

**The Use of Presentation, Practice & Product (PPP) Method to Teach
Reading Skill in Accordance with Giving Appreciation (Compliment) in
Junior High School.**

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan
Degree in English Language Education**



16322012

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice, which I have written, does not contain the work or parts of the work of other people, I wrote as what I did in my experience and my implementation at those school. Except those cited in the questions and references, as a scientific paper should.



Yogyakarta, 2020

The Writer

This block contains a handwritten signature in black ink, which appears to be 'Adib Naufallah Ibnu Ghani'. To the right of the signature is a yellow postage stamp. The stamp features the Indonesian national emblem (Garuda Pancasila) and the text 'METERAI TEMPEL' at the top. Below the emblem, the number '17000AAHF373239115' is printed. At the bottom of the stamp, the value '2000' and the text 'RIBURUPIAH' are visible.

ADIB NAUFALLAH IBNU GHANI

16322021

MOTTO

“Life’s simple, you make choices and you don’t look back...”

(Sun Kang)

“Many timesv what we perceive as an error or failure is actually a gift. And eventually we find that lessons learned from that discouraging experience prove to be pf great worth”

(Richelle E. Goodrich)



DEDICATION

I thanks to Allah SWT that always give me a healthiness and strength to do what I have to do. And I feel grateful to finish this paper. Appreciatively, I dedicated this best practice to ME, another part of myself that always eager for challenges in life. And especially for:

1. My beloved parents: Gaib Suwasana and Rini Hanifah who always support me through their endless love and prayers.
2. My little brother and My Sweet girl, Khoirurridho Ibnu Ghani and Rahma Wahyu Ajining Tyas who always cheer me up and no bored to always give a lot of support and reminds me to finish this paper. May Allah always give them health and always take care of them.
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4. My examiners Mrs. Intan Pradita S.S., M.Hum,.....,
5. The whole lecturers at English Language Department of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia and the staffs.
6. All of my friends at English Education Department batch 2016 that I cannot write their name one by one who gave me many precious memories, I sincerely wish the best for all of them.

7. My best friends for life who always stay with me through the good and bad, they are “Tukirin Boys” that always be my clan.
8. All of those who have helped the writer to complete the study which may not be mentioned one by one.

Alhamdulillah, all praises to Allah SWT who has been giving us many pleasures all this time till forever, also peace and salutation to our Noble character Muhammad SAW who had brought us from the darkness to the lightness and from the bad character too the good one. In this opportunity, the author enables to finishes this best practice as a partial fulfillment of requirements to obtain the *Sarjana Pendidikan* degree in this English Language Education Department of Islamic University of Indonesia.

The Author realizes that there still many weakness of this thesis and still far from the perfection. However, the Author hopes that this thesis could provide meaningful benefits to the readers and can be useful for others. Therefore, any suggestions, criticism, and input for the improvement of this thesis are much needed and will be greatly accepted by the Author.

Yogyakarta, 2020



Adib Naufallah Ibnu Ghani

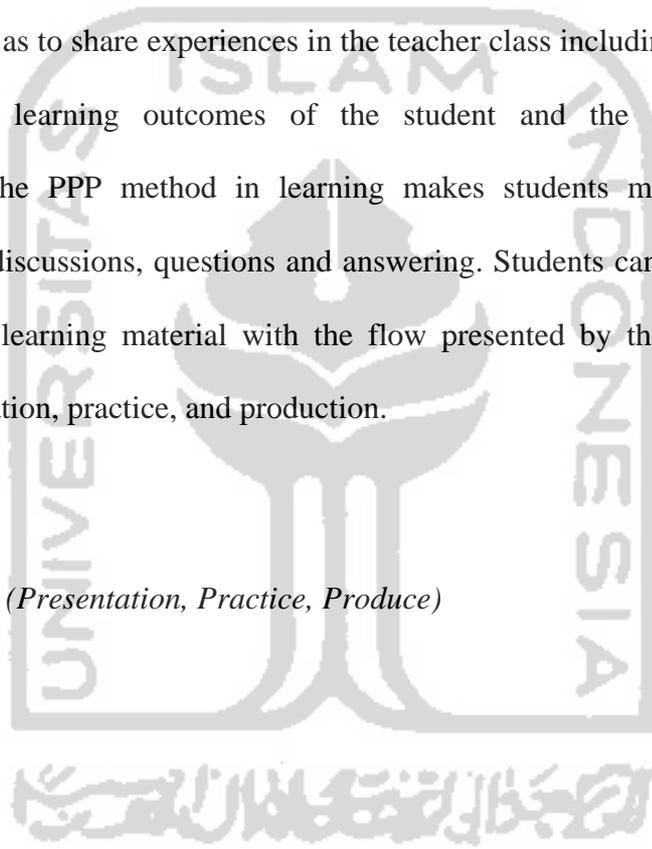
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ABSTRACT

