

ABSTRACT

Niki Astria. 2016. The Use of PPP (Presentation, Practice, Production) Technique in Teaching English to the Eleventh Grade of MA Miftahul Ulum Ngraket Balong Ponorogo in Academic Year 2015/2016 Advisor Dra. Aries Fitriani, M.Pd.

Key Words: Teaching English, PPP (Presentation, Practice, Production) Technique

English is an important subject taught at every level of education. In teaching English, teacher needs a suitable technique to teach her students. PPP (Presentation, Practice, Production) technique is one of the techniques to teach simple language to the students. Teacher can use this technique to increase students' English ability. The teacher can teach the vocabulary, pronunciation, grammar, etc. by using this technique. The teacher applies this technique because the students active during learning process and they always make product by using their ideas and own language. Thus, researcher wants to conduct how the implementation of PPP (Presentation, Practice, Production) technique in teaching English. Statement of the problems in this study are: (1) How is the use of PPP (Presentation, Practice, Production) technique in teaching English for eleventh grade students of MA Miftahul Ulum Ngraket Balong Ponorogo in academic year 2015/2016? (2) How are the impacts of using PPP (Presentation, Practice, Production) technique in teaching English for eleventh grade students of MA Miftahul Ulum Ngraket Balong Ponorogo in academic year 2015/2016?

This research was qualitative research applied descriptive research design. The subjects of the research were the English teacher and eleventh grade students of MA Miftahul Ulum Ngraket. The data were collected by observation, interview, and documentation. The data were analyzed by data reduction, data display, and conclusion drawing/ verification.

This research concluded that the implementation of PPP technique in teaching English divided into 3 activities such as Presentation, Practice, and Production. (1) Presentation, the teacher presents the material by using media like a picture. (2) Practice, the teacher drills the difficult vocabulary and then gives exercise to the students. (3) Production, the students are asked to make the product using their own ideas and own language. The use of PPP (Presentation, Practice, Production) technique gives the positive and negative impacts to the students and teacher. The positive impacts is the students easier to understand the material, they more active and confident during learning process, they more interest in learning English, and the teacher easier to prepare the material and evaluate the students. While, the negative impacts is some of students lost concentration in presentation stage; the some students talking with their friends or noisy, need long time in practice and production stage, the exercise can be predictable.

CHAPTER I

INTRODUCTION

A. Background of Study

English has become international language nowadays. Sutanto Leo claimed that “English is the international languages for communication”.¹ Many countries use English as their first language. Most of people use English to interact with each other, like change the information doing in conversation, etc. Rodney & Geoffrey stated that “ English is probably the most widely used language in the world, with around 400 million native speakers and a similar number of bilingual speakers in several dozen partially English-speaking countries, and hundreds of millions more users in other countries where English is widely known and used in business, government, or media”.² It is caused English as an international language. Therefore, the people in the world should learn English.

In globalization era, learning English is very important for students. Learning English is proved by the existence of English subject in school. According to Douglas, learning is acquiring or getting of knowledge of a

¹Sutanto Leo, *A challenging Book to Pracice Teaching in English* (Yogyakarta: CV ANDI OFFSET, 2003), 7.

²Rodney Huddleston & Geoffrey K. Pullum, *A Student's Introduction to English Grammar* (UK: Cambridge University Press, 2005), 1.

subject or a skill of study, experience, or instruction.³ In Indonesian education, English subject is taught start from Elementary School up to University. However, in elementary school, English is included in Local Content (Mulok). The students should join teaching and learning process that is held by the teacher to obtain knowledge.

Teaching is the process transfer of knowledge to the students. According to Leonard, teaching is to transform by informing, to develop a zest for lifelong learning, to help pupils become students-mature independent learners, architects of an exciting, challenging future a kind of communion, a meeting and merging of minds.⁴ In addition, Andrian Doff stated that Teach English is a teacher training course which develops practical skills in teaching English as a foreign Language.⁵ It means that the teacher must develop the practical English skill to the learners. Thus, teaching English is the process transfer of knowledge of English skill to the learners.

In educational world, teachers have big role to teach English for their students. To cover students' need of good skill, an English teacher usually should provide them with the relevant teaching technique. To teach English effectively teachers can use some techniques, such as Task Based Learning

³H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Edition (New York: Longman, 2000), 7.

⁴Leonard H. Clark, *Strategies and Tactics in Secondary School Teaching* (USA: The Macmillan Company, 1968), 6.

⁵Andrian Doff, *Teach English A training Course for Teachers* (New York: Cambridge University Press, 1988), 1-2.

(TBL), ESA (Engage, Study, Active), PPP (Presentation, Practice and Production) technique, etc.

