

**IMPLEMENTING PRESENTATION-PRACTICE-PRODUCTION WITH WEB 2.0  
TOOLS TO TEACH DESCRIBING EXPERIENCE IN A SECONDARY SCHOOL IN  
THAILAND**

**BEST PRACTICE**

*Presented to the Department of English Language Education  
as partial fulfillment of requirements to obtain the Sarjana Pendidikan degree  
in English Language Education*



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**APPROVAL SHEET**

**IMPLEMENTING PRESENTATION-PRACTICE-PRODUCTION WITH WEB 2.0  
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## STATEMENT OF WORK'S ORIGINALITY

I honestly state that this best practice entitled “Implementing Presentation-Practice-Production with Web 2.0 Tools to Teach Describing Experience in A Secondary School in Thailand”, which the best practice that I wrote is free from other people's work, except for those mentioned in quotations and references, as expected from a scientific document.

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## DEDICATION

In the name of Allah, I dedicated this thesis to my beloved late mom, *Mamah*:

**SRI SUDARYATI (Alm)**

**BINTI**

**TOCHID DWIJO SOEMARTO**

*(July 1961 – December 2011)*

اللَّهُمَّ اغْفِرْ لَهَا وَارْحَمْهَا وَعَافِهَا وَاعْفُ عَنْهَا

*Allaahumaghfirlahaa Warhamhaa Wa'afihaa Wa'aafuanhaa*

“O Allah, forgive her and have mercy on her, prosper her and forgive her sins and mistakes”

## MOTTO

สหัสเสนโต เทวินโต ทิพพจักขุง วิโสทายิ อิกะวิตติ พุทธะสังมิ โลกะวิฑู

(Sahatsanetto Thewinto Thippahajakhung Wisothayi Ikawiti Phutthasangmi Lokawithu)

*“Use your inner wisdom to see how good you are at solving problems.”*

*Phra Indra’s Mantra*

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**ABSTRACT**

This best practice aims to describe the innovation of using web 2.0 tools in a presentation-practice-production (PPP) approach to teaching describing experience in line with the present perfect tense for secondary school students in Thailand as a part of the SEA Teacher program. From the perspective as a pre-service English teacher, the researcher learned that students tend to get bored by using only plain worksheets and textbooks as learning material. The researcher also learned that the teachers need to be more innovative in what students' interest in any kind of term. Web 2.0 tools such as Canva, Google Form, Quizziz, Kahoot, and Padlet in the PPP context can be a way that spark their interest in teaching activities. The researcher recommended that pre-service teachers should have a wide variety of pedagogical approaches that integrate web 2.0 tools to deal with the student's interest and engagement with the learning material.

*Keywords: Presentation-Practice-Production, Web 2.0 Tools, Secondary School, Thailand*

# CHAPTER 1

## INTRODUCTION

### 1.1. Teaching Context

The SEA Teacher Project, organized by the Southeast Asian Ministers of Education Organization (SEAMEO), involves Southeast Asian countries working together to improve education quality in the region. The goal is to enhance teacher education and raise the standard of teachers in their home countries. "Revitalizing Teacher Education" is a key focus area for achieving high-quality education. The project invites 3rd or 4th-year students majoring in Mathematics, Science, English, and Preschool education to participate in a one-month teaching practicum in Southeast Asian countries. Throughout the month, students have specific roles and responsibilities, including observing, assisting in teaching, making lesson plans, teaching, and reflecting on their experiences. The host university selects schools and provides mentors to supervise and guide students during the practicum.

In the 9th batch of the SEA Teacher Program, the researcher was assigned as a pre-service teacher for approximately one month, from August 26, 2023, to September 23, 2023, at grade 10 in The Demonstration School of Kanchanaburi Rajabhat University (DSKRU) in Kanchanaburi, Thailand. Established in May 2016, DSKRU is a private school under Kanchanaburi Rajabhat University, intended for both Junior High School (*Mathayom* 1-3) and Senior High School (*Mathayom* 4-6). The curriculum focuses on science, mathematics, language, and technology that developed by the school's academic team, based on the Basic Education Core Curriculum of the Ministry of Education. In the first 2 weeks, the

researcher started observing the school system, the curriculum used, and the learning methods used by the English teacher in class. Based on my observations, this school is very good in terms of facilitating its students with technology in learning activities such as computers, projectors, microphones, and Wi-Fi connections in every classroom. Also, each of the students has a smartphone and iPad or tablet and they always bring it to school. However, based on my observation, The researcher learned that this technology is still very original without any elaboration of use. Therefore, the researcher decided to use web 2.0 tools that were available on their gadget to 10th-grade students which can be used to convey material related to describing experience materials in the present perfect tense, doing the assessment, and giving expressions.

## **1.2. English in Thailand**

In Thailand, English is viewed as a foreign language. From the Basic Education Core Curriculum 2008, the focus of English education is to enhance students' abilities in reading, speaking, listening, and writing. The integration of English with information technology is crucial in advancing education in Thailand (Hapsari, Ammar, & Ghali., 2020).

Wiriyachitra (2002) stated that Thailand is a country that has always stood with one official national language, which is the Thai language. They (Thai citizens) are proud of it because Thailand has never been colonized by another country. There have been proposals to make Thailand live with two languages; Thai and English, but this proposal has never materialized because of the mentioned reasons above; the big pride of Thai citizens because they have never been colonized. They can use English as the first foreign language that needs to be studied in schools.



Wiriyachitra (2002) also stated that Thais' level of English proficiency is low in comparison with many countries in Asia (e. g. Malaysia, Philippines, and Singapore). Wiriyachitra (2002) wrote about the Minister of University Affairs speech that stated about the TOEFL average scores of Thais are the same as Mongolians, but higher than North Koreans and Japanese. Until now, learning English in Thailand has not prepared its population to face a changing world. If the way we teach and learn English is not improved, Thailand could fall behind in the world of business, education, science, and technology (Wongsothorn et al., 2002). The role of English in Thailand is very important, as in many other developing countries. New technology and the use of the internet have resulted in major changes in business, education, science, and technological advancement, all of which require high levels of English skills. The merger of corporates, associations, and business takeovers became common, and English was used as a means of communication, negotiation, and execution of transactions by the participants, whether one spoke English as a native language or not.

