**Chapter I**

**Introduction**

* 1. **Background of The Study**

English as an international language is the principal language in process of communicating. The English language is very important because it is spoken in so many parts of the world; they use English as a language of communication. In practical sense, one could survive without English but with the globalized nature of the world, knowledge of English is quite essential.

English is the global language, where English is also one of the subjects of a foreign language teaching are integrated in the curriculum of educational unit level and taught at every level or grade level of Schools in Indonesia. The English subject in Senior High Schools is one of the subjects that must be taught by the teacher.

There are four skills in teaching English; listening, speaking, reading and writing. The four skills above are very important which have to be mastered by students. Listening skill is rather difficult than others skills because sometimes what we hear are different from the real voice so occur some mistake. Moreover, the teachers usually use monotonous media in teaching listening; the students listen to what the teacher’s said.

In fact, it showed the stiffness of the message delivery strategic for learning or the learning patterns of English depends on an understandable lesson are exhibited or presented by the teacher. It becomes a though task for the teacher that should be able to teach it. So the teacher must have a lot of ways to handle it.

Improving the quality of teaching and learning is one of the basic education improvement overall. An effort to improve the quality of education is an integral part of improving the quality of human. The development of instructional media should follow current technological developments. Application of appropriate methods needed to support teaching and learning process.

Based on the problems above, the writer would like to describe how teaching students by using PPP method, with the title; “**The Implementation of PPP Method in Improving Student’s Listening Skill At 1st grade of Pasundan 8 Senior High School”**. In addition, the writer also wants to know how far that method can improve the student’s listening skill.

* 1. **Identification of the Problems**

Based on the above background, the problems of this research can be identifying from some sides. Moreover, The English lesson is difficult for the students in Indonesia because it is not their language. They are not using English as second language but it is extremely important in Indonesia as a foreign language.

To communicate in any language we need basic communication skills such as listening, speaking, reading and writing. The four language skills are important to be mastered by students in learning process. It will support the skill of students in comprehending the English lesson.

Listening is very important role in the communication process. Listening works as an input device in communication. Listening is also called receptive skills. The students sometimes find difficulties in listening skill than other skills because they have limited times to hear and lack of vocabularies.

Listening is neglected due to our ignorance about the nature of the process of listening comprehension. The teachers do not have a good knowledge of what and how to teach the students to comprehend the spoken language. Therefore, listening is boring and the students are not interested in learning it, Richards and Rodgers (1986).

According to Heaton (1988), an effective way of developing the listening skill is through the provision of carefully selectived method. Besides, the teacher is one of the most important factors that influence achieving listening ability because the teacher has to give an instruction to the students. To do this, a teacher must be able to choose the suitable ways or methods of teaching listening.

The material of listening skill is rather difficult to get it. Sometimes, not all schools have enough facilities that can be support the student in learning the skills of listening. Besides, the student’s environment influence how is the process of teaching and learning in the class. Eespecially in learning listening, where the students have to focus and full concentration to the material.

Method or system used in teaching and learning process also may be less effective in improving students' skills especially in listening ability. So, is needed a method that can be help the students comprehend the material easier. In this opportunity, the writer wants to implement the PPP method in improving listening skill as teaching aid.

* 1. **Limitation of The Study**

The research will focus on describing the implementation of PPP method in improving listening skill at one of Senior High School in Bandung. The writer also limits this research about teaching ‘recount text” by using PPP method to know the student’s listening skill.

* 1. **Research Problem**

Referring to the above background, it can be an issue in the identification of several issues related to the background of the above:

1. How are the procedures of teaching and learning with PPP method?
2. How is the role of the teacher in teaching listening using the PPP method?
3. How is the role of the student in learning listening using the PPP method?
4. How is the result of teaching and learning using the PPP method?
5. How are the teacher and student’s opinions in learning listening using PPP method?
   1. **Objectives of The Study**

The main objective of this study was to discover the implementation of PPP method at 1st grade of Senior High School in improving student’s listening skill. However, the specific objectives of this study aims to obtain information and clarity about:

1. To describe the procedures of teaching and learning in listening by using PPP method.
2. To find out the role of the teacher in teaching listening skills of students using the PPP method.
3. To find out the role of the students in teaching listening skills of students using the PPP method
4. To find out the result of the PPP mthod in teaching listening
5. To find out the respondent’s opinion of PPP method in taching listening.
   1. **Significances of The Study**

The results of this research are expected to be reference for:

1. The institutions

The writer hopes this research can give contribution in improving the passion of teaching and learning to improve the quality and student achievement, as well as improving the quality of education.

1. The writer

This research gives new knowledge how to solve the problems and answer the question by doing this research.

1. The readers

The writer hopes this research is useful for any person who read it.

1. The other writers

This writer is expected to be reference especially for the next research.

1. The teachers

The writer hopes this research can be useful to motivate the teacher to be more creative in teaching English by using method of teaching.

1. The students

The writer hopes the students can be helpful in improving their listening skill by using PPP method and interest to study better than before.

**Chapter II**

**Theoritical Foundation**

To use some of theories in the research are important. However, the writer would like to write some of theories which are related to the research. This research is focused on how implementation of PPP as method in improving student listening skill.

**2.1 Teaching**

Being a teacher is not an easy thing to do. A teacher has a duty and obligation which is very important to their students. A teacher should be good model for their students because the teachers who become parents of students in the school. Moreover, the teachers are not only responsible for teaching the students but also educating their students.

A teacher should be able to master the class; it means the teachers must be able to handle any events or situations that exist in the classroom. In addition, the teachers must be able to put themselves. It means there are times when the teachers should be acting like a teacher, parent and friend to their students.

Teaching is the way of providing knowledge for someone who doesn’t know anything, someone who doesn’t understand something and someone who can’t do anything until they know, understand and be able. Teaching process depends on the teacher and students in doing process of teaching and learning.

According toCarl (1961) teaching is a system of actions intended to induce learning. Another opinion expressed by Gage (1962) stated that teaching is a form of interpersonal influence aimed at changing the behavior potential of another person.

By the two statements can conclude that teaching is a process in understanding the material by the teacher in order to change the behavior of the students.

**2.2 Listening**

Listening is the process of making sense out of what we hear. Listening is an active process of receiving, processing, and interpreting aural stimuli. Listening is the ability to accurately receive messages in the communication process.

Listening is a receptive skill which means the ability to recognize and react to what is going on around her/him until she/he can understand and accept. Receptive skills can be passed on to the productive skills, where listeners can produce something after receiving and understanding what has been heard.

In listening, full concentration is needed to avoid a misinterpretation in comprehending and obtaining the information. Listening is an active process, which is requiring of attention and intelligence. It involves the reception of sound and interpretation of the sound through the process of attaching meaning to the sounds.

Howatt and Dakin (1974) argue:

“Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.”

