

**IMPROVING READING SKILL USING PRESENTATION, PRACTICE
AND PRODUCTION TECHNIQUE IN THE FIRST YEAR
OF MTs N PARON, NGAWI**

Amin Sugiharti

S200140078

Email address: amin.sugiharti@yahoo.com

Guru PNS di MTsn Paron, Ngawi, Jawa Timur yang sedang menempuh
Pendidikan Pasca Sarjana di Magister Pengkajian Bahasa Inggris UMS

Abstract

This purpose of the research is to describe the way Presentation, Practice and Production technique improve reading skill for the first year student of MTs N Paron, Ngawi. The method used in this research was a action research. This research is conducted at MTs N Paron, Ngawi. The students were at the seventh grade especially 7D. The research findings show that in general, the implementation of teaching reading by using Presentation Practice Production technique ran well. By using this technique, the students could improve their reading skill. The students were not easy to get bored and could improve their motivation and their reading skill. Teaching reading by using Presentation Practice Production technique is effective, which was seen from the result of post-test that all of the students are in fair level. There were some indicators which showed that there was an improvement in their reading skill. They were: The students' reading scores improved from cycle to cycle. The mean score increased from 57,74 in pre-test to 74,36 in post-test 1 and 78,46 in post-test 2. Basically, a technique of teaching reading indicates to be successful if the students can give good understanding in reading a text. First, most of the students to be interested in the implementation of Presentation Practice Production technique. Second most of them are interested that Presentation Practice Production technique is effective, appropriate and not bored.

Keywords: *Reading Skill, Presentation, Practice and Production Technique.*

A. Introduction

There are four skills that the students of senior and junior high school in Indonesia have to learn. There are listening, speaking, reading and writing. Reading is regarded as a decoding skill that is, interpreting codes in to ideas. Wallace (1992, p. 4) states that reading is interpreting which means reacting to a written text as a piece of communication; in other words, we assume that reading is interpretative part of written communication. Written communication indicates both a writer and a reader. A writer puts his ideas

onto the page and the reader tries to understand the author's meaning and thinks about what he has read.

According to Bond and Wagner (1963, p.5) reading is a process through which the reader tries to share an author's point of view, idea, and experiences in order to communicate with the author. From reading, the reader can get clear and vivid meaning from written material only to the extent that the reader has clear and vivid concepts to associate with the written symbols.

The fact is reading becomes a significant skill considering the need of understanding English written texts. The national curriculum supports this view by concerning reading as the most primary portions in national examination of junior high school. It is in lines with *Permendikbud* No. 68 , 2013 about the standard competence of national examination for junior high school is containing reading as the main core tested.

B. Background of the Study

The main Competency and Basic Competency of English for seventh grade students of junior high school in the second half, in reading, are as follows:

The Main Competency :

3. *Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya berkaitan fenomena dan kejadian tampak mata*

The Basic Competency :

3.2

Memahami fungsi sosial, struktur teks dan unsur kebahasaan pada Ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.

The main competency

4. *Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang /teori*

4.6. *Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

From Main competence and basic competency above, it can be assumed that ideally in reading the students should be able to: (1) infer meaning of words; (2) identify the main idea of the text; (3) find the implicit information of the text; (4) find the explicit information of the text, and (5) determine the reference.

Unfortunately, the fact the researcher found after doing the pre-research activity which cover pre-observation, interview and pre-test, the ideal competence that the students should have in reading as mentioned above cannot be reached by most of the students in MTsN Paron.

After analyzing the results of pre-research, the researcher identified the problems during reading activity conducted in the class into two categories. The first category deal with the student's reading comprehension problems. The problems that the researcher found were: (1) students had difficulty in inferring meaning of certain words in the text; (2) students had difficulty in identifying the main idea of the text; (3) students had difficulty in finding the implicit information of the text; (4) students had difficulty in finding the explicit information of the text, and (5) students had difficulty in determining the reference. Furthermore, the fact that the low of student's reading comprehension is also identified from their pre-test scores which mostly unsatisfying. After being analyzed has been obtained that the student's mean score of test was 57.74. This mean score is considered still low since the English standards score (KKM *Bahasa Inggris*) in that school was 75.

The second category deals with the problems of class situation during teaching and learning process conducted. They are as follows: (1) Low attention of the students during reading lesson when teaching learning process conducted; (2) Almost of the students did non-academic activities rather than academic activities. They preferred spending their time for useless activities such as, chatting with their friend, daydreaming, or doing other lesson's homework in English class; (3) Most of the students were passive during teaching learning process. They did not want to ask to the teacher when they had difficulty. They tended to be silent and just gave little response during teaching learning process occurred. Moreover, they did not produce any question dealing with teacher's explanation when the teacher invited them to do so. The result was when they were asked to do the reading assignments related to teacher's explanations before it, they could not do it well; (4) Most of the students were lazy to fulfill the reading assignment the teacher instructed. They just tended to copy their friend's work.

