SOLVING THE STUDENTS' SPEAKING PROBLEM IN DELIVERING ENGLISH PRESENTATION THROUGH 3-P TECHNIQUE

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Abstract: Solving the Students' Speaking Problem in Delivering English Presentation Through 3-P Technique. The aims of this study were to (1) identify whether and to what extent 3-P Technique can improve the students' speaking competence in delivering presentation;(2) describe the teaching and learning when 3-P technique is implemented in English class. This research was conducted at the eleventh grades of MAN 1 Bojonegoro. The subjects of the research were the teacher and the students in the academic year 2016/2017. This study applied 3 cycle action research. In collecting the data, the researcher used observations through field notes, video recording, questionnaire and interview. To analyze the quantitative data, the researcher applied descriptive statistics. Besides, to analyze qualitative data, the researcher applied constant comparative method as suggested by Garner. The findings shows that: (1) 3-P Technique can improve students' speaking competence in delivering presentation in terms of students achievement, fluency, pronunciation, ability to express their opinions, arguments, and ideas using appropriate vocabulary and grammatical form, using appropriate body language, voice control, gesture, and eye contact; and (2) 3-P technique can improve classroom situation in terms of increasing students' motivation and participation, creating live teaching atmosphere, and increasing teacher motivation.

Key words: *Speaking, 3 P technique, Action research*

Abstrak: **Memecahkan Masalah Keterampilan Berbicara Siswa dalam Menyampaikan Presentasi Berbahasa Inggris Melalui Teknik 3-P**. Tujuan dari penelitian ini adalah untuk (1) mengidentifikasi dan mengetahui sejauh mana teknik 3-P dapat meningkatkan kemampuan berbicara para siswa dalam menyampaikan sebuah presentasi; (2) mendeskripsikan kegiatan pembelajaran dalam penerapan teknik 3-P dalam pembelajaran Bahasa Inggris. Penelitian ini dilakukan pada kelas sebelas MAN 1 Bojonegoro. Subyek penelitian ini adalah guru dan para siswa pata tahun pelajaran 2016/2017. Penelitian ini menggunakan 3 siklus penelitian tindakan kelas. Dalam mengumpulan data, peneliti menggunakan teknik observasi melalui catatan lapangan, rekaman video, kuesioner dan wawancara. Untuk menganalisis data kuntitatif, peneliti menggunakan teknik deskiptif statistic, sedangkn untuk menganalisis data kulitatif, peneliti menggunakan metode konstan komparatif oleh Garner. Hasil penelitian menunjukkan bahwa: (1) teknik 3-P dapat meningkatkan kemampuan siswa dalam berbicara khususnya dalam melakukan sebuah presentasi dalam hal prestasi belajar siswa, kefasihan, pengucapan, dan kemampuan untuk mengemukakan opini, argumentasi dan ide menggunakan kosakata yang tepat, susunan gramatikal, dan bahasa tubah yang tepat, control suara, kontk mata. (2) teknik 3-P dpat meningkatkan kondisi kelas dalam hal meningkatkan motivasi dan partisispasi siswa, menciptakan atmosfir kelas yang lebih aktif, dan meningkatkan motivasi guru dalam mengajar.

Kata kunci: Berbicara, Teknik 3-P, Penelitian tindakn kelas.

INTRODUCTION

In learning process, the teacher use some techniques for teaching English especially in speaking field, such as, questions and answer, plays, small groups' discussions, games, debates, and oral presentation. According to Chomsky (2008, p. 13), speaking competence is an "ability to express or communicate opinions, thoughts, and ideas by talking and this ability can be gained by practice". In

this case, the students need many opportunities and many rehearsals to have speaking competence. The eleventh grades students of MAN 1 Bojonegoro are often given task for presentation as their assignment or assessment from the teacher. Some students get difficulties and problems in delivering presentation in front of the class. In this case, I classify the difficulties into two parts, quantitative and qualitative. Based on quantitative data, I find that, based on their marks taken before, who get mark more than 86 are only 4 students. Those who get between 80 and 85 are 5 students, 75 and 79 are 4 students and the other students get less than 75 from totally 30 students in the class. Based on qualitative data, I get from interviewing some of them, they do not show their speaking competence well especially in oral presentation. For example from observing the students in delivering presentation, they often mispronounce certain words, often misunderstand with the hoped answer, do not have well structure, difficulties in handling questions, their talk are usually unorganized, and do not have fluent expressions as well.

