

CHAPTER I

INTRODUCTION

1.1 Research Background

English as an international language is important to learn by the people. There are many sectors that require people to be able to communicate using English language especially in school. Speaking, reading, writing, and listening are the four English skill is needed in this globalization era. Reading is crucial part of human's life and in the process study, both of learning English and other languages. Reading is refers to the activity of getting the meaning from letters, symbol, etc. In reading, there are many aspects that need to be considered, such as comprehension, fluency, pronunciation, and word recognition. Those aspects are needed by the students to become a good reader. The most important thing, a good readers are able to understand or comprehending the meaning of a written text. It is related to the purpose of reading that is to gain new information and knowledge and that is an important requirement for academic process.

According to Brindley (2005:80), reading is one of the basic skills that must be mastered at an early age. it can be said that reading is very important for improving the students' knowledge. If the students have been trained to read at the early age, of course when they are in school, they will not get any difficulty in comprehending texts. In addition, at the early age reading skill need to be mastered. Furthermore, Brown (2004:185) states that reading is likewise a skill that teachers simply expect learners to acquire. Reading is the most essential skill for success in all educating context, and it remains very important skill. When the students are able to recognize a meaning of words in reading texts, they are able to comprehend

what they have been read. Besides, in comprehending a written text, the readers have to understand every words, the good understanding towards the text will help the student enrich their knowledge and get the information in the text clearly. Thus, by comprehending the texts, the students can improve their skill in reading.

According to Hudson,T. (2007) describes one of the keys to have better comprehension in reading is having more vocabulary. Vocabulary is the knowledge of word that interpret definitions and interpret appropriate word into the world (Stahl, 2005). By having a rich vocabulary, the students will be easier to understand the written text. The more vocabulary that students have, it will be better to support their skill in learning English. In addition, having a good knowledge at vocabulary also will improve the student's skill in gaining information or a purpose of the text. Moreover, the students are expected to have large vocabulary, thus they are able to comprehend reading text.

In addition, Sedita (2005) describes that vocabulary is an essential aspect of reading comprehension and give influences to students' ability to comprehend text. Without vocabulary, the readers are not able to understand the meaning of the text or understand it. The vocabulary that students' have will give effect to the reading activity. In fact, some students still do not have enough vocabulary. Inadequate vocabulary makes the students hard to understand the meaning of reading text. Reading is a language skill that is used to communicate indirectly with other people. Reading skills will not come automatically but must go through lots of regular practice and practice. Reading skills can be developed through various things such as textbooks, fairy tales, and even a novels. In addition, this study focused on developing students' reading comprehension.

According to Tarchi (2017) reading comprehension is a process of reading in order to build understanding. To learn new knowledge from the texts or books, the students require to understand about what they have read. The process of understanding the meaning from a written text is called reading comprehension. Reading comprehension is an essential skill to have by a students. When the students are able to get the meaning or point from the text, they are comprehend the reading. Reading comprehension can help the students to gain the purpose or the information from a written text. Thus, reading comprehension is how the readers can interpret every words, sentences, and paragraph correctly.

In comprehending a written text, the readers have to understand every words, then one of the important thing that will influence how good the readers' comprehension is their vocabulary. Vocabulary is set of words in a language that known by the people as communication tools. Vocabulary is important in learning new language, especially in mastering the four English skill. People need vocabulary to do communication, expressing their thought, feeling, and opinion in their live. If the students are lack of vocabulary, they will have difficulties in expressing their mind. The good understanding of vocabulary also included how to pronounce and read the words well.

Kozak (2011), define reading is an activity that allow the readers to get message, identify the written words or symbols, comprehending the meaning, used to teach pronunciation and receive information from the text. In humans' life they need to exchange an information, knowledge, or message with each other. Humans need to read those information and understanding the meaning from those written words or symbol, therefore they can understand each other's meaning. Reading is

the process of conceive the meaning of written words or symbols (Patel & Jain, 2008). This activity is an active process that consisting of recognition and understanding ability. Through reading someone will active in recognize and try to catch the meaning from the written words or symbols. The aim of reading is to comprehending the written text, the readers are expected to be able to understand the author's intention.

