

MY PROPOSAL SKRIPSI 2021

“Improving students speaking’s ability through Triple P Method for students of Tour Guide Technique class.”

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English Research Methodology

Chapter 1 Introduction

1.1 Basic Consideration

The ability to use language verbally (speaking), both maternal and target language, is a habitation activity. This can be seen from the facts found in everyday life. Someone is using maternal language well not through the learning process process but not only through the process of acquisition and habituation. This means that is automatically unwritingly a person to obtain exposure from the language user environment and based on the exposure they get used for the use of language they obtain (acquire). By some target language skills, speaking skills are important skills because in everyday life someone spends more time to speak (oral communication/spoken) than writing communication. In addition, someone who is able to express his ideas in spoken language well by itself the person is also able to express their ideas in writing.

One of the learning models, especially speaking skills that can provide many opportunities to students to use the language is the Triple P. Harmer (2004) introducing a triple P learning model in order to increase language learning ability to produce target languages. This Triple P method is an audio-lingualism method which is enhanced by Harmer (2004).

I’m interest to research about this because I want to find out the effectiveness of Triple P method towards student speaking’s ability in Tour Guide Technique class. Sample of this research used are students which would be a sample for being used that I have to know whether this method is effective or not.

1.2 Problem Identification

In Tour Guide Technique class indicated by 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. But in reality, The implementation of speaking learning today are learners having enthusiasm that is not optimal to use target language in both daily communication with friends, lecturers / teachers and with their environment. Even some of the learners were reluctant to speak English even though they were told by their teachers/lecturers. One of the model presented by Hamer (2004) is a Triple P method to increase the creativity of learners using the target language (UK). For this problem that need to be answered scientifically through this class’s action research is “ *Is Triple P method effective to improve students speaking’s ability for students of Tour Guide Technique Class,*

6th semester of English Department IAIN Sultan Amai Gorontalo to express their ideas, or to interact their communication skill in English?”

1.3 Scope of Research

I used Teaching and Learning. Because I will be research about Triple P method towards students speaking's ability in Tour Guide Technique Class which is it related to Teaching and Learning.

1.4 Research Question

Is the Triple P Method effective towards student's speaking ability?

1.5 Research Objective

The aim of this research is to find out the effectiveness of Triple P method towards student's speaking skill

1.6 Significance of Research (Theoretical and Practical)

The result of this study is hoped to be contributed to improve the quality of English Learning, especially speaking skills. And also can be useful to improve student's creativity to interact or communicate to support learning process in Tour Guide Technique Class.

1.7 Definition of Terms

Chapter II

Theoretical Review

2.1 Theoretical Description

1. Triple P Method

1.1. Description

According to Hamer (2004) this Triple P method / model is a modification of the Audiolingualism method, where this model is not focusing on repetition of the Language Release context, but Harmer (2004) focuses on Production in the form of the use of target languages according to context, language learners (students) use. Besides that learning can also respond to lecturer's questions using words, phrases, or sentences taught. In other words, it can be said that this Triple P method is similar to the classic audiolingual method, but for the Triple P Method, repetition of words or a more meaningful words and based on context. In the end the learner, using the new words or orders learned, will be able to arrange these words into a sentence in speaking and all refers to Production activities. The implementation of this Triple P method refers to the three main stages, namely the Presentation, Practice, and Production.

1.2. Procedure in teaching and learning

2. Speaking skill

2.1. The nature of speaking

Mackey (2007: 13) defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning. Chaney (1998: 13) argues that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Tupan (1995: 14) also says that language is first spoken. It means that speaking is the basic competence and the most important skill of language. In addition, Harmer (2007) states that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.

From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

2.2. Method in teaching speaking

2.3. Indicator of speaking skill

2.2 Previous Research

2.3 Conceptual Framework

2.4 Hypotesis of Research

Chapter III

Method of Research

3.1 Method and Design of Research

In this research, I will use quantitative method for my research proposal because I wanted to find out the effectiveness of Triple P Method toward students speaking ability of tour guide technique class. The design of research is an Experimental design which is used pre-experiment for the specific study.

3.2 Population and Sample

The population in this research are students of English Department who takes Tour Guide Technique Class. There are 8 students who are taught of Tour Guide Technique class and researcher will be used Total Sampling

3.3 Variable Of Research

The effectiveness using Triple P method towards student's speaking skill at College Student of Tour Guide Technique Class

3.4 Instrument of Research

3.5 Validity and Reliability

3.6 Technic of Collecting Data

Technique of collecting data for this research will use 2 kinds of collecting data by questionnaire and test. Questionnaire will be used by applying those three kinds of Triple P method such as presentation, practice, and production to measure the effectiveness of triple P method toward student speaking ability.

3.7 Technic of Analyzing Data

CHAPTER IV

4.1 Finding of Research

4.2 Discussion of Research

4.3 Research Limitation

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

5.2 Implication

5.3 Suggestion

Bibliography