THE USE OF PPP (PRESENTATION, PRACTICE, PRODUCTION) TEACHING METHOD TO TEACH CONGRATULATIONS TO VOCATIONAL HIGH SCHOOL STUDENTS

BEST PRACTICE

Presented to the Department of English Language Education as Partial

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis I have written does not contain the work or parts of other people's work, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, 1 Agustus 2023

The Writer,

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THE USE OF PPP (PRESENTATION, PRACTICE, PRODUCTION) TEACHING METHOD TO TEACH CONGRATULATION TO VOCATIONAL HIGH SCHOOL
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ABSTRACT

The research aimed to implementation of the PPP (presentation, practice, production) as a method with Congratulation Material in Vocational High School. The implementation conducted in teaching practice at one of the vocational schools in Yogyakarta. Thus, I had an opportunity to implement the PPP method. In applying PPP, The teaching Process in two major that are, Broadcasting Cinema and Multimedia. Teaching Process for three meetings by using specific material entitled Congratulations. The implementation stage of this teaching Process is divided into phases: 1) class observations to analyse previous teaching methods and identify the students' abilities, 2) material preparations, and 3) evaluation. During three meetings in one month, This Best Practice showed changes in students who had better time management in concentrating because, in stages, they were divided into three processes: presentation, practice, and production. They were interested in this teaching method because they responded actively to every question. To measure students' understanding, The Students assigned to create a role-play video with the topic of Congratulation based on the text given. The PPP Method is one of the potentential Method for Teaching English in Vocational High school.

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Due to virus covid 19 lockdowns, most classroom activities were conducted online. However, teaching online is challenging because there is a lack of interaction between students and teachers. Therefore, teachers should select effective teaching Method to maintain interaction. In this best practice, I would like to share my teaching practice at one of the vocational schools in Yogyakarta. The focus of this Best Practice to Implementing PPP (presentation, practice, production) method for two majors in Vocational High Schools, Broadcasting Cinema and Multimedia. Teaching Implementation conducted one month and three meetings in each major. During the meetings, Teachers delivered a specific theme, which was Congratulations. Teaching Process used some materials from various learning resources on the internet. This learning process chosed the PPP Method for increase activeness students during online learning. They did not participate actively in the online activity. As the impact, there needed to be more interaction among us. Some of them were tired, sleepy, and did not show any enthusiasm during online meetings. They also had technical problems such as limited signal and internet packages. To solve the problem, I decided to apply the PPP model by using the WhatsApp group.

To ensure students' understanding of the material, they were assigned to develop a role-playing video with the topic Congratulations. During

learning using the PPP method in 3 meetings, students show significant changes in achievement and participation. Further discussion will highlight specifically the process and results.

CHAPTER II
CONSTRUCT OF THE TEACHING PRACTICE

2.1 Presentation, Practice, Production (PPP) as Teaching Method

The PPP (presentation, practice, and production) is a learning method suitable for teaching language structures such as grammar or vocabulary in foreign languages because it has teaching stages centred on student activities (Harmer, 2007). The PPP method is divided into three stages: the presentation stage: the teacher as an informant, and the practice stage: the teacher as conductor. And the production stage: the teacher as a guide. Harmer (2001) Defines presentation, practice, and production are variations of audio-lingual in English-based Teaching; the procedure most frequently used is called PPP.

Mubarak (2022) Using presentation, practice, and production was an alternative way of teaching speaking, especially accuracy and fluency. There are some suggestions as follows;1. Presentation, practice, and production were suggested to use by a teacher as an alternative strategy or method in teaching English, especially speaking skills. 2. The teacher should give the students more chances to speak to get more speaking practice in class. The teacher should facilitate students if they are getting difficulties in learning English. 3. further research is suggested to find references about presentation, practice, and production methods. 4. Using the information gap technique depends on the weather. This strategy is good for the entire season, except in the rainy season. 5. Finally, the researcher

expected this thesis to bring new views to all the readers and English teachers.