When I conduct personal interview with some students about doing oral presentation, they get difficulties or problems in delivering presentation. Some problems which are faced by the students are: (1) Students' fluency in speaking competence is still low; (2) Students have bad pronunciation; (3) Students have lack of vocabularies; (4) Students have difficulties in choosing appropriate expression in their speaking; (5) Students' grammars are still limited; and (6) student's motivation was not good. From the explanation of main problems above, I conclude some problems indicators. There are two problem indicators, first which is viewed from speaking competence and the second is the situations of the class. The first problem indicators are: (1) Most of the students' achievements in speaking are low; (2) Students' time frame are more than maximum time; (3) Students often mumble and pronounce terms incorrectly; (4) Students often mispronounce certain words; (5) Students do not have good structure and fluent expressions as well. (6) Students often use verbal fillers like "um", "yak", "maybe" "what is it" and "you know"; (7) Students have difficulties in handling questions; and (8) Students select inappropriate words and use incorrect grammar.

In teaching English, the teacher have to be able to make the student participate in discussing the materials actively, so that they will not only be able to understand what they are learning in the class but also express their own English orally. The most important thing to carry out the English teaching is that the teachers have to be able to use appropriate design and procedures. Here, the teachers have a very important role in managing and creating the class lively. In this case, one of the techniques suggest for developing speaking competence in oral presentation is 3-P techniques. 3-P use

different communicative technique and develop fluency in the language, promote interaction in the classroom, and increases motivation.

Besides, I want to make an effort to improve the students' achievement in oral presentation through 3P technique to improve student' speaking competence and in order the class will be to be more comfortable and interesting. Based on the explanation above, I would like to know whether the use of "3-P Technique" in teaching speaking can improve students' speaking competence in delivering presentation and how is the situation of the class when 3-P Technique is implemented.

METHODOLOGY

In this study, 3 cycles action research method were applied. 3-P technique was chosen as an instructional technique in classroom action research to improve the speaking competence in delivering presentation in. In this study, the researcher is the observer and the actor of this action research. The subject used by the researcher is the eleventh grades students of English Education Study Program which involves 38 students consisting of 18 male students and 20 female students in the academic year 2016-2017.

This action research has four steps done in each cycle. According to Kemmis and Mc taggart, action research occurs through a dynamic and complementary process consists of steps; planning, implementing,

observing, and reflecting (Burn; 1999:32).

There are two kinds of data, quantitative and qualitative data. The quantitative data in numbers are taken from pretest or the test that is carried out before and posttest or after the cycles are implemented. The results of them are used to know the students' improvement in speaking. Meanwhile, qualitative data, in the form of words are taken from the result of observation done by the teacher as the researcher while the actions are being carried out. I conduct direct observation in the classroom, gave questionnaire, and interviewed the students. The researcher also used video, photograph, and field notes. The technique of collecting data are observation, personal interview and questionnaires

To know whether there is some progress of the students' competence in presentation or not after 3-P Technique applied, I conduct pretest and posttest. After the scores are collected, I analyzed those using descriptive statistics recommended by Ary, Jacobs, and Razavieh, (1979, p 150) The qualitative data will be analyzed by using Constant Comparative Method as suggested by Glasser (in Siti Zulaihah, 2008, p. 58).

RESULT OF THE STUDY
1. The Condition before the action

The condition before the research was identified in pre-research stage. The result of pre research activity can be seen in the following table:

Table 1. Pre-condition

Numbers of the student	Percentage	Level	Speaking features
11	23%	Above average	Students pronounces all words correctly;
			Presentation had no misspellings
			Uses correct grammar and select appropriate words for context
			Maintains eye contact; seldom returning to notes;
			presentation was like a planned conversations.
			No vocalized pauses noticed; presentation falls within required time frame.
13	30%	Average	Students pronounce some terms incorrectly
			Only focuses attention to one particular part of the
			class.
			Occasionally displays both a deadpan and
			conflicting expression during presentation
14	47%	Under average	Students mumbles; pronounces terms incorrectly;
			students' presentation had more spelling errors
			Uses incorrect grammar; cannot focus on the
			ideas presented, because of lack vocabulary.
			Students reads all or most of report with no eye
			Contact
			Had a deadpan and conflicting expression during
			entire presentation

Based on the pre-research condition above, I started implementing the research. The overall implementation of the research can be seen in Table 2.