Based on an interview that had been done to English teacher who teach the eighth grade students at VIII D class of SMPN 5 Mengwi, the researcher found out that the English teacher still used a conventional learning in teaching reading. The learning technique of the teacher was just questioning and answering activity. First, the teacher explained the material and gave some examples to the students. Second, the teacher asked the students to read the text then answer the questions about finding general information, specific information, textual meaning, and textual reference without giving any explanations. Besides, the teacher only observed the students when they work individually without directing the students, and the teacher only focused on the students who could answer the teacher's questions. On the other side, the learning technique also makes the students bored and not focus. Thus, most of the students also not pay attention to the teacher. In addition, the most of them were still difficult to understand the content of the texts.

Based on the explanation above, the teacher's technique made the students face problem in reading comprehension. The students had difficulty in comprehending and understanding the reading texts. Therefore, most of the students had difficulty to answer the questions about finding general information, specific information, textual meaning, and textual reference that were given by the teacher.

Read a text and answering questions make the students feel bored and classroom became passive during teaching learning process in the class. Besides, the weakness of the teacher's technique was the teacher only gave the students' limited opportunity to discuss some difficult words from the reading texts. Thus, when the students found the difficult words from the text, it made the students feel confused and difficult to answer the questions. It made the students failed to comprehend the text clearly and answer the questions from the reading texts. To sum up, the teacher should be used an appropriate teaching technique in order to improve the students' reading comprehension.

Considering those things, the teacher should pay attention to characteristic of technique in teaching and learning process. There were so many techniques that could be applied in teaching reading comprehension. Moreover, the teaching technique should be beneficial for both the teacher and the students. The teacher should know which technique was useful, and when it was appropriate to improve reading comprehension effectively. Therefore, based on the problem above, the researcher was interested in conducting a research which was intended to improve the students' achievement in reading comprehension by using PPP (Presentation, Practice, Production) strategy teaching learning process.

Presentation, Practice, Production (PPP) was an appropriate strategy for reading activity in improving reading comprehension of the eighth-grade students of SMPN 5 Mengwi. PPP was conducted into a three steps; there are Presentation, Practice, and Production. In presentation activity, the researcher gave example how to read the text then the researcher asked the students to repeat after the researcher read it. Then in Practice activity, the researcher asked the students, who dares to

come in front of the class to read the text. After that the researcher gave an exercises based on the text. The exercises are an short answer task that following the four aspects in reading skill. In the production activity, the researcher invited the students who have to come in front of the class, to write the answer on the white board.

Presentation, Practice, Production (PPP) was very simple to apply in the teaching-learning process. This strategy was useful to the students. By using PPP, the researcher believed that it could help the students to improve their ability in reading comprehension. Besides, using PPP was recommended in teaching reading because the students got a chance to practice their reading ability by reading the text in front of the class. Therefore, the students also get a chance to gain their confidence. This strategy will create an interesting teaching-learning process during its activity. In addition, the researcher believed that PPP will help the students in improving their reading comprehension effectively.

In conclusion, by reading, students are able to enrich their knowledge from written text, thus it makes reading is an essential skill for students. Moreover, reading comprehension was very important to make reading activity became meaningful in order to get the objectives of the reading activity itself. Therefore, teaching reading comprehension was expected to build the students' interest while having reading lesson and helping the students in understanding the reading material easily; not only in understanding but also in comprehending. In addition, the researcher decided to conduct a research entitled "Improving Reading Skill of the eighth-grade students of SMPN 5 Mengwi in academic year 2023/2024 be improved through PPP"

1.2 Research Problem

Research problem is a term which is used state the struggle that triggers the study to be conducted. Before conducting the research, the research problem should be formulated and specified in order to make the research problem the present study more specific. Based on the background, VIII D class students of the SMPN 5 Mengwi in academic year 2023/2024 still faced difficulties in learning reading comprehending activities. After the student's read a text, most of the students were difficulty in finding the main idea of the text they were reading and confused to analyze the systematic of the text. Based on that problem, the research problem of this study can be formulated as follows: "Can the reading comprehension of VIII D grade students of SMP Negeri 5 Mengwi in the academic year 2023/2024 be improved through PPP (Presentation, Practice, Production) ?"