When analyzing two problems mentioned above, the researcher found that those problems are caused by some sources. The cause of those problems could be categorized into three aspects. They are viewed from student's aspects, teacher's aspects and teaching material aspect. From the

student's aspect, the causes are the students had low motivation to read English text, and most of the students were passive.

Based on the identified problems that the students had in reading, it is very important to find the solution to solve the student's problem in order to improve their comprehension in reading the text. For solving the problem, the researcher proposes the use of presentation, practice and production technique, especially to increase the ability of the student's comprehension in reading the text. In this procedure the teacher introduces a situation which contextualizes the language to be taught. The students practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills.

Based on the situation above the writer is inspired to conduct study entitled: "Improving Students Reading Skill Using Presentation, Practice and Production Technique In The First Year Of MTsN Paron, Ngawi".

1. Teaching technique

From the teacher's aspect, the cause is teaching technique used by the teacher was so monotonous. The teacher had never taught the students by different methods and techniques in his instructional process. She used only student's worksheet to teach reading. Based on the pre-observation, it showed that in teaching learning process, the teacher taught the students by activity as follows: first, she asked the students to read aloud the text, one student one paragraph. Second, the teacher and the students tried to translate the text one paragraph by one paragraph together. Third, the teacher analyzed the generic structure of the text. Fourth, the teacher asked the students to answer the questions below the text individually for school assignment and student's homework. Those activities were applied in every meeting of reading class. Therefore, the monotonous teaching and learning activity made the students were not interested and get bored during reading class.

From the teaching material aspect, the cause is teaching material used in every meeting is monotonous. It can be said that there is the lack of variation in teaching material used. Teacher used only student's exercise book (LKS) to teach reading in every meeting. It made the students get bored and did not have interest during teaching and learning process.

2. Request

Based on the identified problems that the students had in reading, it is very important to find the solution to solve the student's problem in order to improve their comprehension in reading the text. For solving the problem, the researcher proposes the use of presentation, practice and production technique, especially to increase the ability of the student's comprehension in reading the text. In this

procedure the teacher introduces a situation which contextualizes the language to be taught. The students practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills.

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C. Method

1. Research Design

The research used action research design. A model of Action Research which is used in this research is Action research based on Kemmis and Mc Taggart model. According to Kemmis and Mc Taggart (1998) in Burns (1999, p.32) explain that action research occurs through a dynamic and complementary process, which consists of four essential moments: planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process through which participants in action research group undertake to:

- a. Develop a plan of critically informed action to improve what is already happening.
- b. Act to implement the plan.
- c. Observe the effects of the critically informed action in the context in which it occurs.

Visually, the steps in Classroom action research by Kemmis and McTaggart which has been modified by Arikunto et al. (2007:16), can be illustrated as follows.

There are four steps of each cycle in this study. These four steps in the model can be expanded into six steps in the procedure of action research. The procedures are as follows:

a. Cycle I

1) Planning

The first step of the first cycle is planning. The following are the activities:

The researcher designed the implementation in teaching reading using Presentation, Practice, and Production technique, for example: found the text based on the category of descriptive text.

The researcher prepared the lesson plan for the first cycle in order that the action could be done well. The researcher prepared the materials. The materials were taken from “When English Ring’s a Bell”, the topics were about “Around the school” (descriptive text). The researcher had made the worksheet and key answer sheet. The researcher focused on the skill of reading text,

such as: skimming, scanning, extensive reading, and intensive reading.

2) Acting

a) First Meeting :

The action was divided into four stages, namely warming up, presentation, practice, and production. It is described as follows:

Before the lesson was started, the researcher greeted the students. Then, he researcher did building knowledge of field to attract the students' attention. It was begun with the general question relating to the topic here, the researcher asked the student about the descriptive text. Descriptive text is as materials to be learned. In this case, the researcher ask the student to make a group of eight. Each group consists of five person.

(1) Presentation

After building knowledge of field, the researcher gave the descriptive text entitled "describe personal identity" taken from " When English Rings a bell". The researcher gave example how to read the text. Then he asked them to repeat after him. But previously the researcher gave vocabulary related to the text, and explained about text, in order that the students understood the text.

(2) Practice

The researcher, then asked the student, who dares to come in front of the class to read the text. After that the researcher gave the exercises from the text. The exercises are an essay following the aspects in reading skill.

(3) Production

In this stage, the researcher invited the students who have to come in front of the class, to write their answer on the white board. Some of the students still had mistake in answering the questions.

b) Second Meeting

The researcher entered the class and greeted the students before the lesson was started.

Then the researcher did building knowledge of field to attract the students' attention. It was begun with the general question relating to the topic. Here the researcher asked the students about the descriptive text.