Effective listening relies as much on attitudes as well as knowledge and skills. Listening is a habit that requires knowledge, skills and desires. A step in improving listening abilities is recognizing and combating the various obstacles to listening. The analysis shows that the most direct and effective way to improve communication is learning how to listen.

According to Kline (1996):

“Hearing is the reception of sound and listening is the attachment of meaning to the sound. It means that listening is more than hearing. Hearing is one of phase in listening process as a necessary perquisite.”

The importance of listening also is acknowledged by Brown (2001), who states that listening is the major component in language teaching and learning because in the classroom learners do more listening than speaking.

Furthermore, Robinnett (1978) says that, listening is play an important role and studying of foreign language, and the goal of listening is comprehension, it is essential that listening activities attract and hold the attention of students so that, no matter what their age, they are motivated to listen carefully.

Based on all statements above can conclude the definition of listening is a process of hearing, identifying and understanding the meaningful of sounds and words. Listening is a medium in the process of communication, where there are the speakers, the topic and the listeners. Listeners have to listen carefully about what speaker saying that’s why they must focus and concentration.

**2.2.1 Teaching listening**

Teaching listening is one of the most difficult tasks for each ESL (English as Second Language) to their student. In teaching listening the role of teacher also needed in helping student become effective listener. In teaching listening, the student need more practice and conducted continuously.

Underwood (1989) classified the stages of listening into pre listening, while listening, and post listening.

1. Pre-listening stage

Underwood (1989) claims that at the very beginning of the while listening activity, the students should be helped to concentrate on what they are going to hear. Pre listening activities are required to establish what is already known about the topic, to build necessary background, and to set purposes for listening.

Underwood (1989) further explains that pre listening work can consist of a whole range of activities, including the teacher giving background information, the students looking at pictures or reading something relevant, and following instruction for the while listening activity. It helps the students to focus on the topic and to let them guess about what they will hear.

1. While listening

While activities are what students are asked to do during the time that they are listening to text. The purpose of while listening activities is to help learners develop the skill of eliciting messages from spoken language. (Underwood:1989)

It can be shortly defined that while listening contains activities done by the students during the listening passage. During listening the passage the students usually respond what are they hear by answering multiple-choice questions, filling in the blanks of incomplete sentences or writing short answer.

While listening activities help the students to catch the main meaning of the text so that they have enough information to interpret the text. According to Sherman (1997), the most powerful improvement in performance came from showing the questions after listeners had heard the passage once, but before they heard it a second time. At this stage, the students just have to focus on what they hear and concentrate to answer the questions.

In choosing a while listening activity, the teacher have several criteria. It is related to Underwood (1989) that good while listening activities help listeners find their way through the listening text and build upon the expectations raised by pre listening activities. It means the teacher should choose an activity that would be interesting and challenging for the students in order to attract the students’ attention. The exercises of while listening also have to be selected depend on the students’ abilities.

1. Post listening

At this stage, the students are allowed to reflect on the language from the passage; on sound, grammar and vocabulary as they last longer than while listening activities so the students have time to think, discuss, or write. (Underwood: 1989)

Teaching listening skills may not seem necessary, but it is actually very important in the communication process. Listening is a skill that can be used by students in each subject and also very beneficial to their lives. The ways to improve teaching listening in the classroom, there are factors that will make listening session in the classroom works more effective as Brown (2001) suggests as follow:

Firstly, reactive which listening can play in an interactive classroom is in individual drills that focus on pronunciation. Secondly, intensive which focus on some components such phonemes, words, intonation of discourse during listening. Thirdly, responsive in which the students process the teacher talk immediately and give an appropriate reply.

Fourthly, selective in which the students scan the material selectively to find important information in field of potentially distracting information. Fifthly, is extensive which aims to develop a global understanding of spoken language. Sixthly, interactive which encourage learners actively participate in discussions, conversations, debates, role plays, and etc.

In conclusion, the sixth factors mentioned above are considered strategies that can help the students in learning listening. It can be applied in the listening activity in the classroom.

**2.2.2 Listening skill**

Students have different ways to listen to and have different reasons for listening. For example all day at school they listen to the teacher, they talk with their friends, they listen to the story, they listen to the rules of the game, they hear the announcement. Each of these situations require different types and levels of listening skills.

Thomlison (1984) in Guo (2005) affirms that listening is an active skill which goes beyond comprehending as understanding of the speaker. It means, listeners have to understand what the people are saying and what is happening around them. To make this activity effectively, someone has to be an active listener. The purpose of it is for improving mutual understanding.

Listening skill not only just listen the story what others say but also pay attention how is it told, the use of language, the voice or how the speaker uses their body when they speak. The ability of listening effectively is depending on how far the listeners perceive and understand these messages.

Listening skills can help gain better information and even help in reaching a compromise or making conclusion. Being a good listener has its benefits. By having good listening skills, someone can avoid misunderstanding, resolve conflicts, makes people more open and build the trust.

**2.2.3 Evaluation for Students Listening Skill**

Evaluation is necessary for the teachers to teach students because the teachers will know how far the students understand the material. So, the teacher will know what they should do to help or support students in the next meeting. In addition, students will also know where their mistakes so that they will not repeat again.

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program’s activities, characteristics, and outcomes. Its purpose to make judgments about a program, to improve its effectiveness, and to inform programming decisions (Patton, et al: 1987).

In this research, the writer evaluates the listening of accuracy in determining the elements of recount text by using PPP. The accuracy of the evaluation of listening can be evaluated by spoken or written test to prove and know how far the students listening skill. In this research, the writer choose writing test to evaluate the students listening skill by using PPP method. The writer only evaluates grammar, spelling, diction, and paragraph development of the student’s writing test.

**2.3 The Concept of PPP**

The PPP is an acronym for Presentation, Practice and Production. It came under a sustained attack the 1990s. PPP method is a method where the teachers present the material by explaining and demonstrating. Then, the students practice the language by drilling. Finally, the students can use what they have learned freely in learning English.

The basic idea behind the PPP sequence is to introduce and explain new language and to lead the students, through appropriate activities, from an accurate to a fluent use of it (Thornbury 2000: 128)

Skehan (1996: 17) argues:

“A focused presentation stage is followed by practice activities. These practice activities are designed to enable learners to produce rapidly and easily the material which has been presented. In the production stage opportunities are provided to use language freely and flexibly in the expectation that this will consolidate what is being learned and extend its range of applicability.”

Presentation

Presentation is where the target language or the language to be taught to students is given to students. In this activity, the teacher gives the students clues to find out what they have known (sometimes some students know more even know the entire target of vocabularies).

The teacher starts by introducing a specific language feature (a grammatical structure or a language function), usually through sentences, dialogues, audio, and video. In the presentation stage, typically using several techniques such as; brainstorming, asking questions, using realia, and assigning a controlled pre-task.