Table. 2. Research Implementation

Solution	Solving teaching English (presentation) through 3-P technique
Number of cycle	3 cycles
Cycle 1	
Planning	Arranging a general lesson plan for Presentation, explaining the description of 3-P Technique (Preparation, performance and Post Performance Review), the objective, and the planned scheduled for cycle 1 and conducting speaking presentation.
Action	First meeting : 1. Giving explanation about Preparation (Why, Who, What, How, Where and When), Performance (Language, reading habit Action and Time Management) 2. Conducted presentation 3. Giving post Test in Delivering the presentation. (Themes of presentation: Health, Education and Politics).
Observation	1. Student's Improvement of vocabularies, improvement of Grammar, Improvement of fluency, Improvement of summarizing the presentation, 2. Classroom condition : alive, enjoyable, but crowded, group work was more effective.
Reflection	1. +) Students' mastery in vocabulary was high, students' understanding about current issues which happen in our daily life were increased, students successful in reflection group work, students reading habit were decreased.

	2. (-) Students were difficult to make interesting opening in their presentations, students had problems in using their expressions (body language and voice control), students unable to think critically, motivation of the students were low.
Cycle 2	
Planning	Revised planning to solve the students' problem in delivering presentation dealing with body language, voice control and conduct presentation based on the themes.
Action	Second meeting 1. Giving explanation about the expression of presentation (Body Language, voice control), Post Performance Review and Conducting speaking presentation based on the themes. (Themes of presentation à Technology, Economy and Culture). 2. Conduted presentation 3. Post test : Delivering the presentation. (themes: Technology, Economy and Culture.)
Observation	1. Student's improvement of body language and voice control, improvement of interesting opening, improvement of critical thinking 2. Classroom condition more alive, enjoyment in doing presentation was increased.
Reflection	1. The result of students' performance in delivering presentation; 2. The strengths of 3-P 3. The weaknesses of 3-P.
Cycle 3	
Planning	Revised planning to solve the students' problem in delivering presentation dealing with student's motivation and confident

Action	Third meeting
	     1. Giving explanation and motivate the students in delivering presentation.
	     2. Conducted presentation
	2. Post-test : Delivering the presentation. (themes: Technology, Economy and Culture.)

Observation	1. Student's improvement of motivation and confident 2. Classroom condition more alive, enjoyment in doing presentation was increased
Reflection	1. The result of students' motivation and confident in delivering presentation; 2. The strengths of 3-P 3. The weaknesses of 3-P.

Cycle 1

       This classroom action research were conducted in three cycles. Each cycle consist of one meeting of 150 minute sessions. The first cycle introduced of 3-P technique (Preparation, performance and Post Performance Review), the objective, and the planned scheduled for cycle 1. In this cycle I planned to teach speaking using 3-P technique. The themes for the first cycle were Health, Education, and Politics. I planned one meetings for the first cycle consisted of discussion and activities using 3-P technique and post-test. The first cycle was held on 13th October 2016.

       Planning was the first step in doing a classroom action research. Some important things were planned in order that the research runs well. The time allotment in each meeting was 150 minutes. I had to use the time efficiently so that the students' achievement can be attained. I had prepared some important materials such as handout of 3-P technique, topics of presentation, Lesson plan, Evaluation format and

teaching media such as laptop, LCD c) Field note, By using field note can help us to understand what happens during the process of implementing 3-P technique.

Action, for introduction I carried out the actions of cycle I in three meetings. It introduced the 3-P Technique; Preparation, Performance and Post Performance Review. The actions focused on giving explanation about Preparation (Why, Who, What, How, Where and When), Performance (Language, Reading Habit and Time Management). The followings were the description of implementing the action. The lesson started at 09.00 o'clock am. The students used the first 2 minutes to pray before the first lesson began. In Pre task, I introduced 3-P Technique presentation. The students appeared to be curious with the idea of learning speaking presentation using 3-P. I showed the video of "Steve Parker's presentation from LCD.

In task (Main activity), the next step was to give tasks to the students to make a checklist of points they should remember about Language to use in a presentation. Afterwards, I asked the students to think of jargon which is common in your profession and write it down. Next to each word or expression, write an explanation that anyone would be able to understand. Then practice explaining the jargon orally. The last task was the students should practice one part of their presentation, standing up. The students might do this in front of a friend and asked their friend to give

feedback based on the Language checklist.