### **1.3. Thailand Curriculum**

In Thailand, the teacher has used the Basic Education Core Curriculum as the national plan for Grades 1 to 6, Grades 7 to 9, and Grades 10 to 12 since 2008 (Basic Education Core Curriculum, 2008). This curriculum is like a flexible guide for schools to create lessons that give good education and unite the country, considering the differences in each place. To make it work well, those creating the curriculum and the teachers need to understand why it is important, its goals, and the needs of their local area. The national curriculum has been updated to a second version that follows certain standards. This plan outlines the basic principles and minimum requirements (e. g. schedules and indicators) for creating a curriculum

adjusted to each community and school. How English teachers interpret the "localization" principles in the Core Curriculum is important for good English education. Since learning English is unique, the courses should be adapted to the local context, using content and situations that matter to the students. English teachers must pay close attention to the details in the foreign language learning area, especially because English is a required subject in this area of study. The curriculum is like a flexible plan that helps schools design their lessons to give a good education and bring everyone in the country together, while also respecting the differences in each place. To make sure this plan works well, the people who make the curriculum and the teachers must understand why it is important, what goals it has, and the specific needs of their local area (Basic Education Core Curriculum of Thailand, 2008).

The Constitution of Thailand Kingdom emphasizes the importance of education, stating that the government should provide education to the people through different systems. It encourages lifelong learning and collaboration between the state, local government, and the private sector. The state is responsible for ensuring that all levels of education meet international standards and guidelines. The national statement on Transforming Education by the Royal Thai Government emphasizes the need for instructors to have modern learner-centered teaching skills to handle different classroom situations. The Royal Thai Government will have strong support systems like internet forums and opportunities for students to share. This aims to encourage collaborative learning (National Statement of the Royal Thai Government on Transforming Education, 2022).

The Royal Thai Government also provides support for a digital transformation focused on the learner, improving education for all students and

preparing them for a world with rapidly changing technology. Team up with the Ministry of Education and other relevant organizations, they aim to offer open-source platforms that give free, inclusive, and fair access to online education (Durongkaverroj, 2022). The main priorities include high-quality online learning programs, relevant teacher training, and rules that support digital learning while ensuring responsible use of artificial intelligence and digital technology. Therefore, it suggests that developing English among Thai people will open up opportunities for Thai people since the language has significant roles in Thailand, ASEAN, and beyond (Tantiniranat, 2020; Warotamasikkhadit & Person, 2011). Then, understanding the effectiveness of technology is a crucial step in integrating technology into EFL education successfully (Deerajwiset, 2014).

## CHAPTER 2

### TEACHING CONSTRUCT

#### **2.1. Presentation-Practice-Production Method**

The Presentation-Practice-Production (PPP) method has been a widely used approach in teaching English for many years (Maldonado, 2023). Jeremy Harmer, in his influential work "The Practice of English Language Teaching" (2007), describes the PPP (Presentation, Practice, and Production) strategy as a foundational teaching approach, particularly in the context of English language teaching (ELT). This method, which gained popularity in the 1970s, marked a shift towards more communicative approaches in language instruction (Harmer, 2007). PPP has a logical appeal to teachers and students because it supports the idea that practice improves skills, and lets the teacher manage what is taught and how fast the lesson goes (Thornbury, 1999). The PPP strategy has been somewhat successful in making lessons more communicative. It helps teachers enhance communication between themselves and their students through a sequential approach: starting with presenting the material (Presentation), followed by assigning practical exercises (Practice), and concluding with encouraging communicative use (Production). Presentation-practice-production method focuses on communication. Most teaching methods nowadays aim to help students learn a language for everyday communication. To meet each student's needs and help them use the language in daily life, teachers give different assignments. Presentation-practice-production methods makes it easier for both teachers and students to reach their goals. Many students have trouble with grammar, so EFL teachers are supposed to help them get better at it (Kaki et al., 2021).

Maldonado (2023) conducted research about the implementations of PPP to promote speaking skills in a virtual environment in Ecuador. In this study, the PPP method was examined in an online environment to improve speaking skills. The result examined that the presentation-practice-production (PPP) method is commonly used to enhance speaking skills in English learners. It is based on the concept that students need to be introduced to the language before they can start using it independently.

In the previous study teaching context in a primary school in Vietnam, Bui & Newton (2021) conducted a research that talked about the effects of PPP methods on increasing students' speaking skills. The teachers have a good view about using PPP based on their experience. PPP worked well for beginner classes because it gave them a clear and expected way of learning. The teachers understand this strategy because they learned it during their teacher training before they started teaching. Nhu, the first teacher, discovered that the PPP method works well for teaching speaking. New language goals are taken from real-life situations, helping students learn to communicate in context. Because teachers and students are familiar with this method, it's easy for them to use. Hoa, the second teacher, sees the benefits of using this method. Since students are already familiar with the steps in the PPP strategy, teaching and learning went more smoothly. However, despite this familiarity, their speaking skills did not improve significantly when using this approach. Yet, this method also has limitations in usage. According to Nam and Nga as teachers in the school, they stated that this method can lead to boredom and consume much of time. Some parts of the lesson were too long, which made students get bored. And, several lessons are too easy, so students ignore the teacher's instructions.

Li (2020) research that talked about the feasibility of implementing PPP in a Chinese secondary school EFL context. This research aims to investigate if the PPP method can be effectively used in Chinese secondary schools for teaching English as a Foreign Language (EFL). The results are divided into two types; the preference for using PPP in teaching grammar, and the argument of the complexity of this method if taken into practice. For teaching grammar, the PPP method is very practical. The presentation-practice-production steps work well for both high and low-proficiency students. For the complexity, many students learn English mainly to score well on exams for higher education. As a result, the research talked about students focusing more on memorizing vocabulary and grammar for reading comprehension exercises than on everyday communication.

Yen et al. (2015) and Carless (2009) debated the advantages and disadvantages of task-based language teaching (TBLT) and presentation-practice-production (PPP). Yen et al. (2015) explained Vietnamese students' writing performance and self-regulatory writing strategies in their research. The findings of this research indicate that TBLT facilitates greater enhancement in students' lexical diversity, whereas PPP contributes more to improving their linguistic accuracy. Specifically in writing performance, the study noted that the PPP approach was more effective in enhancing linguistic accuracy, whereas TBLT resulted in a stronger increase in lexical diversity immediately after the test. In terms of self-regulation, the TBLT method was found to be more effective than PPP in fostering students' self-regulation according to the current study's findings. Meanwhile, Carless (2009) also has his own opinion about the usage of TBLT and PPP in the research that was conducted in 1999. This research examined teachers' views on TBLT and PPP in Hong Kong schools. The results indicate that most teachers prefer

PPP over TBLT. Teachers generally find PPP easier to understand, handle, and it clarifies their instructional role. Therefore, teachers generally see PPP as more effective for teaching grammar directly. TBLT is perceived as potentially offering students a more engaged role and if TBLT is executed effectively, it could be more motivating.

