<td>Limitation affected the task</td>
</tr>
<tr>
<td>0-5</td>
<td>Inadequate for the task</td>
</tr>
</tbody>
</table>
Grammar

<table>
<thead>
<tr>
<th>Score</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-25</td>
<td>Clear and appropriate use of grammar</td>
</tr>
<tr>
<td>16-20</td>
<td>Few inaccurate grammar</td>
</tr>
<tr>
<td>11-15</td>
<td>Inaccuracy of grammar do not seriously impede understanding</td>
</tr>
<tr>
<td>6-10</td>
<td>Inaccuracy of grammar do not impede understanding</td>
</tr>
<tr>
<td>0-5</td>
<td>Inaccuracy of grammar makes understanding almost impossible</td>
</tr>
</tbody>
</table>

Pronunciation

<table>
<thead>
<tr>
<th>Score</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-25</td>
<td>Clear pronunciation</td>
</tr>
<tr>
<td>16-20</td>
<td>Few inaccurate pronunciation</td>
</tr>
<tr>
<td>11-15</td>
<td>Inaccuracy of pronunciation do not seriously impede understanding</td>
</tr>
<tr>
<td>6-10</td>
<td>Inaccuracy of pronunciation do not impede understanding</td>
</tr>
<tr>
<td>0-5</td>
<td>Inaccuracy of pronunciation makes understanding almost impossible</td>
</tr>
</tbody>
</table>

Meanwhile, Hughes (2003: 130) states that test is categorized as oral test of speaking performance. He states that one of the scoring tests is analytic scoring. It is longer and it compels testers to take a variety of factors into account. The scoring rubric applied in this thesis is as follows:

**Table 2.1 Description of Oral Proficiency by Hughes (2003: 131)**

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pronunciation frequently unintelligible</td>
<td>1.0-4.5</td>
</tr>
<tr>
<td>2.</td>
<td>Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.</td>
<td>4.6-5.5</td>
</tr>
<tr>
<td>3.</td>
<td>“foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding.</td>
<td>5.6-6.5</td>
</tr>
<tr>
<td>4.</td>
<td>Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.</td>
<td>6.6-7.5</td>
</tr>
<tr>
<td>5.</td>
<td>No conspicuous mispronunciations, but would not be taken for a native speaker.</td>
<td>7.6-8.5</td>
</tr>
<tr>
<td>6.</td>
<td>Native pronunciation, with no trace of “foreign accent”.</td>
<td>8.6-10.0</td>
</tr>
</tbody>
</table>
### Grammar

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar almost entirely inaccurate except in stock phrases</td>
<td>1.0-4.5</td>
</tr>
<tr>
<td>2.</td>
<td>Constant errors showing control of very few major patterns and frequently preventing communication</td>
<td>4.6-5.5</td>
</tr>
<tr>
<td>3.</td>
<td>Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding</td>
<td>5.6-6.5</td>
</tr>
<tr>
<td>4.</td>
<td>Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding</td>
<td>6.6-7.5</td>
</tr>
<tr>
<td>5.</td>
<td>Few errors, with no patterns of failure</td>
<td>7.6-8.5</td>
</tr>
<tr>
<td>6.</td>
<td>No more than errors during the interview</td>
<td>8.6-10.0</td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Vocabulary inadequate for even the simplest conversation</td>
<td>1.0-4.5</td>
</tr>
<tr>
<td>2.</td>
<td>Constant limited to basic personal and survival areas</td>
<td>4.6-5.5</td>
</tr>
<tr>
<td>3.</td>
<td>Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.</td>
<td>5.6-6.5</td>
</tr>
<tr>
<td>4.</td>
<td>Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.</td>
<td>6.6-7.5</td>
</tr>
<tr>
<td>5.</td>
<td>Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.</td>
<td>7.6-8.5</td>
</tr>
<tr>
<td>6.</td>
<td>Vocabulary apparently as accurate and extensive as that of an educated native speaker.</td>
<td>8.6-10.0</td>
</tr>
</tbody>
</table>

### Fluency

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Speech is so halting and fragmentary that conversation is virtually impossible</td>
<td>1.0-4.5</td>
</tr>
<tr>
<td>2.</td>
<td>Speech is very slow and uneven except for short or routine sentences.</td>
<td>4.6-5.5</td>
</tr>
<tr>
<td>3.</td>
<td>Speech is frequently hesitant and jerky; sentences may be left uncompleted.</td>
<td>5.6-6.5</td>
</tr>
<tr>
<td>4.</td>
<td>Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.</td>
<td>6.6-7.5</td>
</tr>
<tr>
<td>5.</td>
<td>Speech is effortless and smooth, but perceptively non-native in speed and evenness.</td>
<td>7.6-8.5</td>
</tr>
<tr>
<td>6.</td>
<td>Speech on all professional and general topics as effortless and smooth as a native speaker’s</td>
<td>8.6-10.0</td>
</tr>
</tbody>
</table>

### Expression

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Facial expressions show absolutely no interest in topic presented.</td>
<td>1.0-4.5</td>
</tr>
<tr>
<td>2.</td>
<td>Facial expressions show some negativity toward topic presented.</td>
<td>4.6-5.5</td>
</tr>
<tr>
<td>3.</td>
<td>Facial expressions have either a deadpan expression of shows a conflicting expression during entire presentation.</td>
<td>5.6-6.5</td>
</tr>
<tr>
<td>4.</td>
<td>Facial expression occasionally displays both a deadpan and conflicting expression during presentation</td>
<td>6.6-7.5</td>
</tr>
<tr>
<td>5.</td>
<td>Facial expressions occasionally demonstrate either a deadpan or conflicting expression during presentation</td>
<td>7.6-8.5</td>
</tr>
<tr>
<td>6.</td>
<td>Facial expressions gives audience clues to what the content of speech is about; appropriate expression.</td>
<td>8.6-10.0</td>
</tr>
</tbody>
</table>
In this study, I use an analytical rating score. The scoring rubric is used in my research because it is more complete, compels testers to take a variety of factors into account, and contains the analytic score that the performance is observed separately under the language components: pronunciation, grammar, vocabulary, fluency, and expression in 1-10 scale. The scale is applied to achieve the consistency in scoring.

B. 3-P Technique

1. The Meaning of Oral Presentation

Farlex Clipart Collection (2003: 10) states that oral presentation is an address or presentation given verbally to an audience. Many oral presentations include visual aids. Oral presentations can take place in various forms including poster presentations, group work, interviews and debate.

According to Brown (2003: 142), extensive oral production tasks include speeches, oral presentation, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Language style is frequently more deliberative and formal for extensive tasks. He says that oral presentation tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction.

Brown (2003: 179) indicates that in the academic and professional arenas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method. A summary of oral
assessment technique would therefore be incomplete without some considerations of extensive speaking tasks.

Cyril (1988: 75) states that oral presentation is often very effective to get the candidate to talk about himself. In the TEEP Test, this is intended as a warm up exercise, but it is found that the one minute given to the candidate to talk about specified features of his personal life provided a good overall indicator of his spoken language proficiency in terms of the criteria used in assessing all the other tasks. He also indicates that by integrating the activity with previously heard or previously read texts the oral task can be made to equate realistically with real life tasks that the candidate might had to perform in the target situation.

2. Teaching Oral Presentation Skills

According to McGraw (2007), there are a number of ways that professors can help students prepare for their presentations and improve their oral presentation skills:

a. Disseminate helpful guidelines for preparing oral presentations. Typically, students focus more on the content of what they are saying than how they deliver that content to the class. Remind them that their posture, gestures, eye contact, pace, and other such factors contribute significantly to the success of their presentation.

b. Communicate clear grading criteria to your students before they prepare. Criteria can include: choice of topic (if they had a choice), organization of material, effective use of visual aids, presentation skills, facility with answering questions, among others.
c. Let them know that more is not necessarily better.

Students are often surprised that a double-spaced, typed sheet of paper corresponds to 2-2 ½ minutes of speaking time. Because of their relative inexperience, they can spend too much time amassing content and not enough time considering how to present the material. A few words from you about the virtues of concision will help them stick to the essentials of what they need to communicate to the class.

d. Encourage students to practice with one another outside of class.

Doing so will allow them to determine whether or not their presentation is clear, engaging, and effective.

e. Offer on-the-spot feedback to speakers so that all might benefit, but provide written feedback to each student as well.

f. Consider assigning two brief presentations in a semester.

Students will improve more as public speakers if given the opportunity to put into practice what they’ve learned from you and their peers the first time around.

g. Videotape each presentation.

All speakers benefit enormously from actually seeing how their presentations come across to others, and students are no exception. A videotape coupled with your feedback can be a rich source of information for improvement.
It is also stated that assessing oral presentations can also present a challenge to instructors. One effective tool is a grading grid that you use while listening to students’ presentations. You might divide this grid according to the grading criteria you’ve established, leaving space for questions and comments, and then give a copy of it to students along with a short description of the strengths of their presentations as well as areas for improvement.

3. The Concept of 3-P Technique

More and more faculties are assigning oral presentation in courses. These can be very valuable learning experiences, but giving oral presentations in class can also be stressful for students. Not only they are worried about getting up in front of the group to speak, but also many of them hadn’t had much instruction in what constitutes an effective presentation.

According to Goodale (1993: 15), there are a number of ways that teachers or instructors can help students prepare for their presentations and improve their oral presentation and improve their oral presentation that is 3-P Technique. The followings are the 3-P technique:

a. Preparation

There are some requirements which should be done in the first technique. Being an effective speaker and an effective writer requires us to understand the context of our presentation, analyze the audience, understand and articulate the presentation's purpose, choose and shape the presentation's content.
1) Understand the Context of Presentation

In order to understand the situation or context of presentation, ask ourselves the following questions:

a) What is the broader concern underlying the end for the presentation?

b) What primary issues underlie the presentation?

c) How does your presentation relate to these issues?

d) What will be happening in the organization when you make your presentation?

e) How does your presentation fit into the organizational situation?

f) If you are one of several speakers, what kinds of presentations will the other speakers be making?

g) In what surrounding will you be making the presentation?

f) What will happen in the situation before and after your talk?

g) How does your talk relate to other participants?

2) Analyze the audience

Analyzing the situation is often difficult to separate from analyzing our audience; in fact, audience is one facet of the larger situation. Just as readers determine the success of written communication, audiences determine the success of oral presentations. Writing or speaking is successful if the reader or listener responds the way we desire: the reader or listener is informed, persuaded, or instructed as we intend and then responds the way we want with good will throughout.

Just as writing effectively depends on understanding our reader as thoroughly as possible, effective speaking depends on understanding our listener. We cannot speak or write effectively to people without first understanding their perspective. We
must know how the audiences will likely respond based on its members' educational and cultural background, knowledge of the subject, technical expertise and position in the organization.

In order to help us analyzing the audience, there are some questions that should be concerned, they are:

a) How much do my audience members know about the subject?
b) How much do they know about me?
c) What do they expect from me?
d) How interested will they be in what I say?
e) What is their attitude toward me?
f) What is their attitude toward my subject?
g) What is their age group?
h) What positions do they occupy in the organization?
i) What is their educational background?
j) What is their cultural/ethnic background?
k) What is their economic background?
l) What are their political and religious views?

These questions are particularly crucial ones, since we need to know, before we begin planning our presentation, whether our audience will consider us trustworthy and credible. To be an effective speaker, we must know our audience, establish a relationship by being sincere and knowledgeable about the subject, then conform to their expectations about dress, demeanor, choice of language, and attitude toward them.
3) Understand and Articulate Presentation's Purpose

Oral presentations, like written presentations, must be designed around a specific purpose. As a writer or a speaker, we must know our purpose. We must conceive our purpose in terms of our audience's needs. Both written and oral communication often had multiple objectives. The main purpose of our presentation may be to report the status of a project, to summarize a problem, to describe a plan, or to propose an action, but our long-range objective may be to highlight or document important specific issues within the topic about which we are speaking and to further establish our credibility within the organization. We may want the audience to dislike another proposed solution, to desire a more comprehensive solution, or decide there isn’t a problem after all.

As we plan, state our purpose in one sentence. Then, as we begin our presentation, state our goal in terms of our audience's background and attitude; announce our purpose early in the presentation to prepare our audience for the main ideas to come. We may want to restate the purpose in words familiar to the audience.

Like the report or letter, the oral presentation must make its purpose clearly evident at the beginning. By knowing what they will be hearing from the beginning of the presentation, audience members can more easily focus their attention on the content presented and see connections between parts of the talk. The effective presentation requires us to focus our audience's attention on what we are saying. A good way to grab our audience's attention is to develop a title that, at the very least,
reflects the content of our presentation but does so in an interesting way. Like the title of a formal report or the subject line in a letter, memo, or informal report, the title of an oral presentation should prepare our audience for the content we will present.

We may also wish to introduce our topic with an attention-getting device: a startling fact, a relevant anecdote, a rhetorical question, or a statement designed to arouse our audience's interest. Again, the device we choose will depend on the audience, the occasion, the purpose of the presentation.

Or, if our audience is not readily familiar with the subject, we may want to include background material to help them grasp and process our main points tell our audience what points or topics we plan to cover so that our audience can sense and then follow the direction of our statements.

b. Performance

This technique includes four requirements: 1) Get comfortable and bond with the audience; 2) Use non verbal cues; 3) Use voice; and 4) Monitor the audience.

1) Get comfortable and bond with the audience

An oral presentation is not meant to be a confrontation. Our aim is to carry our audience with us, to get them committed to us. We must, then, try to establish at the outset some common ground or cause with our audience. We might do this by identifying our purpose with their needs. One of the authors’ students began a successful presentation by saying: “Ladies and Gentlemen, you are all interested in making more money for the company, and I’m here this morning to tell you how to
do it!” The audience smiled and relaxed, and listened attentively to the presentation.

We must not launch into your presentation “cold”.

2) Use non-verbal cues and voice

   Obviously, a wide variety of vocal style is possible. As with physical style, the important thing is comfort. Being comfortable means the speaker can sound natural, and calm.

c. Post-Performance Review

   Walz (1982: 280) states that there are some procedures for giving feedback during oral practice activities. He classifies error-correction procedures into three basic categories: (1) self-correction with the teacher help; (2) peer correction; and (3) teacher’s correction. The following suggestions are appropriate for activities where a focus on accuracy and formal correctness is desired.

1) Self-correction with teacher helping

   a) Pinpointing. The teacher localizes the error without providing the correct form by repeating the students’ response up to the point at which the error is made, hesitating, and exaggerating the last word slightly with a rising intonation.

   b) Cuing. Instead of supplying the correct answer, the teacher provides some options for the incorrect or missing element, as in an oral multiple choice.

   c) Providing your own answer. The teacher cues the students by providing his or her own answer to the question, thereby supplying a model.

   d) Repetition of an answer, with correction. Without making an overt correction, the teacher repeats the students’ response, subtly correcting the mistake. This
technique is somewhat indirect: some students will pick up the cue, while others may not notice.

2) Peer correction.
   a) Students monitors. When monitoring devices are used in small group work, students are able to provide feedback for their peers.
   b) Group monitoring with checklist. Students might also enjoy recording their own speech or conversations in small groups on occasion, following this with a group correction activity where closer attention can be paid to form/or content. A checklist can be provided by the teacher for this group work that cues students about the types of features to look for in the speech sample.

3) Teacher correction
   a) Direct correction of errors. Teachers can choose to correct students’ responses directly by modelling the appropriate form of the utterance that the student attempt to make, preserving as much of what was said as possible, and drawing the students’ attention to the change. It may be followed by a request for the student or the whole class to repeat the corrected response.
   b) Indirect correction. This technique involves the repetition of a students response with a correction made, but without drawing the students’ attention to the change or requiring a repetition of the corrected material. This strategy not only gives the students a chance to process the feedback given by the teacher, but also informs the teacher about whether or not that feedback was heard and could be used by the learner.
4. The Visual Aids of Presentation.

Visual aids help to make a presentation livelier. They can also help the audience to follow the presentation and help you to present information that will be difficult to follow through speech alone. However, they must be relevant to what the speaker wants to say. A careless design or use of a slide can simply get in the way of the presentation. According to Dobson (1987: 67), there are seven kinds of visual aids:

a. Audio Conferencing

Audio conferencing refers to voice-only communication between three or more users and locations. Audio conferencing using Telecommunications can be as simple as using telephone services to had conference calls or as complicated as using an audio conference bridging system depending on the amount of people involved and the complexity of the conference.

Audio conferencing via computer-based software is also called data conferencing or audio graphic conferencing. This involves users connecting via the Internet to transmit audio data between sites. This can be done with software programs such as Skype. When users connect they can speak with one another via a microphone and audio input in the computer. Many software programs will also allow for conferencing with video as well as audio.

b. Illuminate Live!

Illuminate Live! is a real-time virtual classroom environment designed for use in distance education and distance collaboration. The Illuminate classroom includes multiple real-time tools to aid in the simulation of a face to face classroom.
c. Media site

Media site is a presentation tool that allows instructors to make live digital recordings of lectures or presentations. Students can view the presentation over the internet in real-time and/or can access the presentation as a podcast or for viewing at a later date. Media site allows instructors to simultaneously show media in two windows. For example, PowerPoint slides in one window and a video feed in another window. Media site also allows for one or two way audio/video communication and closed captioning.

d. Whiteboard

The term "whiteboard" is used to describe computer software applications that function like dry-erase boards. Virtual whiteboards allow one or more people to write or draw on the whiteboard simultaneously. Whiteboards are a common collaboration tool in distance education.

e. Flannel boards

A flannel board or its close relative, a felt board, is a large piece of heavy cardboard or plywood covered with fuzzy cloth. Speaker can place pictures, charts, or paper cutouts that had a similar fuzzy backing against the flannel board, and they will adhere to the surface. The major advantage of a flannel board display is that speaker can change the items quickly and easily with dynamic effect.

f. Pictures

Pictures for use in conversation sessions may come from books, magazines, and newspapers or they may be one drawn by yourself or your students. They may be
photographs, lithographs, color prints, paintings, line drawings, or halftones, but whatever they are, they can serve as excellent conversation starters.

g. Powerpoint

The most common way to incorporate visual or slides nowadays is through the use of powerpoint. If the speaker had the option (that is, he/her had PowerPoint on his/her computer and access to a data projector in the room), his/her should choose PowerPoint instead of an overhead projector (OHP) and transparencies. It is much easier to manage and more professional when used appropriately.

C. Related Research

The research which will be done in SMAN 1 Bojonegoro is related to the previous research done by Bailey. His research is published on a book, entitled “Effective Language: A Foundation Course in Communication.” He states that to consider all the speech making activities (speech range from a wedding reception, a welcome to a guest, a presentation to a colleague, to the giving of an account of some research or experiment to a college class or the presentation of a paper at a conference), adequately would demand a separate course in itself. Many colleges offer units devoted entirely to oral communication, and numerous books had been written on the techniques of making various kinds of oral presentation. In the T-P technique we shall confine ourselves to a consideration of an oral presentation of prepared material. It should be applied to other types of public speaking.

