'Triple P' to Improve English Speaking Ability of Students in English Language and Literature Study Program Sawerigading University

[1]Rezkiawati Nazaruddin, [2]Syamsuddin
Universitas Sulawesi Barat
Sawerigading University
rezkiawati.nazaruddin@unsulbar.ac.id

Abstract : The purpose of this study is to find out whether the triple P model can Improve the students' speaking skills. This research is a Classroom Action Research which applied to the students of English Language and Literature Study Program of Sawerigading University the academic year of 2016/2017. During the learning process, students are taught using 'Triple P' model. This model includes three activities; presentation, practice and production. In general it can be concluded that this model could motivate the students to speak confidently in the classroom and showed the improvement of students' creativity on teaching learning process, their ability to express their own ideas, and their ability to interact or communicate with their friends.

Keywords: Speaking skill, Triple P model, English, Presentation, Practice, Production

1. Introduction

Speaking skills are one of the necessary language skills that well controlled. This skill is an important and indicator of students success especially in learning English. With the well mastery of speaking skills, students can convey their ideas, both at classroom and with native speakers, and also maintain good relationships with others.

The problem that sometimes arises in teaching English at the university is teaching by lecture or lecture method, so it tends to make students feel bored. In fact, all they need is English learning that can be directly applicable. Primarily as a student of faculty of language and literature, the student certainly required to speak fluent english and being a role model for students from other faculties. It is not just knowledge of English itself but the direct skills that can be seen is the ability to speak. In an attempt to the improvement of English speaking ability that can be done with various techniques of approach. One of the language learning model especially speaking skills that can provides many opportunities for students to use the language is a model by Triple P. Harmer (2004) introduces the Triple P learning model in order to improve the language learner's ability to produce the target language. This Triple P method is an enhanced Audio - lingualism method by Harmer (2004). From some target

language skills, speaking skills are important skills because in everyday life a person spends more time talking (oral communication) rather than a written communication. Besides that someone that is capable to express his ideas in spoken language well by himself the person automatically also be able to express their ideas in written language.

According to Harmer (2004) the triple P method/model is a modification of the audio lingualism method, which does not focus on the repetition of context-free languages, but Harmer (2004) focuses on the production of target language according to the context. Language learners (students) using language through appropriate reproductive techniques. Besides that, the learner can also respond to the lecturer's inquiry by using words, phrase, or sentence that is taught. In other words, it can be said that the triple P model is similar to the classical audio lingual method but for the triple P method, the repetition of words or phrases is more meaningful and context-based. In the end, the learner, using new words or phrases learned, will be able to string the words into their speech and all of them refer to production activities.

The implementation of this triple P model is refer to three main stages: presentation, practice and production stage. In the presentation stage the lecturer introduces learning topics to be studied in accordance with the syllabus that has been prepared. Presentation activities are sometimes assisted by the media either in the form of images or media-based technologies such as using a power point. Things that need attention in the presentation stage is the media is used must be in accordance with the topics studied. In addition, lecturer introduce new words (vocabulary) related to the topic.

The second stage is the stage of practice (practice). This stage is a stage / activity to train the skills of learners / students using the language orally (speaking). This exercise aims to shape the habits of students using language. With repetitive practice will be able to form the habits of learners. Repetition exercise can be done in the form of repetition, or in the form of responses of students to lecturer's questions.

Based on the results of the researcher's observation in the English Language and Literature department Universitas Sawerigading Makassar, there are several obstacles that cause the lack of English speaking student skills, those are:

1. Monotonous teaching techniques, that tend to use lecture techniques that involves only a handful of students.
2. The vocabulary mastery is very limited so that the students do not have confidence to speak English.
3. Lecturers who are less creative in getting materials and applying techniques in teaching that motivates students to speak English especially in the classroom.

The result of the analysis concluded that it is necessary to change the teaching technique especially in a speaking class. The main causal factors exist in the faculty, students, and methods of teaching. One of the models proposed by Hammer (2004) is the Triple P model to improve the creativity of learners using the target language (English).

Based on the background description, this research problem can be formulated as:
"Does the Triple P learning model can improve motivation and creativity of students of Sawerigading University in English Language and Literature department, in expressing ideas, as well as doing interaction / verbal communication?"

The benefits derived from this research are two, namely academic and practical benefits.

Academically, this research is expected to be useful for the development of theory language learning, especially with regard to learn speaking skills in the department of English Language and Literature so it can serve as a reference for other similar studies. In addition, this study also useful to enrich the treasury of research, especially in the form of research class action. Practically, this study is expected to contribute to the improvement the quality of English language learning especially oriented speaking skills production. (Aswad 2017) Communication involves two elements, namely the speaker who gives messages and the listener who receives the message. Speaking is a way to bring message from one person to another in order to interact with someone. Communication will not be running well without speaking skill.

2. Method

The design and method of this research is a classroom action research that designed in cycle form by following four main stages in one cycle i.e. development planning, implementation, observation, and reflection. The development of that referred to in this study is the development of English learning methods named by the Triple P method adopted from Harmer (2004) in his book "The Practice of English Language Teaching". The choice of development of this method is based on analysis of facts or situations that English language course students have not seize the opportunity to produce the language optimally. For implementing this Triple P method needs to be followed by the steps; as planning, implementation, observation and reflection.