The purpose of this study is to show that the PPP (Presentation Practice Production) method can still be applied in English learning methods in Indonesia, especially in junior high schools. Researchers try to apply these methods in order to find out students' learning interests, and the ease or goodness of the PPP method, as well as to share experiences in the teacher class including lesson plans, documentation, learning outcomes of the student and the stage of PPP. Implementing the PPP method in learning makes students more active and enthusiastic in discussions, questions and answering. Students can more better to understand the learning material with the flow presented by the PPP method, namely presentation, practice, and production.

Keywords: PPP (Presentation, Practice, Produce)



CHAPTER I

BACKGROUND

I had opportunity to conduct my teaching practice in Smp Negeri 1 Pakem. I taught four times but I explained my 3rd teaching practice as an example of PPP method. This 3rd teaching practice that I used be held in the 8D class, where I have Giving Appreciation or Compliment topic in our material lesson. Actually in Junior High School I taught teach for 5 times include presentation, Practice and Production in every meetings. I have taught about KD 3.1 Asking and Giving Attention, Compliment and KD 3.2 Expressing Ability will/would in 8C ad 8D class, the others material in same KD was taught by my partner PPL in that school which is teaching in the same class. I take Asking Congratulation or Compliment in 8C class to be my best practice.

The school has sufficient facilities for learning for the explanation about physical, environment and equipment/facilities need in the class are; The class has enough space and is not too narrow, at the back there is still space that is used by students for reading corners (literacy) which the program is very intensified by the government in Indonesia in order to support students to enjoy reading and being diligent. The lighting in the classroom is good, because there are lots of windows and vents on the two sides of the classroom wall, even without using lights I think is bright enough for students to read and do activities in the classroom while saving energy (Go Green). However, the lighting facilities still exist and function normally to anticipate cloudy weather and low light. The class more less consist of

32 students and the arranging of chairs and tables as usual that is in line with 5 tables sideways and 5/4 backward. One table for 2 students, with a distance that is not too narrow I think this is quite efficient for teachers to maneuver monitoring student while learning and give feedback or explanation. When I grouping the student, the table and chairs can change parallel to suit the comfort of each group, and after that it is returned to normal position after the group activities are finished. Classes have enough furniture / equipment / facilities and it fun for learning in class, because students paint their own class with all the creativity that they have in each class and add trinkets to decorate it. In the classroom, they also supports LCD projectors, sound systems, roll screens, fans, dispenser (drinking place), white board, some marker and eraser and also cupboards to support the needs of students. Me as a pre-service teacher here is very helpful with the LCD screen projector and sound system, because I use it every time I teach in class to support the explanation of material through PPT, provide some video brainstorming, browsing supporting material for students and other learning activities, because students do not allowed to carry and use a smartphone, this is the role of the teacher to demonstrate some or the more modern technology and learning material for students.

The morning routines of the school require teachers to come half an hour earlier before entering class to give Greetings (Senyum, Salam, Sapa, Sopan, Santun) at the front gate of the school. Before the students started to learn, they have to sing national anthem of Indonesia Raya song together and then continue by reciting Al-Quran the class and after that do a literacy activity for 15

minutes, which is reading a book from their “Reading Corner”. Before we start the material, we start by praying and singing a song of good morning. And then we started the lesson for 40 x 2 minutes by watched the video and continue by explaining the materials (Social function, structures and Language Features). After that we continue by explain the example of the expression in the dialogue and repeat together. After that we start to do students practice with game and then finished by worksheets as a production by the students. In this report we will discuss more about my teaching experience in teaching KD 3.1 Giving Appreciation in Class 8 C & 8 D in a Junior High School.