The research done by Bailey proved that it is not only students who conduct presentation but also most people in business can expect to be called upon at some
time to give a formal presentation of prepared material. He stated that by using 3-P technique it can develop confidence in giving public presentations, sharpen ability to think, and increase confidence in other communications situations.

D. Teaching Oral Presentation through 3-P Technique.

3-P Technique is chosen as one of the technique in the teaching learning activities to create a situation for learners to actively interact in the language, thereby making the language learning more meaningful. At the same time, the learners are introduced to the different styles-listening, remembering, discussing, writing, and presenting, so that, the students are hoped to be able to improve and enhance their own ability in mastering of speaking competence in their daily life communicatively and actively.

The success of learning cannot be separated from the role of teaching which is done by the teacher. It means that the teacher had a very important role to create the atmosphere of the class in order that the students are able to be interested and take part in teaching learning process interactively and effectively. As suggested by Lewis (2005: 28) that how classroom learning can be more effectively managed to produce the desired outcomes of language learning, that is, for learners ought to use the new language for a variety of communicative purpose and contexts, so that, the objectives of teaching learning process can be reached optimally and successfully.

One of the students’ successes in studying English speaking especially oral presentation will depend on the teachers’ role in managing the class and using the teaching technique in the classroom. Therefore, the teacher had to be able to decide to
take the appropriate teaching technique to facilitate the students’ learning English. In this case, one of the most appropriate teaching techniques that can be applied by the teacher to overcome the students’ problem dealing with English speaking competence in oral presentation is 3-P Technique.

As for the students’ problem which had been being faced, is their English competence is still low. It can be seen from the recorded mark that the writer get, which is mostly speaking skill mark is still lower that the others or under the “KKM” (Kriteria Ketuntasan Minimal). Besides, based on the writers’ observation, during the students conduct oral presentation, most of the students find difficulties and problems in delivering presentation. They often mispronounce certain words, do not had good structure and fluency expressions as well, often using verbal fillers like “um”, “yak”, “maybe” and “you know, the list of content is usually quite long and too difficult for the audience to follow, students had difficulties in handling questions, had difficulties in determining clear objectives, and are not able to make the audience interest and pay attention to the presentation.

Based on the theories underlying the study and the problem which is being faced by the students, it seems that 3-P Technique (Preparation, Performance, and Post-Performance Review) had many contribution to encourage the students interest and motivation in learning English speaking especially oral presentation. Moreover, it also helps students to improve students’ competence in delivering materials, topic or presentations.

Preparation is the first technique of 3-P Technique. It includes knowing the objectives and setting the objectives clearly, analyzing the audience, preparing venue,
checking the equipment, organizing the talk and preparing the physical environment. This technique gives opportunity to the students to have good fluency and meaningful message so that the audiences are capable of hearing the information in very different ways. It can focus the audience’s attention what the speaker is saying. By doing this technique the students will be able to avoid using some filler and can make the format of presentations in logical order. It is not only that, students are also having personal appearance which is completely appropriate for the occasions and the audience, etc.

Second technique is Performance. Get comfortable and bond with the audience, use non verbal cues, use voice, monitor the audience and be yourself are steps which are included in this technique. This technique can also help students to establish relationship among members of the audience. It makes the students able to make direct eye to eye contact with most of the members of the audience at some point in the speech. Every spoken word of the student can be heard and understood clearly with no difficulty by each person in the audience. Also, the students will be able to use a variety of volume modulations (louder/soft), voice inflections (tone of voice), gestures, and facial expressions to convey enthusiasm or energy.

After delivering presentation, the last technique of the 3-P Technique is very important to be implemented. Post-Performance Review Technique will make students know their weaknesses, mistakes, and problems during the talk. Students will be ready for a confident presentation and can get some reflections of their presentation in order to improve their next presentation. Also, the students’ presentation will be more effective, etc.
In short, 3-P Technique is able to fulfill the requirements of good speaking techniques and methods in teaching oral presentation. Besides, it encourages students’ to be active in the classroom. It is motivated and familiar to the students for the choice of the material can be adapted to the students’ interests as well as the real world. It is also assumed that 3-P Technique can help to improve the aspects of students’ speaking competence such as pronunciation, vocabulary mastery, grammar, fluency, and students’ expression in delivering presentation.

The procedure of 3-P technique can be shown as follows:

1. The teacher explain about 3-P techniques to the students
2. The teacher distributes themes to the students and divides the students into 10 groups. Each group consists of 3 students.
3. The teacher asks the students to choose one of the themes and present it in front of the class
4. Before presenting the themes or topics, they do preparation.
5. After that each of the group perform the presentation in front of the class by using media (picture or power point)
6. The last activity is post performance review. Each of the group or audiences do some review or reflection to the students’ presentation. This activity done by the students in order to know their weaknesses in delivering presentation
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I elaborated research methodology including research design, setting of the research, subject of the research, procedure of the study, technique of collecting data, and technique of analyzing data. They are explained in the following parts:

A. Research Design

In this study, I use Action Research method. Related to the action research method, there are some definitions of action research. Mills (2000: 5) defines action research as a systematic inquiry done by teacher or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teacher, and how they learn.

He also argues that action research is a research done by teacher, for themselves; it is not imposed on them by someone else. Action research engages teacher in four steps process, namely:

1. Identify an area of focus
2. Collect data
3. Analyze and interpret data
4. Develop an action plan
Elliot (1991: 69) states that action research might be defined as the study of social situation with a view of improving the quality of action within it. It aims as feeding practical judgment in concrete situation, and the validity of theories or hypothesis. It generates not so much on scientific tests of truth, as on their usefulness in helping people to act more intelligently and competently. In action research theories are not validated independently and then applied to practice. They are validated through practice.

To support those definitions above here are the key points of action research as proposed by McKernan (2003: 32).

1) Action research is an action, which is taken as a result of reflection on phenomenon done by the researcher.
2) Action research always arises form some species problem or issuing arising out of the searchers practice.
3) Action research can be done by one person or individually but will be rationally empowering when undertaken by participant collaboratively.
4) Action research starts with small cycle of planning, acting, observing, and assumptions more clearly.
5) Action research is a systematically learning process in which people at deliberately, though remaining open to surprise and responsive opportunity.
6) The reliability and the validity of the hypothesis are determined by usefulness of the result in overcoming the problem.
7) The aim of action research is to improve the quality of the system in certain social circumstances including educational system.
Meanwhile, Kasbolah (1999: 15) defines that Classroom Action Research is action research of educational aspect which is implemented in a classroom in order to improve the quality of teaching learning process. It means that Classroom Action Research encourages the teacher to be aware of her own practice, to be critical of that practice, and to be prepared to change it.

Based on definition above, I had some positive considerations of choosing an action research as her research design. The positive reasons are:

1. An action research is authoritative. I can develop solutions to the problems.
2. An action research is able to improve teacher’s capability in teaching English
3. An action research gives opportunity to English teacher to overcome problems which is appearing during the class activity.
4. An action research gives challenge to the researcher to be a professional English teacher.

3-P technique is chosen as an instructional technique in classroom action research. Kemmis (2000: 10) states that classroom action research is a concept of doing X to improve Y. It is held because there is one or more problems found in something or because the belief that the condition of something is not good and needs improvement. In this case, 3-P technique is the X variable and speaking competence (presentation) is the Y variable. I applied 3-P technique to enhance students’ speaking competence (presentation). I conducted and observe whether 3-P technique is able to make students more active and capable in delivering presentation. I recorded all of the students’ activities regarding their attitude, respond and progress in speaking competence.
Considering the aim of classroom action research, that is improving teaching-learning quality, I wanted to apply this design to improve the speaking competence in presentation of the eleventh year students at SMA Negeri 1 Bojonegoro through 3-P Technique. In this study, I is the designer, the observer and the rater of this classroom action research implementation and works together with the collaborator who assists the researcher for the reliability of the result.

B. Setting

This research is conducted at SMAN 1 BOJONEGORO. As the description, this school is located on Jalan Panglima Sudirman No 28 Bojonegoro. It is exactly in the middle of the city. The phone number is 0353-889503. The school is near the road and it is at the centre of the town as well, so that it is very easy and strategic for the students to find it.

SMAN I BOJONEGORO has 21 classes including RSBI. Class. There are 3 classes RSBI consisting of 30 students in each class. The classes are fresh and comfortable. The facility in that school is complete enough. The facilities are a large library, a language laboratory, a science laboratory, a multimedia laboratory, a large teacher office, more than 6 toilets, a sport hall, a parking area, a mosque, cafeteria, TRRC room, a large yard with several plants surrounding it.

SMAN 1 Bojonegoro is the most favorite school which have multimedia program. SMAN 1 Bojonegoro have proved that the teaching learning process and the curriculum development combine the qualification standard in either academic, affective, or psychometric aspects accompanied by many facilities to develop
motivated, creative, interactive and innovative students using international adoptive and adaptive international curriculum legalized by international education board. The teaching learning process and communication in the classroom is bilingual that is using English and Bahasa Indonesia. The curriculum, teaching and assessment methods at international standards are adapted in project school. Textbooks, materials, and teaching aids required for international standard courses are provided and used.

The teaching learning process in RSBI class uses bilingual systems especially for the Mathematics and Natural Science Subject. For the international certification SMAN 1 Bojonegoro works together with the University of Cambridge. The materials of the test for international certifications come from the University of Cambridge. They are English, Mathematics, Physics, Chemistry, and Biology.

In conducting research, a procedure is arranged carefully dealing with appropriate times. The research is carried out for 10 months from April until January 2010. The following is the time schedule of the research activity at SMAN 1 Bojonegoro in 2007/2008 Academic Year.

Table: 3.1. Schedule of Research Activity

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-survey</td>
<td>March, 2009</td>
</tr>
<tr>
<td>2.</td>
<td>Making proposal</td>
<td>April, 2009</td>
</tr>
<tr>
<td>3.</td>
<td>Reviewing literature</td>
<td>May, 2009</td>
</tr>
<tr>
<td>4.</td>
<td>Developing instrument</td>
<td>June, 2009</td>
</tr>
<tr>
<td>5.</td>
<td>Collecting and analyzing data</td>
<td>July, 2009</td>
</tr>
<tr>
<td>6.</td>
<td>Writing reports</td>
<td>August 2009 - January 2010</td>
</tr>
<tr>
<td>7.</td>
<td>Examining thesis</td>
<td>February, 2010</td>
</tr>
<tr>
<td>8.</td>
<td>Revising thesis</td>
<td>February, 2010</td>
</tr>
<tr>
<td>9.</td>
<td>Submitting the document</td>
<td>March, 2010</td>
</tr>
</tbody>
</table>
C. The Subject of the Research

The subject used by the writer is the second year students of SMA Negeri 1 Bojonegoro from RSBI program which involves 30 students consisting of 14 male students and 16 female students in the academic year 2007-2008. They had a high learning motivation and a tight cooperation one to another. Their written English achievement is good enough but they had problem in speaking competence especially in delivering presentation.

Of all language skills they are learning, speaking skill is the skill that most of the students had weaknesses in. In one side, from the recorded mark that the writer get, speaking skill is still lower than others. Besides, some of the students get speaking mark under the school standard (75). In another side, based on the writer’s observation, most of the students still feel nervous and unconfident in presenting the topic in front of the audience, and had no idea how to make an effective presentation. It is hoped that this study can help the teacher to improve the students’ speaking competence in presentation in this class.

RSBI class is different from another regular class. The differences are not only the students’ achievement, but also their class facilities. In one RSBI classroom, there are maximally 30 students. There are 15 tables and 30 chairs for students. The classroom is completed with one LCD, one television 21 inches, one big whiteboard, one computer, and one desk for teacher. On the wall there are pictures of President and Vice President, Garuda Pancasila put above the whiteboard. There are windows on both sides of the room so that the circulation of the air is very good.
Psychologically the students had motivation to study. The students study in a joyful environment guided by friendly teacher. Besides, I can see after school, there are many students still stay at school to join some other intra or extracurricular activities such as sport clubs, language clubs, science clubs, art clubs, and etcetera. In short, the students of RSBI class SMAN 1 Bojonegoro had motivation to improve themselves.

D. The Method of the Research

The implementation process of class action had four steps done through cycles. According to Kemmis and McTaggart, action research occurs through a dynamic and complementary process consists of steps; planning, implementing, observing, and reflecting (Burn; 1999:32).

1) Planning

In this stage the writer firstly identifies the problem referring to the teaching – learning process that will be researched in this study. In this case, of course, the problems related to the students speaking competence in learning English whether they really had difficulties in achieving it.

Having identified the problem, secondly the teacher makes a plan about what kind of action will be carried out and prepares everything dealing with the action research requirements such as the material that is going to be taught to the class, makes lesson plans, prepares some observation sheets to record the students activities, prepare teaching aids, and test instruments, etc.
2) Implementing

To help students to be more active to get involved in speaking class and improve their speaking competence in presentation, I make an action plan.

First, I conduct a warming up. The teacher gives motivation of the student by involving them in discussing some general questions which is related with their experience in delivering presentation. For example, the teacher asked them about the worst presentation they had ever experienced.

Second, I give the description of 3-P technique. In this stage, the teacher explains the materials that had been prepared for each cycle. She presents the 3-P Technique to students. Each cycle is going to be conducted in a meeting of 4 x 45 minutes.

Third, the students practice the technique. In this stage, the teacher asks the students to practice all of the materials they had get from the teacher’s explanation in the presentation stage. Teacher asks them to do 3-P Technique in delivering presentation that had been designed by the teacher before.

3). Observing

In this step, the students’ activities during the implementation of 3-P Technique in delivering presentation are recorded by direct observation. I record the important occurrence during the learning teaching process. She is also helped by her collaborator to observe students activities during the teaching learning process. The responses, attitude, and progress of students are recorded as a reflective consideration in the next teaching.
4). Reflecting

Reflection is a way to see whether the implementation of 3-P Technique in presentation is successful to improve students’ speaking competence.

E. Technique of Collecting Data

There are two kinds of data, quantitative and qualitative data. The quantitative data in numbers are taken from pretest or the test that is carried out before and posttest or after the cycles are implemented. The results of them are used to know the students’ improvement in speaking.

Meanwhile, qualitative data, in the form of words are taken from the result of observation done by the teacher while the actions are being carried out. I conduct direct observation in the classroom, gave questionnaire, and interviewed the classroom teacher and the students of eleventh RSBI class. She also used video, photograph, and field notes. The writer asks his friend as his collaborator to observe the classroom interaction and to collect needed information. The writer needs to make sure the collaborator understands the observation instrument and used it effectively.

The technique of collecting data in this research can be seen in the following table:
Table 3.2 Technique of Collecting Data

<table>
<thead>
<tr>
<th>Technique</th>
<th>Target</th>
<th>Purpose</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observation</td>
<td>Students</td>
<td>To watch and record action</td>
<td>Field note</td>
</tr>
<tr>
<td></td>
<td>Teaching and</td>
<td></td>
<td>Teacher’s Diary</td>
</tr>
<tr>
<td></td>
<td>learning activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interview</td>
<td>Students</td>
<td>To know the participants feeling in</td>
<td>Interview transcript</td>
</tr>
<tr>
<td></td>
<td>Collaborator</td>
<td>non-face-to-face interaction</td>
<td></td>
</tr>
<tr>
<td>3. Questionnaire</td>
<td>Students</td>
<td>To get responses in non-face-to-face</td>
<td>Questionnaire scoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interaction</td>
<td></td>
</tr>
<tr>
<td>4. Test</td>
<td>Students</td>
<td>To get information about the current and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>previous mark, judgement and situation</td>
<td>Speaking scores</td>
</tr>
</tbody>
</table>

The description of data collection process is presented in the following section.

1) Observation

Observation is an activity of watching and recording action and behavior of research participants. I and my collaborator observed the activities of my students and the progress of teaching and learning in speaking class. The data gained in the observation is in the form of narrative text from the field note.

2) Interview

Interview is a conversation with specific purposes. The aims of interview are getting here and now construction about people, events, activities, organization, feelings, and motivation. Reconstruction of those things in the past, projection of those things in the future, verification, changes and the extent of information are gained from other sources.
In this method I make personal interactions which generate data about the research issues and allow specific issues to be discussed from other peoples’ perspective. It is done to the students as well as to the teachers of English at SMAN 1 Bojonegoro and from the school where I make the research. The objective is to know what the students felt about the speaking teaching learning process in the classroom and their problems in mastering speaking competence especially in presentation. For teachers, the objective is to know what they had done so far in teaching English and their problems in teaching English speaking especially presentation.

3). Questionnaires

In this method I use a written set of questions to gain responses in non face to face situations and the questions are focused on specific issue of problems faced by the students in improving their speaking competence in presentation. It is done as means of need analysis to know the students profile and their prior knowledge and mastery of speaking and their need for improvement.

4). Document analysis

This is the analysis to the collections of various documents which are relevant to the research questions which include students’ competence test. I analyzed the result of the students’ competence scored by me and the collaborator to know the students’ improvement in their speaking competence. All the data are then accumulated and analyzed in order to give the validity of the result.
F. Technique of Analyzing Data

The classroom action research in her study will be successful if there is an improvement of students’ speaking competence and motivation in learning English. The writer used indicator that shows the improvement of students’ speaking competence in achieving English. To know whether there is some progress of the students’ competence in presentation or not after 3-P Technique is applied I conduct pretest and posttest. After the scores are collected, I analyzed those using descriptive statistics recommended by Ary, Jacobs, and Razavieh, (1979: 150)

1. Mean

\[ X = \frac{\sum X}{n} \]

\( X \) = mean score  
\( \sum X \) = total score  
\( n \) = total students

The qualitative data will be analyzed by using Constant Comparative Method as suggested by Glasser (in Siti Zulaihah, 2008: 58). The method consists of four steps:

1) Comparing incidents applicable to each category.

This process is also similar to specifying the nature and dimensions of the many concepts arising from the data.
2) Integrating categories and their properties.

Here, I began to note the relationship among the concepts. For these relationships to emerge, however it is necessary for the I to had noticed all the concepts.

3) Delimiting the theory

Eventually, as the patterns of relationships among concepts become clearer, I ignored some of the concepts initially noted but evidently irrelevant to the inquiry. In addition to the number of categories being reduced, the theory itself became simpler.