Harmer 1996: 7, Harmer 2001: 60 argue:

“When looked at in more detail, during the so-called ‘Presentation’ stage the teacher first provides the situational context for the new language structure to be acquired, for instance, through a text, a dialogue, a listening comprehension or a drawing; and introduces the meaning of the new item.”

Practice

At the ‘Practice’ stage, the focus is on the controlled internalization of the languages structure which has been studied during the ‘Presentation’ phase (Ellis 1988: 21). The teacher describes the situation (individual, pair, or group work) in which the students practice the emphasized patterns by reading dialogues or sentences aloud to each other, matching exercise, and answering the question. In this stage, the teacher also checks the accuracy of student work.

Practice is stages of learning. In this part, the students have to practice the target language. The students are given many kinds of written and spoken exercises to repeat, manipulate, or reproduce the new forms. These activities should include as much practice “student talk” as possible and not focus on writing activities although sometimes there is verbal practice in it.

Production

Finally, the ‘Production’ stage aims at the automation and the fluent use of the learned language item (Thornbury 2000: 93,128). In order to achieve both, the students are expected to use their entire linguistic knowledge, including the language item they have just learned, in free and more authentic activities, such as role plays or discussions; as well as in different contexts (Willis 1996a: 134, Thornbury 2010:172).

Production is when the students take and conclude what they have learned from until they can use the target language in their conversation. In this phase, the students are able to talk using their new language they are learning every day.

A traditional PPP lesson follows exactly the sequence described above and introduces one pre-selected language structure after another. In addition, it proceeds on the assumption that the students first have to become accurate, before they can become fluent. (Thornbury 2000: 129)

Based on all the statements above, PPP is a method which consists of three stages; presentation, practice and production. PPP method is used to introduce the new words to the students who had never heard before.

**2.4 Recount Text**

Recount text is one of the types of English text which retells events or experiences in the past. A recount recalls and reconstructs events, experiences and achievements from the past in logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. (Stubbs: 2001)

A recount describes an event that has occurred in the past, so is always written in the past tense. Recounts appear in a variety of text forms dealing with events and recounting experiences. Historical recounts, diaries, journals, detailed observations, letters, biographies, and autobiographies are some of the forms belonging to this text type.

Personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take from of an oral story. The literary recount is generally written in the first person using personal pronouns (I and we) and often aims to entertain as well as inform.

Every text has its own structure. Generic structures of recount text are orientation, events and reorientation.

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. It establishes the time, setting and who or what is participating. The audience needs to know when the events occurred, who was involved, what happened, where the activity or reason was for the event.

1. Events

Events should be selected carefully to add to the audience’s understanding of the topic. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details. Students should focus on detailing who, what, where, and when.

1. Reorientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topic’s importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. This often rounds off the series of events. It generally refers to some of the information in the orientation paragraph.

The language features of recount text:

* Simple past tense is used in most recounts to retell past events.
* A range of conjunctions to combine clauses and connectives are used to sequence events.
* Time connectives are used to link separate events or paragraphs into a cohesive whole text.
* Passive voice is used, particularly in factual recounts.
* Specific participants provide detail and credibility.

**Chapter III**

**Research Methodology**

In this chapter discusses some aspects of research methodology. First, the research design; the writer applied a qualitative method in this research. Second, population and samples; the population of this research was the students of Pasundan 8 Senior High School, while the sample was one class of the first grade students in Pasundan 8 Senior High School. Third, data collections; the writer used four instruments of collecting the data: observation, interview, questionnaire, and study documentation.

**3.1** **Research Design**

In the research activities, the function of method is very important because the success of research depends on the method applied. The research method used in the research will be case study to obtain solutions to a problem about using PPP method in improving student listening skill. The method will be applied in this study is qualitative research method.

Qualitative research is an approach that is also called investigative approach because usually the researcher collected data by face to face and interact with the people in the study (McMillan & Schumacher: 2001). A qualitative study is concerned with non statistical method and small purposively selected samples.

According to Alwasilah (2003 : 92), qualitative method is:

“*metode kualitatif adalah metode penelitian yang bertujuan untuk memahami, mendeskripsikan, menemukan dan memunculkan hipotesis dimana peneliti berperan sebagai instrument inti, interview serta observasi menjadi tekhnik pengumpulan data yang utama.”*

Qualitative research methods are often called naturalistic research methods, because the study was conducted in natural conditions. In the qualitative study, the research conducted at the point of natural objects, objects that evolve as it is, is not manipulated by the researcher and the researcher's presence does not really affect the dynamics of the object.

As noted in the qualitative research instrument is the person or the researchers themselves. To be an instrument for the investigator should have the provision of theory and extensive knowledge. It helps the writer to inquire, analyze, and construct a social situation under study become more apparent and meaningful.

Techniques that do not use random assignment referred to as quasi-experimental design (Scott & Usher: 2011). In this research, quasi experiment design was applied to answer the research problem. Brown (1990) argues that quasi experiment design is the whole range of different studies that investigates the language behavior of group under controlled situation.

In the education world, especially in Indonesia, the use of quasi-experiment is highly recommended considering the condition of the object of research that often does not allow for random assignment. This result has been the formation of the whole group (naturally formed intact group), as a group of students in one class. These groups also often very limited in number.

In these circumstances the rules in a true experiment can not be met in full, because the control variables related research subjects can not be done completely. So for research related to improving the quality of learning, recommended the use of quasi-experiment techniques in the implementation (Azam & et al: 2006).

The writer writes three steps of research for this research: preparation, implementation, and reporting.

1. Preparation

In this first step, the writer have to prepare all the things that writer needs to do the research. The writer was looking for the data about all the things which related to this research; such as the students, the teacher, and the materials to teach. It aims to make easier in doing this research.

The writer asks a syllabus to the school to make a research about the implementation of PPP method in improving student’s listening skill. After that, the writer would like to make lesson plan accord with the syllabus to establish what the writer need in teaching the students.

1. Implementation

In the second steps, after the writer got the valid data related to this research, the writer did the research in the classroom which are the students as an object of this research. The writer implements the data that have been prepare before to the students by using PPP method.

Firstly, in the ‘Presentation’ stage the writer explains about recount text. Then, the writer gave the example of recount text by doing pre-listening. Secondly, in the ‘Practice’ stage the writer gave some excercises and question after doing while listening. Finally, in the ‘Production’ stage the writer asked the students to describe the picture after doing post listening.

After the students have finished the excercises about recount text by listening activity, it will be crossed check with their friends. The excercises will be collected to the writer in writing form.

1. Reporting

At the end of this research, the writer will report the result after doing the research in the data analyze.

**3.2 Population and Sample**

According to Arikunto (1998) states that population is the whole of research subject, where as sample is a part of population. Similarly with Arikunto, Polit and Hungler (1999) argue that sampling is the process of selecting a portion of the population to represent the entire population.