(1) Presentation

After building knowledge of field, the researcher gave a descriptive text entitled “The Identity of Family members”. They were taken from “When English Rings a bell”. The researcher gave example how to read the text. Then he asked them to repeat of the text, after the researcher, but previously, the researcher gave vocabulary related to the text.

(2) Practice

The researcher then asked to the students who don't understand about the text. After that, the researcher guided the students to translate the text together. After they finished, the researcher gave the exercises from the text. The exercises are an essay, that follows aspects in reading skill.

(3) Production

In this stage, the researcher invited the students who have to come in front of class to read the result of their discussion about the text that they read, and then to write their answer on the white board.

3) Observing

Observing is an important aspect in a classroom action research, because it can help the researcher gain a better understanding of his own research. When the researcher implemented the Presentation, Practice and Production technique in teaching reading comprehension, the process was observed and the result can be explained as follows:

a) The first meeting

The researcher observed the teaching-learning process by using presentation practice, production technique. The result of the observation was half of the students found difficulty in finding the answer of the text.

b) The second meeting

In the second meeting, the teaching and learning process ran slowly. There were some students who were not active in teaching and learning process. In brainstorming the topic, most of the students still felt hesitant to express their opinion because they were not familiar with the technique used by the researcher.

4) Reflecting

After observing, the next step is reflecting in which, the researcher reflected the technique that was implemented. By applying this technique the student could improve their motivation and they could understand the genre text (descriptive text) but most

of them got difficulty in finding the answer of the question especially to find the similar or different meaning of the words of the text. To get a better result for the next cycle, the researcher would focus on the aspect of reading skill.

b. Cycle 2

1) Planning

In this section, the researcher designed the lesson plan materials, worksheet and key answer the researcher planned the implementation in teaching reading skill by using presentation, practice, and production technique like the first cycle.

The researcher prepares the material about descriptive text entitle “Rama Bookshop”..

2) Acting

a) First Meeting :

The action was divided into four stages, namely warming up, presentation, practice, and production. Of the steps, the researcher presented one topic including a review that took 60 minute.

Then, the researcher did building knowledge of field to attract the student’s attention. It was begun with the generally question relating to the topic. Here, the researcher asked the students about the descriptive text. Descriptive text is as materials to be learned in the second meeting. The researcher asked about the descriptive text.

(1) Presentation

After building knowledge, the researcher gave the descriptive text “ Describing People” they were taken from “When English Rings a bell”. The researcher gave example how to read the text, then she asked them to repeat after the researcher. But previously, the researcher gave vocabulary related to the text, and explained about the text. In order that students understood about the text.

(2). Practice

The researcher, then asked to the students who dare to come in front of the class, to read the text. After that the researcher gave the exercises from the text. The exercises are an essay, that following the aspect in reading skill.

(3) Production

In this stage, the researcher invited the student who have to come in front of class to write their answer on the white board. Some of students still had little

mistakes in answering the question, but most of them are good.

b) Second Meeting

After building knowledge of field, the researcher gave a descriptive text “Describing Animal”. They were taken from “When English Rings a bell”. The researcher gave example how to read the text. Then she asked them to repeat of the text, after the researcher, but previously, the researcher gave vocabulary related to the text.

(1) Presentation

After building knowledge of field, the researcher gave a descriptive text entitle “Describing Place”. They were taken from “When English Rings a bell”. The researcher gave example how to read the text. Then he asked them to repeat of the text, after the researcher, but previously, the researcher gave vocabulary related to the text.

(2) Practice

The researcher, then asked the student, who dares to come in front of the class to read the text. After that the researcher gave the exercises from the text. The exercises are an essay following the aspects in reading skill.

(3) Production

In this stage, the researcher invited the students who have to come in front of class to read the result of their discussion about the text that they read, and then to write their answer on the white board.

3) Observing

The researcher observed the teaching-learning process by using Presentation, Practice, and Production technique. The result of the observation was that the students did not understand about descriptive text yet.

In this meeting, post-test 2 was conducted. This test was held to know the students’ achievement in reading comprehension after the action plan was implemented.

4) Reflecting

After observing, the next step is reflecting in which, the researcher reflected the technique that was implemented. By applying this technique the student could improve their motivation and they could understand the genre text (descriptive text) but most of them got difficulty in finding the answer of the question especially to find the similar or different meaning of the words of

the text. To get a better result for the next cycle, the researcher would focus on the aspect of reading skill.

2. Setting and Subject

This research is conducted at MTs N 1 Paron, Ngawi. The students were at the seventh grade especially 7D. There were thirty nine students in the class. This class consists of 19 female and 20 male. The research was conducted on April while the students were at the second semester. In that semester the student have descriptive text for English lesson

3. Research Procedure

The research procedures covered some activities. The first was research preparation. The next was planning of the action. The third was implementation of the action. The fourth was observation and the final activity was reflection.