Closing the class, since the time was time, the next activity would be continued on the next meeting. Before the class dismissed, I asked them to study at home. The next step was to give task to the students to make opinions and summary based on the themes. The themes were about Health, Education, and Politics. The titles of each theme were distributed to the students. Each group could choose one out of the three themes. Each group made at least two opinions and made one summary. The task had to be submitted at that time. Some of the groups were not able to make good opinions and summary yet. Then the tasks were discussed together. The students present the theme and which had been selected by the teacher.

Observation, the stage of observation was done and aimed at observing the effects of action to solve the students' problem in delivering presentation. To conduct this section I cast a role as the teacher to present 3-P Technique in teaching oral presentation. During implementing the 3-P technique, I and collaborative teacher observed the situation, facts, the students' progress and their respond and their respond toward the techniques. Based on our observations there were some results we noted. They were: (1) Improvement of vocabulary, (2) Improvement of grammar, (3) Improvement of fluency, (4) Improvement of motivation, and (5) Improvement of summarizing the presentation.

Table 3. the result of Post Test Cycle 1 (Progress Test):

No. of student	Students whose score was below 75	Students whose score was 75 above	Highest score	Lowest score	Average	Passing grade
30	7	23	88	64	75	75

Reflection, based on the data analysis in Cycle 1, it can be concluded that there are five main expected results. They include: (a) improvement of vocabulary, (b) improvement of grammar; (c) improvement of fluency; and (d) improvement of motivation. First, the students made much progress especially in mastery of vocabulary. They learned new terms used in presentation. Besides, they also learned new vocabulary dealing with the themes of the presentation. The result of the students' performance proved that it could improve the students' ability in grammar. The students knew more how to improve the language use. They have mastered some mechanical terms usually used in presentation. They could memorize those expressions well and could use them automatically during their performance.

There were some positive result or the strengths found in cycle 1 to improve the students' speaking competence. They are: (a) There was improvements in student speaking achievement (b) The students; mean score of grammar, vocabulary, fluency was above the passing grade. (c) The various topics of the presentation help the presenters understand more about current issues which happen in our daily life. (d) The student's motivation, confidence and involvement in speaking class improved. (e) Building good relationship between the teams. The problem of cycle 1 is that the students' mean score of expression and sentence arrangement improved but bellows the passing grade. (b) Some students' body language were monotonously and they had no expressions during the talk. (c) Some students found it was difficult to answer the questions from the audience. They got stuck in the middle of their presentation and stopped for a few seconds thinking about what he was going to say next; (d) The students were still not able to make interesting opening (e) Some students still lacked of thinking critically. (4) Suggestions Based on the reflections (weaknesses and strengths) found in the previous section, it can be classified that there are still three important aspects the students needed to improve. That is why it is recommended to do the following things in cycle 2: (a) Expression (Body Language) which includes postures, gestures, eye contact, hands and physical mannerism; (b) How to make Interesting Opening; (c) How to think critically in delivering presentation; and (d) controlling the voice during the presentation.

Cycle 2

Planning, based on the weaknesses which were found in cycle 1, I revised the following plans they were: a) Expression (Body Language)

which includes postures, gestures, eye contact, hands and physical mannerism; b) How to make Interesting Opening; c) How to think critically in delivering presentation; and d) controlling the voice during the presentation. Action, introduction. It was a hot afternoon. I entered the class and greeted my students. "Good afternoon students!" they answered in high enthusiastic. "Good afternoon mom!" I was surprised. It was the last session of the day but the students were still in high spirit. I asked their condition and checked the presence list. Then I started the lesson.

Pre Task, the meeting was attended by the researcher and all the students. In this stage I explained that there were some important aspects needed to be improved dealing with body language. Body language had a great role in influencing the audience's attention. For example the way you stand up. When you stand up you should stand up straightly, feet slightly apart, one foot slightly in front of the other. Next was a gesture. You should be able to use your hands, move your body, and express your face as effectively as possible that they can attract the audience's attention much and make your speaking easy to catch. Then your eye contact. You were the lighthouse which beams continually moving around the audience. That's why during the presentation you must look everyone in the room. Do not focus on certain audience. By moving your eyes you communicate with all the audience. I still see that many of you still look at the ceiling, door, window or other directions during your presentation. Beside, you should also avoid physical mannerism. Avoid playing with pens, pointers or papers, jingling money in pockets, fiddling with hair and avoiding eye contact. Finally, if you want to learn more about body language I suggest that you want to learn more about body language I suggest that you watch TV without the sound.