Based on that statement, the writer decided that the populations in this research were the students of Pasundan 8 Senior High School in Bandung. The writer chooses the first grade students because this PPP method is implementing for the lower level. Beside, the material of listening that is recount text also teached in the first grade of senior high school accord with standard competnce and basic competence.

In general, there are two types of sampling techniques: random sampling / probability sampling, and non random sampling/ non probability sampling. Not all elements of the population has the same chance to be selected into the sample. Elements are chosen as the sample population could be due to chance or due to other factors that have previously been planned by the researcher.

Sampling technique that used in this research is purposive sampling of nonrandom sampling. Purposive sampling were taken with the intent or purpose. Someone or something is taken as a sample because the researchers believe that someone or something that has the information needed for the researcher.

It means, the writer choose time, setting, person or event that are selected deliberately that can provide the writer with the information that is needed. The sample of this research was one class of first grade students in Pasundan 8 Senior High School Bandung with the average number of students.

There were seven classes of the first grade involved as the population of this research. In this research, the writer chooses only one class of the first grade students, that is X-*unggulan* class as experiment group. The class consist of 23 students which all of them as sampling in this research.

**3.3 Procedures of Collecting the Data**

Data collection is a very important part in the research because it’s needed to obtain the valid data clearly and concretely. Based on the research problem, the writer needs the data as follow:

1. Procedure

The writer needs data procedure from the teacher such as syllabus and lesson plan by doing the observation. When the researcher does the observation, the researcher sees and observes the students during teaching and learning activity.

1. The teacher’s role

The data is gotten by doing the observation in the classroom. The main instrument is the implementation of teacher’s role. The writer observes the way how the teacher teaches and delivers the material. The writer also observes the teacher can do his role in teaching listening by using PPP method.

1. The student’s role

The data is gotten by doing the observation in the classroom when the students are learning listening. The writer observes the way how the student studies listening by using PPP method and does the exercises that are given to the students. The main instrument in this observation is the implementation student’s role. The researcher observes the situation in every group to know that the students do their role or not. After that the writer takes some pictures for adding the data.

1. The Result of PPP Method

In getting and finding more the data, the writer gives the pre test for the student before using PPP method. The researcher also gives the post test for the student after using PPP method. The main instrument in this observation is paper test. The paper test is about retell the story after listen the recount text which is given to the students. The students should arrange the picture and then retell the story about the recount text by their own words. After that, every group has to practice in front of the class. The first result is attached.

1. Respondent’s opinion

The data gets from interview after the teacher teaches listening by using PPP method. The main instrument in this observation is handphone to record and note to write some things that considered less clear and minimize the error in the mention of a matter. The writer does the interview to know his feeling and respond about this method. The instrument is attached.

Meanwhile, the last is student’s opinion about listening by using PPP method. The data gets from interview and questionnaire to know how the students listening skill after attending PPP learning class. The instruments are handphone to record and note. The instrument is attached.

There are four methods of collecting the data used in this research to answer the research problems, those are; direct observation, interview, and questionnaire.

**3.3.1 Direct observation**

Direct observation is used to determine how student learning in classroom during listening activity. Therefore, the writer directly observes what the teacher says and what the students’ responses toward teaching and learning. It is related to Emilia (2008) states observation notes focused on what was said and done by both the teacher and the students in the interactional setting.

The purpose of this way was to identify the implement of PPP method, the role of the students and the teacher, and the students and teachers’ opinions of PPP method in improving students’ listening skill. The intensive observation was conducted during the writer doing this research in one class of the first grade students in Pasundan 8 Senior High School. It was started on the 21st October, 2013 and finished on the end 23rd October, 2013. The observation was done for three meetings which is each meeting spent 90 minutes.

The main instrument in this research was field note. During the observations, the writer observe teaching and learning activities, made some notes about the events and the situations in the classroom, and went around the class to watch directly the students activities. Classroom observation was conducted to gain the authentic data on the actual activities happened in the teaching listening.

**3.3.2 Interview**

The writer not only uses observation but also use interview to support the data. The interview is the process of obtaining the information for research purposes by way of question and answer while face to face by using interview guide. As it is mentioned by Sugiyono (2005) that interview is a meeting between two people to share information and idea through questions and answer so the meaning in certain topic can be constructed.

The writer interviewed both the teacher and the students. In interviewing both of them, the writer used Indonesian language. It cause of the writer wants to get the accurate data and the students have difficulties in answering the question and expressing their feelings. Therefore, to avoid miscommunication between the writer and the students, the writer used Indonesian language in interviewing the students to get the accurate data.

The interview was carried out after the class ended and it was initiated with open ended question, where it was consisting of 10 questions which have different questions to the students and the teacher. It was undertaken for collecting valid data to get detail information about the implementation of PPP method in improving student’s listening skill.

**3.3.3 Questionnaire**

Besides observation and interview, the writer also use questionnaire to gain the data from the students. Questionnaire is one of techniques of collecting the data that consist of questions which are asked to someone or group of people to get the answer, information and response which is needed to conduct a research.

Mardalis (1999) states:

*“Kuisioner adalah tehnik pengumpulan data melalui formulir-formulir yang berisi pertanyaan-pertanyaan yang diajukan secara tertulis pada seseorang atau sekumpulan orang untuk mendapatkan jawaban atau tanggapan dan informasi yang diperlukan oleh peneliti.”*

The data gained through this instrument were the students’ opinions and expectations of PPP method, teaching and learning activities, and students’ listening skill improvement. The questionnaire is administered to 23 students where it consists of 10 yes or no questions.

* + 1. **Test**

In this research, the writer uses pre-test and post tes in evaluating the process of teaching and learning. Pre-test would be given before the activity of teaching and learning, it aims to measure the students skill before the students get the material. Post test would be given after the activity of teaching and learning, it aims to measure the students skill after the material was delivered. The writer uses written test to evaluate the result teaching and learning process.

**3.5 The Techniques of Analyzing The Data**

In answering the problems above, the writer did the research about the implementation of PPP method in improving student’s listening skill. The data were analyzed from direct observation to the school about the teacher’s lesson and how the students study in teaching learning process which is reported in field notes.

Besides that, the transcript interview from the teachers and the students is used to find and to get more data. Questionnaire which administered to 23 students also used to gain the data. It was still not enough to get the valid data, so the writer gave a test for students in getting the real evidence about this research.

According to Glesne and Peshkin (1992) states that data analysis involves organizing what you have seen, heard, and read so that you can make sense of what you have learned. Based on the formula, we can deduce that the first things that have to do are organized data. After data is collected from the field using the above method of data collection, the writer will process and analyze these data using qualitative recount analysis. Descriptive qualitative analysis is a technique to describe and interpret the meaning of the data, so the writer will describe the data in writing form.