They were described in detail as follows:

a. Preliminary Study

The study began with preliminary study in which the researcher tried to identify the problems in improving student's reading skill. In this phase, the researcher observed the teaching and learning process. she also interviewed the students to get the clear information about the problems they had in reading. One of the problems found that the seventh grade students of MTsN Paron Ngawi had low ability in reading skill. It was indicated by result of the student's reading skill test in preliminary study The average score was 57,74. Besides only two of thirty nine students reached the minimum passing criteria. Beside that it was noted that they needed longer time to finish the test than it was required. The students usually read all text then translate all the difficult words before answering the questions

Considering that the research was designed to help English teacher solving the problem that, the researcher and the collaborator decided that the indicator of successful implementation of the cycle was the students' score on reading skill test. The score decided to be 80. The reason to take 80 was because based on the preliminary study; the student's score on comprehension question was 57,74. Besides, the passing grade of English at MTsN Paron Ngawi was 75. Therefore, whenever students reached 80 for their comprehension on reading test, it was consider to be appropriate.

The data was also confirmed by the teacher and the students in the interview session. The teacher confessed that it was difficult for her to help the students understand the text without the help of Indonesian translation. Based on the finding above, it is important for teacher to find better technique of teaching to improve the student's reading skill.

By considering the problem above, the researcher analyzed the result of observations. It was conspicuous that the problem caused by the student's lack of vocabulary items and the teacher's strategy of teaching which did not involve the students. Based on the considerations above, the researcher prepared the activity for improving reading comprehension ability by using PPP technique. PPP technique were chosen because it might interest the students and lessen their burden on the written text- Besides, the activity was done in groups that motivated the students to involve actively during the process of reading

b. Planning of the Action

After identifying the problem and knowing the cause of the poor comprehension ability of the students, the researcher planned to improve the student's comprehension ability by selecting the appropriate reading comprehension activity, designing lesson plan, and deciding the criteria of success.

c. Preparing Instructional Material and Idea

As it was reviewed in chapter two that there were some points of reading comprehensions, the researcher decided to use PPP which stand for Presentation, Practice and production technique. In this procedure the teacher introduce a situation which contextualized the language to be taught. The activity was considered effective because it would a rise the students, interest. Besides, it made the text easier to deal with. It promised successful result of learning.

d. Designing Lesson plan

In order to accommodate what had been planned previously, the lesson plans were designed- The lesson plans were meant to equip the teacher with teaching and learning components for the effectiveness of carrying out the activity in the classroom. The components included (1) the specific instructional objectives to be achieved; (2) the instructional materials and teaching media; (3) the teaching and learning scenario to be carried out, and (4) test and evaluation.

The specific instructional objective was to understand the descriptive text instructional material was reading texts on descriptive and teaching media were some pictures related to the reading texts and the table for the students to put the pictures on. The teaching and learning scenario were divided in the three-phase reading technique; pre reading, whilst reading, and post reading.

In pre reading the teacher tried to elicit the students' idea to the text by brain storming activity. The teacher asked some questions which directed the students the text to deal with.

The whilst reading was focused on group work in which the students were discussing the content of the passage. Then they were

assigned to discuss the result of their group work with other groups and make some corrections. Then they were asked to do the comprehension questions individually based on the text they had finished.

In post reading the teacher reviewed what had been done and gave some suggestion to make the activity more effective. The detail of lesson plans can be seen in the appendix 4 for first cycle and 5 for second cycle.

e. Implementation of the Action

The implementation of the actions was described as follows.

1) Pre Reading

- a) The teacher gives greetings and courtesies scolds
- b) The teacher gives some questions and answers a variety of things related to the text.

2) While Reading

- a) Teacher give explanation the material of descriptive text about the definition, generic structure and language feature.
- b) Students are grouped into group of four or five based on their texts. So, there were 6 groups.
- c) Descriptive text was distributed (see appendix 4 and 5 page 56 and 59)
- d) Students read the texts individually for 10 minutes.
- e) Students showed the result of their work.
- f) Students checked other groups work.
- g) Students answer the questions orally then written
- h) Students gave comments or correction to other group's work.

3) Post Reading

Students make corrections of their work and took some note from the teacher's reinforcement.

f. Observation

During the implementation the researcher observe and recorded all activities, and paid attention to the students' participation and involvement whether in group work or in individual work and recorded their activities. The instrument required were the check list form, the observation form, digital camera and students' reflection form. Beside they noted the new finding (unpredictable finding) during the process that were useful for the next plan.

The instruments employed in the present study were some items described as follows.

1) Observation Form

The observation forms were provided for the collaborator and the teacher during the observation phase. It consisted of the phases of teaching reading, the activities, the observation finding, and the suggested action.

2) Reflection Form

Reflection form was given to the students after each cycle. The purpose of the reflection was to get students' genuine perspective of the teaching and learning process using the picture for improving the comprehension on the reading text- It consisted of the teaching phases or the activity and the students comment on that matter. It was intentionally designed for the students to write their perception freely so that the researcher would get the rich information from the part of the students.