1.3 Objective of the study

The objective of study is the goal of which the researcher arranges to do or achieve during the study. To give the present study direction, it is necessary to declare an objective that would be achieved. This would provide guidance in taking any decision which were needed required and also be the starting point of completing the research. On the other hand, many strategies of teaching reading comprehension are currently being applied to improve the students' achievement, especially in reading comprehension. The purpose of this study was to find out the use of PPP in improving student's reading skills. In conducting research of course there is always the name an objective. Every research have a different objective based on the requisite of the research. The word objective refers to the aims or

targets that the researcher wants to achieve in doing a research. The objective of the research should be related to the background of the study and the research problem that has been formulated. The objective of the study should invent the solution to solve the problem. Therefore, based on the background of the study and the research problem, the main objective of this research is to find out whether the use of PPP can improve the reading skills of VIII D class students of SMPN 5 Mengwi in the 2023/2024 academic year.

1.4 Limitation of the Study

The term, “reading” actually has a broad and wide scope of coverage, so the limitation of the study was necessary. Considering the complexity and broadness of the abovementioned problem, the research limitation was formulated. The limitation of the study was very important in discussing the research problem more specifically and avoiding a broad discussion. Moreover, the researcher focused on on improving the students’ reading comprehension using PPP strategy to improve reading comprehension of the eighth-grade students of SMPN 5 Mengwi in the academic year 2023/2024. The school applied *Merdeka* Curriculum so that the teaching and learning process was based on the curriculum.

As the school where the research was conducted used the *Merdeka* Curriculum the present research was focused on the learning objective (8.2) of the eighth-grade students of SMPN 5 Mengwi. The learning objective was stated as follows: when the students are given some topic, they are able to understand the main ideas and relevant details about a variety of familiar topics and in the context of life at school and at home. The researcher limited this study to students’ reading

comprehension in answering the short -answer test about the given narrative text. The reading comprehension that would be improved was limited on the narrative text. Moreover, reading comprehension in the present study was also focused on main ideas and relevant details about a variety of familiar topics and in the context of life at school and at home.

1.5 Significance of the Study

One of the principles and practical reflections that was taken into account in undertaking the present investigation is the significance of the expected research finding. This research was concerned with the teaching and learning process of reading comprehension through PPP. Moreover, the results of the study are expected to be useful in relation with teaching descriptive text through PPP as a part of the teaching strategy. The research finding can also be used as the model for other teachers as the alternative strategies to improve students' reading comprehension during the teaching and learning process. Besides, the research findings are expected to provide both theoretical as well as practical significance as follows.

Theoretically, the results of this study are expected to be used as a reference in improving students' reading skills through PPP as a strategy in teaching learning. Practically, the results of this study are used to provide references to teaching staff, students, and researchers related to improving reading comprehension. For teachers, the results of this study can be used as a guide to improve students' reading comprehension by implementing the PPP strategy. For students, this research can be used to improve reading skills through PPP. For

researchers, this research can be used as additional information related to improving reading skills through PPP.

Those two significant points are expected to benefit the teacher and students, as well as another researcher who wants to conduct a study about improving reading through PPP. For English teachers, the results of the research are useful as a reflection to increase and develop their strategy in teaching reading. English teachers can use this strategy in teaching reading; besides, they can also modify this strategy with relevant strategy. For the students, the findings of the research could motivate them to practice reading comprehension and encourage them to learn English by improving reading comprehension. Furthermore, by improving their reading comprehension, they could increase their language skill. For the other researchers, the findings of the research can hopefully be useful reference and it is useful to inform the readers about PPP strategy, which is useful to improve students' reading comprehension.

1.6 Definition of Key Term

The title of this study was “Improving Reading Skill of the Eighth-Grade Students of SMPN 5 Mengwi in Academic Year 2023/2024 Through PPP”. The researcher employed several key terms related to this topic throughout the investigation. Therefore, to make the readers clearly understand and avoid misunderstanding and confusion on the part of the readers, it is necessary to operationally define the key terms especially the context of the present study. There are some key terms, which are needed to be briefly clarified to provide clear insight into the study. It is expected to be meaningful for the readers when they read the

present research. Furthermore, the key terms which would be used in this research are reading comprehension and PPP. The two key terms that are used in this research are clearly and operationally defined as follows:

1. Reading Comprehension

Reading comprehension refers to the ability catch meaning from a written text. In this present study, reading comprehension intend to the ability of the eighth-grade students of SMPN 5 Mengwi in academic year 2023/2024 in understanding a written text. Students are said comprehending the written text if they are able to catch the meaning of the text. Comprehension is the one of important aspect in reading because the students will get new information and gain their knowledge from the written text. There are some skills included in reading comprehension such as: identifying specific information, general information, textual meaning, and textual reference.