As Carless (2009) stated teacher educators especially in the Asian context usually preferred TBLT over PPP. This might be because they understood the limits of PPP and direct grammar teaching better and knew more about second language learning theory. They recognized that TBLT had some theoretical benefits but understood it could be hard to use in actual classrooms. However, both TBLT and PPP have their own advantages and disadvantages.

## **2.2. Conceptual Framework for PPP in Teaching Practice**

A conceptual framework is like a connected system of ideas and beliefs that guides best practice. It is a basic theory that helps researchers understand what is happening. It is a crucial part of the research plan that not only directs the researcher but also helps readers understand what has been done and how. In simpler terms, it is a general description of the activities in the research, explaining what is being studied and the procedures involved (Tamene, 2016).

According to Harmer (2012), the PPP strategy has 3 stages. The first stage, known as the presentation phase, involves conveying material either explicitly or implicitly to enhance learners' comprehension and foster the development of declarative knowledge. The second stage, practice, entails engaging learners in activities related to the presented material, with the objective of converting declarative knowledge into procedural knowledge. In the final stage, production,

learners are given the opportunity to produce outputs based on the material, thereby facilitating the achievement of learning objectives.

During the presentation phase, the teacher acts as an informant. They can create unique contexts and situations by utilizing a wide range of easily accessible stimulus materials, such as text files, PDF files, presentation slides, audio clips, videos, and web pages. In the practice phase, the teacher acts as a conductor who assesses students' grasp of grammar concepts and key vocabulary by designing exercises and questions for them to complete, such as gap-fill and multiple-choice quizzes. In the production phase, the teacher acts as a guide. The teacher can easily divide students into pairs or groups for discussions, assigning them role-play and discussion activities. The outputs and deliverables from these activities can be collected and reviewed on the same platform.

There is a reference that comes from a book entitled "The Cambridge TKT Modules 1, 2, and 3" by Mary Spratt, Alan Pulverness, and Melanie Williams which was published in 2011. TKT is also known as the "teaching knowledge test". The PPP framework employed in the Cambridge TKT Course Modules 1, 2, and 3 is informed by the work of various language education experts. The presentation-practice-production (PPP) model is widely attributed to the communicative language teaching (CLT) approach and is notably associated with Jeremy Harmer, who popularized it in "The Practice of English Language Teaching." Harmer, along with other educators like David Nunan and Michael Lewis, has played a significant role in establishing PPP as a key framework in language teaching methods.



PPP approach characteristics according to Spratt, Pulverness, & Williams (2011) in the Cambridge TKT Modules 1, 2, and 3 are:

1. The syllabus focuses on grammar and functions.
2. The lesson sequence follows the pattern: presentation, practice, and production.
3. Learners should avoid making mistakes during the practice phase.
4. The teacher introduces the language, provides examples, gives information, and guides the students.
5. Learners follow the teacher's guidance and do not decide what or how to learn.
6. Typical activities include situational presentations and miming during the presentation stage, drills during the controlled practice stage, and role-plays and information gap activities during the production stage.

### **2.3. Consideration for Using Web 2.0 Tools to Teach Describing Experience to Secondary School in Thailand**

Web 2.0 tools are the term that was first proposed by Darcy DiNucci in 1999 (DiNucci, 1999) from the magazine that was published. It was first talked about by Darcy DiNucci in 1999 and later made famous by Tim O'Reilly. According to Aced & Toledano (2013), web 2.0 means websites that go beyond just basic pages. It is not about updating any technical stuff but about how websites are made and used differently now. Niaz et al. (2022) explained that the web, or what we know as "WWW" or the World Wide Web designed by Tim Berners-Lee in 1990 is the main tool people use globally to read, write, share, and connect with others online. It has evolved, especially in the way we learn, including English language learning. Using advanced online technology, teaching English on the web has constantly improved since the beginning of the internet. The first version of the web, web 1.0, was limited to reading content and direct communication with writers. In web 1.0,

English learners could only read and understand information but couldn't actively participate or interact with each other. Web 2.0 brought in new ways of learning online, like blended learning and mobile technology, making the learning experience more interesting and real-world. It also provided students with easy-to-use apps, making online learning more accessible and user-friendly. With web 2.0 tools, students can interact with information and classmates, encouraging them to respond to assignments in creative ways (Niaz, Buriro, & Soomro, 2022). With the use of these tools, language learners can communicate personally and engage in virtual collaboration (Shih & Yang, 2014). Additionally, their teamwork and communication skills improved. (Abusamra & Triwiyanto, 2023).

The relevant studies about the usage of technology in learning English; (Abusamra & Triwiyanto, 2023; Sönmez & Çakır, 2020; Chang, 2012.; Shih & Yang, 2014) are aimed at developing English skills. Thus, according to Niaz et al. (2022) cited from Jee (2011), a study says learning English through online platforms gives people a lot of flexibility and makes learning more real and less stressful. It also makes people more motivated and allows them to learn in their way. The study highlights the importance of web tools and apps for English learners, letting them communicate and work together. As new internet features for learning English come up, the internet will probably keep getting better. Thus, Fitria (2022) also has a statement that teachers must know about technology, which is an important subject. Nowadays, educators need more than just effective teaching skills; they also need to be proficient in technology. In today's classrooms, being skilled with technology is necessary, and teaching materials can come from various sources, including the Internet. Web 2.0 is not just a simple tool; it is a way of learning that can be used in education. It mixes technology, social stuff, and

learning for teachers to use effectively (Jimoyiannis et al., 2013). Adekayanti (2018) talked about the University of Mataram SEA Teacher Batch 4 candidates' experience in Thailand. They faced challenges in planning the lessons, deciding what to teach, and designing classroom activities. When teaching, they have problems explaining things, giving instructions, and keeping the class under control. They also struggle to connect with students, find interesting materials, and manage time during activities. So, to solve these kinds of problems, teachers must elaborate learning activities by implementing the use of technology, especially web 2.0, to make their work as teachers in the classroom easier.

This best practice was created to describe the teaching-learning process using web 2.0 with presentation-practice-production methods at the school. This report was written to describe how presentation-practice-production works in teaching grammar, especially present perfect tense in describing experience materials with the help of web 2.0 for secondary school students in Thailand. The results of this best practice report will contribute to the learning and teaching scope in Indonesia and enrich the teacher's knowledge about using web 2.0 tools in teaching describing experience with the presentation-practice-production method for secondary school students. The reason that the researcher choose to implement a PPP method with web 2.0 tools is because the reality in Thailand, especially at the school where the researcher doing the teaching practice, where the use of technology, especially web 2.0 tools, is still quite limited as a learning tool. Generally, students more often receive direct explanations from the teacher, who then gives assignments in the form of worksheets. Even though all students at the school have gadget devices and are supported by school facilities such as Wi-Fi connections and charging stations in each class, the use of technology in learning is still not optimal.