3) Test

The test was used to determine the students' comprehension on the reading text' It was given after the first and the second cycle of the implementation phase. The result of the test helped the researcher to determine the success of the cycle. The tests were developed based on the text the students dealt with. There were 10 subjective comprehension questions students have to do individually. Each items of the test had range score from 0, the lowest score to 10, the highest score. Then sum of each items of the test score will become the students' mark.

g. Reflection

In this phase the teacher and researcher discussed about what happen in the class during the implementation. The discussions were based the result presented by the instrument prepared before:

- 1) Observation form that recorded everything happened including the students, activities, the students answer, the students' problems and other unpredictable finding.
- 2) Teacher feeling or problems during the implementation.
- 3) Students' expression stated on the students reflection form covered the students feeling, opinion, suggestion, and problems.
- 4) The result of the test

In this stage the researcher and the collaborator also evaluated whether the first implementation failed or succeeded. It is regarded to be successful when the students get 80 since the minimum score for the criteria of success was 60. when the result did not meet the minimum score of the criteria of success, the second cycle was implemented again. The second cycle would also be conducted in the same procedure as the first cycle. However, some items causing the failure or less effective of the first cycle such as teacher response, students' problems, classroom circumstances, time allotment or teaching aids would be improved.

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score of the criteria of success, the second cycle was implemented again. The second cycle would also be conducted in the same procedure as the first cycle. However, some items causing the failure or less effective of the first cycle such as teacher response, students' problems, classroom circumstances, time allotment or teaching aids would be improved.

D. Results

. The aim of the research is to prove whether the implementation of the Presentation, Practice and Production technique can improve students' reading comprehension. The result of the research implementation is presented which includes the condition before the research, the implementation of the research, and the final reflection. The summary of the research is provided in

Table 1. Summary of the Research

I. Pre-research: Gaining base-line data 1. Observing teaching and learning process 2. Interviewing students
II. Research Implementation
Cycle I Meeting 1: Pre-test Meeting 2: Descriptive text Meeting 3: Descriptive text Meeting 4: Post-test I Cycle II Meeting 1: Descriptive text Meeting 2: Descriptive text Meeting 3: Post-test II

1. The Condition Before the Research

The research was conducted in collaboration with the English teacher of MTsN Paron, Ngawi. The researcher was the teacher who implemented the action research, and the English teacher was the observer.

Preliminary Research

Before the researcher implemented the research, he did the preliminary research through observation. The result of the preliminary stage can be seen in this table.

Table 2. Result of the Pre-research

No	Issue	Indicators
1.	Students reading skill	1. difficulty to interpret the difficult words 2. difficulty to understand complex sentences 3. difficulty to find main idea 4. low reading comprehension
2.	Pre-test score 57.74	
3.	Classroom situation	1. Not live atmosphere 2. Low participation of students 3. Teacher's domination 4. Monotonous

In more details, Table 1 the condition before the research is described in the following sections:

a. Students' reading skill

This study began when the researcher realized that the students had problem in English especially in reading comprehension. It was based on the preliminary interview to the students who thought reading is regarded difficult. Then, he conducted preliminary observation. The preliminary observation was conducted in order to find out the problem faced by the students and the teaching learning situation done by the previous teacher. To find out the teaching learning situation, he observed the previous teacher in teaching and learning process.

From the preliminary research, he noted that the students had difficulty to interpret the difficult words they found in the text so they could not comprehend the text well. They also got bored with the lesson because they had difficulty in understanding the complex sentences

they found in the text. It caused to their difficulty in understanding the main idea of the paragraph.

As a result, they could not understand the reading text well. Moreover, they avoid studying reading. Consequently, the result of their reading comprehension test was low.

The low students' reading comprehension could be caused by the teacher who used to apply traditional technique in teaching reading in which he only asked the students to read loudly, translate the text, and answer the question, he just gave few portions for students to discuss the reading text, he only focused on finishing the material for national examination.

b. Class situation

Based on the preliminary research through observation, he could describe that the teaching and learning process before the research was not alive. The condition mostly caused by both teacher and students.

He found that the class situation of the English lesson, especially in reading was monotonous, boring and the class was not active. Teacher used to ask he students to read the text loudly, translate the text, and then answer the questions. The students tended to be passive during the lesson. They sometimes did not pay attention to the lesson. Besides, they said that when they were asked to answer the questions, they could complete the tasks in reading material merely by matching the words and the sentences in the tasks with the words and sentences in the text without understanding what the text told them about. They tended to be dependent to the teacher in the teaching learning process; they just waited for the teacher's explanation when he explained it. The teacher dominated the teaching learning process, while the students were just listening to his explanation; they had no willingness to take part in the teaching learning process.