2. PPP (Presentation, Practice and Production)

PPP technique in teaching English is divided into 3 activities such as Presentation, Practice, and Production. PPP technique is defined as a technique of teaching narrative text reading to eighth-grade students of SMPN 5 Mengwi; it consists of production, practice, and presentation. Firstly, in production, the researcher asks the students to answer questions from the students' worksheets. Secondly, in the presentation, the researcher will ask the students to present the results of the answers from students' worksheets. The last is practice, the researcher asks students to re-read the results of the answers from the corrected student worksheet. It could be said that PPP is an effective way to teach, since it makes planning easy and it

can be implemented by relatively unexperienced teachers.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of several theories related to research in an academic discipline. This review provides several information especially theories related to the variables. It can allow the reader to understand the foundation of the research problem. The theoretical review consists of a theoretical framework which allows the researcher to present a summary of the literature related to the study. The theoretical framework of this study includes reading comprehension. In conducting a research there is a review of some theories to the study. The purpose of theoretical review are to provide information and knowledge related to variable, and describe the theory related to subsist of the research problem.

2.1.1 Reading Comprehension

Reading comprehension is refers to reading for meaning, understanding and entertain, It involves higher word. Teaching students how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. By mastering reading comprehension, it can help the readers to get the information clearly. Moreover, without reading comprehension, the readers could not understand the information on a written form. Reading could be more interesting for the students' is depend on how the teacher convey the material. The teacher must be a good motivator to the student and also fun when doing teaching learning activity.

Based on definition above, it can be concluded by the researcher that reading

comprehension is defined as the process to understand the meaning of the text and understand what has been read. Without reading comprehension, the readers could not understand the information on the reading text. That is an important thing that should be improved to increase students' knowledge. In addition, while teaching reading in language learning, it makes the readers or students understand and comprehend what they read and also they can get new information or knowledge to develop their language skill.

In essence, reading is a process of capturing or obtaining the concepts intended by the author, interpreting, evaluating the author's concepts and reflecting or acting as intended in these concepts. The ability to read does not only operate various skills to understand words and sentences but also the ability to interpret, evaluate so that a comprehensive understanding is obtained. Reading activity refers to the activity that aims to obtain information and understanding of a text (Ardhian et al., 2020). In the process of learning, students have to gain new information and knowledge, it can be done by reading. Through reading, students can get any kind of information and knowledge that will support their capability in study process. When the students learn their second language, reading can improve their language knowledge.

Reading includes: (1) Reading is a process, (2) Reading is a strategy, (3) Reading is interactive. Reading as a process means that the information from the text and the knowledge possessed by the reader has a major role in forming meaning. It means through reading the students can achieve any kind of information and knowledge that they have been read in the text. Reading as a strategy can be understood that by reading a person gains knowledge and understanding. While

reading as interactive means that reading is a direct interaction between students and learning resources in a learning process. In addition, students can gain new information and knowledge in reading in the process of learning. This active engagement includes making use of prior knowledge.

According to Ardhian et al (2020) describes that through reading students are expected to have ability to obtain various information, including content, and understanding the reading text. In the process of reading always there are the readers and the reading text, and the readers are always try to get the meaning of the text. Reading activity is important for the students, because in learning process the students cannot be separated with reading activity. As Oakhill et al (2016) defines that reading is crucial for each students and cannot be negotiable. The main purpose of the reading activity is to gain the knowledge, therefore the good readers have to understand the contents of the written text.

The main purpose in reading activity is to get and obtain information or knowledge, covers the content, and understand the meaning in a written text. It is very important for the readers to comprehend the text that they have read, to make the readers clearly get the point and does not misinterpret the message in a post. Comprehension is the process of interpreting and associating meaning to the sign that make up language (Hamra, 2010). In comprehending the written text, the readers are require to have good interpretation and thinking. Every readers have different ability to interpret the meaning in the text, and it will be influence their reading comprehension. Good readers have to learn how to interpret word meaning according to the context.