Task (Main Activity), what I did next was asking some students to deliver short presentation about 5 minutes using good body language while the research were observing what they were doing. Now and then I stopped them in the middle of their speech to remind them of the bad body language they unconsciously did. I asked some of the students to practice speaking for about one minute using varied voice. When the point was important I asked the students to slow down to emphasize the points. To practice pausing I asked the students to count to tree … one … two … three … silently. Next, I asked one students to come up in front of the classroom and gave him a one paragraph short text and asked him to read as if he were talking. The other students had to pay attention carefully and asked him to read as if he were talking. The other students had to pay attention carefully and made notes and gave comments whether his friend was able to control his voice.

For further practice I gave two tasks. The first task was dealing with controlling voice and the second task was about making interesting opening. The next step was asking the students to

prepare themselves to make interesting opening and deliver in front of the class one by one. Each student was asked only to speak one minute. They may choose any kind of topics they like. They were given ten-minute time to prepare their opening. The second task is gave the students tasks dealing with Post Performance Review. Now that the students have finished the course material, all of them should give their entire presentation at least once to the whole group.

Table 4. the progress of the student's test achievement

No. of student	Students whose score was below 75	Students whose score was 75 above	Highest score	Lowest score	Average	Passing grade
30	3	27	96	72	82	75

From the table above it can be concluded that there were 27 students (87%) who had fulfilled the passing grade and the rest (13%) still did not pass Besides the quantitative data gained, based on our observation we noted\ some results. They were: a) improvement of students' expression (body movement); b) improvement of voice control; c) improving of critical thinking; and d) improvement of making an interesting opening.

Cycle 3

Planning	Revised planning to solve the students' problem in delivering presentation dealing with motivation and confident **Planning** · Each meeting consists of introduction, test and post-test. · Using media (picture and power point)
Action	**Third meeting** · Giving motivate the student in delivering presentation and Post Performance Review · Dividing the students into 15 groups, each group consists of 2 students. · Choosing the topics which will be delivered (themes : health, education and politics) · Delivering presentation
Observation	**Students** Improved the students' motivation and confident
	Teacher · Used recorded material in speaking class · Gave interesting activity in teaching English · Spoke more clearly
	Classroom situation · More alive, fun and enjoyable for students
Reflection	• The students participate actively in the discussion session • Students can organize their talk well • The students showing enthusiasm • Students will know their weaknesses, mistakes and problems in delivering presentation • Students will be ready for a confident presentation • Students can get some reflections of their presentation

In cycle 3, the improvement of students' motivation, participation in each cycle was categorized into three groups, namely Active, Sufficient, and Passive. The categorization was based on the students' frequency of asking question, student' willingness to take the speaking turn, the students' activities in group work and students attitude during the English class. The number of active student was increased from cycle to cycle whether the number sufficient and passive students was decreased.

Discussion

3-P Technique is an exercise in lively interaction between presenters and the audience, not in reading a speech. A speaker can use cue cards in the same way he would use a prompt in a play, they are there for references if a speaker loses his spot. In 3-P Technique a speaker is trained to use their expression. The first is eye contact. The speaker use eye contact as effectively as possible. It is very closely related to cue cards. If a presenter looks at the audience he will hold their attention. If a speaker spends his time looking at a point just above the audience's head they will lose concentration very quickly. In most circumstances, one of the quickest ways to establish a communicative bond with audience is to look at them personally and pleasantly. Avoiding their gaze is one of the surest ways to lose them.

There is a great deal of research to show that speakers in the United States who refuse to establish eye contact are perceived as tentative or ill at ease and may be seen as insincere or dishonest. It is no wonder then that the teacher urge students to look at the audience 80 to 90 percent of the time they are talking (Lucas, 2004, p. 310).