**Chapter IV**

**Data Analysis and Findings**

This chapter discusses data analysis and findings of this research. Data analysis in this research divided into learning implementation and the result teaching and learning. Data analysis was coming from direct observation, interviews both of the teacher and the students, questionnaire sheet and documentation. It would find the answer of the research problem of this research.

**4.1 Data Analysis**

In this case the writer collects the data analysis of procedure in teaching, and the researcher as an observer in teaching implementation. The researcher gets the data in X-*Unggulan* of Pasundan 8 Senior High School for 3 meeting. The first meeting was implemented on October 21, 2013. In the first meeting, the writer gets the data from pre-test and the over time was used to implement the PPP method. The teacher divided into 4-5 groups. The teacher also gives the students some exercises about recount text to practice more in improving their listening skill. The second meeting was implemented on February 22, 2013. In the second day, the students discuss about the last material and the teacher gives them some exercises about listening recount text then answer the question to make sure how far the students comprehend the materials. The third meeting on February 23, 2013, the students did the post test which is same form with the latest test. In addition, the writer does the interview to the teacher and students in third meeting.

Data analysis will be divided into five term analysis to answer the research problem, those are: the data analysis of the procedure of learning, the role of the teacher, the role of the students, the data analysis of the test, the teacher and student’s opinion about this method.

**4.1.1 Data Analysis of The Procedures of Learning**

Lesson plan can assist the teachers in getting the results of the teaching and learning process in accordance with the author's purpose. Preparation of syllabus and lesson plan is the first step of the process of teaching and learning. It aims to determine student progress, to identify the difficulties in teaching and learning, evaluating, and providing feedback between teachers and students become better.

The result in getting to know the procedure of learning was by comparing the lesson plan and the implementation of learning observation sheet. The data analysis and research findings of the procedure of learning is divided into three types, those are: introduction, the main activities, and closing.

In the procedures of teaching listening, the writer divides the activities into three stages, those are: pre-listening, is the initial activity of the teacher to begin the process of teaching and learning. Then, whilst-listening is the main activity of teaching and learning, where the teacher delivers the material to the students. The last is post listening, in which all the material have been given to the students and it is time to give an evaluation.

The writer needs data procedure from the teacher such as syllabus and lesson plan by doing the observation. In getting the data procedures, the writer does the observation during three days in Pasundan 8 Senior High School. The observation was started on October, 21st 2013 and finished on October, 23rd 2013. The writer observed the students activity in the class.

**Table 4.1. First Observation**

|  |  |
| --- | --- |
| Activity | Time |
| Pre Listening Activities:   1. The students gave greeting and praying. 2. The teacher managed the class and checked the attendance list. 3. The teacher gave a short question to the students about the material that would be given 4. The teacher explained about recount text shortly. 5. The teacher divided the students into four groups and gave the instruction to start pre test. 6. The students get prepared to listen the first record about the recount text. 7. The teacher gave the jumble picture and the students had to arrange the picture based on the first record 8. The teacher asked the students to retell the recount text based on the first record. | 5 minutes  10 minutes  5 minutes  5 minutes  5 minutes  5 minutes  5 minutes  20 minutes |
| Whilst Listening Activity:   1. The teacher presented the material about the recount text by using PPP method. | 20 minutes |
| Post Listening Activity:   1. The teacher evaluated the lesson. 2. The students gave greeting to the teacher. | 5 minutes  5 minutes |

**Table 4.2. Second Observation**

|  |  |
| --- | --- |
| Activity | Time |
| Pre Listening Activities:   1. The students gave greeting and praying. 2. The teacher managed the class and checked the attendance list. | 5 minutes  10 minutes |
| Whilst Listening Activity:   1. The teacher presented the material about the recount text by using PPP method. 2. The teacher gave examples of recount text. 3. The teacher gave the students some exercises of recount text to practice more in listening:  * The teacher asked the students to write the missing word in the recount text by listening the record. * The teacher asked the students to answer the multiple choices by listening the record. * The teacher asked the student to answer the essay questionnaire by listening the record.  1. The teacher cross checked and discussed the student’s exercises. | 10 minutes  5 minutes  10 minutes  10 minutes  10 minutes  15 minutes |
| Post Listening Activity:   1. The teacher evaluated the lesson. 2. The students gave greeting to the teacher. | 10 minutes  5 minutes |

**Table 4.3. Third Observation**

|  |  |
| --- | --- |
| Activity | Time |
| Pre Listening Activities:   1. The students gave greeting and praying. 2. The teacher managed the class and checked the attendance list. | 5 minutes  10 minutes |
| Whilst Listening Activity:   1. The teacher gave divided the students into four groups and gave the instruction to start post test. 2. The students get prepared to listen the second record about the recount text. 3. The teacher gave the jumble picture and the students had to arrange the picture based on the second record 4. The teacher asked the students to retell the recount text based on the second record. 5. The teacher and the students discussed about the result of pre test and post test after listening the recount text. | 5 minutes  5 minutes  5 minutes  20 minutes  20 minutes |
| Post Listening Activity:   1. The teacher evaluated the lesson. 2. The students gave greeting to the teacher. | 5 minutes  5 minutes |

**4.1.2 The Role of The Teacher and Students**

Learning implementation is the teacher’s role in teaching the students based on lesson plan. The teacher have to prepare all the things necessary from the preparation, the implementation and until the reporting. It helps the teacher as a guide to teach the students.

To get the data about what the role of the teacher and students, the writer observes them in the class. It purpose to know directly how is the teacher’s teach and how the students get the material about listening recount text by using the PPP method.

In the beginning the teacher has become a manager. The teacher has prepared a lesson plan to teach. The teacher asked the students to make a small group. When the teacher explains about the material, the teacher organized the activity of students in the classroom. In addition, the teacher as a controller, the teacher controls every group when the students listen the record and do the exercise. The teacher also became a resource who answered student’s questions, gave advice, checked the students’ final assignments and offered help.

Not only teacher but also the students take an important role in learning listening. In the implementation the students have done all of their roles. In their group, they became good partner because they work in a good team and giving information if their friend has a mistake in grammar, spelling, diction, or when developing the paragraph.

**4.1.3 Data Analysis of the Test**

The analysis of result evaluation is divided into the analysis of pre test and post test. The material of pre test and post test is about recount text where the students had to listen the text, to arrange the picture, and to retell the story. The use of pre test and post test purposes to know the progress of the student’s listening skill before and after giving the materials.

**Pre Test**

The writer got the data of the result pre test in listening a short recount text which number of 23 students. It was conducted on 21st October 2013 which is spent 15 minutes after listen the short recount text.