2.2 The Implementation of PPP in Online Learning Setting

During the COVID-19 pandemic, learning activities at school were utterly changed to online, which required using applications that help to learn exercises as a medium of communication and media to explain any material to be delivered to students. Implementing PPP in online learning requires a WhatsApp application to communicate, zoom for class learning activities and google classroom for class assignment collection media. Each stage in this method is crucial because we have to ensure the students stay together and listen to the explanations given in the practice stage. After all, this will require student interaction to do some exercises. S Winayah (2021) stated that practice was implemented to drill the teachers' skills in the materials presented. At the end of teaching materials like characteristics, teaching methods, strategies, and media, the teacher gave the participants assignments that contained the case problems that needed elaboration to answer them. Winayah also showed that training and strengthening fostering teachers' English pedagogic competence used the Presentation, Practice, and Production (PPP) method. According to Siregar (2021) that there is an effect positive of using presentation-practice-production on computer-assisted language learning to improve students' ability in English grammar competence in first-grade students. These two studies show that the PPP method can help students' to understand and develop their essential competencies by using a computer base by

applying presentation, practical, and production methods. It can also be interpreted that this PPP method can strengthen the basis and process of developing teachers in competency.

CHAPTER III
IMPLEMENTATION

3.1 Activity 1: Setting out the Rules and Procedures

Establishing Procedures and rules for this activity to ensure that student learning activities operate smoothly and successfully, as well as to ensure that the PPP approach is implemented successfully. In this activity, the students were reminded about classroom activities in WhatsApp Groups through Google Classroom. All assignments were given in google classroom, students who wanted to ask questions could privately chat, and during online meetings, it is recommended for students to go on cam and turn off the microphone.

3.2 Activity 2: Preparing the Teaching Materials

Prepare the Content for the teaching process divided material, questions and assignments that Students will completed. The material used in this study is teaching materials available on the internet for grade 10. The materials and practices are chosen based on learning objectives in the classroom. Students were asked to make a roleplay video using congratulation conversation text.

3.3 Activity 3: PPP

The teacher started the class by greeting and inviting students. At the presentation stage, the teacher provided material using Powerpoint media with the core of the material explained and interacted with students in question-and-answer sessions. After the presentation session, students were asked to fill in the absences prepared in the class WhatsApp group.

Figure 1. Zoom meeting Presentation

At the practice stage, Students are asked how they would react if someone wished them "Congratulations" after viewing a text message with congratulation text.
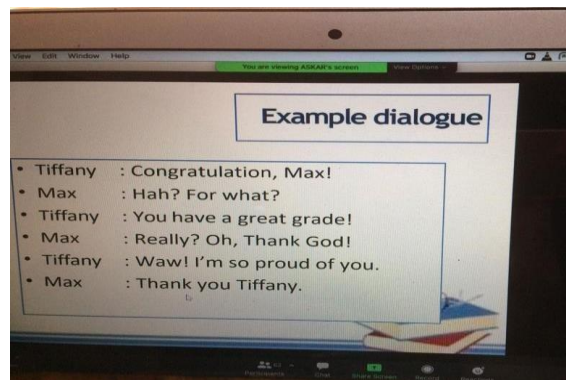