According to Alderson (2000), is the process of processing text meaning

through some processes of interaction with print. The reader have to decide not just what the words imply, but also how they are related to one another. Reading comprehension is now considered as a dynamic process in which the readers “creates” meaning depending on information obtained from a text. Sweet and Snow (2003) defined that reading comprehension is the process of obtaining and building meaning at the same time. In the other words, readers are aware of both difficulties, determining how print represent words and participating in correct and fast conversion of print sound, as well as forming a representation of the information.

Reading comprehension based on Grabe and Stoller (2018), is ability to understand or to get the meaning from written text. It is the capacity to recognize and locate information supplied in textual form, regardless of whether the content is stated or not. The reader engages with the information in the text to build an understanding of the writer’s messages in reading comprehension. Based on explanation above, it indicated the individual’s ability to catch the meaning of a written text give big influence to their reading comprehension. In addition, reading comprehension is an important to help the students achieve the information that they want.

Reading comprehension is about understanding written text. According to Smith (2004:2), reading is the most natural activity in the word. The way to improve reading comprehension is read often and read the materials that it is interesting. Another way to improve reading comprehension is improving the vocabulary. Wagner et al. (2007: 95) state that the product of successful comprehension is a representation of the state of affairs described in the text. Models of skilled comprehension refer to this representation as a mental model or

situation model. These meaning-based representations are not unique to reading comprehension. They are the product of successful comprehension.

Reading comprehension would be result when the readers know which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose. In this problem, the researcher will use a strategy because a strategy can help the reader comprehend and take information from what they read. According to Brown (2004:194) Strategy is Specific method of approaching a problem or task modes of operation for achieving particular end, planned design for controlling a manipulating certain importation. Strategies are divided into two categories, there are: direct and indirect strategies. The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are:

1. Memory

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing.

2. Cognitive

This strategy is the most popular which is manipulated or transformed by repeating, analyzing or summarizing.

3. Compensation

The learner uses these strategies to make up for the deficiency in grammar and vocabulary. Meanwhile, the indirect strategies are used for general management of learning. The three groups belonging to this category are:

1. Metacognitive

This strategy to beyond the cognitive mechanism gives learners to coordinate

their learning. It also helps them to plan language learning in an efficient way.

2. Affective

The affective factors like emotion, attitude, motivation, and value influence learning in an important way.

3. Social

Social strategies are very important in learning a language because language is used in communication that occur between people. Three sets of strategies are included in this group. The strategies are Asking Questions, Cooperating, and Empathizing with others.

Based on the expert' statement above, the researcher can conclude that reading comprehension is a crucial component in reading. Reading comprehension means the understanding and comprehending of what the readers have been read on the text. In reading comprehension the students get a new knowledge and important information from the text that they have been read. Moreover, for the students reading comprehension is an activity that really important to be mastered. In addition, when the students are able to make a note or gain the new information that contain in the text, it means the students have comprehended the text that they read.

In conclusion reading comprehension is a complex activity involving both perception and thinking. Reading consists of two interrelated processes: word recognition and comprehension. Word recognition refers to the process of determining how written symbols correspond to spoken language. Comprehension is the process of understanding words, sentences and related text. Good readers are aware of how well they understand the text while reading and take active steps to

overcome comprehension difficulties. Without reading comprehension, students cannot understand the information in the text they are reading. Reading comprehension is also a way of understanding the context and meaning of the information in a text. Having a lot of reading comprehension can help a learner progress according to functional needs

2.1.2 Narrative Text

Narrative text has various definition which is essentially a text that related to the story that consists of series of events with followed by various characters that play a role in it. The word narrative comes from the Latin, *narrare* which means to be known or known, convey information, media learning about the world (Slávka, 2009:1). While Polkinghorne (1991:136) argues that narrative is a process cognitive refers to events while that is part of the plot and the narrative structure used for put the event into shape story.