## CHAPTER 3

### IMPLEMENTATION

This section describes how the Presentation-Practice-Production (PPP) approach and Web 2.0 tools (such as Kahoot, Quizizz, Padlet, Canva, Google Form, and Bouncy Balls) to teach describing experiences. During my teaching practice session, I used web 2.0 tools twice in grade *Mathayom* 10/1 and *Mathayom* 10/2. The learning objectives are identifying, understanding, analyzing, and creating a paragraph using the present perfect tense. From my previous observation, I found that the Thai students were a little bit afraid to learn English, and they had anxiety about speaking English so they used the Thai language mixed with the English language. To overcome those issues, I decided to create a safe and friendly learning environment with the PPP approach by using web 2.0 tools.

#### **3.1. Preparation**

Before doing the teaching practice, I prepared the teaching materials that were sourced from the textbook, online resources, and several web 2.0 tools. A textbook is a kind of media that helps teachers plan their lessons and activities. Therefore, making teaching materials for each lesson will not take a lot of time (Akhmad et al., 2022). When I started my pre-service teacher training especially for *Mathayom* 4 (M.4), or grade 10, I was given an English language textbook that was in line with the Basic Education Core Curriculum to serve as a guide for the English language instruction in that particular school. The title of the book is *UPLOAD 4*, published by AKSORN+ and authorized by Virginia Evans and Jenny Dooley. Juntanee et al. (2020) stated that the use of English language textbooks in M.4 is focused on non-native English speakers. Thus, Teachers can benefit from using textbooks because they are convenient to carry, readily available, and highly effective. Textbooks are



Before starting teaching and learning activities, I prepared material that will be delivered using the Canva platform. From the statement of Martin (2016) and Waring (2021) that cited by Fitria (2022), Canva is an online design tool helps the user demonstrate an understanding of a variety of topics through individual or collaborative development of posters, presentations, flyers, infographics, book covers, newsletters, programs, reports, media kits, and more. Canva also offers teachers and students a straightforward new method for designing. Its drag-and-drop capability enables the creation of presentations, posters, single-page documents, and social network postings. In this case, I only used Canva for the creation of the presentation. This way was ordered to prepare the task performance cognitively, socio-emotionally, and from an organizational point of view.

### **3.2. Presentation and Warm-Up Step**

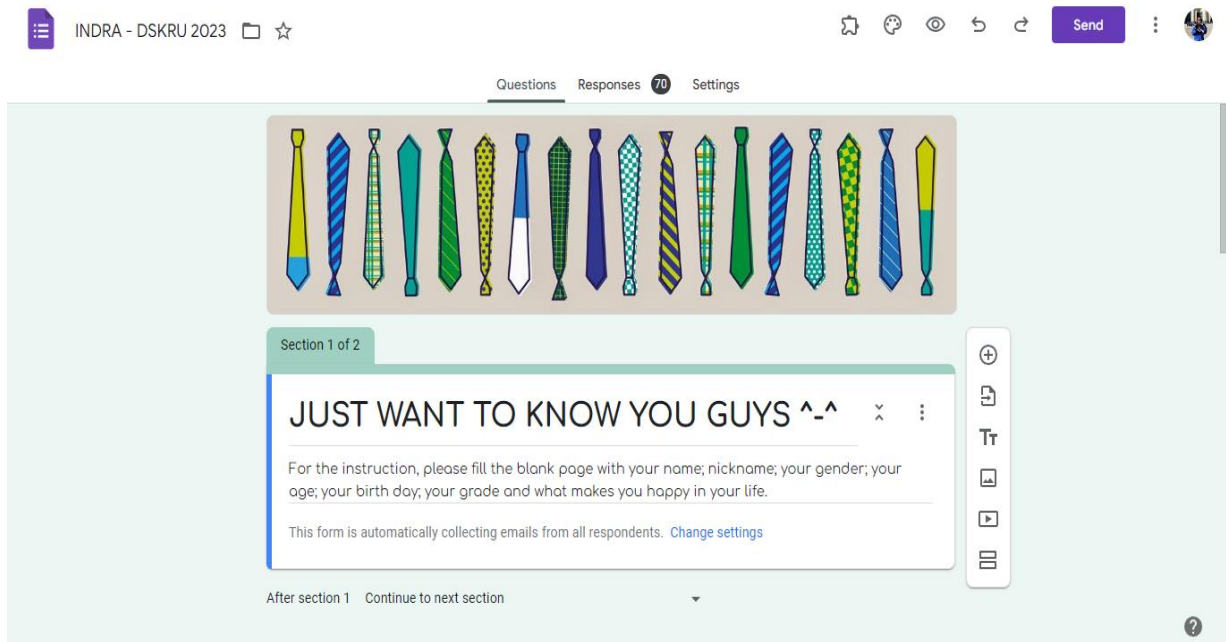
I provided a Google Form link that students must fill in. If Google Form is usually used to assess students, I only used Google Form as an introductory medium as well as to introduce this technology to students. In this link, there are forms that students must fill in, consisting of their full name, nickname, gender, age, birth date with AD calendar (because Thailand calendar system is Buddhist Era / BE), grade, and what things that made them happy in their life. The usage of Google Forms for students is a good idea because it lets you ask different types of questions, apply validation choices, track student progress, and more (Nadeak, 2022).

After doing the introduction session through Google Forms and face-to-face talk, I gave some ice-breaking to students. The purpose of ice-breaking for students in the classroom is to warm up students emotionally or physically. It helps create a learning environment that goes from being strict to relaxed, from fixed to flexible

(familiar), and from not doing much to being more involved, according to Sunarto (2012) cited by Sofyan et al., (2021). The ice-breaking distributed with my version are used Kahoot! and Quizizz. The question that I gave is about their common knowledge around the world, including country, habits, culture, religion, and food. Using Kahoot! for learning makes it fun, and interesting, and has a positive impact on all learners. We can create our quizzes or use pre-made ones, and we can assess learning progress all in one go (Kahoot, 2020). Quizizz is a fun and free assessment tool that works on computers, tablets, and smartphones. Each participant or student group needs just one set, and they don't have to create an account on Quizizz. They can join by entering a game code (Quizizz, 2019). Using Kahoot! and Quizizz, which involves multiple players, allows students to work together and compete in a way that involves interaction. This can provide a chance for social engagement (Suharsono, 2020).