**Table 4.4**

**The Data of Pre test**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **Criteria** | | | | **Score**  **(XI)** | **Total**  **XI**x**10**  **100** |
| **Grammar** | **Spelling** | **Diction** | **Paragraph development** |
| 1. | Student 1 | 10 | 11 | 12 | 13 | 44 | 4.4 |
| 2. | Student 2 | 11 | 13 | 13 | 12 | 49 | 4.9 |
| 3. | Student 3 | 11 | 13 | 13 | 12 | 49 | 4.9 |
| 4. | Student 4 | 15 | 14 | 15 | 16 | 60 | 6.0 |
| 5. | Student 5 | 15 | 14 | 15 | 16 | 60 | 6.0 |
| 6. | Student 6 | 10 | 11 | 12 | 13 | 44 | 4.4 |
| 7. | Student 7 | 14 | 14 | 15 | 15 | 58 | 5.8 |
| 8. | Student 8 | 15 | 14 | 15 | 16 | 60 | 6.0 |
| 9. | Student 9 | 10 | 11 | 12 | 13 | 44 | 4.4 |
| 10. | Student 10 | 10 | 11 | 12 | 13 | 44 | 4.4 |
| 11. | Student 11 | 15 | 14 | 15 | 16 | 60 | 6.0 |
| 12. | Student 12 | 14 | 14 | 15 | 15 | 58 | 5.8 |
| 13. | Student 13 | 14 | 14 | 15 | 15 | 58 | 5.8 |
| 14. | Student 14 | 15 | 14 | 15 | 16 | 60 | 6.0 |
| 15. | Student 15 | 10 | 11 | 12 | 13 | 44 | 4.4 |
| 16. | Student 16 | 10 | 11 | 12 | 13 | 44 | 4.4 |
| 17. | Student 17 | 11 | 13 | 13 | 12 | 49 | 4.9 |
| 18. | Student 18 | 14 | 14 | 15 | 15 | 58 | 5.8 |
| 19. | Student 19 | 15 | 14 | 15 | 16 | 60 | 6.0 |
| 20. | Student 20 | 11 | 13 | 13 | 12 | 49 | 4.9 |
| 21. | Student 21 | 14 | 14 | 15 | 15 | 58 | 5.8 |
| 22. | Student 22 | 11 | 13 | 13 | 12 | 49 | 4.9 |
| 23. | Student 23 | 14 | 14 | 15 | 15 | 58 | 5.8 |
| Total Score | | | | | | **1217** | **121.7** |

**Post Test**

The writer got the data of the result pre test in listening a short recount text which number of 23 students. It was conducted on 23rd October 2013 which is spent 15 minutes after listen the short recount text.

**Table 4.5**

**The Data of Post test**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name of the students** | **Criteria** | | | | **Score**  **(XI)** | **Total**  **XI**x**10**  **100** |
| **Grammar** | **Spelling** | **Diction** | **Paragraph development** |
| 1. | Student 1 | 14 | 13 | 14 | 14 | 55 | 5.5 |
| 2. | Student 2 | 13 | 15 | 14 | 14 | 56 | 5.6 |
| 3. | Student 3 | 13 | 15 | 14 | 14 | 56 | 5.6 |
| 4. | Student 4 | 17 | 17 | 17 | 17 | 68 | 6.8 |
| 5. | Student 5 | 17 | 17 | 17 | 17 | 68 | 6.8 |
| 6. | Student 6 | 14 | 13 | 14 | 14 | 55 | 5.5 |
| 7. | Student 7 | 16 | 16 | 16 | 18 | 66 | 6.6 |
| 8. | Student 8 | 17 | 17 | 17 | 17 | 68 | 6.8 |
| 9. | Student 9 | 14 | 13 | 14 | 14 | 55 | 5.5 |
| 10. | Student 10 | 14 | 13 | 14 | 14 | 55 | 5.5 |
| 11. | Student 11 | 17 | 17 | 17 | 17 | 68 | 6.8 |
| 12. | Student 12 | 16 | 16 | 16 | 18 | 66 | 6.6 |
| 13. | Student 13 | 16 | 16 | 16 | 18 | 66 | 6.6 |
| 14. | Student 14 | 17 | 17 | 17 | 17 | 68 | 6.8 |
| 15. | Student 15 | 14 | 13 | 14 | 14 | 55 | 5.5 |
| 16. | Student 16 | 14 | 13 | 14 | 14 | 55 | 5.5 |
| 17. | Student 17 | 13 | 15 | 14 | 14 | 56 | 5.6 |
| 18. | Student 18 | 16 | 16 | 16 | 18 | 66 | 6.6 |
| 19. | Student 19 | 17 | 17 | 17 | 17 | 68 | 6.8 |
| 20. | Student 20 | 13 | 15 | 14 | 14 | 56 | 5.6 |
| 21. | Student 21 | 16 | 16 | 16 | 18 | 66 | 6.6 |
| 22. | Student 22 | 13 | 15 | 14 | 14 | 56 | 5.6 |
| 23. | Student 23 | 16 | 16 | 16 | 18 | 66 | 6.6 |
| Total | | | | | | **1414** | **141.4** |

After the writer gets the data of pre test and post test, the writer compares the data of pre test and post test to find out the result before and after the test. It can be seen in the table below:

**Table 4.6**

**The Result of Pre test and Post Test**

**Students of X-Unggulan Pasundan 8 Junior High School Bandung**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Name** | **Pre Test**  **(X1)** | **Post Test**  **(X2)** | **X1+X2** | **X1+X2**  **2** | **Increasing**  **%** |
| 1. | Student 1 | 4.4 | 5.5 | 9.9 | 4.95 | 11% |
| 2. | Student 2 | 4.9 | 5.6 | 10.5 | 5.25 | 7% |
| 3. | Student 3 | 4.9 | 5.6 | 10.5 | 5.25 | 7% |
| 4. | Student 4 | 6.0 | 6.8 | 12.8 | 6.4 | 8% |
| 5. | Student 5 | 6.0 | 6.8 | 12.8 | 6.4 | 8% |
| 6. | Student 6 | 4.4 | 5.5 | 9.9 | 4.95 | 11% |
| 7. | Student 7 | 5.8 | 6.6 | 12.4 | 6.2 | 8% |
| 8. | Student 8 | 6.0 | 6.8 | 12.8 | 6.4 | 8% |
| 9. | Student 9 | 4.4 | 5.5 | 9.9 | 4.95 | 11% |
| 10. | Student 10 | 4.4 | 5.5 | 9.9 | 4.95 | 11% |
| 11. | Student 11 | 6.0 | 6.8 | 12.8 | 6.4 | 8% |
| 12. | Student 12 | 5.8 | 6.6 | 12.4 | 6.2 | 8% |
| 13. | Student 13 | 5.8 | 6.6 | 12.4 | 6.2 | 8% |
| 14. | Student 14 | 6.0 | 6.8 | 12.8 | 6.4 | 8% |
| 15. | Student 15 | 4.4 | 5.5 | 9.9 | 4.95 | 11% |
| 16. | Student 16 | 4.4 | 5.5 | 9.9 | 4.95 | 11% |
| 17. | Student 17 | 4.9 | 5.6 | 10.5 | 5.25 | 7% |
| 18. | Student 8 | 5.8 | 6.6 | 12.4 | 6.2 | 8% |
| 19. | Student 19 | 6.0 | 6.8 | 12.8 | 6.4 | 8% |
| 20. | Student 20 | 4.9 | 5.6 | 10.5 | 5.25 | 7% |
| 21. | Student 21 | 5.8 | 6.6 | 12.4 | 6.2 | 8% |
| 22. | Student 22 | 4.9 | 5.6 | 10.5 | 5.25 | 7% |
| 23. | Student 23 | 5.8 | 6.6 | 12.4 | 6.2 | 8% |
| Total Score | | **121.7** | **141.4** | **263.1** | **131.55** | **197** |
| Average | | **5.29** | **6.14** | **11.4** | **5.7** | **8.5%** |