Due to the fact above, it is necessary to make an attempt to improve students' reading comprehension by applying other teaching technique. The English teacher should be able to improve students' interest and motivation to study English better by creating an interesting atmosphere that makes them enjoy the teaching and learning process and give fun. One of the teaching techniques which cover such kinds of those activities is the Presentation, Practice and Production technique.

Presentation, Practice and Production technique is advantageous to the student because it is more student-centered. Although the teacher may present language in the pre-task, the students are free to use what they want. This allows them to use all the language they know and are learning, rather than a single construct. Furthermore, as the tasks are

supposed to be familiar to the students, students are more likely to be engaged, which may further motivate them in their language learning.

Based on the reasons above, the researcher proposed the use of the Presentation, Practice and Production technique as a solution in teaching reading. The researcher believed that the Presentation, Practice and Production technique could improve the student's reading comprehension.

2. Cycle 1

a. Planning

The first step of the first cycle is planning. The following are the activities:

The researcher designed the implementation in teaching reading using PPP technique, for example: found the text based on the category of descriptive text.

The researcher prepared the lesson plan for the first cycle in order that the action could be done well. The researcher prepared the materials. The materials were taken from "English on Sky", the topics were about "Around the school" (descriptive text). The researcher had made the worksheet and key answer sheet. The researcher focused on the skill of reading text, such as: skimming, scanning, extensive reading, and i Acting

b. Acting

1) First Meeting

the researcher did building knowledge of field to attract the students' attention. It was begun with the general question relating to the topic here, the researcher asked the student about the descriptive text. Descriptive text is as materials to be learned. In this case, the researcher ask the student to make a group of eight. Each group consists of five person.

a) Presentation

After building knowledge of field, the researcher gave the descriptive text entitled "Cardigan School" taken from "English on Sky". The researcher gave example how to read the text. Then he asked them to repeat after him. But previously the researcher gave vocabulary related to the text, and explained about text, in order that the students understood the text. If the students pronounce incorrectly, the researcher just gave the correct pronunciations and asked them to repeat after the researcher

b) Practice

The researcher, then asked the student, who dares to come in front of the class to read the text. After that the researcher gave the exercises from the text. The exercises are an essay following the aspects in reading skill.

c) Production

In this stage, the researcher invited the students who have to come in front of the class, to write their answer on the white board. Some of the students still had mistake in answering the questions.

2) Second Meeting

Then the researcher did building knowledge of field to attract the students' attention. It was begun with the general question relating to the topic. Here the researcher asked the students about the descriptive text.

a) Presentation

After building knowledge of field, the researcher gave a descriptive text entitle "Borobudur Temple". They were taken from "English on Sky". The researcher gave example how to read the text. Then he asked them to repeat of the text, after the researcher, but previously, the researcher gave vocabulary related to the text.

b) Practice

The researcher then asked to the students who don't understand about the text. After that, the researcher guided the students to translate the text together. After they finished, the researcher gave the exercises from the text. The exercises are an essay, that follows aspects in reading skill.

c) Production

In this stage, the researcher invited the students who have to come in front of class to read the result of their discussion about the text that they read, and then to write their answer on the white board. Some students still had little mistakes, but most of them are good.

c. Observing

Observing is an important aspect in a classroom action research, because it can help the researcher gain a better understanding of his own research. When the researcher implemented the Presentation, Practice and Production technique in teaching reading comprehension, the process was observed and the result can be explained as follows:

1) The first meeting

The researcher observed the teaching-learning process by using presentation practice, production technique. The result of the

observation was half of the students found difficulty in finding the answer of the text.

In this meeting, the pre-test was conducted. This test was held to know the students' achievement in reading comprehension before the action plan was implemented. From the pre-test result, the mean of the students' scores was 57.74. The score of the students' reading comprehension based on the indicators of reading comprehension

Table 1. Distribution of Students' Correct Answers Based on the Indicators of Reading Comprehension

No	Indicator	Max Score		Pre-test	
		n	%	n	%
1	Main idea	195	20	105	18.65
2	General idea	195	20	122	21.67
3	Meaning of word	195	20	103	18.29
4	Detail information	195	20	112	19.89
5	Reference	195	20	121	21.49
	Total Score	975	100	563	57.74

2) The second meeting

In the second meeting, the teaching and learning process ran slowly. There were some students who were not active in teaching and learning process. In brainstorming the topic, most of the students still felt hesitant to express their opinion because they were not familiar with the technique used by the researcher.

Only few students were eager to give a response. While the researcher was giving instruction about how to do the tasks, they were still confused. Some students had not understood the way to do the tasks in their groups.

The result of post-test 1 showed improvement of students' mean score. The mean score increased from 57.74 in the pre-test to 74.36 in the post-test. The result of the post-test cycle 1 also showed that there was improvement of students' reading comprehension before and after the implementation of the research.

The table below showed that there was an improvement of students' reading comprehension before and after the action research based on the indicators of reading comprehension. It was proven by

the increase of the students' correct answers on each indicator of the reading comprehension.