**Google Form Link:** <https://forms.gle/tYyUxQxRALC4VN5d6>

## Google Form Images:



**Figure 2. Google Form Cover**

Untitled Section

Your name \*

Your answer

Your nickname \*

Your answer

Your gender \*

Chai

Ying

**Figure 3. Google Form Blank (Name, Nickname, Gender)**



Age \*

Your answer \_\_\_\_\_

Birth day with the Anno Domini calendar (example : June 02, 2003) \*

Your answer \_\_\_\_\_

Grade \*

Your answer \_\_\_\_\_

What makes you happy in your life? \*

Your answer \_\_\_\_\_

Back Submit Clear form

**Figure 4. Google Form Blank (Age, Birthdate, Grade, and What Makes You Happy)**

**QUIZZZ** Enter code Log in Sign up

Browse from millions of quizzes

Search in Quizizz library

QUIZ P' In

10th grade English 65% accuracy 4 plays

INDRA WASKITA 6 months

AI Enhance Worksheet Copy and Edit

INSTRUCTOR-LED SESSION Start a live quiz

ASYNCHRONOUS LEARNING Assign homework

NO DEVICES NEEDED Paper mode

10 questions Show answers Preview

1. Multiple Choice 10 seconds 1 point

animal that can fly

Suggestions for you

Wild Animals 3.9K plays 5th - 6th 12 Qs

Animals 161 plays 4th - 6th 10 Qs

Preposition 2.6K plays 12th 15 Qs

Comparative Adjectives 565 plays 3rd 15 Qs

Build your own quiz

Create a new quiz

**Figure 5. Quizizz Homepage**

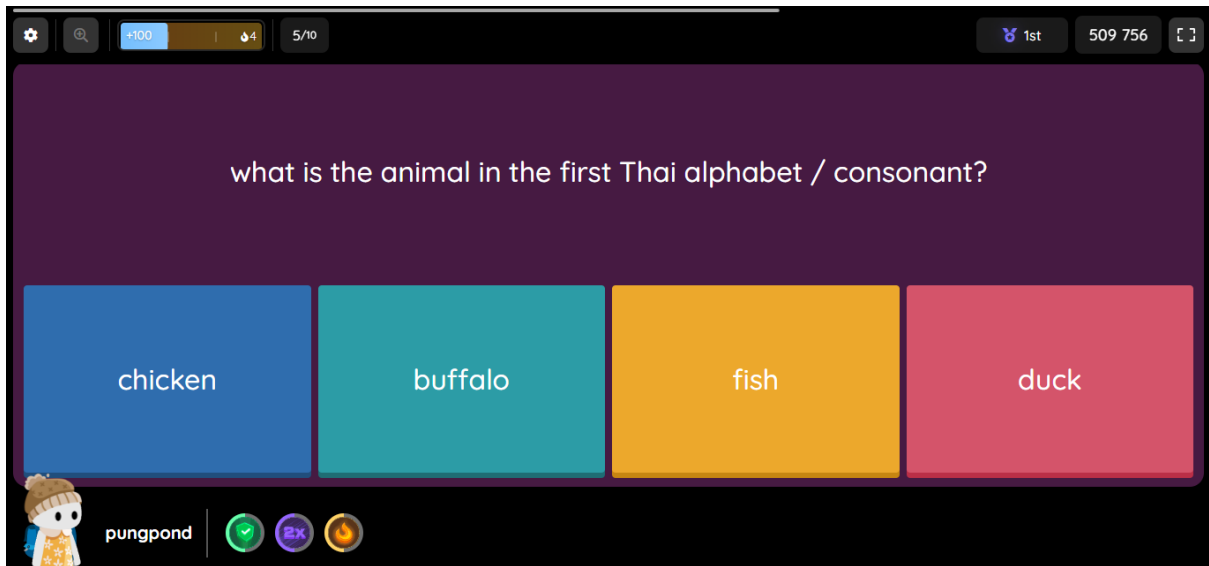
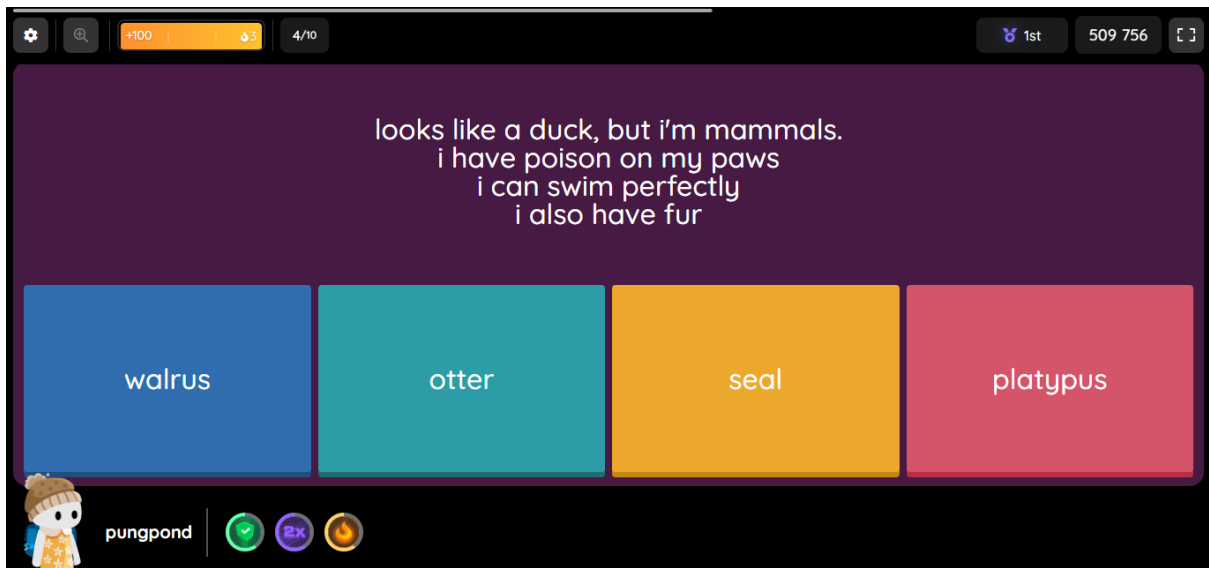