After pre test and post test conducted on the student’s listening skill, the scores obtained from each of the students and then look for the difference. After the results obtained from the calculation of pretest and posttest, the writer find the value of the average pre-test and post-test students with the following calculation:

1. The average of pre test = 121.7 = 5.29

23

1. The average of post test = 141.4 = 6.14

23

Based on the table above, it can be concluded that the average of the pre test score was 5.29. After teaching about recount text by using PPP method in improving the student’s listening skill, it was concluded that the level of students mastery of the material increased to 6.14. From the calculation of the average obtained above, it is known that an increase in mastery of listening recount text before and after treatment.

From the data above, we have known that there is comparison before and after the test. It can be seen from the result of pre test which have an average that is 5.29. Different with the result of post test which has reached an average of 6.14. The average of the result of pre test and post test is 5.7. Based on the table above, we can see the progress of the students. The increasing from pre-test to post-test achieves 8. 5%. Thus, it shows that teaching recount text by using the PPP method can improve the student’s listening skill

**4.1.4 Data Analysis of the Teacher’s Opinion**

Date interview : October, 23rd 2013

Subject : Asking about the PPP method in improving student’s

listening skill

Place : His office

After the writer gets the data from observation and does the pre-test and post test, the writer also do the interview with the teacher as implementer to complete the data base. The writer wants to know the teacher feeling after he was teaching listening by using PPP method. The writer asked some several questions about this method.

The questions were related to the teacher’s experience and impression during teaching English, the teacher’s opinions about teaching listening, the method is using in teaching listening, the difficulties that the teacher found during teaching listening, the teacher’s efforts to overcome the difficulties, the teacher’s opinion about the implementation of PPP method in teaching listening, the development of the student’s listening skill after learning by using PPP method, the teacher’s suggestions in improving student’s listening skill, and the teacher’s ways to motivate the students. The teacher’s answer can be seen in the interview sheet in appendix.

Based on the teacher’s interview can conclude that the listening material is difficult to get, so the teacher have to be active to get it. The teacher must often give listening lesson to make the students practice more in improving their listening skill. The teacher suggests the students to prepare their self in listening lesson in order to make the students understand the material and add their vocabularies.

According the teacher, the PPP method can improve the student’s listening skill because the teacher gives a lot of practices and exercises to the students. However, the PPP method is less effective because the teacher too dominate the class. It make the students can’t explore their skill, so the teacher should know the teacher’s role in teaching listening to the students in order not to be dominant in the class.

**4.1.5 Data Analysis of the Student’s Opinions**

Date interview : October, 23rd 2013

Subject : Asking about the PPP method in improving student’s

listening skill

Place : His office

Before the writer does the interview with the teacher, the writer got the student’s opinion by using questionnaire and doing interview. It can know how the student’s feeling after they were learning listening by using PPP method. In this case, the writer does interview with four students and the questionnaire is answered by all of the students.

The questionnaire and interview consists of ten questions about this method. The writer asked some several questions about this method. The questions were related to ‘What do you think about listening activity? Is it difficult or not? Why it can be difficult? What are the difficulties of listening activities? Is the listening lesson in your class effective or not in improving your listening skill? How is the teacher’s ways to motivate you in learning listening? What do you think about the implementation of PPP method in the process of teaching and learning? Do you like it? What are the difficulties after learning listening by using PPP method? Is there an increasing in your listening skill after studied by using PPP method?’ As for questions and their responds, the result of interview can be seen in appendix.

Based on the student’s answer from interview and questionnaire, we can see how the enthusiastic they are with this method. They felt better in their listening, and better when they learn in listening by using PPP method. They felt easier when learning English because before they learn English by using PPP method they didn’t like English lesson because it is difficult. According to student’s statement, the writer can conclude that PPP method can improve the student’s listening skill. In addition, this method helps them in understanding the material.

* 1. **Findings**

In this research, the writer used PPP method in teaching listening. The writer wants to know the implement of this method while applying in teaching listening. After analyzing the data, the writer found out some findings, as follows; the materials were given step by step starting from warming up, explaining the materials, practicing, and reviewing. The teacher implement the PPP method starts from present the material, student’s practice , and student’s production.

The writer found several things regarding the implementation of PPP method in improving student’s listening skill. Most of the students feel that their listening skill is increasing after the teaching and learning process. The writer also found that PPP method in teaching and learning process made the students interest, it can be seen from the result of pre test and post test. There are so many differences between the result of pre test and post test, it increases a lot. The writer also found that PPP method in teaching and learning process made the students more enthusiastic to learn English lesson.

By this method, the students feel happy when they are learning English, although there are some weaknesses, those are; most of the students are difficult to focus and concentrate in listening the record, so the teacher have to manage them very well. Beside that, there are students who lazy to study english lesson because they feel they aren’t able to follow the lessons. It is the teacher’s task to motivate the student in order to make them learn again. Moreover, some students did not understand unfamiliar words because they lack of vocabularies so that they doesn’t understand what they heard, this is the teacher responsibility to explain the words clearly.

But the writer concludes that many of the students felt interested in learning English by using PPP method. However, not only students who felt enjoy in learning English by using this method, but also the teacher. The teacher is easier to deliver the materials and the students don’t feel afraid in learning English. Teaching and learning English by using PPP method actually is one of ways learning seriously and relax.

The researcher also found the role of teacher and students in teaching listening by using PPP method. The writer found the data from the implementation of the teacher and student’s activities in the classroom. From the result of observation the writer can conclude that the role of teacher as follows:

* 1. The teacher as an organizer. The teacher has prepared the material, and teaching based on the schedule and lesson plan.
  2. The teacher as a controller. The teacher has checked and controlled every group activities.
  3. The teacher as a motivator. The teacher has given the moral support to the students to study better than before.
  4. The teacher as a facilitator. The teacher makes the lesson being easy to be received by the students.
  5. The teacher as a resource. The teacher answered every questions from the students, while the teacher received every students who wants to share with.