4) Writing the theory

Finally, I arrange the research findings based on the result of the previous stages.
CHAPTER IV
RESULT OF THE STUDY

This chapter explains what had happened and had been got during and after the implementation of 3-P technique in speaking presentation. As it had been explained in chapter III, there were four steps in conducting (CAR), namely: planning, acting, conducting, and reflecting. Therefore, those four procedures were elaborated in this chapter. The elaboration of them had objective to present the research findings which provide evidences to answer the problem statements stated in Chapter I. The summary of the research was provided in Table 4.1

Table 4.1. Process of the Research

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Task</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Pre-research : Gaining base – line data</td>
<td>· Observing teaching and learning process · Interviewing students and teachers · Giving questionnaires · Conducting pre-test</td>
<td></td>
</tr>
<tr>
<td>II. Research Implementation</td>
<td>One : Giving explanation about 3-P Technique (Preparation, performance and Post Performance Review) and conducting speaking presentation</td>
<td>1. Preparing presentation 2. Performing presentation 3. Giving Post-Performance Review to the presentation.</td>
</tr>
<tr>
<td></td>
<td>M1: giving explanation about Preparation (Why, Who, What, How, Where and When), Performance (Language and Time Management) M2 and M3: Delivering the presentation. (Themes of Health, education and politics)</td>
<td>1. Delivering presentation in front of the class by using media (picture or power point) 2. Giving Post Performance Review to the presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In more detail, Table 4.1 was described in the following section.

A. The Process of the Research

This section was divided into three parts, the condition before the research; the implementation of the research consisting of Cycle 1, Cycle 2; final reflection; and the research findings.

1. The Condition before the Research

The condition before the research was identified in pre-research stage. The result of pre-research activity can be seen in Table 4.2.
Table 4.2. Result of Pre-Research

<table>
<thead>
<tr>
<th>Issues</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1. Student's ability in Speaking | 1. Low achievement in speaking (delivering presentation): mean = 69.87  
2. Students often use verbal fillers like “um”, “yak”, “Maybe” and “you know”.  
3. Students had difficulty to express ideas using appropriate vocabulary and grammatical form  
4. Students often mispronounce words  
5. Students had difficulties in choosing appropriate expression in their speaking.  
6. Students’ time frame was more than maximum time  
7. Students do not had good structure and fluency expressions as well.  
8. Students had difficulties in handling questions |
| 2. Classroom situation          | 1. Some students had low involvement in giving response and questions to the presentation  
2. Students do not pay attention to the speaker who was delivering presentation in front of the class  
3. Students often do useless activity if the presentation was uninteresting  
4. Students were passive when the speaker ask some questions  
5. Some students cannot understand the objectives of the presentation |

In more details, the condition before the research was described in the following sections:

a. Students’ Ability in Speaking

The study began since I realized that the students had problem in speaking. Although SMAN 1 Bojonegoro was RSBI School, it did not mean that all students
could speak English well. Most of the students had low ability in delivering presentation. This was a great challenge for the teachers of English to improve the students’ speaking competence in English especially oral presentation. I was aware when asking the students to speak in front of the class. They could not speak well meaning that they were still confused and lack of confidence. They did not know what to say.

In conducting the research, I worked collaboratively with the English teacher of SMAN 1 Bojonegoro. To get better result and consistency of the data, I involves collaborative teacher from the beginning until the end of action research. The collaborative teacher was Bambang Dananto, S. Pd. He was the English classroom teacher. I discussed many important topics about speaking skills, speaking strategies, speaking approaching and techniques, and some problems in teaching speaking with the collaborative teacher. I and the collaborator found some problems faced by the students dealing with speaking performance. The problems ranged from all aspects of speaking skill namely students’ ability in speaking (pronunciation, grammar, vocabulary, fluency and expression) and classroom situation.

Based on the pre-test, observation, interviews with some students, it was assumed that students got difficulty in speaking. The low ability in speaking could be seen from the low achievement of speaking test. The mean of the speaking scores in pre-test was low, namely 69.

The low ability in speaking could also be identified from the following indicators. First, students had difficulty to express ideas using appropriate vocabulary. There was some diction which was not commonly used in English for
certain contexts. Some student still did not know how to use appropriate words in certain situations or contexts. Second, Students often use verbal fillers like “um”, “yak”, “Maybe” and “you know”. They often stuck and often said, “eerr… eerr…eerr…” Besides, they often used Indonesian grammar Javanese grammar. Third, students often mispronounced words. Fourth, students had difficulties in choosing appropriate expression in their speaking. They were lack of self confidence. They could not stand well, they were sweaty and what happened next was they were doubtful with what they said and stuck for a few seconds and then totally stopped. They did not dare to look at the audience so what they did was just looking at other directions such as looking at the ceiling, doors, floor, etc. Fifth, students’ time frame was more than maximum time. Sixth, students do not have good structure. They forgot the grammar and the vocabulary they wanted to say.

Seventh, students had difficulties in handling questions. The students got stressed when asked to give a presentation in front of the classroom. They did not know what to say so that they became sweaty. They did not master the topic well. Consequently, they were lack of idea and were not able to elaborate their topic. They could not develop the materials and at last they stopped speaking. Some of them understood when other people talked to them but they found it difficult to give response. The feature of students’ speech could be seen in Table 4.3.

From the result of pre-test, I could categorize the students’ speaking ability in delivering presentation to three levels, above average, average, and under average. Twenty three percent of students had above average ability, nine students had average ability and fourteen students had under average ability. The seven students in above
average ability pronounce all words correctly and the presentation had no misspelling. They used correct grammar and selected appropriate words for context. The students maintained eye contact; seldom returning to notes and their presentation was like a planned conversations. Also, their natural hand, gestures and a strong positive feeling about topic during entire presentation were demonstrated.

Meanwhile, thirty students had average speaking ability. The students pronounced some terms incorrectly, only focused attention to one particular part of the class., they occasionally displayed both a deadpan and conflicting expression during presentation. the students used some eye contact, but not maintained and at least half the time reads most of report, and had some grammatical errors and some sentences were incomplete/or vocabulary was limited or inappropriate.

The rest of the students, about forty seven students were in under average. Students mumbled, pronounced terms incorrectly and presentation had more spelling errors. They used incorrect grammar; could not focus on the ideas presented, because of lack vocabulary. They often read all or most of report with no eye contact.

Table 4.3. Feature of Students' Speaking Competence in Delivering Presentation

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Percentage</th>
<th>Level</th>
<th>Speaking Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>23%</td>
<td>Above average</td>
<td>Students pronounces all words correctly; Presentation had no misspellings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses correct grammar and select appropriate words for context</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maintains eye contact; seldom returning to notes; presentation was like a planned conversations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Natural hand, gestures were demonstrated</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stands up straight with both feet on the ground</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Demonstrates a strong positive feeling about topic during entire presentation</td>
</tr>
<tr>
<td>Score</td>
<td>Average</td>
<td>Under average</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>30%</td>
<td>No vocalized pauses noticed; presentation falls within required time frame. Students pronounce some terms incorrectly. Only focuses attention to one particular part of the class. Occasionally displays both a deadpan and conflicting expression during presentation. Some eye contact, but not maintained and at least half the time reads most of report. Some grammatical errors and some sentences were incomplete/or vocabulary was limited or inappropriate.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>47%</td>
<td>Students mumbles; pronounces terms incorrectly; students’ presentation had more spelling errors. Uses incorrect grammar; cannot focus on the ideas presented, because of lack vocabulary. Students reads all or most of report with no eye contact. Had a deadpan and conflicting expression during entire presentation. No gestures were noticed. Sits during presentation or slumps. Shows no interest in topic presented. 10 or more pauses were noticed; presentation was more than maximum time.</td>
<td></td>
</tr>
</tbody>
</table>

b. Classroom Situation

Before conducting the research, the teaching and learning process was not interesting and alive. The descriptions of the teaching and learning were as follows: in teaching English speaking, the teachers used conventional and monotonous techniques of teaching; the teacher still teaches the students with routine activities without realizing that it would make the students bored and lost their attention to the teaching learning process; the teacher oriented her teaching at the written test which was held in the mid or end semester, even in the final semester.
The results of the observations above showed that the classroom situation was not alive because the students did not speak. In teaching speaking especially how to deliver presentation to the students, teachers did not give much instruction in what constitutes an effective presentation. English teacher’s only giving a task to students to present some topics without giving any method in order to improve students’ speaking. Besides, they did not have creative and innovative activity. In the classroom, the students also tended to be shy, nervous, doubt, inferior, and afraid to make mistakes because they seldom used their own English to communicate with others.

One male student said:

"Kan malu-maluin Bu, udah bergaya ngomong bahasa Inggris eh… salah … terus menyusun kalimat Inggris juga sulit Bu, kok harus dibalik – balik itu, gak kayak Bahasa Indonesia".

I discussed and shared students’ problems in speaking. Regarding the speaking problems the student had, one girl student said:

"Saya suka ngomong Inggris Bu, tapi takut salah, ehhmm… malu, apalagi saat kita presentasi…he he, kita diharuskan bicara lancar dan pede di depan audience, lagian bingung mau ngomong apa?"(another girl student responded)" Iya Bu, kalau salah suka diketawaian teman-teman… dan sebenarnya saya paham, tapi kalau harus ngomong sendiri agak sulit. Asyik ya sebenarnya kalau bisa lancar melakukan presentasi dalam bahasa Inggris".
Besides that, I also conducted in-depth interview and gave questionnaires to the students. The purpose of the interview and giving questionnaires were exploring the students’ perception about speaking in delivering presentation. The result of the interview can be seen in Table 4.4.

**Table 4.4. Result of Questionnaires**

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Students response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you think that English was important nowadays?</td>
<td>89% 11%</td>
</tr>
<tr>
<td>2</td>
<td>Do you like to learn English?</td>
<td>92% 8%</td>
</tr>
<tr>
<td>3</td>
<td>Was Speaking difficult for you?</td>
<td>81% 19%</td>
</tr>
<tr>
<td>4</td>
<td>There were some Speaking activities such as dialogue, role play, story telling, oral presentation, etc. Did your English teacher ever give you oral presentation task?</td>
<td>86% 14%</td>
</tr>
<tr>
<td>5</td>
<td>Do you think that your Speaking (delivering presentation) had improved now?</td>
<td>34% 66%</td>
</tr>
<tr>
<td>6</td>
<td>Was it important to learn English by doing oral presentation?</td>
<td>84% 16%</td>
</tr>
<tr>
<td>7</td>
<td>Do you find difficulties and problems in delivering presentation?</td>
<td>88% 12%</td>
</tr>
</tbody>
</table>

The result of the questionnaires about the importance of English showed that there were two groups of students. The first groups, about eighty nine percent of the students think that English was very important. Student AJ stated that learning English was so important, because there were many jobs that require speaking skill. Besides that, he lived in international society, so he wanted to be able to speak English well. It was in line with student AS claiming that learning English nowadays was very important because she lived in a global world where she often found many competition and she was connected to all people in the world. Student RJ stated that English was very important because he will be able to find good job easily, join some business with foreigners and access a lot of information easily.
On the contrary, the second group of students, about eight percent of the total number stated that he did not like studying English speaking because of lack of vocabularies. Therefore, it makes them hesitate to express what they want to say. Student AB claimed that he did not enjoy learning English because he was afraid for making mistakes in pronouncing every single word.

The rests of the questions were about speaking. Dealing with the questions about students’ speaking in delivering presentation, only thirty four percent of the students claimed that they had improved their speaking because they often joined English Speaking Club. They stated that English was understandable. The rest of the students, about sixty six percent stated that they had not improved their speaking yet, because students often got nervous when there were speaking in front the audience.

Apart from the interview and questionnaires, I asked the students to identify the causes of the speaking difficulty. I asked them to choose the most crucial cause of their speaking difficulty. The result of the identification can be seen in Table 4.5.

**Table 4.5. Causes of Speaking Difficulty in Delivering Presentation**

<table>
<thead>
<tr>
<th>No.</th>
<th>Causes of speaking difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar</td>
<td>43%</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>24%</td>
</tr>
<tr>
<td>3.</td>
<td>Pronunciation</td>
<td>21%</td>
</tr>
<tr>
<td>4.</td>
<td>Fluency</td>
<td>13%</td>
</tr>
<tr>
<td>5.</td>
<td>Expression</td>
<td>9%</td>
</tr>
</tbody>
</table>

The data were revealed in the following statement. It was about twenty one percent students were difficult in pronunciation. Student AB stated ‘Saya mendapat kesulitan di dalam pronunciation bu. Seharusnya saya melihat kamus dulu kalau saya
Forty three percent students had difficulty in grammar and twenty four percent in vocabulary. Student UH claimed that besides grammar, vocabulary became her problem in speaking. She stated, ‘khusus untuk ungkapan dan frase dalam bahasa inggris bu saya kesulitan. Kalau tidak tahu ya bahasanya saya campur-campur dengan bahasa Inggris.’ Another opinion about the cause of speaking difficulty came from Student CF. He claimed that the speaking problem was dealing with expression. He stated, ‘saya itu kurang expresif bu. Memang tidak biasa seperti teman-teman ketika melakukan kegiatan Speaking seperti story telling, debat atau presentation yang membutuhkan expression lebih dari percakapan biasa. Saya orangnya pemalu’.

In this case, one of the techniques suggested for developing speaking competence in oral presentation was 3-P techniques. 3-P used different communicative technique and developed fluency in the language, promoted interaction in the classroom, and increased motivation.

According to Goodale (1998: 35), one of the methods for developing speaking competence in oral presentation is 3-P technique. This stands for Preparation, Performance, and Post Performance Review. I applied 3-P technique because this technique could overcome some problems which always appear during oral presentation. The following was how 3-P Technique could solve the problems. The first technique was Preparation. By doing this first technique, some problems which often appeared in oral presentation would be solved, they were: (1) The students could deliver the presentation by using good grammar, vocabulary, pronunciation,
and expression; (2) The students could make clear and meaningful message so that the audiences were capable of hearing the information in very different ways; (2) The students would be able to avoid using some fillers and pauses; (3) The students could make the format of presentations in logically order; (4) Students could organize their talk; and (5) Every spoken word of the student could be heard and understood clearly with no difficulty by each person in the audience.

The second technique was Performance. It was expected by applying the second technique, the problems in delivering presentation would be overcome, because there were some considerations: (1) The students could make direct eye to eye contact with most of the members of the audience at some points in the speech; (2) The students would be able to use a variety of volume modulations (louder/softer), voice inflections (tone of voice), gestures, and facial expressions to convey enthusiasm or energy; (3) Students would be able to handle questions; (4) Students would be able to select appropriate words and use correct grammar.

After delivering the talk, the students should do the third technique, that was Post Performance Review. By applying this technique, some mistakes in conducting oral presentation could be evaluated and revised. The results of doing this technique were: (1) Students would know their weaknesses, mistakes, and problems in speaking; (2) Students would be ready for a confident presentation; (3) Students could get some reflections of their speaking in order to improve their next presentation; (4) The students’ presentation would be more effective; and (5) Students would be able to improve their achievement in English speaking.
Based on the pre-research above I started implementing the research. The overall implementation of the research can be seen in Table 4.6.

2. Research Implementation

Table 4.6 Overall Implementation of the research.

<table>
<thead>
<tr>
<th>Solution</th>
<th>Teaching speaking (presentation) through 3-P technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Eleventh Grade</td>
</tr>
<tr>
<td>No of cycle</td>
<td>2</td>
</tr>
<tr>
<td><strong>Cycle 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Arranging a general lesson plan for Presentation, explaining the description of 3-P Technique (Preparation, performance and Post Performance Review), the objective, and the planned scheduled for cycle 1 and conducting speaking presentation.</td>
</tr>
</tbody>
</table>
| **Action**          | M1: giving explanation about Preparation (Why, Who, What, How, Where and When), Performance (Language, reading habit and Time Management)  
M2 and M3: Post Test → Delivering the presentation. (Themes of presentation: Health, Education and Politics). |
| **Observation**     | SS: Improvement of vocabularies, improvement of Grammar, Improvement of fluency, Improvement of summarizing the presentation, improvement of motivation.  
Cs: alive, enjoyable, but crowded, group work was more effective. |
| **Reflection**      | (+) SS motivation and participation were raised, ss mastery in vocabulary was high, ss understanding about current issues which happen in our daily life were increased, ss successful in group work, ss reading habit were decreased.  
(-) Ss were difficult to make interesting opening in their presentations, ss had problems in using their expressions (body language and voice control), ss had not to be able to think critically. |
| **Cycle 2**         |                                                        |
| **Planning**        | Revised planning to solve the students’ problem in delivering presentation dealing with body language, voice control and conducting presentation based on the themes. |
| **Action**          | M1: giving explanation about the expression of presentation (Body Language, voice control), Post Performance Review |
and Conducting speaking presentation based on the themes. (Themes of presentation → Technology, Economy and Culture).

M2 and M3: Post test: Delivering the presentation. (themes: Technology, Economy and Culture.)

Observation

Ss: improvement of body language and voice control, improvement of interesting opening, improvement of critical thinking.
Cs: more alive, enjoyment in doing presentation was increased.

Reflection

(1) The result of students’ performance in delivering presentation;
(2) The strengths of 3-P; and
(3) The weaknesses of 3-P.

The implementation of the research in its cycles was described on the following section.

a. Cycle 1

<table>
<thead>
<tr>
<th>Planning</th>
<th>Action</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Topic: Description and explanation of 3-P technique</td>
<td>• Giving explanation about Preparation (Why, Who, What, How, Where and When), Performance (Language and Time Management) and Post Performance Review</td>
<td>• Improved in vocabularies</td>
</tr>
<tr>
<td>• Giving a task in each meeting</td>
<td>• Watching the “Steve Parker’s presentation from video</td>
<td>• Improved in Grammar</td>
</tr>
<tr>
<td>• Each meeting consists of pre-test, test and post test.</td>
<td>• Dividing the students into 15 groups, each group consists of 2 students.</td>
<td>• Improved in fluency</td>
</tr>
<tr>
<td>• Using media (picture and power point)</td>
<td>• Choosing the topics which will be delivered (themes: health, education and politics)</td>
<td>• Improved in motivation</td>
</tr>
<tr>
<td>First meeting – third meeting</td>
<td>• Delivering presentation</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.7. The Implementation of Cycle 1
- Could summarize the presentation well

**Teacher**
- Prepare the material and media
- Make notes and comments everything which happened in the students’ presentation
- Give too much explanation so the time was not enough
- Speak too fast

**Classroom situation**
- Alive and enthusiastic
- Challenging activity
- Crowded
- Group work was more effective
- Enjoyable for various types of activities

**Strength**
- Using 3-P technique can increase students’ speaking competence such as Vocabularies, grammar and fluency.
- 3-P technique can improve students’ confidence and motivation when they were speaking in front of audiences.
- Using 3-P technique helps the speakers to summarize the presentation well.
- 3-P technique can decrease students’ reading habit.
- 3-P technique help the speakers understand more about current issues which happen in our daily life.

**Weakness**
- Ss were difficult to make interesting opening in their presentations
- Ss had problems in using their expressions (body language and voice control)
- Ss had not to be able to think critically.
- Teacher had less control in monitoring each of the groups of presentation.

The process of cycle 1 was described in the following section.