Furthermore Hutchinson (2005:10) as well adding that narrative is a serialized story both fictional and non-fictional fiction that is usually told in the form chronology of events. The essence of the narrative concept is an essay in the form of a story obtained from observing events happening everyday as well as stories that originate from stories in cyberspace. Besides text Narrative is a written story interesting that aims to entertain as well provide information to readers pleasant. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets' your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

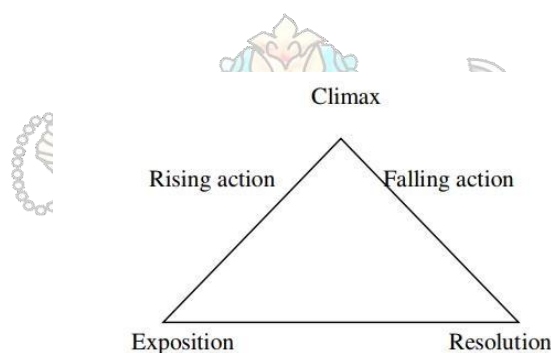
Anderson (1997) states that a good narrative uses word to paint a picture in our mind of: what characters look like (their experience), where the action is taking place (the setting), and how things are happening (the action). Furthermore, Anderson (1997) describes the characteristics of narrative texts: it tells us about a story of event or events; the events are usually arranged in chronological order- that is, in the order in which they occurred in time; the narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

Narrative text is one popular and common form of writing. It is a type of spoken or written text that tells a story of one character or more who faces certain situations. In narratives, stories are told and plots unfold. Narratives have characters and plot with a sequence of events. They are written according to forms, or story grammars. Story grammar is similar to sentence grammar in that it attempts to explain the various components in a story and how they function. The story grammar includes characters, a setting, events, and a conclusion. This conclusion illuminates the theme of the story. As Rosenblatt (1978) explains, most well-written stories, whether simple or complex, have a fairly similar structure, and most children have a basic schema for this structure. Therefore, they can easily understand narrative texts.

Narrative texts can be used to improve students' motivation in reading. According to Alderson (2000), what causes difficulty in texts is the way the text is written; its styles or features that make one text different from another. In addition, narrative texts appear to induce visualization in readers as part of the reading

process. Readers can see scenes in their head when they read narrative texts. The visualization helps readers understand texts easier, and readers do not feel discouraged. Furthermore, one purpose of narrative texts is to entertain. Readers enjoy reading texts and are excited to know what will happen next. In this way, narrative texts can help increase students' motivation.

Narrative text structure as expressed by Neo (2005:27) is as follows :



The figure above is known as a triangle. It is a very useful framework to help in writing by organizing ideas in an orderly manner and systematic. Neo also added that Freytag's triangle consists of:

1. Composition which establishes the characters and situations.
2. Rising action which refers to a series of complications leads to the climax.
3. Climax is the critical moment when problem/conflict demands something to be done about them.
4. Falling action is the moment away from the highest peak of excitement.
5. The resolution consists of the result or outcomes.

On the other hand, Anderson (1997:14) states that narrative essays are

good should be able to describe: a) what is the character of the actor (experience), b) where the incident took place (place), and c) how it happened (action/event). Thus it can be concluded that the concept of narrative is essay form a story that describes the whole action in an event systematically and sequentially so it is interesting to read.

2.1.3 Assessing Reading

Reading activities must be able to run properly and sustainably. Reading activities are good and successful if they meet the criteria for evaluating reading skills. Reading is an important activity in life. According to Tarigan (2008: 7) reading is a process carried out and used by readers to get messages, what the author wants to convey through the medium of words/written language. whereas according to Tampubolon (1987:5) reading is one of the four basic language skills, and is a part or component of written communication.

Evaluation Reading skills are one aspect of language skills that has its own assessment. In order to have good reading skills, a person must master several reading skill assessment criteria. The criteria for assessing reading skills according to Nurgiyantoro (2013: 391) namely, understanding the details of the content of the text, the smoothness of disclosure, the accuracy of diction, the accuracy of sentence structure, and the meaningfulness of the narrative.

Assessing reading skills in this study, researchers modified the assessment aspects mentioned by Nurgiyantoro (2013: 391) into three aspects, namely comprehension, fluency, and accuracy. Assessment is important and must be carried out by the teacher during the learning process in order to find out the ability of students, especially in reading a text about narrative, assessing students is the

most important part that must be done by the teacher during the teaching and learning process. Reading skill is one of the four skills namely writing, listening, and speaking that must be mastered by students.