But the students have problems in less accustomed and exposed to English, Students at this school prefer or often use Indonesian and local languages (Javanese). It was clear when I tried to interact and explain the lesson using English, most students looked confused and there a lot of miss communication. So, I mostly use mix language. even if I use English I have to check the understanding of students again related to what I have explained and said about. This is the reason why I used PPP as e method to teach and help them to give structure or formula in learning material by requiring students to get easy access to understand by demanding students to be active through presentation, practice and production. Current trends of PPP in Indonesia context is intertwined to CLT approach. Fadillah (2018) said that PPP itself is combined to teach Communicative Language Teaching (CLT). to allow students to communicate using their L1. CLT itself is part of Indonesian school curriculum in School Based English Curriculum. Due to Indonesian curriculum

development, in 2013 the curriculum is switched into scientific approach. Apparently, PPP method can also be applied in this curriculum, and in pesantren of junior high school level. Amril.et al (2017). As a conclusion, this phenomenon proves Sato's statement (2010) that using PPP as teaching delivery method works in all types of teaching methodologies, curriculums and all teaching strategy.



CHAPTER II

CONSTRUCT

The PPP method was originally implied coherent activity that had been discovered in the mid-20th century, Criado(2013) explained that PPP was adopted as a teaching sequence with a structured method in the North American Audiolingual, The British Situational Language Teaching Method and the French Audiovisual Method. He add that the purpose of the structured PPP method is to take over the structure of the method above. PPP is very useful to complete these objectives, since it has been well adapted for teaching structures namely P1; aural exposure and teacher modeling, P2; drills or controller practice in, and last is P3; transfer of structures that have been studied previously to different situations. Based on (Willis,J and Willis,D 1996) PPP is a three-part teaching paradigm: Presentation, Practice and Production; The focused presentation phase is followed by practical activities. This practical activity is designed to enable students to produce material that is presented quickly and easily. At the production stage, opportunities are given to use language freely and flexibly with the hope that this will consolidate what is being learned and expand the scope of its application. This PPP tradition is closely related to daily practice and common sense that is directed at work and practice, but this is not related to experimental findings (Criado,2009). Skehan (1996) add that the PPP approach views the learning process as learning a series of discrete items and then unites these items in communication to provide further practice and consolidation. Criado (2010) add more advanced clarification that The three Ps stand for, in this order, Presentation-

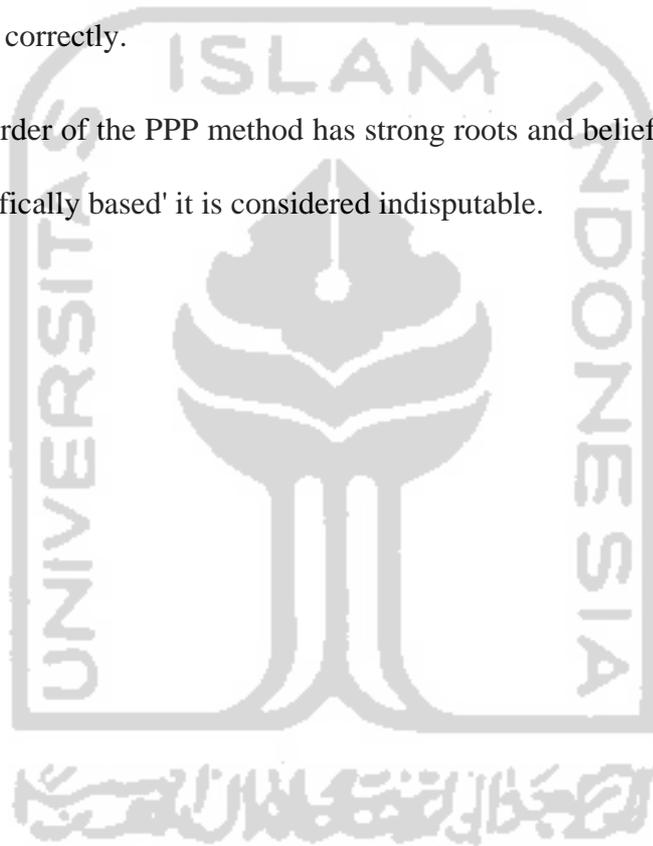
Practice Production, or P1-P2-P3. These three phases derive from or are rooted in a very ancient teaching apply and experience: (i) explicit / direct presentation of the language (P1) that the teacher introduces in order that the learner gains a transparent and aware understanding of it, or indirect / implicit presentation of things as contextualized in talent-based activities whose main focus is skill work instead of the study of latest structural or lexical items; (ii) follow with antecedently introduced material (P2), emphasis on specific patterns and grammar points, (since experience shows that practice is needed for consolidation of new and previously presented knowledge), and (iii) production of similar patterns (P3) with some autonomous manipulation of the linguistic items features already learned or partially consolidated through previous practice.