It had been clearly stated that the problem we encountered was the difficulty of the students to speak English well in oral presentation. Preparation and performance was discussed in the first cycle because it was considered to be the most
difficult aspect to master. This classroom action research of teaching speaking using 3-P technique was conducted in two cycles. Every cycle consist of three meeting of 90 minute sessions. The first cycle introduced of 3-P technique (Preparation, performance and Post Performance Review), the objective, and the planned scheduled for cycle 1. In this cycle I planned to teach speaking using 3-P technique. The themes for the first cycle were Health, Education, and Politics. I planned three meetings for the first cycle, two meetings for classroom discussion and activities using 3-P technique and one meeting for post test.

The first cycle was held on June 13th until June 20th 2009. This section describes in detail the process of 3-P technique to improve the students’ speaking competence in oral presentation. This includes (1) General Planning; (2) Action; (3) Observation; and (4) Reflection.

1) General Planning

Planning was the first step in doing a classroom action research. Some important things were planned in order that the research runs well.

a) Time allotment

The time allotment in each meeting was 90 minutes. I had to use the time efficiently so that the students' speaking achievement can be attained. There were two meeting in cycle one out of the pre test and posttest.

1. Wednesday, 3 June 2009 The first meeting
2. Saturday, 06 June 2009 The second meeting
3. Wednesday, 11 June 2009 The third meeting
4. Saturday, 13 June 2009 The fourth meeting
b) Teaching Material

I had prepared some important materials as in the following:

a. Handout of 3-P technique
b. Topics of presentation
c. Lesson plan
d. Evaluation format
e. Teaching medias such as laptop, LCD


c) Field note

By using field note can help us to understand what happens during the process of implementing 3-P technique. Also, I can record students' activities and their progress in order to decide what to do in the next morning.

d) Video Shooting

Video shooting was used to record the process of action research in the classroom. This way, the real process of conducting the research can be observed in detail and evaluated for the next meeting.

2) Action

a) First Meeting

(1) Introduction

I carried out the actions of cycle I in three meetings. It introduced the 3-P Technique; Preparation, Performance and Post Performance Review. The actions focused on giving explanation about Preparation (Why, Who, What, How, Where and When), Performance (Language, Reading Habit and Time Management). The followings were the description of implementing the action.
Preparation phase of 3-P technique was held on June 6th 2009 for about two periods or 90 hours in the classroom. The lesson started at 06.45 o’clock am. The students used the first 2 minutes to pray before the first lesson began. It was attended by the two teachers of English, the researcher, Meiga Ratih (MR), the collaborator, Bambang Dananto (BD) and all students of class XI IPA 1 (30 students).

(2) Pre Task

I introduced 3-P Technique in teaching speaking presentation. The students appeared to be curious with the idea of learning speaking presentation using 3-P. I showed the video of “Steve Parker’s presentation from LCD. This was done to review students’ performance in speaking presentation before implementing 3-P Technique.

In this phase I explained about 3-P technique, which stands for Preparation, Performance, and Post Performance Review. Preparing the oral presentation focuses on all aspects of the learners’ presentation: its objective, its structure, and even the best time to give the presentation. The order of this section was important. Students should concentrate on the content of their presentation (The What) before considering the purpose (The Why) and the audience (The Who). (The How) section considers the use of keywords and the importance of rehearsal. (The Where and When) section consists of useful checklists to work through.
Why was focused on getting the speaker to write a clear statement of purpose for the presentation. The speaker should decide whether their presentation purpose was to inform or to persuade. Here’s an example:

A: What’s your purpose?
B: To show the audience how the new appraisal system works and how to fill in forms.
A: Why were you doing that?
B: Because it’s new and they need to understand what it was.
A: Why do they need to understand?
B: Because it won’t work if they don’t know how to use it
A: So, would to persuade the audience to use the new appraisal system was a clearer purpose?

This statement of purpose will be a challenge but it was essential for students to have a clear objective for the presentation.

Who were the sections which make the students aware of the importance of the audience at the preparation stage. By analyzing the audience before the students start organizing the content of the presentation, students will had a much clearer idea of what to include and how to get the message across.

I continued my explanation about The What.

Here, the speaker should had thought about their topics in some detail. Detailed explanation or additional points can be covered in the handouts. A presentation should draw out significant points and not be bogged down in detail. The outline can be used for any presentation subject, but it was not meant to be flexible, so students should feel free to adapt it.

How focuses particularly on the use of keywords and the importance of rehearsal. Rehearsal was part of the preparation and not a last minute job. During a rehearsal, students will notice things that don’t quite work, or that examples were needed, or that the whole presentation was going to take twice the time allotted.

(3) Closing the class

When the bell finally rang, I closed the class by saying good bye. Before the class dismissed, I asked them to study at home.
b) Second Meeting

(1) Opening the Class

It was sunny day. I entered the class with my collaborator. I started the class by greeting the students, “Good morning students!” They answered eagerly. I went on with asking the students’ condition. Then I explained the day’s program that we would do several things dealing with the second technique that was Performance

(2) Pre Task

I made a review about the last meeting discussions about the first technique (Preparation). The second technique was Performance. It was divided into five sections: Beginning, Language, Time Management, Reading Habit, and Summarizing presentation. I started to explain the first sections of this technique.

There were some points to remember in beginning sections. First, the speaker should speak slowly at the beginning as nervousness speed us up and it was normal to begin a presentation in a cheerful way with a smile. Second, the speaker’s job was to simplify, so no apology should be necessary. Third, allocating enough time for preparation was essential. Unless the length of your presentation had already been announced, it was always a good idea to tell the audience how long they can expect to be there.

I also gave the students some examples of the beginning of script presentation

Steve Parker : ”Hello, everyone, I think we should make a start and I’d like to begin by asking you a question. How many of you had moved house in the last fifteen years? Can I had a show of hands? Most of you, good. Now, did any of you know the last time our organization moved? Any guessed?”
Member of audience : “about 20 years ago.”
Steve Parker : “That’s right-21 years ago. Now, I know most of you already, but for those of you I don’t know and hadn’t had a chance to meet yet, I’m Steve parker and I’m charge of the
office move and before moving here I was responsible for the setting up of our new branch in France.

I’m here today to tell you...explain about the office move and to answer any questions that you may had, so please do feel free to interrupt me at any point.

My presentation will last about 20 minutes and I’ve some handouts here that I’ve prepared, that I will distribute at the end.

Right. Well, I’ve divided my presentation in four parts: why, where, when, and who. And I hope to be able to clear away some of this cloud of smoke before the end of my presentation.

First of all.........

Language was the second section of Performance technique. The next phase was explaining the students about it.

Well, students, when people do presentation, they tend to use more formal words. Just think of presentation as a conversation, a little one-sided, but a dialogue nonetheless. Finding simple words may be difficult for students, but these examples will guide you to organize your talk so that students were able to present it fluently.

*State what you will do*

What I'd like to do was to discuss …
What I intend to do was to explain …
In my talk today …
My topic today was …
Today, I'm going to talk about …
I'm going to talk to you about …
My colleagues and I were going to give a short presentation on …
Today I want to consider …
In this talk, I would like to concentrate on …
The subject of this talk was …
The purpose of this talk was to …
This talk was designed to …

*State how you will do it*

I'm going to deal with three aspects of the subject …
I'm going to divide my presentation into three sections.
I've divided my presentation into three sections.
I thought it would be useful to divide my talk into three sections.
This subject can be looked at under the following headings: …
I'll take about ... minutes.
The talk should last about ... minutes.
I'll be happy to answer questions at the end
If you had any questions, I'll try to answer them afterwards.
If you had any questions, please feel free to interrupt

In this stage I also explained that there was as slight difference between spoken and written language. In spoken language the words used were formal than the ones used in written language. In spoken language we do not take in sentences. If there were a large number of words in sentences the audiences live possibility to forget them.
The following was what I explained:

Remember students, that when you speak in front of the classroom you communicate with the audience in the classroom. It means that you were talking to the people around you. So, avoid using formal language. It would be better for you to use simple words and less formal words. If you use formal words it will not be communicative and as a result if you distance you from the audience. If you do not know the words you were going to say try to find other words which had similar meaning or try to paraphrase. You also need to use sign posting by using such expressions like: First ..., Secondly ..., Next ..., The next argument was ..., To sum up ..., Form the explanation it can be summarized that ..., etc.

The Time Management was the third section of Performance technique.
The discussion of time management only needed one period or forty five minutes.
The discussion was attended by the researcher, the collaborator, and the students of class XI IPA 1. All students were present at that time. The focus of the discussion was on how students manage the time so that they did not speak under time or overtime. Beside, it also focused on how the speaker divide the five-minutes time to deliver the opening, content, and conclusion.
Dealing with the topic I explained:
When you deliver your presentation you should be able to manage the time effectively and as efficiently as possible. Here was the example of how to manage the time: *Ladies and gentlemen thank very much for the time given to me. I as the first speaker from affirmative team will deliver my argument from education point of view. But first let me rebut the argument from the first speaker affirmative. Said that ............ (About two minutes). ....... Now let me deliver argument from education point of view. ............ (about two and a minutes). ........ So ladies and gentlemen it can be concluded that our it don’t agree with the motion today because ............ (About forty second).*

(3) Task (Main activity)

The next step was to give tasks to the students to make a checklist of points they should remember about Language to use in a presentation. Afterwards, I asked the students to think of jargon which is common in your profession and write it down. Next to each word or expression, write an explanation that anyone would be able to understand. Then practice explaining the jargon orally. The last task was the students should practice one part of their presentation, standing up. The students might do this in front of a friend and asked their friend to give feedback based on the Language checklist.

(4) Closing the class

Because of the limited time, the next activity would be continued on the next meeting. Before the class dismissed, I asked them to study at home.

(c) Third meeting

(1) Introduction

I started the class by greeting the students “Good morning students!” and the responded in enthusiast way. After checking the attendance, I said to the
students that that day we would have discussion which had been cancelled last
meeting. I started to explain about reading habit and summarizing the
presentation.

(2) Pre task

The fourth section was Reading Habit. To discuss the aspect I only needed
one period or 45 minutes. The meeting was held on June 11, 2009. It was attended
by the researcher, collaborator, and the students of XI IPA In this stage I
explained and guided the students how to eliminate reading habit.

Speaking was not reading. Oral Presentation was not reading contest,
either. That’s why during your presentation or debate in front of the
classroom you were not allowed to read much. If you just read in front of
the audience your performance will not be interesting and the audience will
leave you. You may bring notes but they were just the main idea of the
topic you were presenting. Don’t write everything you were going to say on
a piece of were presenting. Don’t write everything you were going to say
on a piece of paper. Write only the main point on a small piece of paper.
For example when you present about pollution you may make some notes
which contain What pollution was, Why it happens, kinds of pollution, the
cause, and how to overcome it. Sometimes you need to memorize but
memorizing all sentences will be boring. Once you stuck you will stop
talking and do not know what you were going to do next.

The fifth section was summarizing the presentation. The discussion of this
stage took one period or 45 minutes. The meeting was held on September 25,
2009. As usual the meeting was attended by the researcher, the collaborator, and
the students of RSBI. In this stage I explained the importance of giving summary
at the end of the presentation. The aim of summary was to remind the audience of
what the presenter had delivered before. Here was what I explained:

Before closing your presentation you should make summary and to had
maximum impact you may memorize the summary. You should relate the
interesting ending to be beginning. By so doing you wraps up the message
neatly the effectively. Summary helps the audience to remember your main points. One thing you should remember that when you give summary don’t ever apologize for anything you had done in the presentation. Once you do that the audience will lose confidence in you.

At the end of the session the research gave some guide notes containing the summary of grammatical expressions often used in presentation.

The last sections were ending and questions. I will tell some points to remember. The ending should be memorized so that the speaker had maximum impact. The speaker may not to rush during the talk. The end of the presentation, the presenter should include a summary before the conclusion. Here some language presentation of concluding presentation and inviting questions.

Concluding
So …
We’ve seen that …
First we looked at … and we saw that …
Then we considered … and I argued …
In short …
To sum up …
In conclusion, I'd like to emphasize that …
That completes my presentation.

Invite questions
That covers the main points. If you had any comments or questions, I'll be happy to hear them.
So that explains my main point. Did anyone have any comments or questions?

Moreover I also gave example of summarizing an individual presentation.

Let’s take for example the topic was “Pollution”.

So, to sum up, I had explained what pollution was, kinds of pollution, the causes of pollution and how to overcome the pollution. And in conclusion I’d just like to say that the success of overcoming the pollution depends much on how we work together with all level of society, since pollution was caused by the society patterns of life so that the society must be responsible for the impact caused by pollution. One thing that can be done by all levels of society was reforestation that was by planting as many trees as possible ........ etc.
(3) Task (Main Activity)

The next step was to give task to the students to make opinions and summary based on the themes. The themes were about Health, Education, and Politics. The titles of each theme were distributed to the students. Each group could choose one out of the three themes. Each group made at least two opinions and made one summary. The task had to be submitted at that time. Some of the groups were not able to make good opinions and summary yet. Then the tasks were discussed together. There was a comment from the collaborator BD. He said:

After we observed your task we found that you had done great job. That’s why in the meeting today you can improve your skill to know the topics and set clear objective so that you can make good opinion and summary based on the themes delivered next meeting.

(4) Closing the class

I closed the class by saying goodbye. Before closing the class, I announced that the following meeting would be the speaking test.

d) Fourth Meeting

(1) Introduction

I started the class by greeting the students “Good afternoon students!” and the responded in enthusiast way. After checking the attendance, I said to the students that that day we would have Post Test 1 in delivering presentation.
(2) Pre Task

The next activity was having the students’ performance of speaking presentation. It was held on June 13 2009. The students were divided into 15 groups. Each group consisted of two students. The post test speaking presentation took two meetings. In each meeting there were seven groups doing the speaking presentation. I together with the collaborator observed the students’ performance in speaking presentation.

(3) Task (Main Activity)

The students present the theme and which had been selected by the teacher. The selected themes of presentation were about health, education, and politics. We noted and assess students’ competence in the oral presentation such as: (1) Students’ fluency in delivering presentation, (2) Students’ vocabularies, (3) Students’ grammar, (4) Students’ expression during the talk, and (5) students’ pronunciation. Besides, I also observed the class situation during the speaking activity.

Every session of presentation took for about 10 minutes. There were 2 students actively involved in the activity. They did the presentation by turns. There were still approximately 15 students who were not involved actively during the talk. That’s why during the presentation I asked them to become the observers and at the end of the presentation they had to give some evaluation based on their own observation. By so doing all students in the classroom learned English actively. No one was jobless. After the students’ performance in oral presentation was over I asked the students to give comments based on their own observation.
Usually there were more than 4 students giving the overview of the presentation. After that I also asked the students to give feedback to their performance. Finally it was time for me and the collaborator to give some overview. We gave some comments on what aspects they were weak and needed to improve and what aspects they were good at. The overview was intended not only for the presenters who had just done the presentation but also for the next sessions so that it was hoped that the next presentation would be more exciting.

The aim of the Progress Test 1 was to know the students’ improvement in speaking competence. The students were given certain topics and given 45 minutes to learn the topic. After that they were called based on their small team to deliver their presentation. During their presentation the collaborator and I observed and assessed their presentation based on the five criteria, fluency, pronunciation, vocabularies, grammar and expression.

(4) Closing the class

I closed the class with thanking the students of their participation and saying good bye. We gave a big applause.

3) Observation

The stage of observation was done and aimed at observing the effects of action to solve the students’ problem in speaking presentation. To conduct this section I cast a role as the teacher to present 3-P Technique in teaching oral presentation. During implementing the 3-P technique, I and collaborative teacher observed the situation, facts, the students’ progress and their respond and their
respond toward the techniques. Based on our observations there were some results we noted. They were: (1) Improvement of vocabulary, (2) Improvement of grammar, (3) Improvement of fluency, (4) Improvement of motivation, and (5) Improvement of summarizing the presentation.

**The following was the table of the result of Post Test Cycle 1 (Progress Test)**

<table>
<thead>
<tr>
<th>No. of student</th>
<th>Students whose score was below 75</th>
<th>Students whose score was 75 above</th>
<th>Highest score</th>
<th>Lowest score</th>
<th>Average</th>
<th>Passing grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>7</td>
<td>23</td>
<td>88</td>
<td>64</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>

From the table above it can be concluded that there were 23 students who had fulfilled the passing grade (40 %) and 60 % of the students still did not pass.

a) **Improvement of Vocabulary**

Based on our observation we could see that the students made significant progress in vocabulary and language presentation. There were some languages expressions which were often used when students were doing the presentation. Those word included: *what I intend to do was to explain* ...(introduction), *I'm going to divide my presentation into three sections*...(statements how you will do it), *firstly,* *secondly,* *next* (ordering points), *for instance* (giving examples), *this support my arguments that* … (Emphasizing), *let's had a look at this* (using visuals), *the next point was….* (Moving on), *in conclusion, I'd like to emphasize that* … (concluding), *That covers the main points. If you had any comments or questions, I'll be happy to hear them* (invite questions), etc.
Besides those special terms, the student also improved their vocabulary dealing with certain discipline. As explained before that the themes of speaking presentation were very general. The theme dealt with politics, economics, social, culture, education, sports, arts, entertainment, etc. By doing the debates the students were forced to learn certain terms or vocabulary dealing with the theme or topic being presented.

One of the students (RJ) said:

“Great! With 3-P technique we got many experience. We can improve our vocabulary. Before, I don’t know how to start and end the presentation. I only know “that’s all my presentation”. my new terms also increased, such as the words dealing with heath. For examples, kidney stones, obesity, high blood pressure, and many others.”

b) Improvement of Grammar

Based on our observation the students made good progress in the grammar use. They were able to use certain patterns such as We from the first group really agree with the topic today that …. My second speaker will talk about the problem from education point of view and I as the first speaker will deliver my argument from economics point of view while my third speaker will elaborate our argument …, etc. They were able to utter those expressions automatically without thinking first.

Another student (AFN) also said the similar comment:

Beside the improvement of grammar they also made good progress in pronunciation. Now they could pronounce well the words such as present, product, company, color, function, mosque, written, enemies, author, focus, assignment, foreign, health, left, enough, live, busy, answer, psychology, pleasure, beginning, argument, struggle, prevent, event, young, industry, virus, heart, high, junior, method, field, suitable, suggestion, generation, second, although, etc.

c) Improvement of Fluency (Time Management and Reading Habit)

Time Management

Presentation needs to be arranged. In doing the presentation contest each speaker in only given five minutes to deliver his/her speech. That’s why time management was really very important. After the discussion of time management it could be seen that the students began to be able to manage the time well. They knew how long they had to give the rebuttals, to deliver their argument and to recap their argument.