According to Sundari & Damayanti (2017: 984) reading skills the beginning is the skill of reading mechanically and technically which aims to teach students about how to change written words and sentences into the sounds of language. In line with the understanding of reading skills beginning in on Tarigan (2008: 11) also states that reading skills is the ability to recognize shapes adjusted to the mode in the form of an image, an image on top of a sheets, curves, lines, and inner points neatly patterned relationships. Impossible to study reading without the learning ability to acquire and understand language. These elements can constitute complex sound groups which can be referred to as words, phrases, or sentences.

From the two theories above it can be concluded that skill of Reading comprehension is a person's ability to interpret something writing either words or sentences into language sounds. Skills Reading is the ability for someone to be able to read a reading properly and correctly in accordance with the aspects read.

2.1.4 Presentation, Practice, Production (PPP)

In this present study, a technique is needed to make the teaching learning process runs well. An appropriate technique is a must to achieve the students' improvement in reading comprehension. Furthermore, there are a lot of techniques that can be used for improving students' reading comprehension. Getting students to find the right answers in answering the four aspects such as; a general information, a specific information, a textual meaning, and a textual reference on a narrative text is not such an easy thing. There are many confuses that are hard for

the students to find out the answers because they may be confused in understanding and comprehending the text. Thus, the students need to be given an effective way to find out those right answers.

Presentation Practice and Production (PPP) in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production. In this procedure, the teacher introduces a situation that contextualizes the language to be taught. The language, too, presented. Later the students, using the new language, make sentences of their own, and this is referred to as production. It means that the PPP technique there are three steps: Presentation, Practice, and Production, this procedure the teacher presented, then the students practice the language using accurate reproduction techniques such as choral repetition. It is a good place to start in terms of applying good communicative language teaching in the classroom.

Teaching strategy is a crucial thing when we do teaching and learning process. A teaching technique is needed by teacher in order to make teaching and learning process run successfully. Arends (2012:361) states that cooperative learning can benefit both low- and high- achieving student who work together on academic task. Moreover, a suitable and creative technique can create an interesting environment that will stimulate students to become more motivated in learning. Researcher proposes an alternative technique that expected to help students in improving their reading comprehension. The technique is called PPP (Presentation, Practice, Production) to help students easier to understand.

PPP technique is one of teaching technique that can be applied in the reading class to overcome the problem that faced by the students. PPP is one of the

communicative languages teaching that works through progression of three sequential steps. Pollard (2008:22) states that PPP technique stands for Presentation, Practice, and Production. In presentation involves, as the name suggest, presenting a language point. It is usually done by the teacher. It can be achieved through explanation and demonstration. Moreover, by presentation, the teacher is able to introduce a new language to the students. Harmer (2001:31) writes that in presentation, the teacher presents the co paragraph and situation for the language and teacher both explains and demonstrates the meaning and from of new language. Richards (2006:80) argues that in presentation, the new grammar structure is presented, using a conversation or short paragraph. The teacher explains the new structure and checks students' comprehension of it. Presentation phase is one of the best ways for helping students to reach the objective of the lesson to introduce new language (Barker and Wetrup, 2000:23).

The students practice reading a text with the new language in practice activity. Pollard (2008:22) argues that in practice refers to controlled practice; it involves students using the target language in a controlled way. Moreover, Richards (2006:8) argues that in practice students practice use the new structure in a controlled co paragraph, through drills or substitution exercises. In practice phase, students need many activities to help them to practice the language (Barker and Westrup, 2000:23), it is one of the best ways of helping students to reach the objectives of the lesson is to introduce the new language well in the first phase of the lesson: this is the Presentation phase. Then the students need to have plenty of activities to help them to practice the new language: this is the Practice phase. The last is the students need time to use the new language they have learned in order to

communicative with each other: this is the Production phase.

In production phase, the students need time to use the new language that they have learned in order to communicate with each other (Barker and Westrup, 2000: 23). Richards (2006:8) states that in production, students practice using the structure in different paragraphs, often using their own content or information, in order to develop fluency with the new pattern. Harmer (2001:31) argues that production stage in which they talk more freely about themselves whether other people in the real words. In reading comprehension, the students can write their knowledge that they got in the text. The students can express their knowledge freely as they know.