The second is Voice. There are many things a speaker can do with his voice to make it effective. He must project so that he can be heard but 4 minutes of constant shouting will become very annoying very quickly (like a butcher hunting out the daily specials). That's why it is suggested that a debater use volume, pitch, and speed to emphasize important points in his speech. A sudden loud burst will grab his audience's attention while a period of quiet speaking can raw his audience and make them listen carefully. At one time a powerful voice was all but essential for an orator. Today, electronic amplification allows even a soft-spoken person to be heard in any setting. But in the classroom you will speak without a microphone. When you do, are sure adjusting your voice to the acoustics of the room, the size of the audience, and the level of background noise. If you speak too loudly, your listeners will link you boorish. If you speak too softly, they will not understand you. Remember that you own voice always sounds louder to you than to a listener. Soon after beginning your speech, glance at the people farthest away from you. If they look puzzled, are leaning forward in their seats, or are otherwise straining to hear you need to talk louder. (Lucas, 2004, p. 299).

The third is body language. Our body is a tool for us to use. To make good presentation a speaker is recommended to make hand gestures deliberately and with confidence, to make his head and upper body to maintain eye contact with all members of the audience. If the student wants to walk up and down he can do so but by moving with effect and deliberately, not by making worry lines into the carpet. If he wants to stand still he can stand with confidence. Dealing with body movement, Lucas (2004, p. 309) says : At this stage of your speaking, you have many more important things to concentrate on how to gesture. Gesturing tends to work itself out as you acquire experience and confidence. in the meantime, make sure your hands do not upstate your ideas. Avoid flailing them about, wringing them together, cracking your knuckles, or toying with your rings. Once you have eliminated these distractions, forget about your hands. Think about communicating with your audiences, and your gestures will probably take care of themselves – just as they do in conversation.

The research findings reveal that 3-P Technique can improve situation in speaking class. Before the research, the students low participation in speaking class They tried to avoid the speaking turn given by the teacher. They claimed that they could not speak English. Instead of taking the speaking turn, the students pointed to other friends to speak. The students did not show their enthusiasm in conducting the speaking activities especially in doing oral presentation. The situation changed after the implementation of 3-P Technique. The students showed high participation in speaking class. During the research, students were enthusiast in conducting oral presentation. The improvement of students' participation was achieved because 3-P Technique is interesting and therefore it is motivating. This finding is in line with Bukart (2006) who states that 3-P Technique is familiar to the students; therefore it is motivating for the students in learning in the target language. Richard and roger (2000, p. 229) support this idea by stating that "3-P Technique is to improve students' motivation and therefore promote learning". Ur (1999, p. 120) states that "there are four criteria of successful speaking activities, namely a) learners talk a lot; b) participation is even; c) motivation is high; and d) language is of an acceptable level". From the findings, the activities in this research fulfill these requirements well.

To support the teaching and learning process, the students' activities were guided by worksheet applying the use of media, either in the form of visual media or audio media. The visual media applied in the research were in the form of power point; either the audio one is the recording. The use of visual media is beneficial because they can provide concrete referent for ideas, serving as a more easily remembered to the original idea; and they can motivate learners by attracting their attention, generating emotional expression, and simplifying information.

CONCLUSION

The students' presentation for professional development as individuals or as a member of a group is improved most intensively and significantly. It can be developed through some activities such as: (1) The use of the cue cards. Speaker can use cue cards as references if he loses his point; (2) Eye contact in public speaking a speaker is trained to use eye contact as effectively as possible. If a speaker looks at the audience he will hold their attention. In most circumstances, most of the quickest ways to establish a communicative bond with audiences is to look at them personally and pleasantly; (3) Voice. There are many things a speaker can do with his voice to make it effective. It is suggested that a speaker use volume, pitch, and speed emphasize important points in his presentation; (4) Body language to make good presentation a speaker is recommended to make hand gestures deliberately and with confidence, to make his head and upper body to maintain eye contact with all members of the audience; and (5) Avoiding nervous habits. In doing this, the speaker should use his whole person to effect, not letting anyone thing detract from his ability to persuade the audience.

Next, when speaking students' mastery of grammar is also improved. Grammar is very essential to improve to students' competence in speaking. In presentation students' learn certain grammar more intensively since those grammars are constantly used during the students' performance in doing presentation. By so doing, the student can use them automatically without thinking first. Good speakers know how to use language correctly, clearly, vividly and appropriately.2. 3-P Technique can improve classroom situation. It shows that the classroom situation becomes more alive with various interesting activities, and there is a rising students' participation. Besides, 3-P Technique increased teachers' innovation in presenting the material in the classroom by creating and using media in speaking class. The strength of the implementation of 3-P Technique is that it can raise students' participation in speaking class and it can enhance students' speaking ability.

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