Figure 6. Example of Quizizz Questions

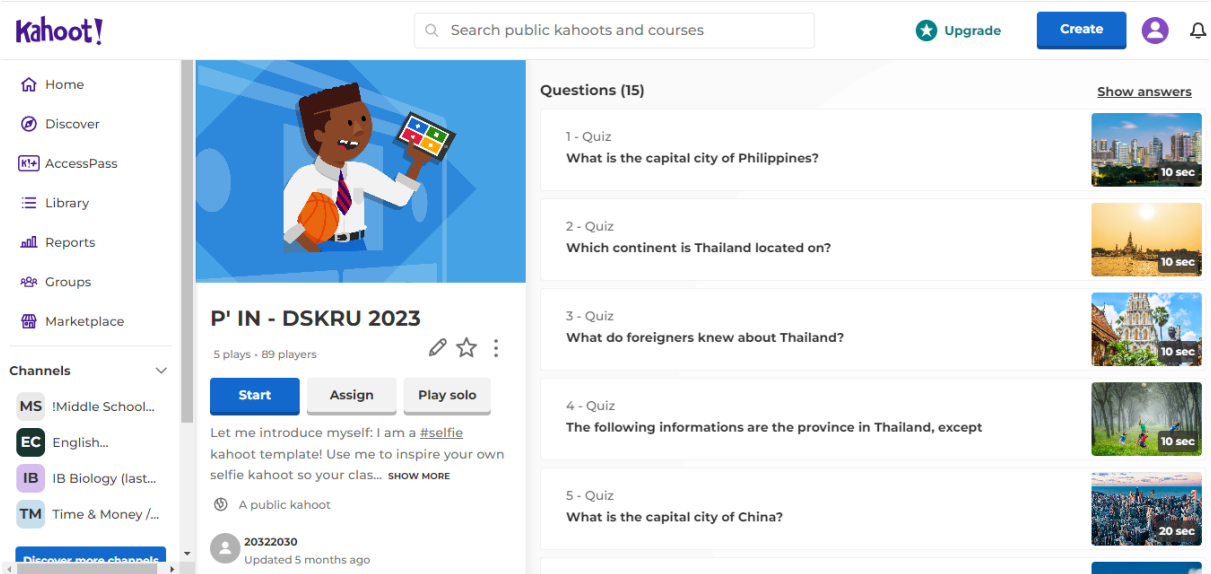


Figure 7. Kahoot Homepage





**Figure 8. Example of Kahoot Questions**

According to what I explained above, I used Kahoot! and Quizizz to help students get comfortable with ice-breaking. There are two kinds of icebreakers: general questions on Quizizz, and questions about countries, religions, and food on Kahoot! After we finished ice-breaking, I asked questions that connected to the lesson, which was about describing experiences. I had a little chat with the students and asked them to share their experiences orally. Some questions that help them describe their experiences include:

1. Have you ever visited abroad?
2. If yes, which country did you visit?
3. If not, have you ever visited other provinces in Thailand?
4. Have you ever eaten food from other countries?
5. Have you ever had friends from a different religion?

Conversations carried out by teachers with their students have a good impact on their students. According to Vijayan (2016), engaging in casual conversations, or small talk, can be valuable for students as it boosts their confidence and improves their speaking skills.

As I explained before, I used Canva for designing materials. From the statement of Martin (2016) and Waring (2021) that cited by Fitria (2022), Canva is an online design tool that helps the user demonstrate an understanding of a variety of topics through individual or collaborative development of posters, presentations, flyers, infographics, book covers, newsletters, programs, reports, media kits, and more. Canva also offers teachers and students a straightforward new method for designing. Its drag-and-drop capability enables the creation of presentations, posters, single-page documents, and social network postings. In this case, I only used Canva for the creation of the presentation. This way was ordered to prepare the task performance cognitively, socio-emotionally, and from an organizational point of view. The material was referenced from the handbook and several sites on the internet. I also ask students to read aloud the narration in Canva to increase their vocabulary mastering and speaking skills and also do small talk because small talk will be beneficial and engaging (Vijayan & Scholar, 2016). The materials that I delivered were about present perfect tense, especially in describing experience with some little stories as an example in the materials slide.

### 3.3. Practice Step

After presenting the materials, I distributed a worksheet sourced from the handbook based on page 91. In addition to the teacher's handbook, students also have the same handbook, allowing them to annotate it with a pencil. Subsequently, I adapted another task based on page 91 into a multiple-choice question from the site <https://www.usingenglish.com/quizzes/228.html#handout>.

#### Websites for References of Question:

1. <https://www.britannica.com/dictionary/eb/qa/Present-Perfect-and-Simple-Past-Verb-Tenses#:~:text=Use%20the%20simple%20past%20when,past%20and%20is%20continuing%20now> ‘
2. <https://www.usingenglish.com/quizzes/228.html#handout>

## Example of Worksheet:

### DSKRU ENGLISH – MATHAYOM 4

Name :  
Nickname :  
Class :  
Age :

**Please choose the correct answers, then bold the circle with using pencil / pen!**

1. He . . . . there when he was a child  
 Has lived  
 Lived
2. I . . . . her since last year  
 Haven't seen  
 Didn't see
3. They . . . . a few minutes ago  
 Left  
 Have left
4. She . . . . unemployed since she left school  
 Has not been  
 Was not
5. They . . . . the contract last week  
 Finalised  
 Have finalised
6. The film . . . . yet  
 Hasn't started  
 Didn't started
7. She . . . . ill since Thursday  
 Was  
 Has been
8. I . . . . the project last night  
 Have finished  
 Finished
9. Look! Someone . . . . their handbag in the room  
 Left  
 Has left
10. . . . . to Rome?  
 Did you ever go  
 Have you ever been
11. I can't get into my house because I . . . . my keys  
 Lost  
 Have lost
12. Nobody . . . . the phone when it rang  
 Answered  
 Has answered
13. I . . . . up smoking last year  
 Gave  
 Have given
14. You can't see her because she . . . home  
 Has gone  
 Went
15. . . . . to the United States?  
 Did you ever go  
 Have you ever been

**Figure 9. Students' Worksheet**

*Answer keys: Lived – Haven't seen – Left – Has not been – Finalised – Hasn't started – Has been – Finished – Has left – Have you ever been – Have lost – Answered – Gave – Has gone – Have you ever been.*

## DSKRU ENGLISH – MATHAYOM 4

Name : THANAKORN DAMAHOORN  
Nickname : THANAKORN  
Class : 4/2  
Age : 15

Please choose the correct answers, then bold the circle with using pencil / pen!