In this case there was a comment from student (RWS). She said:

Biasanya kalo aku udah ngomong aku suka nglantur. Kalo dalam bahasa Inggris kata-kata teman-teman aku kebanyakan kata because sehingga omongannya kepanjangan habis semua dikasih because sih jadi ya nggak selesai-selesai. Kadang aku jadi bingung sendiri aku tadi dah ngomong sampai mana, Yaaa… itu tadi karena si because itu. Dengan adanya materi time management ini aku jadi sadar bahwa ngomong pun harus ditata biar enak didengar, tapi mbulet dan yang lebih penting lagi penonton ngerti dan aku bias lebih save energi. Tolong ya teman-teman jangan bosan ngingetin aku kalo nglantur ngomongnya he … he … he …

Reading Habit
Reading habit was mostly done especially by the fresh presenters. They came up and started to speak some words and then began to read. After being guided how to make notes on a piece of paper, we could observe that they began to leave their reading habit. They did not focus again on their text but they came up with some small notes and ready to deliver their presentation. They just looked up their notes when necessary only to check the idea they were going to deliver.

We also observed that they could not speak so fluently. However it was better than reading. They tried hard to speak using their own words and it looked more natural than reading the text they had prepared before. Dealing with this reading habit there was a comment from one student (TT). She said:

I cannot leave the text 100%. Every time I speak in front of the class I am always try to bring my text. I am not read all the text but I am just looking it when I am confused. But by bringing the text I feel more comfortable. I feel I had a friend beside me. It was funny, right? But that was what I feel. Maybe beginning from now I had to make small notes only.

d) Improvement of students’ Motivation and Confidence.

I and the collaborative teacher saw that 3-P Technique were successful in motivating students to speak English. Students talked a lot during the presentation and responding the presentation. They also were able to change the atmosphere of the classroom into a more relaxed and cheerful. The students seemed to enjoy getting along and interacting among each others.

All students felt motivated in joining the oral presentation. Most of the students considered that delivering oral presentation was a challenging activity. The
looked very enthusiastic especially when they gave questions and responses. The tried hard to ask as many as possible.

The student (RP) said:

I think 3-P was good for me. It can improve my confidence to speak and present something in front of audience. I am not nervous anymore when I am talking or presenting the material in front of the class.

Another student (DV) said:

This technique gives a lot of advantages. Because, by doing the 3-P technique I can express my speaking, I can improve my ability in speaking. I can get some rehearsal so that I feel confident, although I make some mistakes when I present it.

The high involvement and enthusiasm in joining the activity, made the class became enthusiastic. Most of the students found that the 3-P technique were interesting. The students involved in asking some questions and giving response to the theme which had been presented. The class would be now easier if the theme of presentation was so interesting. It was happened when some students presented about Siri Marriage, National Final Examination, Dating, etc.

Besides, the students were also motivated to find as many references as possible. It could be seen from their delivering of presentations such as Based on the data taken from the sites www.yahoo.com.....or another occasion the said:

According to Jawa Pos....edition, it was said that...from these examples it can be concluded that the students were motivated to make library research by reading as many sources as possible before doing the presentation.
4) **Reflection**

This stage was aimed at examining the final result of the action in the first cycle accompanied with the analyses of strengths and weaknesses. The result of the reflection then was used as the basis for arranging the general planning in the second cycle. There were three important aspects noted from the observation. They were: (1) the result of 3-P technique; (2) the strengths and weaknesses of 3-P; and (3) the suggestions should be done in the second cycle.

(1) **The Result of 3-P technique**

Based on the data analysis in Cycle 1, it can be concluded that there are five main expected results. They include: (a) improvement of vocabulary, (b) improvement of grammar; (c) improvement of fluency; and (d) improvement of motivation.

First, the students made much progress especially in mastery of vocabulary. They learned new terms used in presentation. Besides, they also learned new vocabulary dealing with the themes of the presentation. In each presentation students had to be familiar with the topic. In so doing, they had to learn new vocabulary in order to be able to deliver their presentation well. They could make a concept of presentation in their notes before presenting. By writing they had to open dictionaries to find special terms or new words.

Secondly, the result of the students’ performance proved that it could improve the students’ ability in grammar. The students knew more how to improve the language use. They have mastered some mechanical terms usually used in presentation. They could memorize those expressions well and could use them
automatically during their performance. The surprising thing was that they could use
grammar automatically without thinking first. It implied that their mastery of English
grammar improved much.

Thirdly, the result of debate proved that it could improve the students’
speaking skill. The students began to know the concept of 3-P technique and the way
how to deliver presentation well. They were more motivated when they did the
presentation since they work in team so that they could support each other.

(2) The Positive Result of Cycle 1

The collaborator as well as the researcher agreed that there were some positive
result or the strengths found in cycle 1 to improve the students’ speaking competence.
They are:

(a) There was improvements in student speaking achievement
(b) The students; mean score of grammar, vocabulary, fluency was above the
    passing grade.
(c) The various topics of the presentation help the presenters understand more
    about current issues which happen in our daily life.
(d) The student’s motivation, confidence and involvement in speaking class
    improved.
(e) Building good relationship between the teams.

(3) The Problems of applying Cycle 1:

(a) The students’ mean score of expression and sentence arrangement improved
    but bellows the passing grade.
(b) Some students’ body language were monotonously and they had no expressions during the talk.

(c) Some students found it was difficult to answer the questions from the audience. They got stuck in the middle of their presentation and stopped for a few seconds thinking about what he was going to say next;

(d) The students were still not able to make interesting opening

(e) Some students still lacked of thinking critically.

(4) Suggestions

Based on the reflections (weaknesses and strengths) found in the previous section, it can be classified that there are still three important aspects the students needed to improve. That is why it is recommended to do the following things in cycle 2: (a) Expression (Body Language) which includes postures, gestures, eye contact, hands and physical mannerism; (b) How to make Interesting Opening; (c) How to think critically in delivering presentation; and (d) controlling the voice during the presentation.
### Table 4.8. The Implementation of Cycle 2

<table>
<thead>
<tr>
<th>Planning</th>
<th>Action</th>
<th>Observation</th>
<th>Reflection</th>
</tr>
</thead>
</table>
| - Revised planning to solve the students’ problem in delivering presentation  
  Dealing with body language, control their voice, interesting opening.  
  Giving a task in each meeting  
- Each meeting consists of introduction, test and post test.  
- Using media (picture and power point) | - First meeting – fourth meeting  
  - Giving explanation about body language, voice control, interesting opening, and Post Performance Review  
  - Dividing the students into 15 groups, each group consists of 2 students.  
  - Choosing the topics which will be delivered (themes: health, education and politics)  
  - Delivering presentation | - Students  
  - Improved in body language  
  - Improved in voice control  
  - Improved in how to make interesting opening  
  - Improved in critical thinking | - Strength of 3-P technique:  
  1. Preparation  
  - The students can make clear and meaningful message so that the audiences were capable of hearing the information in very different ways.  
  - The students will be able to avoid using some filler.  
  - The students can make the format of presentations in logically order.  
  - Students can organize their talk.  

- Teacher  
  - Used recorded material in speaking class  
  - Gave interesting activity in teaching English  
  - Spoke more clearly  

- Classroom situation  
  - More alive, fun and enjoyable for students
Every spoken word of the student can be heard and understood clearly with no difficulty by each person in the audience.

2. Performance
- The students can make direct eye to eye contact with most of the members of the audience at some point in the speech.
- The students will be able to use a variety of volume modulations (louder/softer), voice inflections (tone of voice), gestures, and facial expressions to convey enthusiasm or energy.
- Students will be able to handle questions
- Students will be able to select appropriate words and use correct grammar

3. Post performance review
- Students will know their weaknesses, mistakes and problems in speaking.
- Students will be ready for a confident presentation.
- Students can get some reflections of their speaking in order to improve their next presentation.
- The students’ presentation will be more effective.
- Students will be able to improve their achievement in English speaking.

Weakness:
- The recorded material was too fast so that the students had difficulty in catching the information.
- Some students still depended on the text. Some of them still read when delivering presentation.

The process of cycle 2 was described in the following section.

1) Revised Planning

Based on the weaknesses which were found in cycle one, I and collaborative teacher revised the following plans they were: a) Expression (Body Language) which includes postures, gestures, eye contact, hands and physical mannerism; b) How to make Interesting Opening; c) How to think critically in delivering presentation; and d) controlling the voice during the presentation.
1) Time allotment

The time allotment in each meeting was 90 minutes. I had to use the time efficiently so that the students' speaking achievement can be attained. There were two meeting in cycle one out of the pre test and posttest.

a. Wednesday, 24 June 2009 The first meeting
b. Saturday, 27 June 2009 The second meeting
c. Wednesday, 01 July 2009 The third meeting
d. Saturday, 04 July 2009 The fourth test (Post Test)

2) Teaching Material

I had prepared some important materials as in the following:

a. Handout of 3-P technique
b. Topics of presentation
c. Lesson plan
d. Evaluation format
e. Teaching medias such as laptop, LCD

3) Field note

By using field note can help us to understand what happens during the process of implementing 3-P technique. Also, I can record students' activities and their progress in order to decide what to do in the next morning.

4) Video Shooting

Video shooting was used to record the process of action research in the classroom. This way, the real process of conducting the research can be observed in detail and evaluated for the next meeting.
2) Action

a) First Meeting

(1) Introduction

It was a hot afternoon. When the bell rang, I entered the class and greeted my students. “Good afternoon students!” they answered in high enthusiastic. “Good afternoon mom!” I was surprised. It was the last session of the day but the students were still in high spirit. I asked their condition and checked the presence list. Then I started the lesson.

(2) Pre Task

The meeting which was held on June 24, 2009 was attended by the researcher, the collaborator and all students XI IPA 1. In this stage I explained that there were some important aspects needed to be improved dealing with body language.

Body language had a great role in influencing the audience’s attention. For example the way you stand up. When you stand up you should stand up straightly, feet slightly apart, one foot slightly in front of the other. Next was a gesture. You should be able to use your hands, move your body, and express your face as effectively as possible that they can attract the audience’s attention much and make your speaking easy to catch. Then your eye contact. You were the lighthouse which beams continually moving around the audience. That’s why during the presentation you must look everyone in the room. Do not focus on certain audience. By moving your eyes you communicate with all the audience. I still see that many of you still look at the ceiling, door, window or other directions during your presentation. Beside, you should also avoid physical mannerism. Avoid playing with pens, pointers or papers, jingling money in pockets, fiddling with hair and avoiding eye contact. Finally, if you want to learn more about body language I suggest that you want to learn more about body language I suggest that you watch TV without the sound.
(3) Task (Main Activity)

What I did next was asking some students to deliver short presentation about 5 minutes using good body language while the research and the collaborator were observing what they were doing. Now and then I stopped them in the middle of their speech to remind them of the bad body language they unconsciously did. Finally the research suggested the students to practice a lot at home by standing in front of the mirror.

(4) Closing the class

Finally I had stopped my wonderful session at that moment by saying goodbye. After giving applause to the students I said goodbye to them and motivated them to be braver in speaking.

b) Second Meeting

(1) Introduction

It was a bright morning. I started the lesson by greeting my students and asking their condition. After checking the students’ presence, I started the lesson. The day’s program was explaining about how to control voice.

(2) Pre Task

Next activity was explaining how to control voice in delivering presentation. The discussion of this aspect was done at the time as the previous aspect, reading habit. It was done on June 27 2009. The discussion was attended
by the researcher, the collaborator and 28 students from class XI IPA 1 because two of them were absent. The discussion lasted for one period or 45 minutes. In this stage I explained:

When you speak try to always control your voice. From your previous presentation we can see that some of you spoke so softly that it was difficult for the audience to catch you words, or some of you spoke so loudly that we thought that you were not speaking but shouting. Sometimes some of you spoke very fast as if a tiger were running after you. Your voice was still monotonous. You often stuck and said ‘err …, ‘ummm…,’ you know… etcetera. Improve also your pronunciation. If you were not sure how to pronounce the words look up your dictionary to make sure that your pronunciation was correct. Don’t use Indonesian grammar or even Javanese grammar. I know you were from Indonesia or Java but try to speak using Standard English. Don’t be too medhok … he … he … he …

(3) Task (Main activity)

I asked some of the students to practice speaking for about one minute using varied voice. When the point was important I asked the students to slow down to emphasize the points. To practice pausing I asked the students to count to tree … one … two … three … silently. Next, I asked one students to come up in front of the classroom and gave him a one paragraph short text and asked him to read as if he were talking. The other students had to pay attention carefully and asked him to read as if he were talking. The other students had to pay attention carefully and made notes and gave comments whether his friend was able to control his voice.
(4) Closing the class

Finally I had stopped my wonderful session at that moment by saying goodbye. For further practice I asked the students to practice speaking using good voice at home.

c). Third meeting

(1) Introduction

It was a bright morning. I started the lesson by greeting my students and asking their condition. Then, I tell the students about the activity today. I will continue my explanation about Interesting Opening and explain about the third technique, Post Performance Review.

(2) Pre Task

In this stage I explained opening was important since opening usually gave the first impression to the audience whether they were going to like and listen to the presenter or not. Opening should consist of the general idea or the background of the topic going to be presented. Dealing with this case the collaborator gave suggestion to the students. I said:

You should remember that first impression was very important. In bahasa Indonesia there was a proverb Kesan pertama harus menggoda seterusnya terserah anda … That’s why you should prepare your best before giving presentation in front of the audience. Speak slowly at the beginning because usually we feel nervous at the first few second of our performance. To attract the audience you may start with a cheerful way for example by smiling. If necessary you can write SMILE on your notes. Also don’t ever say apology when you give the speech in front of the audience whatever the reason was. For example by saying I am sorry ladies and gentlemen I am not so ready today because last night I could not prepare the material well because my mother was sick …
because … because … etcetera. Once you ask for apology the audience will lose confidence in you. Besides, your opening should be relevant to topic you were going to present.

Similarly I also added some suggestion:

Well, in opening don’t forget to tell the audience what your topic was, how long you were going to speak, and how many point you were going to deliver. Let me give you an example. For example the topic was That we should give pension the becak driver. For the opening you may say as follows: Ladies and gentlemen, in Yogyakarta, a big city in central Java, there was a man whose profession was a becak driver. I think it was not surprising thing for us because in Yogyakarta there were many becak drivers. But this one was different. The man used to be an athlete, national athlete who had ever got gold medal in SEA GAMES. But what happens now? He cannot find good job to support his family and he just works as a becak driver. Ladies and gentlemen. The man had spent most of his life to become an athlete so he did not had any time to learn other skills. He had devoted most of his life for the good name of Indonesia in the international level. That’s why ladies and gentlemen I agree with the motion today that we should give pension to athlete. I am going to stand here for about five minutes to deliver the matter from economics point of view and my second speakers will deliver their speech from psychological point of view … etc.

The last technique is Post Performance Review. Now that the students have finished the course material, all of them should give their entire presentation at least once to the whole group. I started to explain:

**GIVING FEEDBACK**
This is a particularly sensitive area and both the trainer and the students should bear the following in mind when giving feedback:

- Stress the good points
- Use constructive criticism
- Give feedback to the presenter by using you, not he or she.

**FEEDBACK GRID**
There are eight areas to consider in the grid:
Each student stands up and gives his or her presentation in front of the other students who will play the role of the audience. During each presentation, the students concentrate on different areas on the Feedback Grid. In a class of nine students, one would be giving a presentation and the eight others would each choose a different area to make notes on. In smaller classes, you can ask some students to take two areas.

INSTRUCTIONS FOR TRAINER
Before
- Make enough copies of the Feedback Grid.
- Point out that you will not help anyone during the presentation as this simulation and should be as realistic as possible.
- ‘Volunteer’ the first student-presenter by choosing alphabetically by first names, or if you want to keep the tension up, put each name on a slip of paper and shuffle.
- Ask the presenter who he audience is and make sure everybody understands who they are for the duration of the presentation.

During
- Make a note of the start time, it is usually a good idea to limit these presentations to 15 – 20 minutes including questions.
- During the presentation, fill in the English Language Grid. Only you should give feedback on this aspect.

After
- Ask the presenter for his or her feedback first.
- Ask the other students to give their feedback on the particular area that was assigned to them.
- Add your comments to students’ comments.

- Using the English language Grid, give feedback on the language points that will benefit the whole class.
- If you are going to have an individual one-to-one session with each student, save more specific and sensitive feedback until then.
- Give your English Language Grid to the student, so that he or she has some specific suggestions for improving his or her language skills
- ‘Volunteer’ next student to do a presentation.
(3) Task (Main Activity)

For further practice I gave two tasks. The first task was dealing with controlling voice and the second task was about making interesting opening. The next step was asking the students to prepare themselves to make interesting opening and deliver in front of the class one by one. Each student was asked only to speak one minute. They may choose any kind of topics they like. They were given ten-minute time to prepare their opening.

The second task is gave the students tasks dealing with Post Performance Review. Now that the students have finished the course material, all of them should give their entire presentation at least once to the whole group. The group will give feedback using the Feedback grid. If possible, you should give individual feedback to each presenter on a one – to – one basis. If you have recorded the presentation on audio or video cassette, this will mean sitting down with the presenter and watching or listening to the cassette together. A 20- minute session, concentrating on a few extracts, is often enough. Most of the “mistakes” made are easily recognizable by the students themselves.

(4) Closing the class

I closed the class by saying goodbye. Before closing the class, I announced that the following meeting would be the speaking test.
d) Fourth Meeting

(1) Introduction

The day’s program was having a speaking test. I entered the class with my collaborator. After greeting the students and asking their condition, I started the activity.

(2) Task (Main Activity)

The next meeting on July 04 2009, the students did the presentation. They should do the test individually. The themes of the presentation were about Technology, Economy and Culture. They had made the material of presentation the day before. The presentation must be presented by using visual aids, such as picture and power point. The researcher and the collaborator observed the students’ presentation based on the five criteria, grammar, vocabularies, pronunciation, fluency and expression.

(3) Closing the class

Having finished the test, I closed the class. Before closing the class I gave general review about the whole activities that we had done during the research. I hoped that they could maintain their participation in speaking class.

3) Observation

The stage of observation was done and aimed at observing the effects of action of cycle 2 to solve the students’ problem dealing with body language, voice. The technique we used in this stage was performance test and interview. In the performance test the students were asked one by one present certain topic in front of I
and the collaborator. Then they were assessed based on four criteria, fluency, grammar, pronunciation and expression. After the performance test I also interviewed some of the students to give their comment on their own performances and what they felt during the performance.

The following was the table of the result of Post Test Cycle 2 (Progress Test 2).

<table>
<thead>
<tr>
<th>No of students</th>
<th>Students whose score was below 75</th>
<th>Students whose score was 75 above</th>
<th>Highest score</th>
<th>Lowest score</th>
<th>Average</th>
<th>Passing grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>3</td>
<td>27</td>
<td>96</td>
<td>72</td>
<td>82</td>
<td>75</td>
</tr>
</tbody>
</table>

From the table above it can be concluded that there were 27 students (87%) who had fulfilled the passing grade and the rest (13%) still did not pass.

Besides the quantitative data gained, based on our observation we noted some results. They were: a) improvement of students’ expression (body movement); b) improvement of voice control; c) improving of critical thinking; and d) improvement of making an interesting opening.