Richard & Roger (2013) talk about Lesson Plans that use the PPP method must have 3 phases of course. Namely P1 Stage; The teacher starts the lesson by conditioning the situation in the classroom with the language needed. Presentations may consist of model sentences, short dialogues illustrating target items, either read from the textbook, heard on the tape or acted out by the teacher. P2 Stage; Students practice their new language or material in coherent order. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually, until they can say them correctly. The teacher's creativity to create another practice activities are like matching parts of sentences, completing sentences or dialogues and asking and answering questions using the target language. P3 Stage; Students are encouraged to use the new language more freely,

both for their own purposes and meanings or in a similar context introduced by the teacher. This can be a role play, simulation activity or communication task.

Criado (2009) Concludes that the ppp method is in accordance with inherent benefits, almost all activities carried out are based on repetitive practice and all needs are taken in a sequence of integrated and well planned activities to achieve skill acquisition correctly.

Therefore, the order of the PPP method has strong roots and beliefs, and based on the facts 'scientifically based' it is considered indisputable.



CHAPTER III

IMPLEMENTATION

This best practice research was taken while I was doing teaching practice at Junior High School grade 8C. With a total of 32 students.

Based on the RPP (Lesson Plan) that I made, I teach about Showing and Giving appreciation (Compliments), where the material above is part of KD. 3.1. I pick up the Reading and Writing skills, that focus on write the dialogue and answering the question. And I have a learning objective they are at the end of the class all students can/ will be able to:

1. Understand the generic structure and language features of Showing appreciation.
2. Answer question And write dialogue about Showing appreciation

The settings and sequences I teach based on the Presentation, Practice, and Produce methods as in the lesson plan are as follows:

Presentation stage

At the first I open the class by greetings, Giving the attendance to the students and ask the students condition. Like “How are you today?”, “How’s life?”, “Are you ready to take the lesson today?”, etc. Then before I introduce the topic I show a video related to our topic but the topic material share implicitly in the video, because the video is to igniter students about what the topic lesson will be studied in the class today. Also this video as brainstorming to. After I showed the video, I asked several questions including:

- a. What did you see in the video?
- b. What does she / he talking about?
- c. How about the ... -Expression? -Intonation? Etc.

After discussing the Brainstorming video, of course I gave feedback to the students who answered it. And continue to give provoke so students can answer and continue to lead to the topic or material that we will discuss today. The

brainstorming video that I give is quite successful, because it can be seen from the answers of students that are continuous to lead to the topic of learning material. Here the teacher's skill to ask and explain is very necessary important so the students notice correctly the material to be taught.

Next I explain the Giving / Showing Appreciation material to students starting with what is giving Appreciation / Compliment. Next give an explanation to the students' generic structure of Showing appreciation and Language features to students. Then me as a teacher show to the student the example of Showing appreciation / Compliments as a dialogue text. Teacher guide and ask the student to read the example.

Practice

I use rearrange dialogue sentence as student practice in group form. Rearrange the dialogue sentence, I chose it because I feel it is very suitable for students as training because it is fit for students because I gave an example when I explained the material at the presentation stage. and it is not too difficult to start, before going to the test /production and to build student cooperation and discussion in each group. .I divided it into groups of 5-6 students, so there were 5 groups. Then I share the dialogue text that I have cut into several sentences and blank paper with students. After everything was scattered, I explain the instructions for work clearly. I told them that there was a reward for being able to solve it quickly but precisely. Visibly students are very enthusiastic and active to choose and sort sentences into the correct dialogue text.

After finishing the students in each group were told to read the sentence sequences that have become dialogue texts, here my role as a teacher gives feedback to each sentence that is misplaced, if any. Then ask what is the reason for the sentence being positioned there. And the last is correcting the sound or

pronunciation of students who are not right in reading the text, and do not forget to give rewards to students who have completed quickly and precisely, reward in the form of food to be enjoyed by each group. All students are given rewards, it is just the capacity of the food and the different prices for each group based on the order.

At this stage students are expected to establish kinship, equality and familiarity for all students. This is also to strengthen cooperation between students, so students who do not understand are expected to understand with the help of other students even if only just watching and listening. Students are also required to discuss and exchange ideas with one another for a coherent purpose. Here the teacher can also find out if the group answers are still wrong then it can be sure they do not understand, the teacher must immediately evaluate them, provide feedback, so students understand the material before entering the test.