1. He . . . . there when he was a child  
 Has lived  
 Lived
2. I . . . . her since last year  
 Haven't seen  
 Didn't see
3. They . . . . a few minutes ago  
 Left  
 Have left
4. She . . . . unemployed since she left school  
 Has not been  
 Was not
5. They . . . . the contract last week  
 Finalised  
 Have finalised
6. The film . . . . yet  
 Hasn't started  
 Didn't started
7. She . . . . ill since Thursday  
 Was  
 Has been
8. I . . . . the project last night  
 Have finished  
 Finished
9. Look! Someone . . . . their handbag in the room  
 Left  
 Has left
10. . . . . to Rome?  
 Did you ever go  
 Have you ever been
11. I can't get into my house because I . . . . my keys  
 Lost  
 Have lost
12. Nobody . . . . the phone when it rang  
 Answered  
 Has answered
13. I . . . . up smoking last year  
 Gave  
 Have given
14. You can't see her because she . . . . home  
 Has gone  
 Went
15. . . . . to the United States?  
 Did you ever go  
 Have you ever been

Figure 10. Example of Student Work (by Thanakorn)



During this time, students work on the task individually and separated into 3 large groups, each group containing 12 to 13 students. While students doing the tasks, I provided and introduced the online platform to reduce noise in the class, called Bouncy Balls. Bouncy Balls is an app made to help teachers keep students focused and engaged in class in a fun and interactive way. The students' voices are turned into virtual balls that move on the screen based on the noise level in the class. Therefore, the app can make a "Sheesh" sound to ensure students stay calm in situations where they might be distracted. This online platform can act as a substitute for the teacher to monitor their students, aiding teachers in maintaining student attention and engagement through an interactive and enjoyable approach. (Sourced by <https://guruinovatif.id/artikel/cara-membuat-siswa-tenang-dan-fokus-saat-ulangan-kelas-dengan-aplikasi-pendeteksi-suara-bouncy-balls>).



**Figure 11. Bouncy Balls Web**

After that, students are asked to write answers on the whiteboard and mention the answer orally from the worksheet they have done. Each of them was divided into 3 large groups, with 12 to 13 people in each group. They are allowed to answer 1 question in its entirety, and later the group that gets the most correct answers will receive a reward. To reward students' answers, I have implemented the distribution of rewards provided by the school. Giving rewards to students during class hours has also become a common practice at DSKRU. The gifts I provided were sweet snacks such as candies and lollipops. To add a touch of creativity, I designed these gifts in the form of vouchers, which they could later redeem at the canteen for ice cream. Additionally, I introduced the cultural richness of Indonesia by offering

several products from the country, including Indomie with rendang flavor, soto Banjar, and soto Lamongan, while also introducing the types of food and their regional origins to the students. Furthermore, I included typical Indonesian sweet treats like Madurasa, Kental Manis Cap Enaak, and Energen as part of the effort to introduce the diversity of Indonesian cuisine to the students.



**Figure 12. Ice Cream Voucher created on Canva**

### **3.4. Production Step**

During this step, the students and I analyzed what we had learned together. Students can ask questions about the material or anything related to English that they have noticed. I also answer their questions and go over what we have studied, including vocabulary, content, grammar, and important points that students might find tricky to remember.

After finishing the learning activities, as a part of the production steps, I gave them the task to make a story about their “A Day I Remember” on the worksheet and identify at least 7 irregular verbs. I also gave them advice to always study not only at school but wherever and whenever.

**WORKSHEET**

Please write the short story about “A Day I Remember”, and identify the irregular words at least 7 words!

Hi, My name is \_\_\_\_\_

And I'm from Grade \_\_\_\_\_

**Figure 13. Example of Student Task Created by Canva**



# WORKSHEET



Please write the short story about "A Day I Remember", and identify the irregular words at least 7 words!

Last April, I and my family went to Bangkok to celebrate Songkran. Songkran is a Thai New Year holiday which held every year. Where Thailand gets wet because everyone plays with the water. All of Thailand regions celebrate it, but we chose Bangkok because we are interested with Bangkok. I went with car with my father, mother and little brother. We departed from Kanchanaburi to Bangkok that has took around 3 hours. When I arrived in Bangkok, I was very happy. Many people gathered and each of them has water and holding water gun. We were all wet I still happy because I love playing with water.

1. went
2. held
3. chose
4. went
5. departed
6. arrived
7. gathered

Hi, My name is

Natthida charoenyingsuwanvong

And I'm from Grade

4/1



Figure 14. Example of Student Task (by Natthida)

Lastly, I provided a Padlet link for giving feedback about my teaching performance. According to Gill-Simmen & Holloway (2021), Padlet is like a digital bulletin board where users can make posts that others can interact with. Using Padlet has been proven to boost student effort, motivation, participation, learning, and cognitive engagement.



### **3.5. Reflection**

The use of the PPP (Presentation, Practice, and Production) method helps engage students in learning English without the pressure of misunderstanding the material due to limited vocabulary. This approach encourages students to use both languages, keeping them active and interactive in discussions. Using technology in language teaching has many advantages. It helps address the needs and skills of different learners, and it greatly motivates and engages them. Also, Vellanki et al. (2021) stated that it can improve their digital skills and give them new knowledge about web 2.0 platforms.

In the first week, the researcher was asked by a native English speaker teacher who teaches at DSKRU, to be a substitute teacher and monitor the exams in the *Mathayom* 1 class. This was a valuable experience for the researcher because it allowed me to observe the examination system in Thailand more closely, the types of questions given, and the classroom situation during the exams. Additionally, the researcher also had a brief discussion with him about his reasons for choosing to work as a teacher in Thailand. According to him, Thailand is a country that greatly needs English language teachers, and they are offering teachers with quite large salaries. Therefore, career opportunities as a teacher in this country are very wide open.

## **CHAPTER 4**

### **CONCLUSION**

#### **4.1. Conclusion**

Implementing English language learning for EFL students using web 2.0 platforms for their activities has significant benefits. The researcher believed this should be done because it introduces the latest technology to high school students and makes them aware that learning can also be done through the Internet with various engaging activities provided within it. During the teaching practicum, the researcher rarely encounters difficulties because the school where the researcher teaches is very supportive and aware of the importance of technology in modern education by providing various learning aids. Therefore, with this good opportunity, it is not difficult for me to integrate web 2.0 activities into the classroom.

However, having adequate facilities in the school does not guarantee the absence of technical challenges. Many things can happen, such as computer errors, difficulties in connecting cables to projectors, and slow internet connection due to signal interference. Additionally, non-technical challenges are also often faced, such as scheduling errors, classroom location mistakes, and sometimes forgetting the names of the students that the researcher teach, which can make students feel less noticed.

Many students also have low learning motivation, so teachers need to provide encouragement and efforts to increase their motivation. Teachers should be more careful in checking schedules, avoiding negligence, and at least allocating five to ten minutes before starting class to check if the facilities to be used are functioning properly without any technical issues.