**a) Improvement of Body Language**

Beside improvement of grammar, the students also made significant in body language. Now they were able to stand up straightly and more confidently, to use their hands, to use their hand, to move their body, and to make good eye contact with the audience. Every time they made such unnecessary movement as physical mannerism which they did unconsciously they were always criticized by their friends instantly. In this way they stopped and went back to the normal condition.
One student (AC) said:


b) Improvement of Voice Control

Based on our observation we could see that the students’ voice control improved well. The first time they came up they still could not control their voice. They looked doubtful so some of them spoke too softly or too loudly, while some of them spoke too fast or monotonous. Besides, some of them mispronounced the words such as by saying experience instead of experiment or even instead of event.

After being guided how to control voice they began to speak more carefully. They tried to slow down when intending to stress the main point and sometimes they spoke more loudly to excite the audience. Sometimes they also pause for a second attract the audience’s attention and they had been able to use sign posting to split their point such as by saying Firstly ..., Secondly..., The next point was ... etcetera.

Another student (AS) said:

c). The Improvement of Interesting Opening

Seen from the student’s practice of delivering interesting opening it was clear that the students made significant progress in delivering interesting opening. After the practice of delivering opening one of the students (PZH) said:


d) The Improvement of Critical Thinking

In delivering presentation the students had to be able to think critically. Surprisingly, the students’ critical thinking had improved significantly. Every time they delivered one point of view, they knew that their presentation had to be supported by reasoning and evidence. In every presentation, I and the collaborator saw that most of the students tried hard to deliver their presentation.

4) Reflection

This was the final stage in cycle 2 which was also the final cycle of the study. This stage aimed at examining the final result of the action in the second cycle accompanied with the analyses of its strengths and weaknesses. The students expressed five important matters namely: a) What they felt; b) What they got from the 3-P technique; c) The strengths of the second cycle; d) The weaknesses of the second cycle; and e) The suggestion to be done in the next cycle. I recorded them in the daily journal, daily talking, and the discussion during the presentation practice.
The organization of report in this reflection also includes: (1) The result of students’ performance in delivering presentation; (2) The strengths of 3-P; and (3) The weaknesses of 3-P.

a). The Result of 3-P

It had been stated that the result of presentation exhibition in cycle 1 and 2 were: (1) The improvement of vocabulary; (2) The improvement of motivation; (4) The improvement of language use such as the grammar, pronunciation and intonation; (5) The improvement of body language such as the way they stand, eye contact, hand movement, physical mannerism; and (6) The improvement of voice control such as pause, sign posting, slowing down the voice, speeding up the voice.

b). The Strengths of 3-P

The strengths in cycle 1 also appeared in cycle 2. However, the strengths in cycle 1 and cycle 2 can be summarized into three main points. The first technique was Preparation. By doing this first technique, some problems which was often appears in oral presentation will be solved, they were: (1) the students can make clear and meaningful message so that the audiences were capable of hearing the information in very different ways. (2) The students will be able to avoid using some filler. (3) The students can make the format of presentations in logically order. (4) Students can organize their talk. (5) Every spoken word of the student can be heard and understood clearly with no difficulty by each person in the audience.

The second technique was performance. It was expected by applying the second technique, the problems in delivering presentation will be overcome, because
there were some considerations: (1) the students can make direct eye to eye contact with most of the members of the audience at some point in the speech. (2) The students will be able to use a variety of volume modulations (louder/softer), voice inflections (tone of voice), gestures, and facial expressions to convey enthusiasm or energy. (3) Students will be able to handle questions. (4) Students will be able to select appropriate words and use correct grammar.

After delivering the talk, the students should do the third technique, that was post performance review. By applying this technique, some mistakes in conducting oral presentation can be evaluated and revised. The results of doing this technique were: (1) students will know their weaknesses, mistakes and problems in speaking. (2) Students will be ready for a confident presentation. (3) Students can get some reflections of their speaking in order to improve their next presentation. (4) The students’ presentation will be more effective. (5) Students will be able to improve their achievement in English speaking.

c. The Weaknesses of 3-P

Generally, 3-P, as a matter of fact, can not be applied to beginners. It can be applied to those who had at least elementary level of English mastery. Special for this research some students still depended on the text. Some of them still read when delivering presentation.
d). How 3-P Technique was Applied

3-P Technique was a complicated activity. It involves many kinds of skills the students need in order to be able to do the presentation well. That’s why it was not easy to do the 3-P technique in the classroom especially in a big class. However, the teachers can apply presentation using the following technique. The following technique was based on the activity done in cycle 1 and cycle 2.

1) The teacher should socialize that 3-P was a clearly as possible. Example of real live 3-P technique or from video was suggested.

2) In one group of presentation, there should be one student whose English competence was better than the members’ in his group. By so doing it was hoped that the better student can motivate his friends to speak.

3) The students should had minimum requirement of English mastery at least Elementary level.

4) The topics or motions of the presentation should be in accordance with the students’ level. For the first time the teachers can give the students simple presentation topics or motions. Later on the teacher can give the students more complicated motions.

5) When observing the students’ presentation the teacher should be neutral. The teacher should not give any reaction to respond the students’ presentation. It was to avoid the students’ psychological factors when they look at the teachers.

6) When giving overview the teachers should see who the presenters were. When the presenters were still beginners the teachers may give suggestion on their manner not matter. Beginners had a tendency to focus more on manner, and the language
use than the matter or the content of their presentation. They focus on how to speak English well not on how to deliver the presentation well. In this case the teacher should motivate them and encourage them to do much better in the next oral presentation.

B. FINDING AND DISCUSSION

1. Findings

Chapter IV of the thesis has provided the overview of research findings of 3-P technique to improve the students' speaking competence in delivering presentation. Analyzing the data of this study, I found several findings to answer the problems of the research, which are 1). Can and to what extent 3-P Technique improve students’ speaking competence in delivering presentation? ;2) How is the classroom situation when 3-P Technique is applied in speaking class? Besides focusing on answering the problems of the research as stated in Chapter I, the section also provides other findings during the implementation of action research in this study. The research findings show some important points as follows: (1) The improvement of vocabulary; (2) The improvement of motivation; (3) The improvement of critical thinking; (4) The improvement of language use such as the grammar, pronunciation and intonation; (5) The improvement of expression (body language such as the way they stand, eye contact, and hands movements; (6) The improvement of fluency (voice control such as pauses, time management and sign posting); (7) The improvement of interesting opening;; and (8) The improvement of logical sequence of ideas.
The findings are summarized on Table 4.11. The discussion of the research findings are presented in the following section.

a. The Establishment of students’ speaking competence in delivering presentation

The findings of the study showed that the use of 3-P Technique in speaking class could improve student’s speaking competence in delivering presentation. From the research it can be concluded that 3-P Technique can raise oral presentation for professional development as individuals or as a member of a group most intensively and significantly. Oral presentation, as its name implies, is presenting ideas effectively to individuals or groups when given time for preparation; targeting presentations to the characteristics and the needs of the audience (Ming Tham, 1999: 4).

The improvement of the students’ speaking ability could be recognized from the improvement of vocabulary, the improvement of language use such as the grammar, pronunciation and intonation, the improvement of expression (body language such as the way they stand, eye contact, and hands movements, and the improvement of fluency (voice control such as pauses, time management and sign posting).

Before the study, I found that the student had low speaking achievement. The improvement of speaking ability could be seen from the improvement of students’ achievement cycle to cycle. The improvement of student’s speaking achievement is illustrated on Graph 4.1. The graph showed that the speaking achievement was
increased dramatically from cycle to cycle. The mean of score in pre- test is 69, the mean of score in cycle 1 is 75, and the mean of score in cycle 2 is 82.

**Tabel 4.11 Summary of the Research Findings**

<table>
<thead>
<tr>
<th>Research</th>
<th>Before action research</th>
<th>After action research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improvement in students' speaking ability</td>
<td>Mean of pre-test : 69</td>
<td>Mean of cycle 1: 75 ; Mean of cycle 2 : 82</td>
</tr>
<tr>
<td>a. Achievement</td>
<td>Uses incorrect grammar; select inappropriate words, cannot focus on the ideas presented, because of lack vocabulary.</td>
<td>Uses correct grammar and select appropriate words for context</td>
</tr>
<tr>
<td>b. Grammar and vocabulary</td>
<td>Students mumbles; pronounces terms incorrectly; students’ presentation has more spelling errors</td>
<td>Students pronounces all words correctly; Presentation has no misspellings</td>
</tr>
<tr>
<td>c. Pronunciation</td>
<td>10 or more pauses are noticed; presentation is more than maximum time.</td>
<td>No vocalized pauses noticed; presentation falls within required time frame</td>
</tr>
<tr>
<td>d. Fluency</td>
<td>Has a deadpan and conflicting expression during entire presentation</td>
<td>Maintains eye contact; seldom returning to notes; presentation is like a planned conversations.</td>
</tr>
<tr>
<td>e. Expression</td>
<td>a) 23% above average ; b) 30% average ; c) 47% under average</td>
<td>a) 73% above average ; b) 21% average ; c) 6% under average</td>
</tr>
<tr>
<td>f. the improvement of students' competence</td>
<td>Stress free situation</td>
<td>Joyful learning</td>
</tr>
<tr>
<td>2. Improvement in classroom situation</td>
<td>Not alive, uninteresting speaking activities</td>
<td>Live, interesting activities</td>
</tr>
<tr>
<td>a. Atmosphere</td>
<td>Low, did not give attention to the lesson, ignored and avoided the chances to speak</td>
<td>High, gave attention to the lesson, used the chances to speak</td>
</tr>
<tr>
<td>b. Participation in speaking class</td>
<td>SS were passive, T dominated the activities</td>
<td>SS were active, SS dominated the activities</td>
</tr>
</tbody>
</table>
| c. Domination in class | Small chances | Bigger chances with pair and
Besides referring to the speaking achievement, the improvement of students’ speaking competence can be recognized from the establishment of language use such as the grammar, pronunciation and intonation. There is much new diction the students can learn since there are many special terms dealing with oral presentation which are not learned in daily English lesson. Besides, giving the presentation the speaker
should use concrete words, words that refer to people, places, and things and not use abstract words which refer to general concepts, qualities, or attributes.

Grammar is also one of speaking competence in delivering presentation which is improved in this research. In 3-P Technique students learn certain grammars more intensively since those grammars are constantly used during the students’ performance in delivering presentation. Good speakers are aware of the meaning of words their obvious and their subtle meaning. They also know how to use the language correctly, clearly, vividly and appropriately.

Dealing with the language use, Lucas (2004: 267) says:

As a speaker, once you get the right idea, you must decide how best to communicate it to listeners. To do this, you need to be especially conscious of what language can do. Unless you use language accurately, no one could understand your ideas.

Secondly, is the improvement of expression (body language such as the way they stand, eye contact, and hands movements). The students could use their eye contact by looking at the audience personally and pleasantly in order to establish a communicative bond with listeners. They also use volume, pitch, and speed to emphasize important points in his presentation the students could make hand gestures deliberately and with confidence, make his head and upper body to maintain eye contact with all members of the audience.

b. Improvement of classroom situation

The findings of teaching and learning process showed that there was a change of classroom situation before and after 3-P Technique was implemented in speaking
class. The teaching and learning process using 3-P Technique was more alive. Most of the activities were student centered. The presentations were conducted individually and in pairs.

Student showed high participations in speaking class. They were eager to conduct the presentation with high spirit. They were not afraid of making mistakes, because the class was far away of humiliating the students and tolerating the students with various level of ability. Teacher was appreciated all of the students effort in speaking, although the presentation was not perfect in the form. The speaking class was full of enjoyment.

The improvement of students’ participation in speaking class from cycle to cycle can be seen in Graph 4.2. Students’ participation in each cycle was categorized into three groups, namely Active, Sufficient, and Passive. The categorization was based on the students’ frequency of asking question, student’ willingness to take the speaking turn, the students’ activities in group work and students attitude during the speaking class. Graph 4.2 shows that the number of active student was increased from cycle to cycle whether the number sufficient and passive students was decreased.
Other finding in this research is dealing with the teacher. As a teacher I am improved in many points. First, I am improved in designing and developing teaching materials, such as in preparing work sheets that were suitable for the teaching purpose. Second, I became more familiar with my students. I noticed my students’ potentials and problems in speaking. Therefore, I could find the suitable the way of teaching speaking to my students.

c. Other Finding: Students’ Establishment of critical thinking

From the observation it can be concluded that 3-P Technique can establish critical thinking very effectively. In using 3-P Technique students learn to develop their critical thinking. Critical thinking is a matter of being logic – of being able to spot weakness in other people's arguments and to avoid them in your down. It also
involves related skills such as distinguishing fact from opinion, judging the credibility of statements, and assessing the soundness of evidence (Lucas, 2004: 16).

The students learn to use the library, and to find the exact information they need in the shortest possible time. They learn to be thorough and accurate. They learn to analyze; to distinguish between the vital and the unimportant. They learn the need of proving their statement; of supporting every statement with valid evidence and sound reasoning – and they learn to demand the same sort of proof for the statements of others. They learn to present ideas of the topics. They learn to think under pressure, to use their heads in a time of need, to make decisions quickly and accurately.

There are some indicators which show that there is improvement of critical thinking. They are:

1) In delivering the presentation the students supported their point of view with reasoning and evidence.

2) The students always tried to use appropriate dictions during their speech.

Due to the participants’ involvement in every stage of activities, the students’ critical thinking is developed effectively and significantly. The activities of planning, action and feedback contribute the professional knowledge and skills. Professional knowledge improvement can be seen from the cognitive change, which is the mastery of 3-P Technique which includes the mastery of preparing the presentation, performing the presentation, and giving post performance review.

While skill improvement can be seen from the way the presenters think about, educational research has shown that more experienced professional develop heuristic
or the ability some call "knowing in action" (Wallace in Lanjar Utami, 2008:168). Knowing in action comes from the accumulation of experience with variety of knowledge, in a variety of situation. It is ability to identify the problem, responding almost intuitively, without parentally reviewing all the various rules and procedures learned in the training practice.

In addition to professional knowledge and skill, there is a reflection. A cognitive skill acquired through continued learning practice during the presentation. Reflection can occur either while the action of presentation is taking place, or after the when the participants or audience examine the process of presentation. The students become diligent to cope with currently important issues or topic to keep them selves informed that is happening in the world around them and what are the issues involved (Basic Skills of Presentation.htm.2007:5)

2. Discussion

The research which is applying action research to optimize 3-P Technique in improving students’ speaking competence in delivering presentation brought satisfying results both in term of the improvement of students’ speaking competence in delivering presentation and classroom situation. The findings then can be theorized in three major points as follows: 1) 3-P Technique can improve students’ speaking competence in delivering presentation; 2) 3-P Technique can improve classroom situation; 3) 3-P Technique also can improve students’ public speaking.

1. 3-P Technique can improve students’ speaking competence in delivering presentation
In doing the presentation, writing out all the material on a piece of cue card is not recommended. So, it is suggested that a speaker only write some important points on the cue cards. 3-P Technique is an exercise in lively interaction between presenters and the audience, not in reading a speech. A speaker can use cue cards in the same way he would use a prompt in a play, they are there for references if a speaker loses his spot.

In 3-P Technique a speaker is trained to use their expression. The first is eye contact. The speaker use eye contact as effectively as possible. It is very closely related to cue cards. If a presenter looks at the audience he will hold their attention. If a speaker spends his time reading from cue cards or looking at a point just above the audience’s head they will lose concentration very quickly.

In most circumstances, one of the quickest ways to establish a communicative bond with audience is to look at them personally and pleasantly. Avoiding their gaze is one of the surest ways to lose them. There is a great deal of research to show that speakers in the United States who refuse to establish eye contact are perceived as tentative or ill at ease and may be seen as insincere or dishonest. It is no wonder then that the teacher urge students to look at the audience 80 to 90 percent of the time they are talking (Lucas, 2004: 310).

The second is Voice. There are many things a speaker can do with his voice to make it effective. He must project so that he can be heard but 4 minutes of constant shouting will become very annoying very quickly (like a butcher hunting out the daily specials). That’s why it is suggested that a debater use volume, pitch, and speed to emphasize important points in his speech. A sudden loud burst will grab his
audience’s attention while a period of quiet speaking can raw his audience and make
them listen carefully.

At one time a powerful voice was all but essential for an orator. Today, electronic amplification allows even a soft-spoken person to be heard in any setting. But in the classroom you will speak without a microphone. When you do, are sure adjusting your voice to the acoustics of the room, the size of the audience, and the level of background noise. If you speak too loudly, your listeners will link you boorish. If you speak too softly, they will not understand you. Remember that you own voice always sounds louder to you than to a listener. Soon after beginning your speech, glance at the people farthest away from you. If they look puzzled, are leaning forward in their seats, or are otherwise straining to hear you need to talk louder. (Lucas, 2004:299).

The third is body language. Our body is a tool for us to use. To make good presentation a speaker is recommended to make hand gestures deliberately and with confidence, to make his head and upper body to maintain eye contact with all members of the audience. If the student wants to walk up and down he can do so but by moving with effect and deliberately, not by making worry lines into the carpet. If he wants to stand still he can stand with confidence.

Dealing with body movement, Lucas (2004: 309) says:

At this stage of your speaking, you have many more important things to concentrate on how to gesture. Gesturing tends to work itself out as you acquire experience and confidence. in the meantime, make sure your hands do not upstate your ideas. Avoid flailing them about, wringing them together, cracking your
knuckles, or toying with your rings. Once you have eliminated these distractions, forget about your hands. Think about communicating with your audiences, and your gestures will probably take care of themselves – just as they do in conversation.

2. The improvement of classroom situation.

The research findings reveal that 3-P Technique can improve situation in speaking class. Before the research, the students low participation in speaking class. They tried to avoid the speaking turn given by the teacher. They claimed that they could not speak English. Instead of taking the speaking turn, the students pointed to other friends to speak. The students did not show their enthusiasm in conducting the speaking activities especially in doing oral presentation.

The situation changed after the implementation of 3-P Technique. The students showed high participation in speaking class. During the research, students were enthusiast in conducting oral presentation. The improvement of students’ participation was achieved because 3-P Technique is interesting and therefore it is motivating. This finding is in line with Bukart (2006) who states that 3-P Technique is familiar to the students; therefore it is motivating for the students in learning in the target language. Richard and roger (2000: 229) support this idea by stating that 3-P Technique is to improve students’ motivation and therefore promote learning.

Ur (1999: 120) states that there are four criteria of successful speaking activities, namely a) learners talk a lot; b) participation is even; c) motivation is high; and d) language is of an acceptable level. From the findings, the activities in this research fulfill these requirements well.
To support the teaching and learning process, the students’ activities were guided by worksheet applying the use of media, either in the form of visual media or audio media. The visual media applied in the research were in the form of power point; either the audio one is the recording. The use of visual media is beneficial because they can provide concrete referent for ideas, serving as a more easily remembered to the original idea; and they can motivate learners by attracting their attention, generating emotional expression, and simplifying information (Heinich, 1996: 114).