Production

At the Production stage, I use questions for student tests. There are 10 questions on this test, In this 10 question consist of 2 question models. The first 5 questions model in the form is dialog text, where students individually are asked to read and understand the dialogue text then answer the 5 questions that have been provided. I chose this dialog text model because it had the reason that I wanted to see the extent of students' understanding in reading dialogue text. and testing student vocabulary. . There are:

- Fayyadh : Hi Fatimah, How are you
Fatimah : Hello, Fayyadh, I'm fine. And you?
Fayyadh : I'm okay, thank you. Where are you going Fatimah?
Fatimah : I'm going to pick up my mother.

- Fayyadh : Is that your new bicycle, Fatimah? *What a nice bicycle it is!*
 Fatimah : Yes, it is. *Thanks Fayyadh.*
 Fayyadh : You're welcome.

Please, Answer the questions based on the dialogue.

1. How many persons are there in the dialogue? Who are they?
2. Where will Fatimah go?
3. How does she go?
4. What is the expression used to give compliments in the dialogue?
5. What is the response use to respond the compliments?

The next 5 questions are short and simple dialog texts. Students are asked to answer blank space correctly and appropriate based on answers that are consistent with the previous dialogue sentence. I chose this question model because in my opinion it was very easy for the students but to trap. The foresight of students to understand instructions and answer pairs is tested in this part of the test or to ignite the creativity of students to answer the most appropriate answers. Here is the question :

1. Ari : Look at the house!
 Bagas : The house is very and isn't it?
 Ari : Yes, I think the house is very big and large

2. Nani : Look, this is my cat. It 's isn't it?
 Yani : Yes, I think it is . . .

3. Abdur : Wow, the boy is diligent and smart
 Beni : Yes, I think he is

4. Ana : What do you think about my picture?
Dito : I think it is ...
Ani : Amazing! Really? Thank you.
5. X : Look, this is my bird. It is isn't it?
Y : Yes, I think it's beautiful.

Fill and complete the dialogue below with suitable expression!

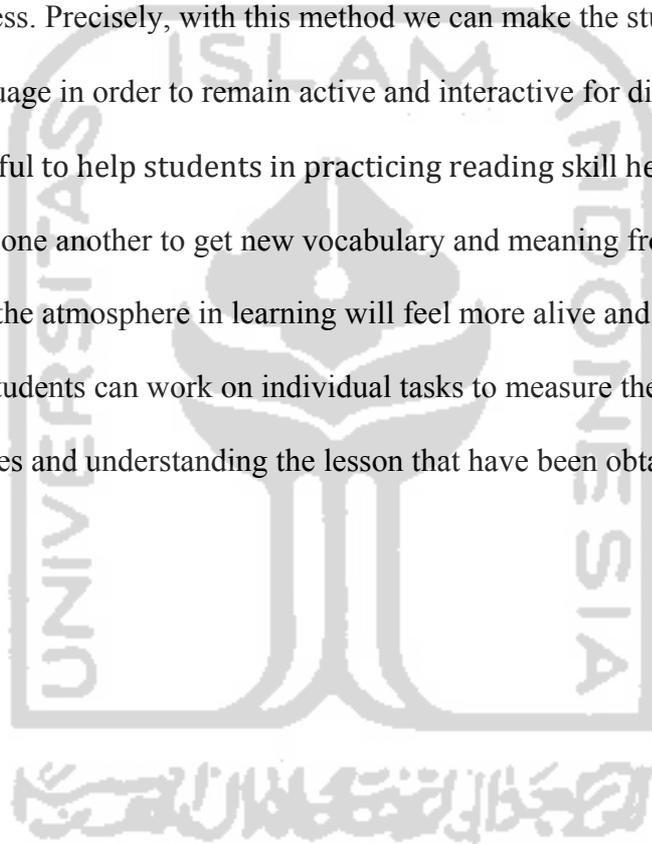
Can be seen in the example questions above, the problem is very trap for students who do not understand the dialogue text. In fact, the average answer is already in the dialogue.



CHAPTER IV

CONCLUSION

By using PPP (Presentation, Practice and Production) method will easily to get the learning interest of students in learning English, where students are not un pressure by fear because they do not understand the meaning and vocabulary that is still very less. Precisely, with this method we can make the students to use bilingual language in order to remain active and interactive for discussion. PPP method is useful to help students in practicing reading skill here where they can share with one another to get new vocabulary and meaning from a sentence. With it also the atmosphere in learning will feel more alive and pleasant for students. So students can work on individual tasks to measure the extent of the abilities and understanding the lesson that have been obtained.



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