3. Findings And Discussion

From the two cycles that performed during the learning process of speaking courses can be shown the increase in student learning behavior and ability to speak from the students. Students' behavior / learners can be seen from the indication of; (1) the courage to use the language (produce the language) (2) creativity in using language (production of creativity) (3)positive behavior to communicate automatically (withoutread self-made concepts) (4) positive behavior toward criticism and giving criticisms of the conversation (production) of their friends, and (5) the motivation to ask about the talk (speaking) of their friends.

The ability to speak can be observed through through 2 indications; (1) the ability to express ideas, and (2) the ability to interact with other speakers.

The courage to use language (produce the language) means attitude of the unconfident students to speak using English. This attitude arises because of the limited knowledge of the language, especially about the pattern of sentence and English structure that is different from the structure of their mother tongue. As a result, students are less brave or become timid to express ideas in English. In addition students feel nervous to stand in front of the class while speaking activities that done in front of the class.

Creativity in using language (speaking production creativity) refers to the usage behavior of less creative words. The point is the same words used over and over so that the spoken sentence is less effective. The reasons for this are the lack of knowledge about language and the influence of their mother tongue.

A behavior to communicate automatically (without reading the concepts) means the speaking that is always dependent on the concept, while in daily communication concepts are almost never used. Almost every time a

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student asked to practice speaking through speaking activities (telling experiences for example) students always read the concept so that the lecturer will give a warning that this class is not a reading class but a speaking class. Positive behavior towards criticism and give critics to their peers and friends means students are less open and consider themselves are always right, so the criticism from their friends at the end of the activity is underestimated by the students while it is very useful for improving the ability to speak. Criticism of the lecturer is sometimes ignored and feels complacent with what has been said and they have not realized the mistakes they made in speaking.

The motivation to ask about friends' speech is an internal attitude of students who are caused by not paying attention to friends who are doing activities in speaking. This attitude arises because students feel free when they have done doing their speaking activities and they are telling stories with other friends in front of the class. And also other causes are less of students who are able to compose a question sentence.

From the observations that has been made during the learning process of teaching and speaking, there is a change in student learning behavior from week to week especially from week X as the beginning of the second cycle. At the beginning of meeting 2 their behavior of less creative and innovative learning still stands out, but after a change of the learning method, as the action, becomes the Triple P method in the first cycle (meeting IV until meeting VIII), change of behavior is not enough reflection, then it was decided that the second cycle is modified by various speaking activities, then there is little by little of behavior learning that has

changed. The form of the change
That has observed is the number or percentage of students who have learning behaviors that has expected (Rodger and Richard 2002).

Expressing ideas in English is not easy for language learners, because of many things / factors to consider before producing the language. These factors are in the form of adequate knowledge of the language because English is not the mother tongue of learners / college student. Besides that, courage or self-confidence is the main factor that supports the factors knowledge of language. Although students have a myriad of ideas or ideas to be expressed, but the thoughtless idea cannot be poured if they do not have an adequate linguistic knowledge and sufficient confidence.

Before applied triple model P students like hesitate. We could see that they want to deliver something, but it is difficult to say it, because they are in doubt of the way to deliver their ideas (application of the language knowledge is inadequate). Only 5 people (16%) of 32 students who felt brave to communicate their ideas in English communicatively. The purpose of that communicative idea is to be expressed and be understood by others. When an idea cannot be understood by the listener or the other person, then the communication does not work.

Most of them force themselves to express ideas according to the topic given by lecturers but the idea itself is less communicative. Eighty four percent (84%) of college students are more silent than tend to talk. At the first moment, the application of the triple P model, has not seen much change in the first cycle due to students are still in the process of finding identity and in the process of finding concepts or the adjustment with new things. Having asked the student questions about their responses following their speaking lectures are pleased to follow lectures but they are not yet familiar with it. From the response student can

be concluded that there is no problem in applying triple model P but student self-adjustment is not yet optimal. So that the triple P model continued to be implemented for the second cycle. It is starting from the meeting X, and there was a slight change as the tables have shown below:

Table 1: *The percentage of students who were deliver their ideas in English communicatively*

Meetings	Students who were communicative	Percentage
X	15	50
XI	17	52
XII	17	56
XIII	20	63
XIV	22	71
XV	25	80

Table 2: *The percentage of students interacted in English*

Meetings	Students who were interactive	Percentage
X	12	40
XI	15	53
XII	20	62
XIII	22	68
XIV	25	80
XV	26	87

4. Conclusion

. From the results and discussion it can be concluded that there was an improvement of students' speaking ability in English with the application of Triple P model. This can be seen from two indicators of learning behavior creativity in learning and speaking ability speaking. Learning behavior can be identified through (1) producing the language, (2) the creativity in using language (creativity production), (3) the behavior to communicate automatically (without reading self-made concepts), (4) positive behavior against criticism and give critics to the friends conversation (production), and (5) motivation to ask about the conversation of friends. The ability to speak is characterized by the ability to express ideas in English and the ability to interact in English. The Improved ability to express ideas and ability to interact can be seen from the percentage of students expressing ideas in English as well as the percentage of students interacting with other friends in the classroom.

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