3. The improvement of public speaking

From the research it can be concluded that 3-P Technique can improve the students’ competence in public speaking especially to organize what the students say either as a speaker. As individual a speaker or presenter must structure his own speech well. The first step is to have a clear idea of his own arguments and which examples he will be using to support those arguments. As he speaks he should make a clear division between arguments and let the audience know when he is moving from one argument to the next, this is called sign posting. The key thing to remember is that although he knows exactly what he is saying the audience has never heard it before and will only hear it once so he has to be clear about it.

Good delivery does not call attention to it self. It conveys the speaker’s idea clearly, interestingly, and without distracting the audience. If you mumble your words, shuffle your feet, gaze out the window, or talk in a monotone, you will not get your message across. Nor will you be effective if you show off, strike a dramatic pose, or shout in ringing tones. Most audiences prefer delivery that combines a
certain degree of formality with the best attribute of good conversation – directness, spontaneity, animation, vocal and facial expressiveness, and a lively sense of communication (Lucas, 2004: 294).

Whenever he is responding to the previous speaker, he should try to present his presentation in four simple steps: First, stating the points he is answering. Second, stating the points he wishes to make. Third, he should support his points with appropriate statistics, examples, or testimony. Fourth, he should summarize the points. This four-step method will help the speaker organize his thoughts quickly and clearly.

Once you begin speaking, maintain strong eye contact with the audience. If you are prone to talking rapidly when you are nervous, concentrate on speaking at a slower pace. Help the audience keep track of your ideas with signposts such as “My first point is ….; second, we can see that ….; in conclusion, I would like to say ….” If you have had time to prepare notes, stick to what you have written. By stating your points clearly and concisely, you will come across as organized and confident (Lucas, 2004: 297).

As with other kinds of public speaking, the best way to become a better impromptu speaker is to practice. The students can practice impromptu speaking on their own. They can start by simply choosing a topic on which they are already well informed, and giving a one-or-two-minute impromptu talk on some aspect of that topic. Any topic will do—no matter how serious or frivolous it may be. Nor do they need an audience—they can speak to an empty room. Better yet, they can speak to a digital recorder or a tape recorder and play the speech back to hear how they sound.
CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion.

Based on the finding in conducting the 3-P Technique to improve the students’ speaking competence in delivering presentation, I present some conclusions viewed from overall dimensions. The major conclusion of the implementation of 3-P Technique is successful in some ways. Having conducted the research in optimizing 3-P Technique to improve students’ speaking competence it can be drawn three conclusions as follows:

1. 3-P Technique can improve students’ speaking competence in delivering presentation

   The students’ presentation for professional development as individuals or as a member of a group is improved most intensively and significantly. It can be developed through some activities such as: (1) The use of the cue cards. Speaker can use cue cards as references if he loses his point; (2) Eye contact in public speaking a speaker is trained to use eye contact as effectively as possible. If a speaker looks at the audience he will hold their attention. In most circumstances, most of the quickest ways to establish a communicative bond with audiences is to look at them personally and pleasantly; (3) Voice. There are many things a speaker can do with his voice to make it effective. It is suggested that a speaker use volume, pitch, and speed emphasize important points in his presentation; (4) Body language to make good presentation a speaker is recommended to make hand gestures deliberately and with
confidence, to make his head and upper body to maintain eye contact with all members of the audience; and (5) Avoiding nervous habits. In doing this, the speaker should use his whole person to effect, not letting anyone thing detract from his ability to persuade the audience.

Next, when speaking students’ mastery of grammar is also improved. Grammar is very essential to improve to students’ competence in speaking. In presentation students’ learn certain grammar more intensively since those grammars are constantly used during the students’ performance in doing presentation. By so doing, the student can use them automatically without thinking first. Good speakers know how to use language correctly, clearly, vividly and appropriately.

2. 3-P Technique can improve classroom situation.

It shows that the classroom situation becomes more alive with various interesting activities, and there is a rising students’ participation. Besides, 3-P Technique increased teachers’ innovation in presenting the material in the classroom by creating and using media in speaking class. The strength of the implementation of 3-P Technique is that it can raise students’ participation in speaking class and it can enhance students’ speaking ability.

B. Implication

I find of this study implies that 3-P Technique is very important for the student and they should do the 3-P Technique as one technique to improve the students competence in speaking due to the fact that 3-P Technique can effectively improve: (1) the establishment of students’ speaking competence in delivering
presentation; and (2) the improvement of classroom situation. This study can be used as a reference for the teacher in improving the teaching quality by applying the suitable technique toward improving the students’ speaking ability. Besides, teacher can apply 3-P Technique in the class of listening, speaking, reading and writing. Considering the potential of 3-P Technique in enhancing students’ skills in English, it is necessary for the teacher to learn about 3-P Technique.

C. Suggestion

Realizing that 3-P Technique is very essential in developing student competence in speaking, some suggestions are put forward to the English teacher, students, the institution, other researcher and the students’ parents. I would like to give some suggestions as follows:

1. For teachers

a. The teacher should facilitate that the competence of Listening - Speaking is not disturbed with the task to guide the competence of Reading – Writing. That’s why the English teacher should work hand in hand to divide the tasks among them. The division is absolutely needed so that the teachers can focus in the language competence they teach.

b. The teacher of English should have high commitment to be creative and innovative in the strategy or preparation and presentation materials which are contextual in accordance with the current issues happening in the society.
c. The teacher should facilitate the media for student to practice speaking. One of them is through oral presentation competition which can be held at school regularly special for the student at the school.

2. For students
a. Students should not feel shy in speaking. Besides, they do not have to be afraid of making mistakes because making mistakes is a part of learning.
b. Students should realize that speaking is not as difficult as they think. There are many ways to be able to speak, as long as they want to work hard.
c. Students should realize that they have potentials to be a good speaker. They should open themselves to any chances of self-development in speaking.

3. For the government

Besides the teacher, the recommendation is addressed to the government. The government is also responsible for the improvement of students’ competence in speaking. There are last two things the government can do: (1) Giving support to school to develop the presentation activity in each school, A multimedia whom which is completed with LCD, internet access, and international television channel is absolutely needed, (2) Funding the special training and certification for the teacher of English of Senior high school either as the facilitator of presentation.

4. For other researcher

This research is just one effort to improve students’ speaking ability and the use of 3-P Technique activity is speaking. The findings of this research are expected to use as a starting points to conducts further research in the same field.
BIBLIOGRAPHY


Bukart, Grace Stoval. *Teaching Speaking*. Available at: http://www.colostate.edu/com


Mills, E Geoffrey. _____. *Action Research (A Guide For The Teacher I)*. Columbus, Ohio: Merrill, an imprint of Prentice Hall.


APPENDICES
Appendix 1

Blue Print of Pre Test

A. Type of Test: Presentation

B. Material

The instructions in pre test are as follows:

1. The students are divided into ten groups. Each group consists of three students.

2. The students choose one of the title of presentation given by the teacher. The titles are:
   - Solar energy
   - All things you should know about cigarette
   - National final examination, is it effective education system?

3. The students perform their presentation in front of the class.

C. Scoring

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of scoring</th>
<th>Maximum score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>pronunciation</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
APPENDIX 2

QUESTIONNAIRES
STUDENTS’ DIFFICULTY IN LEARNING SPEAKING

NAME : 

KELAS :

Petunjuk : Jawablah pertanyaan-pertanyaan berikut ini sesuai dengan pendapat anda dengan sejujurnya.

1. Berapa umur anda?
   Jawab : .............................................................................................................

2. Apakah pekerjaan ayah anda?
   Jawab : .............................................................................................................

3. Apakah pekerjaan ibu anda?
   Jawab : .............................................................................................................

4. Kapan anda mulai belajar bahasa inggris?
   Jawab : .............................................................................................................

5. Berapa lama anda telah belajar bahasa inggris?
   Jawab : .............................................................................................................

6. Dimana anda mulai belajar bahasa inggris? (sebutkan apakah anda ikut kursus/les bahasa inggris)
   Jawab : .............................................................................................................

7. Apa anda suka belajar bahasa inggris?
   Jawab : .............................................................................................................

8. Apakah sekolah anda memiliki jam pelajaran khusus untuk english conversation?
   Jawab : .............................................................................................................

9. Apakah anda menyukai kelas conversation?
   Jawab : .............................................................................................................
10. Menurut anda, bagaimanakah kemampuan bahasa inggris anda?
   a. bagus     b. Biasa     c. Tidak bagus
11. Apakah anda membaca text berbahasa inggris? Text apakah itu?
   a. buku       b. Majalah   c. Yang lain: ....
12. Apakah anda menulis dalam bahasa inggris?
   a. sering    b. Kadang kadang c. Tidak pernah
13. Apa yang anda tulis?
   a. diary       b. Artikel    c. yang lain: ...... 
   ............................................................................................................................
   ............................................................................................................................
   ............................................................................................................................
15. Bagaimana perasaan anda saat berbicara di depan orang banyak tersebut?
   ............................................................................................................................
   ............................................................................................................................
   ............................................................................................................................
16. Apakah kesulitan kesulitan yang anda hadapi saat berbicara bahasa inggris?
   ............................................................................................................................
   ............................................................................................................................
   ............................................................................................................................
17. Menurut anda apakah penyebab kesulitan kesulitan yang anda alami tersebut?
   ............................................................................................................................
   ............................................................................................................................
   ............................................................................................................................
18. Menurut anda usaha apa yang perlu anda lakukan untuk mengatasi masalah masalah tersebut?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

19. Apa yang sudah dilakukan guru selama ini dalam pengajaran bahasa Inggris?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

20. Menurut anda apa yang harus dilakukan guru untuk membantu siswa mengatasi kesulitan berbicara bahasa Inggris?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
Appendix 3

Lesson Plan 1 (Cycle 1)

A. Identity

Subject : English
Class : XI
Semester : 2
Meeting : 3 meetings
Time : 2 X 45 minutes

B. Competence Standard

Students are able to express their thoughts, opinion, ideas, and feelings orally, to do the presentation by delivering rational and logical arguments supported with relevant evidences and proofs interestingly and politely.

C. Basic Competence

Students are able to deliver the presentation by using the first technique, Preparation (Why, Who, What, How, Where and When), Performance (Language, Reading Habit and Time Management) logically and systematically in an individual presentation.
D. Indicators

1. Students are able to deliver the content (arguments and opinion) based on the topic or motion which has been decided before.

2. Students are brave to deliver their presentation by using good grammar and appropriate vocabularies.

3. Students are able to summarize their presentation well.

4. Students are able to give fluent presentation and in logically order.

5. Students are able to give clear and meaningful message of the presentation.

E. Learning Materials

Topics or motions are taken from the current issues (Health, Education and Politics). It is based on type of text.

F. Sources and Media

Sources : Effective Presentation on vcd

Media : Computer and LCD

G. Model and Learning Methods

Group presentation in which group consists of three students.
H. The Steps of Teaching

Meeting 1-3

Pre activity:
- The teacher greets students and checks their presence.
- The teacher explains the activity which will be discussed.
- The teacher introduces 3-P technique to students and explains how to do it.

Main activity:
- The teacher explains learning objectives that is students are able to speak and deliver presentation using English easily, systematically, and logically.
- The teacher asks the students to watch the “Steve Parker’s presentation from video.
- The teacher explains what the 3-P method is. It is the first method, Preparation.

Post activity
- The teacher gives tasks as their homework
- The teacher closes the meeting.

Meeting 4 (post test)

Pre activity:
- The teacher greets students and checks their presence.
- The teacher explains the rules of presentation test.
Main activity:

- The teacher divides the students into groups in which groups consists of three students.
- The teacher lots the themes which are going to be presented by each group.
- The teacher gives time duration for each group’s presentation.
- The presentation contest starts.

Post activity

- The teacher gives some necessary overview and evaluation about the presentation.
- The teacher closes the meeting.
I. Assessment

Performance assessment based on five criteria: grammar, vocabulary, pronunciation, fluency and expression.

<table>
<thead>
<tr>
<th>No</th>
<th>Speaker</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Fluency</th>
<th>Expression</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Acknowledged by: Bojonegoro, 3 June 2009

The Principal of SMAN 1 Bojonegoro Teacher

Drs. Tri Udi Pravitno, M. Pd
NIP. 195610241983031010

Meiga Ratih T, S. Pd
Appendix 4

WORKSHEET FOR CYCLE 1 MEETING 1

PREPARING THE PRESENTATION

“In all things success depends on previous preparation and without such preparation there is sure to be failure.” Confucius

Course Objective

To complete this course successfully, you need to concentrate on one particular work related presentation. Ideally, this will be a presentation that you will give in the near future. You could also choose a presentation you have given in the recent past, or think of one that you could be asked to give in the future. If you don’t have a specific presentation topic in mind, make one up or ask your course leader for some ideas.

The presentation subject you choose will be worked on from the beginning of the course right through to the end. When you have finished the course material, you should give your complete presentation to the whole group.

Why

This section is designed to help you focus on the purpose of your presentation.

COMMUNICATION TECHNIQUES

The two slides below introduce the important points to remember for this section.

<table>
<thead>
<tr>
<th>Why – The General Purpose</th>
<th>Why – The Specific Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ To inform</td>
<td>♦ The result you want to achieve</td>
</tr>
<tr>
<td>♦ To persuade</td>
<td>♦ State it in one sentence clearly &amp; concisely</td>
</tr>
</tbody>
</table>
Here are some examples of purposes:

- to inform the audience about the benefits of using a particular system, for example the Internet.
- to tell the audience about new procedures
- to persuade the audience to support a project
- to persuade the audience to use our services
- to ‘sell’ our company to the audience.

Write the purpose for your on presentation in the box below.

Now rewrite it here with a maximum of seven words.

When you have finished, read out your purpose to your colleagues, or show it to someone and ask their opinion.

Remember to refer back to your statement of purpose while you are preparing your presentation. You can change it whenever you want, but you should always have it clear in your mind.

Note: This purpose is not something you may want to say to your audience. If your purpose is *To sell my product*, it would not be a good idea to start your presentation by saying that!
Who

COMMUNICATION TECHNIQUES

Fill in this audience profile for your presentation.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are they?</td>
<td></td>
</tr>
<tr>
<td>How many will be there?</td>
<td></td>
</tr>
<tr>
<td>Why are they coming?</td>
<td></td>
</tr>
<tr>
<td>What do they know about the subject?</td>
<td></td>
</tr>
<tr>
<td>Why are they interested in the subject?</td>
<td></td>
</tr>
<tr>
<td>What is their relationship to you ?</td>
<td></td>
</tr>
</tbody>
</table>

Put yourself in the shoes of the audience. What five question / comments / objections could you except? Fill in the table below. This exercise may take some time, but its objective is to help you focus your presentation.

<table>
<thead>
<tr>
<th>Questions / Comments / Objections</th>
<th>My responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Make sure your responses are short and complete. If you haven’t got a response, now is a good time to find one. If you think the audience is going to as these questions or make these comments / objections, it is a good idea to include this material in your presentation.

Just to check that you have identified the most probable questions:

- What question do you hope you won’t be asked?
- What questions might be the most embarrassing?
- What question would bring up a past mistake?
Appendix 5

WORKSHEET FOR CYCLE 1 MEETING 2

What

“There things matter in a speech; who says it how it is said, and what is said – and os the there, the last matters least.” *John Morley*

COMMUNICATION TECHNIQUES

The main points of this section are summarized in these four slides.

<table>
<thead>
<tr>
<th>Why – Good Organization</th>
<th>The Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help you remember</td>
<td>Capture interest</td>
</tr>
<tr>
<td>Helps them remember</td>
<td>Relate subject to them</td>
</tr>
<tr>
<td>Helps them understand</td>
<td>Give purpose</td>
</tr>
<tr>
<td>Help you keep to the point</td>
<td>Be brief</td>
</tr>
<tr>
<td>Helps you reduce your nervousness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Middle</th>
<th>Why – The Specific Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have 3 or 4 main points</td>
<td>Summarize main points</td>
</tr>
<tr>
<td>- they will not remember more than 4 points !</td>
<td></td>
</tr>
<tr>
<td>Take 80 + of the time</td>
<td>Relate conclusion to them</td>
</tr>
<tr>
<td>Have signpost and summaries</td>
<td>Don’t present new ideas</td>
</tr>
<tr>
<td></td>
<td>Be interesting</td>
</tr>
<tr>
<td></td>
<td>Be brief</td>
</tr>
</tbody>
</table>
Use the outline on the next page to organize your presentation. The outline is flexible, so if it doesn’t suit your needs, change it. The important thing at this point is to have a structure for your presentation, so avoid putting in too much detail.

<table>
<thead>
<tr>
<th>Presentation outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose             :</td>
</tr>
<tr>
<td>Title               :</td>
</tr>
<tr>
<td>Time                :</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting beginning :</td>
</tr>
<tr>
<td>Purpose :</td>
</tr>
<tr>
<td>Summary of main points :</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>First main point :</td>
</tr>
<tr>
<td>Second main point :</td>
</tr>
<tr>
<td>Third main point :</td>
</tr>
<tr>
<td>Fourth main point :</td>
</tr>
</tbody>
</table>
Ending
Summary of main points :

Conclusion :

Interesting ending :

LANGUAGE PHRASES
As the questions and answer session is the most interactive part of a presentation, there are quite a lot of language items presented here. It is unlikely that your students will need all of them every time they give a presentation. Dealing with questions can be very stressful for inexperienced presenters and to build their confidence we recommend that they feel more at ease. The Your presentation section allows them to do this.

COMMUNICATION TECHNIQUES
The main technique presented here is paraphrasing. This does not come easily as our natural tendency is to reply immediately to any question. There are at least two reasons for avoiding this: firstly, not everyone may have heard or understood the are not clear. Paraphrasing a question save time and aids communication by clarifying points.
Appendix 6

Worksheet for Cycle 1 Meeting 3

Language

“The person who uses a lot of big words is not trying to inform you; he’s trying to impress you” O. Miller

“Managers have to know language, to understand what words are and what they mean”. Peter Drucker

WARM-UP

Which of the following statements do you agree with?

1. When you have a large vocabulary, you should use it    YES  NO  MAYBE
2. Knowing and using the jargon shows you are competent    YES  NO  MAYBE
3. Simple words are best    YES  NO  MAYBE
4. Long, elaborate sentences are a sign of a good speaker    YES  NO  MAYBE

THE VIDEO

Robin Drake is a management consultant A sportswear company, which is planning a reorganisation, has asked her to talk to a group of senior managers about managing change. This extract comes from the middle of the presentation. You will be seeing two other extracts from this presentation in the sections on Voice and Questions.

First Viewing

In the video extract Robin Drake summarises four rules for successful change.

What are they?

1. .................................................................
YOUR PRESENTATION

1. Make a checklist of points you should remember about Language to use in a presentation.

2. Think a jargon which is common in your profession or company and write it down. Next to each word of expression, write an explanation that anyone would be able to understand. Then practise explaining the jargon orally.