#### **4.2. Recommendation**

The researcher recommends to the next pre-service teacher candidates or even the real teachers to use available technology with various innovations in learning activities. Students tend to be more excited when learning materials are presented using technology, especially in this millennial era where gadgets and the internet are important parts of young people's lives.

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## APPENDICES

### 1. Appendix 1.

SEAMEO Sea Teacher Batch 9 – Indra Waskita E-Portfolio:

<https://sites.google.com/students.uui.ac.id/sea-teacher-ind/>


### 2. Appendix 2.

Teaching Documentation:



### 3. Appendix 3.

#### Lesson Plans:

 <b>โรงเรียนสาธิตมหาวิทยาลัยราชภัฏกาญจนบุรี</b> <b>LESSON PLANS</b>	
School : <b>The Demonstration School of Kanchanaburi Rajabhat University (DSKRU)</b>	Basic competence : <b>3.6 and 4.6</b> Material : <b>Present Perfect Tense</b>
Subject : <b>English Language</b>	Time allocation : <b>2 x 50 minutes</b>
Grade : <b>Mathayom 4 / Grade 10</b>	
Year of study : <b>2023/2024</b>	
<b>LEARNING OBJECTIVES</b>	
After following the learning process, students are expected to be able to: <ul style="list-style-type: none"><li>• Identifying the use of Present Perfect Tense (C1)</li><li>• Understanding the use of Present Perfect Tense (C2)</li><li>• Analyzing the use of Present Perfect Tense (C4)</li><li>• Create a paragraph using Present Perfect Tense (C6)</li><li>• Deliver orally a paragraph using Present Perfect Tense (C6)</li></ul>	
<b>LEARNING ACTIVITIES</b>	
<ul style="list-style-type: none"><li>• <b>Introduction (30 Minutes)</b><ul style="list-style-type: none"><li>• The teacher opens the class by saying an opening greeting and asking about news, then checks the students' attendance as a form of discipline.</li><li>• Students are given motivation or stimulation to focus attention on learning activities by: showing pictures/photos/videos and simple ice breaking (showing a picture of the country's flag then asking students to guess it, then mentioning several things you know about that country)</li><li>• The teacher gives pre-test questions to align memory skills and accuracy in choosing by using Quizziz as a medium for delivering the questions.</li></ul></li><li>• <b>Core activities (50 Minutes)</b><ul style="list-style-type: none"><li>• Linking the material/theme/learning activities that will be carried out by means of stimulus and ask questions to remember and connect with the next material.</li><li>• The teacher provides an explanation regarding the material to be studied according to the sources used.</li><li>• Students listen to the provision of general/global material about subject matter by the teacher which is related to the social function and structure of special texts in the form of short messages related to activities and events, appropriateness of writing/delivery format, accuracy in using linguistic elements regarding expressions commonly used in special texts. in the form of short messages related to activities and events.</li></ul></li></ul>	

- The teacher gives assignment sheets related to the material.
  - The teacher divides students into several groups to discuss together regarding the assignment given by the teacher (group division based on pre-test winners on Quizziz).
  - The teacher gives students the opportunity to discuss and identify as many things as possible related to the material presented and will be answered through learning activities.
  - Students discuss to conclude and convey the results of the discussion in the form of conclusions based on the results of the analysis orally, in writing, or in the media politely and are given the opportunity to ask questions and answers with other groups.
  - Students analyze reflections, input, responses and corrections from teachers regarding learning.
- **Closing Activities (20 Minutes)**
- Assign students to continue looking for information anywhere related to the material being or will be studied.
  - The teacher telling plans for the next learning activities.
  - The teacher closes the learning activity with greetings.

**ASSESSMENT OF LEARNING**

KNOWLEDGE	SKILLS	ATTITUDE
Reading, Listening and Writing	Speaking practice (presentation) and compose writings.	Observation in the learning process.

Kanchanaburi, September 4, 2023

English Teacher



Indra Waskita  
ID. 20322030





## โรงเรียนสาธิตมหาวิทยาลัยราชภัฏกาญจนบุรี

### LESSON PLANS

School : <b>The Demonstration School of Kanchanaburi Rajabhat University (DSKRU)</b>  Subject : <b>English Language</b>  Grade : <b>Mathayom 4 / Grade 10</b>  Year of study : <b>2023/2024</b>	Basic competence : <b>3.6 and 4.6</b>  Material : <b>Present Perfect VS Simple Past Tense</b>  Time allocation : <b>2 x 50 minutes</b>
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#### LEARNING OBJECTIVES

- After following the learning process, students are expected to be able to:
- Identifying the use of Present Perfect VS Simple Past Tense (C1)
  - Understanding the use of Present Perfect VS Simple Past Tense (C2)
  - Analyzing the use of Present Perfect VS Simple Past Tense (C4)
  - Create a paragraph using Present Perfect VS Simple Past Tense (C6)
  - Deliver orally a paragraph using Present Perfect VS Simple Past Tense (C6)

#### LEARNING ACTIVITIES

- **Introduction (30 Minutes)**
  - The teacher opens the class by saying an opening greeting and asking about news, then checks the students' attendance as a form of discipline.
  - The teacher gives pre-test questions to align memory skills and accuracy in choosing by using Quizziz / Kahoot as a medium for delivering questions.
- **Core activities (50 Minutes)**
  - Linking the material/theme/learning activities that will be carried out by means of stimulus and asking questions to remember and connect with the next material.
  - The teacher provides an explanation regarding the material to be studied according to the sources used.
  - Students listen to the provision of general/global material about subject matter by the teacher which is related to the social function and structure of special texts in the form of short messages related to activities and events, appropriateness of writing/delivery format, accuracy in using linguistic elements regarding expressions commonly used in special texts. in the form of short messages related to activities and events.
  - The teacher gives assignment sheets related to the material.
  - The teacher gives students the opportunity to discuss and identify as many things as possible related to the material presented and will be answered through learning activities.

- Students discuss to conclude and convey the results of the discussion in the form of conclusions based on the results of the analysis orally, in writing, or in the media politely and are given the opportunity to ask questions and answers with other groups.
- Students analyze reflections, input, responses and corrections from teachers regarding learning.
- **Closing Activities (20 Minutes)**
  - Conduct evaluation sessions via the Padlet site.
  - Assign students to continue looking for information anywhere related to the material being or will be studied.
  - The teacher conveys plans for the next learning activities.
  - The teacher closes the learning activity with greetings.

**ASSESSMENT OF LEARNING**

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
Reading, Listening and Writing	Speaking practice (presentation) and compose writings.	Observation in the learning process.

Kanchanaburi, September 11, 2023

English Teacher



Indra Waskita  
ID. 20322030