Not only the teacher’s role, but also the writer found the student’s role in the classroom. From the result of observation the writer concludes that the role of students as follows:

* + 1. The students as a listener. It means the students listen the record cearefully.
    2. The student as an author. It means the students retell the recount text after listening the record.
    3. The student as a good partner. It means the students well in team work.

In addition, the researcher found the teacher opinion and student’s opinion about this method. They comment is positive with this method to teach listening because this method increases the student’s listening skill although this method still has weaknesses.

In accordance with the research problem, the writer tries to answer it after doing the research.

1. How are the procedures of teaching and learning with PPP method?

Based on the observation that is conducting during three days, the teacher teach the students by implement the PPP method in improving student’s listening skill. The teacher teach based on the lesson plan those are; the teacher presents the material about recount text, the students practice it, and the students produce it.

1. How is the role of the teacher in teaching listening using the PPP method?

In teaching listening skills of the students using the PPP method, the teacher’s role is very important to guide them, so that the writer observed and interviewed the teacher. In this listening activity, the roles of the teacher are as an organizer, controller, motivator, facilitator, and resource. Unfortunately, based on the interviews of the students, the teacher is seldom to motivate them. It means, the teacher’s role as a motivator is less to the students whereas the students need it from the teacher to add their self confidence in the process of teaching and learning. Moreover, PPP method makes the teacher as a centre, but it is good to be taught to the beginner where the teacher is needed there.

1. How is the role of the student in learning listening using the PPP method?

In teaching listening skills of the students using the PPP method, the student’s role is very important to know the respond of the students about this method, so that the writer observed and interviewed the students. In this listening activity, the roles of the students are as a listener, author, and good partner. Unfortunately, they are only less to practice listening English so they sometimes the feel difficult to do the exercises.

1. How is the result of teaching and learning using the PPP method?

The teacher uses pre test and post test to compare before and after listening activity by using PPP method. It purpose to know how far this method can improve the student’s listening skill. The students retell the recount text after listening the record by they own words in written test. The evaluation of PPP method is determined of some categories, those are; grammar, spelling, diction, and paragraph development. The result shows that the student’s listening skill is incresing than before. It means by implementing the PPP method, it can help the students in learning english especially for listening skill.

1. How are the teacher and student’s opinions in learning listening using PPP method?

To know their opinions about teaching and learning listening using PPP method, the writer observed, interviewed and gave the student questionnaire. The teacher felt that PPP method can increase the student’s listening skill, but it is not enough to improve their skill without practice more. Actually, the teacher felt that the students be able to improve their listening skill if they wants to study hard and practice more. While, most of the students felt their listening skill is impoving with this method but some students felt their listening skill are same.

**Chapter V**

**Conclusions and Suggestions**

In this chapter the writer would like to summarize the result of this research. It includes conclusions based on the findings of the study and suggestions addressed to English teachers especially in teaching listening.

**5.1** **Conclusions**

In the relation to the five major research problems which are presented earlier in the discussion: the procedures of PPP method, the teacher’s roles in teaching listening by using PPP method, the student’s role in learning listening by using PPP method, the result of teaching and learning using PPP method, and the teacher and student’s opinions in teaching and learning listening after using PPP method, the conclusions can be drawn as follows:

First, the teacher applied the PPP method in improving student’s listening skill. The teacher divided the listening activity in the classroom into three steps; pre listening, whilst listening, and post listening. In pre listening, the teacher presents about recount text. In whilst listening, the teacher gives any listening exercises to the students and asks the students to practice more in listening lesson. In post listening, the teacher let the students to produce from what they got after listening.

Furthermore, in evaluating the student’s listening skill, the writer uses pre test and post test. It purposes to know the student’s progress in the listening activity by compare the result of pre test and post test. Pre test is an activity before the teacher gives the material to the students. While, post test is an activity after the teacher delivers the material to the students.

The result of pre test and post test of the students in Pasundan 8 Senior this High School Bandung class X unggluan showed that the average of pre test is 5.29 and the average of post test is 6.14. The writer found the student’s progress of the per test and post test that reaches 8.5 %. The result proves that the students listening skill is improving in teaching listening recount text by using PPP method.

Besides pre test and post test, the writer also uses observation, interview and questionnaire to get the valid data. The result of the observation during three days shows what the activities of the teacher and the student’s in the class. The teacher implements the PPP method to the students in teaching listening a recount text. In the class observation, the teacher should be able handle the class when the students feel bored about the material. The teacher should be able to make the students focus to the lesson.

Based on the teacher’s interview can be conclude that the PPP method can improve the student’s listening skill because the teacher gives a lot of practices and exercises to the students. However, the PPP method is less effective because the teacher too dominates the class. Actually, the teacher’s role is very important in guiding the students to comprehend the material, but the teacher doesn’t too dominate the class because it can’t make the students to explore their skill. So, the teacher’s roles in listening activities are: the teacher as an organizer, controller, motivtor, facilitator, and resource.

Moreover, from the student’s interview and questionnaire can be conclude that most of the students actually like listening lesson but they had rather difficulties on it. It showed when they are left behind in listening the record because they lack of vocabularies so that they don’t know the meaning of it. Therefore, the writer implemented the PPP method in improving the student’s listening skill. In this case, the role of the students in listening activities are; as a listener, author, and good partner.

The result proves that after the students studied by using PPP method, most of the students felt their listening skill is increasing than before. It is because in implementing the PPP method, the students are given a lot of practices that can help them in increasing their listening skill.

**5.2 Suggestions**

Based on the result of the implementation of PPP method in improving student’s listening skill above, those are some suggestions that might be useful for the teacher, the students, the further researcher and the reader, as follow:

1. For the teacher

The teacher, who uses the PPP method in the class, should be well prepared and well organized before using it in delivering the material. Then, the teacher should design interesting activities that can enable the students to practice the material in the class. The role of the teacher is very important in the process of teaching and learning. So, the teacher should be able to get themselves as a teacher that can be motivate and encourage the students in learning.

1. For the students

The students are suggested to be well prepared before they are learning the material. The students have to add their vocabularies so that they can understand and comprehend the meaning of the words in order to add their knowledge. Moreover, they also have to be more practice in listening so that they are to be accustomed with it.

1. For the further researcher

The writer hopes that this research can be useful as reference for the other researcher especially who are taken teaching program.

1. For the readers

The study related to the PPP method hopefully can be such additional information for the readers how is the implementation of PPP method in improving student’s listening skill. The writer wishes that the study of PPP method will be very useful for those who focus on English education.