3. Now practise one part of your presentation, standing up. If it’s possible, do this in front of a friend of colleague and ask them to give you feedback based on your
Language checklist. You can also do this exercise on your own and record yourself.

Second Viewing

Watch the video without the sound and check off the body language the presenter uses.

1. Uses a pointer on the overhead projector
2. Points to the screen
3. Looks at everyone in the audience
4. Uses open hand gestures
5. Stays behind the projector
6. Reads off the screen
7. Turns his back to the audience
8. Talks while the audience are reading a transparency
9. Uses open arm gestures
10. Talks to the screen
11. Moves towards the audience
12. Keeps the pointer in his hands and plays with it

Third Viewing

Fill in the missing words in these extracts from the presentation.

When you have finished, watch the video again to check your answers

1. Now, I’d like to …………… to where we’re moving to.
2. …………… a look ……………. transparency
3. This …………… the site of our new building.
4. …………… it is. Now, …………… you …………… see, it is a very big modern building and …
Appendix 6

Worksheet for Cycle 1 Meeting 3

Language

“The person who uses a lot of big words is not trying to inform you; he’s trying to impress you” *O. Miller*

“Managers have to know language, to understand what words are and what they mean”. *Peter Drucker*

WARM-UP

Which of the following statements do you agree with?

5. When you have a large vocabulary, you should use it
   
   YES  NO  MAYBE

6. Knowing and using the jargon shows you are competent
   
   YES  NO  MAYBE

7. Simple words are best
   
   YES  NO  MAYBE

8. Long, elaborate sentences are a sign of a good speaker
   
   YES  NO  MAYBE

THE VIDEO

Robin Drake is a management consultant. A sportswear company, which is planning a reorganisation, has asked her to talk to a group of senior managers about managing change. This extract comes from the middle of the presentation. You will be seeing two other extracts from this presentation in the sections on Voice and Questions.
First Viewing

In the video extract Robin Drake summarises four rules for successful change.

What are they?
5. ..............................................................
6. ..............................................................
7. ..............................................................
8. ..............................................................

<table>
<thead>
<tr>
<th>Language – the don’ts</th>
<th>Language – the dos</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Avoid jargon</td>
<td>• Use everyday language</td>
</tr>
<tr>
<td>• Avoid complex phrases</td>
<td>• Use concrete words</td>
</tr>
<tr>
<td>• Avoid being too formal</td>
<td>• Use rhetorical questions</td>
</tr>
<tr>
<td>• Avoid long sentences</td>
<td>• Use dramatic structures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signposting</th>
<th>Making it Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Signpost</td>
<td>• Stories anecdotes</td>
</tr>
<tr>
<td>• Summarize</td>
<td>• Explain by analogy</td>
</tr>
<tr>
<td>• Use cheek-up question</td>
<td>• Involve them</td>
</tr>
<tr>
<td></td>
<td>Ask question</td>
</tr>
<tr>
<td></td>
<td>Pause until reply</td>
</tr>
</tbody>
</table>

YOUR PRESENTATION

4. Make a checklist of points you should remember about Language to use in a presentation.

Language Checklish

1. 
2. 
3. 
4. 
6. 
5. Think a jargon which is common in your profession or company and write it down. Next to each word of expression, write an explanation that anyone would be able to understand. Then practise explaining the jargon orally.

6. Now practise one part of your presentation, standing up. If it’s possible, do this in front of a friend of colleague and ask them to give you feedback based on your Language checklist. You can also do this exercise on your own and record yourself.

Second Viewing

Watch the video without the sound and check off the body language the presenter uses.

13. Uses a pointer on the overhead projector
14. Points to the screen
15. Looks at everyone in the audience
16. Uses open hand gestures
17. Stays behind the projector
18. Reads off the screen
19. Turns his back to the audience
20. Talks while the audience are reading a transparency
21. Uses open arm gestures
22. Talks to the screen
23. Moves towards the audience
24. Keeps the pointer in his hands and plays with it

Third Viewing

Fill in the missing words in these extracts from the presentation.

When you have finished, watch the video again to check your answers

5. Now, I’d like to …………… to where we’re moving to.
6. ……………. a look ……………… transparency
7. This ……………. the site of our new building.
8. …………… it is. Now, ………………… you ………………… see, it is a very big modern building and …
APPENDIX 7

The Tape Script of the Student’s Presentation

Names : 1. AKR
2. AJ

WHAT’S WRONG WITH CHILDREN MUSIC

I will presentation about what’s wrong with the children’s music
Listening to music for some people becomes a habit are even their need they need it to accompany them in their activity. There are a lot of music dream that can be developed
Music is not only for adult but also for children. In this case of Mp3 payer and ipod, protective a child or teenager to hearing it. Most of them have it. It can make them to be a person who fanatic in music.
If there is no music in the world, it could be much terrible and boring.
How important music for children are no:

1. in school learning
   In order to develop linguist acquisition, musically, or emotionally, children need a proper stimulation and an appropriate time (children need appropriate), in each development phase, a child is most attempt, we need it such music, movement, speech, and emotion.

2. music and logical thinking
   Sound harmony and singing provide all turning for brain, playing musical instrument is one of the most complex of human activity. even the most simple musical compositions which skill for the intellect and the organization. The emotion is initiative and sense.

3. movement and motor skill

4. active music making especially

5. music and social behavior
Making music promote social competence provides motor, intellectual, and emotional behavior skills which encourage general social ability in deep to establish the making contact. It supports comprehension to feeling of mutual responsibility. In making music, support accountability success in concept of preparation and exhibition. Contribution significantly to socially integrated behavior.

And the next will be explained by Riska. Ok I’ll continue to explain it.

Why the children loves adult song, here’s the reason:
1. It can accompany their idol style. Likes idola cilik program, they are children but they sing adult song
2. the parents is influence their children.

And then what happen if the children were not interested in child music:
1. The child music will be loser and loser. If the children lose interest in child music, it will gradually lost because the children is more interested on adult music.
2. Children can act and imitate the style of the singer

There are two kinds of music. Please hear it not only with your ears but also with your heart

It is all of the presentation. Thank you for you attention.

Question: As a young generation to keep children music still popular in our country
I’ll ask your question
I’ll explain to them (the children) how important is children’s music for them. Adult song for children can make them growing bigger and mature quickly.

==========================================
Appendix 8

Lesson Plan 2 (Cycle 2)

J. Identity

Subject : English
Class : XI
Semester : 2
Meeting : 3 meetings
Time : 2 X 45 minutes

K. Competence Standard

Students are able to express their thoughts, opinion, ideas, and feelings orally, to do the presentation by delivering rational and logical arguments supported with relevant evidences and proofs interestingly and politely.

L. Basic Competence

Students are able to express their opinion and arguments by using good Expression (Body Language) which includes postures, gestures, eye contact, hands and physical mannerism, Interesting Opening, good critical thinking in delivering presentation; and voice control during the presentation.

M. Indicators

6. Students are able to deliver the content (arguments and opinion) based on the topic or motion which has been decided before.
7. Students are brave to deliver their presentation by using good using good Expression (Body Language) which includes postures, gestures, eye contact, hands and physical mannerism..

8. Students are able to make interesting opening.

9. Students are able to give fluent presentation and in logically order.

10. Students are able to give clear and meaningful message of the presentation.

N. Learning Materials

Topics or motions are taken from the current issues (Health, Education and Politics). It is based on type of text.

O. Sources and Media

Sources : - Effective Presentation on vcd

Media : - Computer and LCD

P. Model and Learning Methods

Group presentation in which group consists of three students.

Q. The Steps of Teaching

Meeting 1-3

Pre activity:

- The teacher greets students and checks their presence.

- The teacher explains the activity which will be discuss
- The teacher introduces 3-P technique to students and explains how to do it.

**Main activity:**

- the teacher explains learning objectives that is students are able to speak and deliver presentation using English easily, systematically, and logically.
- The teacher gives tasks to the students dealing with good Expression (Body Language) which includes postures, gestures, eye contact, hands and physical mannerism, Interesting Opening, critical thinking in delivering presentation; and voice control during the presentation.
- The students practice short presentation briefly by using good Expression (Body Language) which includes postures, gestures, eye contact, hands and physical mannerism, Interesting Opening, critical thinking and voice control.

**Post activity**

- The teacher gives tasks as their homework
- The teacher closes the meeting.

**Meeting 4 (post test)**

**Pre activity:**

- The teacher greets students and checks their presence.
- The teacher explains the rules of presentation test.

**Main activity:**

- The teacher divides the students into groups in which groups consists of three students.
- The teacher lots the themes which are going to be presented by each group.
The teacher gives time duration for each group’s presentation.

The presentation contest starts.

**Post activity**

- The teacher gives some necessary overview and evaluation about the presentation.
- The teacher closes the meeting.

**R. Assessment**

Performance assessment based on five criteria: grammar, vocabulary, pronunciation, fluency and expression.

<table>
<thead>
<tr>
<th>No</th>
<th>Speaker</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Fluency</th>
<th>Expression</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Acknowledged by: Bojonegoro, 24 June 2009

The Principal of SMAN 1 Bojonegoro

Teacher

Drs. Tri Udi Pravitno, M. Pd
NIP. 195610241983031010

Meiga Ratih T, S. Pd
Appendix 9

Worksheet for Cycle 2 Meeting 1

PERFORMING THE PRESENTATION

Beginning

“"The human brain starts working the moment we are born and never stops until you stand up to speak in public.” George Jessel

“"If there are any of you at the back who do not hear me, please don’t raise your hands because I am also nearsighted.” W.H. Auden

WARM-UP

Which of the following statements do you agree with?

At the beginning of a presentation you should:

1. apologize if the subject is complex
2. apologize if you have not had time to prepare
3. introduce yourself by giving relevant professional details
4. tell the audience not to interrupt you with questions
5. relax everyone by telling a joke
6. say how long the presentation will last
7. tell the audience whether there will be any handouts.

THE VIDEO

Stave Parker has been put in charge of the project to move his company to a new location. He is making his presentation to all departments of the company. Here you
will see his presentation to one department. This extract comes from the beginning of
the presentation. You will be seeing two other extracts from this presentation. You
will be seeing two other extracts from this presentation in the sections on Visual Aids
any Body Language and Ending.

First viewing
Watch the video and put these in the order they are mentioned in the extract.
schedule handouts purpose questions main points

Second viewing
Watch the video again and answer these questions
1. What responsibility does the presenter have?
   ..............................................................................
2. What is the purpose of the presentation?
   ..............................................................................
3. How long will it last?
   ..............................................................................
4. Are there any handouts?
   ..............................................................................
5. When can colleagues ask questions?
   ..............................................................................
6. What are the main points of the presentation?
   ..............................................................................
7. How does the presenter get the attention of the audience?
   ..............................................................................

Third viewing
Make sentences from these words. They are all taken from the video.
1. here / today / tell / about ...
   ..............................................................................
2. presentation / 20 minutes
   ..............................................................................
3. … and to / questions that you may / please / free / interrupt / point
4. ... I / some handouts here, that / prepared, that I / distribute / end

5. I / divided / presentation / four parts

FOLLOW-UP

1. Here is another beginning. Use the verbs in text box to complete the sentences.

   stop  give  make  focus  have  do  want  hesitate  take

   1. What I ............... to ................. this morning is to …
   2. My talk will ............ about 30 minutes
   3. I’ll be ............... ing out copies of my overhead transparencies at the end.
   4. If you .......... any questions, or comments you’d like to ...............
       please don’t ............ to ............. me.
   5. During my presentation, I’m going to be ............ ing on four main areas.
       Firstly …

2. Asking questions rather than stating facts is a good (and easy!) way of getting your audience’s attention. Re-order the words in the exercise below to make questions.

   1. Problem we this solve can how?
   2. To so do what we do need?
   3. Year profits our drop last do did why?
   4. Day phone how the anyone us on tell every spend much can time they?

3. Transform these statements into questions by using question prompts below.
1. Two out of three marriages end in divorce
   How many ..........................................................?
2. We need more powerful computers for everyone in the office.
   Do .................................................................?
3. This is how we can achieve more with less.
   How .................................................................?
4. All good managers have one thing in common.
   What .................................................................?

4. When talking about the schedule for the presentation, the future continuous 
   (*I’ll be …..ing*) is often used. You do not have to use it, but it is quite common.
   **Rewrite these extracts in the future continuous.**
   1. …. and then I’m going to show you some examples of …
      ........................................................................................................
   2. …. secondly, I’d like to talk a bit about the problems …
      ........................................................................................................
   3. …. finally, I want to look at the possible commercial applications of this revolutionary product.
      ........................................................................................................
Appendix 10

VISUAL AIDS and BODY LANGUAGE

Exercise 1
Watch the video without a sound and check off the body language the presenter uses.

1. Uses a pointer on the overhead projector
2. Points to the screen
3. Looks at everyone in the audience
4. Uses open hand gestures
5. Stays behind the projector
6. Reads off the screen
7. Turns his back to the audience
8. Talks while the audience are reading a transparency
9. Uses open arms gestures
10. Talks to the screen
11. Moves towards the audience
12. Keeps the pointer in his hands and plays with it

Exercise 2
Fill in the missing words in these extracts from the presentation. When you have finished, watch the video again to check your answers.

1. Now, I’d like to ... to where we’re moving to.
2. ... a look ... transparency.
3. This ... the site of our new building.
4. ... it is. Now, ... you ... see, it is a very big modern building and ...

Exercise 3
Match the body language to these categories.

Nervous/defensive aggressive open/friendly bored thoughtful/interested
A .... B ....
Open hands Dry/clearing throat
Unbuttoned jacket Hand covering mouth
Unbuttoned collar  Avoiding eye contact
Jacket off  Touching ear or hair
Lot of eye contact  Perspiration
Smiling  Opening and closing hand
Nodding head  Fiddling with notes
Moving closer  Holding pen/pointer
Arms extended  Arms cross

C …. D …. E……
Pointing finger/pointer  Head titled to one side  Looking at watch or exit
Starting  Hand touching chin  Foot swinging
Looking over top of  Leaning forwards  Doodling
Glasses

Exercise 4
1. Make a checklist of points you should remember about visual aids and body language.

<table>
<thead>
<tr>
<th>Visual checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

2. Design an interesting visual for your own presentation. If you have got overhead projector transparencies, you can transfer it when you have finished.

3. Now practice this part of your presentation with the overhead projector, a flip chart/whiteboard or a computer. If it is possible, do this in front of a friend or colleague and ask them to give you feedback based on your visuals checklist.
VOICE

Exercises

1. To make a presentation interesting you have to make your voice interesting. Read aloud the sentence below emphasizing the underlined words and match the sentences to their meanings.
   1. This course will help you become a much better presenter.
   2. This course will help you become a much better presenter
   3. This course will help you become a much better presenter
   4. This course will help you become a much better presenter
   a. refers to audience, not presenter
   b. significant improvement expected
   c. not another one
   d. it’s certain whereas other courses may not

2. Here is some more pronunciation practice. Try pronouncing the word ‘yes’:
   1. as a question
   2. with pleasure
   3. with enthusiasm
   4. with boredom
   5. undecidedly

3. Another way of emphasizing is to stress the auxiliary verb. Read the following sentences aloud, stressing the auxiliaries.
   1. we are looking into new methods
   2. The exchange rate has dropped and this mean…
   3. they had studied the possible effects of their action

4. Read these extract from presentation on cross-cultural communication and underline those words you would emphasize
   1. working with people from other cultures is often seen as us versus them
   2. We’re familiar with our cultures-its value, its beliefs. We’re comfortable.
   3. What we can do is try to understand the differences between our culture and others.
   4. And what that does bring is a deeper understanding of our own culture.
APPENDIX 11

The Student’s own Presentation

One of the main principles of this course has been that participants should practise one particular presentation and by now they should have practised six parts: *Beginning, Language, Visual Aids and Body Language, Voice, Ending, and Questions.*

Now that the students have finished the course material, all of them should give their entire presentation at least once to the whole group. The group will give feedback using the.

Feedback grid

If possible, you should give individual feedback to each presenter on a one–to–one basis. If you have recorded the presentation on audio or video cassette, this will mean sitting down with the presenter and watching or listening to the cassette together. A 20-minute session, concentrating on a few extracts, is often enough. Most of the “mistakes” made are easily recognisable by the students themselves.

GIVING FEEDBACK

This is a particularly sensitive area and both the trainer and the students should bear the following in mind when giving feedback:

- Stress the good points
- Use constructive criticism
- Give feedback to the presenter by using *you*, not *he or she*.

FEEDBACK GRID

There are eight areas to consider in the grid:

Each student stands up and gives his or her presentation in front of the other students who will play the role of the audience. During each presentation, the students concentrate on different areas on the Feedback Grid. In a class of nine students, one would be giving a presentation and the eight others would each choose a different area to make notes on. In smaller classes, you can ask some students to take two areas.

When the next student stands up to do his or her presentation, make sure that each student has a different area to concentrate on. In this way, the students will revise most of the techniques of presentations.

INSTRUCTIONS FOR TRAINER

Before

• Make enough copies of the Feedback Grid.
• Point out that you will not help anyone during the presentation as this simulation and should be as realistic as possible.
• ‘Volunteer’ the first student-presenter by choosing alphabetically by first names, or if you want to keep the tension up, put each name on a slip of paper and shuffle.
• Ask the presenter who he audience is and make sure everybody understands who they are for the duration of the presentation.

During

• Make a note of the start time, it is usually a good idea to limit these presentations to 15 – 20 minutes including questions.
• During the presentation, fill in the English Language Grid. Only you should give feedback on this aspect.

After

• Ask the presenter for his or her feedback first.
• Ask the other students to give their feedback on the particular area that was assigned to them.
• Add your comments to students’ comments.
• Using the English language Grid, give feedback on the language points that will benefit the whole class.

• If you are going to have an individual one-to-one session with each student, save more specific and sensitive feedback until then.

• Give your English Language Grid to the student, so that he or she has some specific suggestions for improving his or her language skills.

• ‘Volunteer’ next student to do a presentation.

<table>
<thead>
<tr>
<th>English Language Grid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good language use</td>
</tr>
<tr>
<td>(give examples)</td>
</tr>
<tr>
<td>Incorrect word or collocation</td>
</tr>
<tr>
<td>(give right word)</td>
</tr>
</tbody>
</table>
### APENDIX 12

**RESEARCH FIELD NOTES 1**

<table>
<thead>
<tr>
<th>NO</th>
<th>TIME</th>
<th>ACTIVITIES</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1. PRE TEACHING</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2. TEACHING AND LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. designing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. ss’ speaking performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. ss’ speaking progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. ss’ response</td>
<td></td>
</tr>
</tbody>
</table>
## RESEARCH FIELD NOTES 2

<table>
<thead>
<tr>
<th>NO</th>
<th>TIME</th>
<th>ACTIVITIES</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1. PRE TEACHING</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2. TEACHING AND LEARNING</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. designing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. ss’ speaking performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. ss’ speaking progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. ss’ response</td>
<td></td>
</tr>
</tbody>
</table>