In addition, the researcher had been implemented PPP. This strategy was such an effective way to change the pattern of the teaching learning activity. It gave the students an opportunity to get new information in a new language. PPP also help students to get more practice in reading and give students time to comprehend the text that they have read on the learning process. Thus, there are three steps in PPP strategy. According to Pollard (2008:22) states that PPP technique stands for Presentation, Practice, and Production. PPP is stands bye three steps and each step had its own activity. These were the steps in implementing presentation, practice, and production that could be elaborated in detail as follows:

- The first thing that the teacher do is delivering a text to the students about narrative text. Besides the teacher also write a new word base on the text that had been administered. It hoped could catch the students' attention.
- The second thing is 'Presentation' activity, the teacher read a text. A text that teacher read is a same text that have been given to the students. The

teacher read it twice, the second one the teacher read that text and followed by the students.

- The third thing is 'Practice' activity, the teacher asked the students, who dares to come in front of the class to read the text. After that, the researcher gave an exercises based on the text. The exercises are in the form of short answer task that covered the four aspects in reading skill.
- The last thing is 'Production' activity, the teacher asked representative students who have to come in front of the class, to write the answer on the white board.

PPP is one of strategies to improve students reading comprehension effectively. It can make the students easier to understand about the material that will be explained by the researcher. The use of PPP will catch the students' attention when the researcher delivers the material. The elements of PPP also help the students briefly in reading a narrative text. The use of PPP in improving students reading comprehension in narrative text will encourage students' creativity in thinking and help the students to find the information based on the text. In addition, through PPP strategy will help students to find the right answers in answering the four aspects such as; a general information, a specific information, a textual meaning, and a textual reference on a text.

Based on the experts, it can be said that PPP is the most effective strategy that can be used by the researcher during teaching reading especially for reading comprehension. PPP gave the students more time to read and understanding the text clearly. Thus, it might gave the students opportunity to comprehend the text by reading repeatedly. In addition, the researcher hoped it could help the students in

solving problems, and in answering questions. The researcher hoped that it could be improved the students' reading comprehension, and made the students interest with the teaching learning process. To sum up, by using PPP (Presentation, Practice, Production) was expected can help the students to determine the answers about finding the general information, the specific information, the textual meaning, and the textual reference of the text.

2.2 Empirical Review

Empirical review is the activity to gain knowledge and information by reviewing other study of research in the same fields, it can be direct observation, indirect observation, and experience. This is also to reviews the previous research that is relevant to the present study. Looking for other study of the research is important to define the strengths and weaknesses of the related study. The empirical review also can be reference for the researcher.

Assessment is very important in teaching activity. English teacher needs to assess what they have inculcated to their students so that they will know to what extent the previously formulated instructional objective have been achieved by the students in writing descriptive paragraph. Moreover, Carter and Nunan (2001:138), states that assessment is carried out to collect information on learners' language proficiency and/or achievement that can be used by the stakeholders in language learning programs for various purposes. Assessment is important and must be done by teachers during the learning process so that they will know the ability of the students especially in writing descriptive paragraph assessing students was the most important part that teacher should do during the teaching learning process.

In cooperative learning activity students are more active than the teacher. The students are expected to conduct and manage the situation, they are demanded to think creatively and independently. In this study, the cooperative learning techniques used by the writer are PPP (Presentation, Production, Practice)

The previous research was from Izzah (2013) entitled “The Use of PPP (Presentation, Practice, Production) Method to Improve Writing Skill”. She found that the preliminary study which can be proved of the writing skills level is the cognitive score of student’s writing skill. The standard minimum score (KKM) of English subject class is 75 whereas the mean score of student’s is only 65 the mean score did not reach standard minimum score.

The second previous research was Lagalo (2013) entitled “The application of Presentation, Practice and Production (PPP) Method to increase student’s “speaking ability” she found that the application of presentation, practice, production method can increase students speaking ability with the influence of presentation, practice, and production method from pre-test to post-test is 7,35%.

Based on the result of the researcher above, the first researcher showed that Presentation, Practice and Production (PPP) Method was an effective way in improving and enhancing the students’ reading skill. Second researcher showed Presentation, Practice and Production (PPP) Method can improve students' reading skill of descriptive texts. This can be seen from the students' scores which increase in each cycle. The researcher can conclude that Presentation, Practice and Production (PPP) Method with can be an effective way to improve the students’ language ability such as reading comprehension.