Figure 2. Practice

At the production stage, students were given a short task in the form of a dialogue. Moreover, at this stage, he becomes a conductor directing students to make a Roleplay video on congratulation material. They were required to submit it to Google Classroom. Students may confirm or consult the charge through WhatsApp to ensure their understanding.
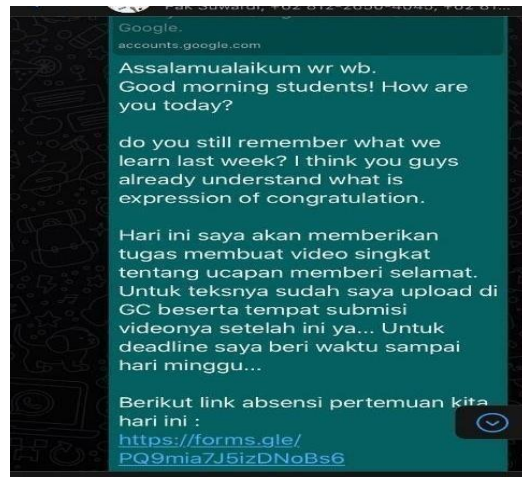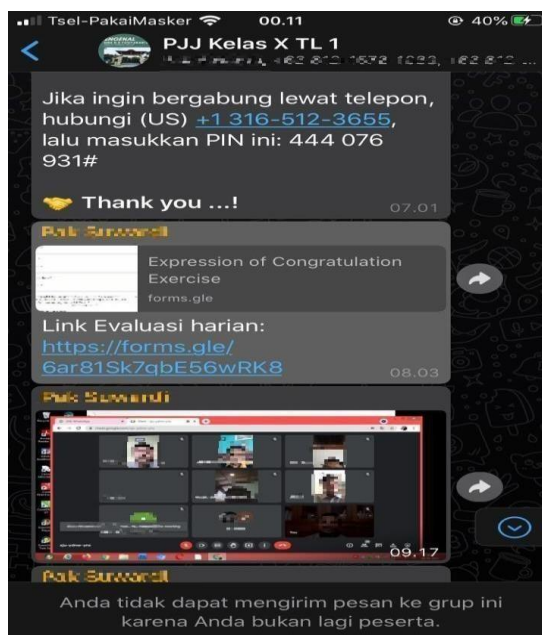
Figure 3. Production

At the last meetings from three meetings of the Learning process, students were given an evaluation task to recall memory and examine student's understanding of the materials. The teacher shared Google Form links to measure students' comprehension.

Picture 4. Conclusion

3.4 Teaching Reflection

After conducting the PPP method for three meetings, it was shown that had positive responses by the students. During my teaching experience for three meetings, time management, and learning content were well delivered. It supported teachers' and students' understanding of correlating theories and practices. Students could finish their assignments and projects.

However, There were still some challenges in the implementation due to some students and technical errors.. Some needed help understanding learning instructions, and some students experienced technical errors during Zoom meetings and WhatsApp groups. In this problem, communication with students is quite essential. It is necessary to listen to the constraints of students who experience issues in online meetings; most students have issues with the internet network, some of which are in areas where the internet is quite tricky. In this case, trying to overcome it by changing the platform that was previously Zoomed and then replaced with Google Meet and for assignments given on the WhatsApp group, then also for further discussions, if students have questions, they can go through the WhatsApp group to make it smoother because it does not require a strong and stable network.

CHAPTER IV
CONCLUSION

4.1 Conclusion

Implementing the PPP (presentation, practice, production) method was very helpful in teaching and distributing content. During three meetings in one month, that showed changes in students who had better time management in concentration. They engaged in this teaching model from phase presentation to practice until production. They responded to every question and answered correctly. The average student who did the task given in the first congratulation task and the last task, the average student who worked on it, experienced an increase of 90% which shows a positive change in student enthusiasm.

4.2 Recommendation

Using the PPP method in teaching activities is very good, but it still depends on the school setting because every school has different settings. The PPP approach is particularly effective for teaching activities since it manages learning activities. However, it is dependent on the school's Setting. Students with different skills affect their interests in the learning activity.

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APPENDICIES 1
RENCANA PELAKSANAAN PEMBELAJARAN DARING/LURING

Sekolah	**: SMK Negeri 3 Yogyakarta**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/semester	**: x/Ganjil**
MateriPokok	**: Expression of congratulation**
Alokasi Waktu	**: 2 x 30 menit**
TujuanPembelajaran	**:**

- Siswa dapat mengidentifikasi fungsi sosial dari ucapan selamat
- Memahami struktur teks ungkapan memberikan ucapan selamat
- Menerapkan unsur kebahasaan dari ungkapan memberikan ucapan selamat
- Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari ungkapan memberikan ucapan selamat
- Menyusun kalimat memberikan ucapan selamat

Model Pembelajaran **: Problem based learning,**

project based learning Langkah-

langkahPembelajaran:

No	Aktivitas
1	Pendahuluan (5 menit)
	1. Guru memulai membuka kelas dengan mengucapkan salam dan mengajak siswa untuk berdoa menurut kepercayaan masing masing.
	2. Guru menanyakan kabar siswa dan keadaan kesehatan mereka saat ini
	3. Guru mengecek kehadiran satu persatu
	4. Guru menjeaskan garis besar dari materi yang akan diberikan
	5. Guru menyampaikantujuan dan manfaatpembelajarantentangtopik yang akandiajarkan

2	Inti (20 menit)
	
	  a. Mengamati
	      - Siswa mendengar penjelasan dari guru yang berisi tentang interaksi cara member selamat.
	      - Guru menanyakan tentang teks yang telah dijelaskan
	      - Dengan bimbingan dan arahan guru, siswa menganalisis ciri-ciri interaksi cara memberi selamat (fungsi sosial, struktur teks, dan unsur kebahasaan)
	
	  b. Menanya
	      - Siswa menanyakan perbedaan antara berbagai ungkapan cara memberi selamat dalam bahasa Inggris
	
	  c. Mengkomunikasikan

No.		
- Meminta siswa untuk membaca dialog yang telah dibuat.		

3	Penutup (…5 menit)
	      1 Menyimpulkan hasil pembelajaran bersama sama
	      2. Menyampaikan rencana kegiatan pertemuan berikutnya		

PenilaianPembelajaran   **:**

No.	Kompetensi	Teknik	BentukPenilaian
1	Sikap	Observasi	Tanggung jawab, Peduli dan Kerja sama
2	Pengetahuan	Tertulis	Struktur teks ungkapan ucapan selamat, Unsur kebahasaan pada ungkapan ucapan selamat.
3	Keterampilan	Praktik	Mendengarkan teks ungkapan ucapan selamat, Berbicara untuk mengungkapkan ucapan selamat

APPENDICIES 2
RENCANA PELAKSANAAN PEMBELAJARAN
DARING/LURING

Sekolah	**: SMK Negeri 3 Yogyakarta**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/semester	**: x/Ganjil**
MateriPokok	**: Expression of congratulation**
Alokasi Waktu	**: 2 x 30 menit**
TujuanPembelajaran	**:**

- Siswa dapat mengidentifikasi fungsi sosial dari ucapan selamat
- Memahami struktur teks ungkapan memberikan ucapan selamat
- Menerapkan unsur kebahasaan dari ungkapan memberikan ucapan selamat
- Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari ungkapan memberikan ucapan selamat
- Menyusun kalimat memberikan ucapan selamat

Model Pembelajaran   : Problem based learning, project based learning

Langkah-langkahPembelajaran:

No	Aktivitas
1	Pendahuluan (5 menit)
	1. Guru memulai membuka kelas dengan mengucapkan salam dan mengajak siswa untuk berdoa menurut kepercayaan masing masing.
	2. Guru menanyakan kabar siswa dan keadaan kesehatan mereka saat ini
	3. Guru mengecek kehadiran menggunakan gform yang dikirim leat grup whatsapp
	4. Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic

2	Inti (20 menit)
	
	  a. Mengamati
	     - Siswa diberikan contoh percakapan singkat tentang expression of congratulation
	     - Siswa di beri kesempatan untuk menganalisis struktur teks dan unsur kebahasaan dari 'expression of congratulation'
	
	  b. Mengeksplorasi
	     - Siswa diminta untuk membuat video percakapan singkat tentang expression of congratulation berdasarkan contoh yang diberikan

3	Penutup (…5 menit)

| | 1 Siswa diminta untuk mengumpulkan tugas tersebut melalui google classroom sesuai tenggat yang diberikan |
| | 2. Guru menutup kelas dengan berdoa bersama dan mengucapkan salam |

PenilaianPembelajaran :

No.	Kompetensi	Teknik	BentukPenilaian
1	Sikap	Observasi	Tanggung jawab, Peduli dan Kerja sama
2	Pengetahuan	Tertulis	Struktur teks ungkapan ucapan selamat, Unsur kebahasaan pada ungkapan ucapan selamat.
3	Keterampilan	Praktik	Mendengarkan teks ungkapan ucapan selamat, Berbicara untuk mengungkapkan ucapan selamat