Table 2. Distribution of Students' Correct Answers Based on the Indicators of Reading Comprehension

No	Indicator	Max Score		Pre-test	
		n	%	n	%
1	Main idea	195	20	155	27.53
2	General idea	195	20	134	23.80
3	Meaning of word	195	20	140	24.87
4	Detail information	195	20	162	28.77
5	Reference	195	20	134	23.80
	Total Score	975	100	725	74.36

Table 3 Summary of the Research Findings

No	Pre-research finding	Before Action Research	After Action Research
1.	Improving in students' reading comprehension:	57.74	74.36
2.	a. Mean score Improvement in teaching learning situation	Not alive, uninteresting reading class.	Live, interesting activities
	a. Atmosphere		
	b. Participation in class	Low, SS did not pay attention to the lesson, ignored to answer the comprehension questions.	SS pay attention to the lesson, involve in the discussion.

	c. Domination in class	SS were passive, T dominated the activities.	SS were active, SS dominated the activities.
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Based on the table above, it could be concluded that the students had a progress. Not only the mean score of students' reading comprehension of pre-test was better than in the post-test cycle 1 but also there were some improvements related to the teaching learning situation. Then, the researcher was eager to find out the effectiveness and consistency of the Presentation, Practice and Production technique to improve the students' reading comprehension in comprehending a text. After implementing the action in cycle 1, he would like to know whether there was a better progress or not, there was consistency or not. The result of the evaluation and the implementation of the Presentation, Practice and Production technique in cycle 1 were used to find the strength and the weaknesses of the implementation of the Presentation, Practice and Production technique in cycle 1 in the teaching learning process.

d. Reflecting

After observing, the next step is reflecting in which, the researcher reflected the technique that was implemented. By applying this technique the student could improve their motivation and they could understand the genre text (descriptive text) but most of them got difficulty in finding the answer of the question especially to find the similar or different meaning of the words of the text. To get a better result for the next cycle, the researcher would focus on the aspect of reading skill.

3. Cycle 2

a. Planning

In this section, the researcher designed the lesson plan materials, worksheet and key answer the researcher planned the implementation in teaching reading skill by using PPP technique like the first cycle.

The researcher prepares the material about descriptive text entitle "Rama Bookshop".

1) Acting

a) First Meeting

the researcher did building knowledge of field to attract the student's attention. It was begun with the generally question relating to the topic. Here, the researcher asked the students about the descriptive text. Descriptive text is as materials to be learned in the second meeting. The researcher asked about the descriptive text.

(1) Presentation

After building knowledge, the researcher gave the descriptive text entitled "Rama Bookshop" they were taken from "English on Sky". The researcher gave example how to read the text, then she asked them to repeat after the researcher. But previously, the researcher gave vocabulary related to the text, and explained about the text. In order that students understood about the text. If the students can't read vocabulary with correct pronunciations the researcher just gave the correct pronunciations and asked them to repeat after the researcher.

(2) Practice

The researcher, then asked to the students who dare to come in front of the class, to read the text. After that the researcher gave the exercises from the text. The exercises are an essay, that following the aspect in reading skill.

(3) Production

In this stage, the researcher invited the student who have to come in front of class to write their answer on the white board. Some of students still had little mistakes in answering the question, but most of them are good.

b) Second Meeting

(1) Presentation

After building knowledge of field, the researcher gave a descriptive text entitle "Suramadu Bridge". They were taken from "English on Sky". The researcher gave example how to read the text. Then she asked them to repeat of the text, after the researcher, but previously, the researcher gave vocabulary related to the text.

(2) Practice

The researcher, then asked the student, who dares to come in front of the class to read the text. After that the researcher gave the exercises from the text. The exercises are an essay following the aspects in reading skill.

(3) Production

In this stage, the researcher invited the students who have to come in front of the class, to write their answer on the white board. Some of the students still had mistake in answering the questions.

2) Observing

The researcher observed the teaching-learning process by using PPP technique. The result of the observation was that the students did not understand about descriptive text yet.

In this meeting, post-test 2 was conducted. This test was held to know the students' achievement in reading comprehension after the action plan was implemented.

The result of post-test 2 showed improvement of students' mean score. The mean score increased from 57,74 in pre-test to 74,36 in post-test 1 and 78,46 in post-test 2.

The table below showed that there was an improvement of students' reading comprehension before and after the action research based on the indicators of reading comprehension. It was proven by the increase of the students' correct answers on each indicator of the reading comprehension

Mean Scores of the Test

Test	Mean score
Pre-test	57,74
Post-test 1	74,36
Post-test 2	78,46

Distribution of Students' Correct Answers Based on the Indicators of Reading Comprehension

No	Indicator	Max Score		Pre-test		Post Test in cycle1		Post Test in cycle 2	
		n	%	n	%	n	%	n	%
1	Main idea	195	20	105	18.65	155	27.53	165	29.31
2	General idea	195	20	122	21.67	134	23.80	141	25.04
3	Meaning of word	195	20	103	18.29	140	24.87	142	25.22
4	Detail information	195	20	112	19.89	162	28.77	162	28.77

5	Reference	195	20	121	21.49	134	23.80	155	27.53
	Total Score	975	100	563	57.74	725	74.36	765	78.46

Summary of the Research Finding in cycle 2 can be seen in this table.

Table 4 Summary of the Research Finding in cycle 2

No	Pre-research finding	Before Action Research	After Action Research Cycle 1	After Action Research Cycle 2
1.	Improving in students' reading comprehension:			
	a. Mean score	57.74	74.36	78.46
2.	Improvement in teaching learning situation			
	a. Atmosphere			
		Not alive, uninteresting reading class.	Live, interesting activities	interesting activities, fun
	b. Participation in class			
		Low, SS did not pay attention to the lesson, ignored to answer the comprehension questions.	SS pay attention to the lesson, involve in the discussion.	involve in the discussion actively
	c. Domination in class			
		SS were passive, T dominated the activities.	SS were active, SS dominated the activities.	SS were very active

Based on the observation results, the researcher and collaborator had reflection on the result of the action in second cycle. The positive results of cycle 2 were as follow: (1) The class became more enjoyable and fun, (2) The students could identify the explicit and implicit information of the text, (3) The students' reading scores improved, (4) The students became more active individually and in groups, and (5) The students' motivation increased

After using the task-based learning, they did not feel depressed in learning English. Because they did not feel depressed, they learned English joyfully. Their self-confidence increased. These made them have the courage to explore and express their idea. The enjoyable and fun situation affected the students' motivation. From the result of reflection, the researcher concluded that the presentation, practice, and production technique is a suitable to improve the students' reading skill in MTsN Paron, Ngawi.

E. Discussion

From the test, it could be concluded that the Presentation, Practice and Production Technique could improve the students' reading skill. The Presentation, Practice and Production Technique allows students to manifest considerable improvement in writing expression, vocabulary development, and reading skill. The advantages of using the Presentation, Practice and Production Technique in teaching and learning reading skill were:

The PPP is a method that is widely used in teaching simple language at lower levels. Furthermore, many modern course books contain examples of PPP lessons which have retained elements of structural-situation methodology and audio-lingualism. Harmer adds that there is a general consensus that PPP is just one method among many, not taking into consideration other ways of learning. It is very learning-based and takes little account of students' acquisition abilities. However, I strongly believe that once the lesson is finished and your students have actually achieved its aim, having been able to produce language in an meaningful way, it means that the method applied was successful and effective, and only then will the teacher feel that learning has really taken place (Jeremy Harmer, 2009).

There were some indicators which showed that there was an improvement in their reading skill. They were: The students' reading scores improved from cycle to cycle. The mean score increased from 57,74 in pre-test to 74,36 in post-test 1 and 78,46 in post-test 2.

Teaching reading by using the Presentation, Practice and Production Technique made the students easier to understand the content of the text. They became active in learning reading. They showed their contribution in the discussion and participated well in the teaching and learning process by giving some opinion and asking some information they did not know. They enjoyed joining the lesson.

F. Conclusion And Sugestion

After conducting the research that was teaching reading by using Presentation Practice Production technique, the writer comes to the conclusion as follows:

1. In general, the implementation of teaching reading by using Presentation Practice Production technique ran well. By using this technique, the students could improve their reading skill. The students were not easy to get bored and could improve their motivation and their reading skill.
2. Teaching reading by using Presentation Practice Production technique is effective, which was seen from the result of post-test that all of the students are in fair level. There were some indicators which showed that there was an improvement in their reading skill. They were: The students' reading scores improved from cycle to cycle. The mean score increased from 57,74 in pre-test to 74,36 in post-test 1 and 78,46 in post-test 2.
3. Basically, a technique of teaching reading indicates to be successful if the students can give good understanding in reading a text. First, most of the students to be interested in the implementation of Presentation Practice Production technique. Second most of them are interested that Presentation Practice Production technique is effective, appropriate and not bored.

The researcher proposes the following suggestions.

1. For the teacher
It will be better for the teacher to apply the Presentation Practice Production technique in teaching reading, especially to improve the students reading skill and it will be better for the teacher to use interesting technique in teaching English.
2. For the students
The students are suggested to increase exercises in exploring their reading skill using some techniques. One of them is Presentation Practice Production technique and the students are suggested to increase their participation in the class room.
3. For the other researcher
The researcher realized that this research paper is not perfect yet. There are still many weaknesses dealing with the theory or method, because of the insufficient skill of the researcher herself. The researcher also understand that this research paper can be used as one of the references, for the other researchers in developing a better research. Other researchers can analyze teaching reading skill from another point of view.

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