PPP technique is one of techniques that used by teacher to teach English. According to Jeremy Harmer, “The PPP technique is still widely used in language classrooms around the world, especially for teaching simple language at lower levels.” In addition, He said that Presentation, Practice and Production, or PPP as it is called, is one of the most common teaching methodologies for ESL.⁶ It means that PPP (Presentation, Practice and Production) technique is one of the most common techniques to teach English in language classroom.

Presentation is teacher’s responsibility. At this stage, teacher should present a word, structure or a new target item of language before students practice it. As Lenka said that in presentation phase the teacher presents new words or structures, gives examples, writes them on the board, etc.⁷ Additionally, to make students understand well about the presentation, teacher can use the appropriate media, such as picture. Therefore, teacher holds the main role in presentation phase.

Students will dominate the classroom in practice stage. The students practice the new language in a controlled way. They can practice by doing the

⁶Jeremy Harmer, *How to Teach English* (England: Pearson Limited Education, 2007), 50.

⁷Lenka Vystavelova, “Common EFL Methods Applied at Language Schools in the Czech Republic: PPP or TBL,” Bachelor Thesis (2009), 21.

exercise, repeat the words or sentences then the teacher must correction when the students' error.

Besides that, production is the last phase that emphasizes on students' involvement. In other words, students are given extra assignments to increase their skill. Students can make the production with their own language. Parvis Maftoon stated that "Students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher. It can be a role play, a simulation activity or a communication task."⁸

Based on pre-research had been conducted by interview, Mrs. Endang as an English teacher explained that PPP (Presentation, Practice, Production) technique applied in MA Miftahul Ulum Ngraket Balong Ponorogo. She added that PPP technique is also often used in teaching process, especially in teaching English. In addition, she said that PPP is simple technique to teach English.

Moreover, she informed that PPP (Presentation, Practice, Production) technique helps her students to catch the material easier and they can understand well about the lesson. Mrs. Endang saws that PPP technique brings the positive effect for the students' achievement in teaching English.

⁸Parviz Maftoon, "A Critical Look at the Presentation, Practice, Production (PPP) Approach: Challenges and Promises for ELT," Volume 3, Issue 4 (December, 2012), 32.

Besides that, one interesting point when the teacher applies PPP (Presentation, Practice, Production) technique is the students try to make the product with their own ideas after the teacher explains the material. Usually, the students are lazy to make a production and they always take the production from internet. This cause Mrs. Endang chooses the interesting technique to teach English to their students and they become eager to practice and make the production with their own idea.⁹

From the description above, the researcher is interested to conduct a research entitle “**The Use of PPP (Presentation, Practice, and Production) Technique in Teaching English to the Eleventh Grade Students of MA Miftahul Ulum Ngraket Balong Ponorogo in Academic Year 2015/2016**”.

B. Research Focus

There are some techniques that can be used in teaching English; one of them is PPP (Presentation, Practice, Production) technique. The research focuses on:

1. The implementation of PPP (Presentation, Practice, Production) technique in teaching English.
2. The impacts of PPP (Presentation, Practice, Production) technique in teaching English.

⁹Interview with Ms. Endang on February, 13th 2016 at MA Miftahul Ulum Ngraket Balong Ponorogo

C. Statement of Problem

1. How is the use of PPP (Presentation, Practice, Production) technique in teaching English for eleventh grade students of MA Miftahul Ulum Ngraket Balong in academic year 2015/2016?
2. How are the impacts of using PPP (Presentation, Practice, Production) technique in teaching English for eleventh grade students of MA Miftahul Ulum Ngraket Balong Ponorogo in academic year 2015/2016?

D. Objective of The Study

1. To describe the use of PPP (Presentation, Practice, Production) technique in teaching English for eleventh grade students of MA Miftahul Ulum Ngraket Balong in academic year 2015/2016
2. To describe the impacts of using PPP (Presentation, Practice, Production) technique in teaching English for eleventh grade students of MA Miftahul Ulum Ngraket Balong Ponorogo in academic year 2015/2016

E. Significance of The Study

The results of the study are expected to be beneficial for:

1. Theoretical Significance

This research can give the contribution on developing knowledge in using PPP (Presentation, Practice, Production) in teaching English. As well

as it can help the future researchers to have addition substance as the reference of teaching English.

2. Practical Significances

a. For English teachers

This research is expected to help the teacher to solve the problem in teaching technique. Hence, the teacher can use PPP (Presentation, Practice, Production) technique to make students enjoys in teaching English

b. For students

The students' achievement can increase significantly and they enjoy in learning English

c. For researcher

This research to obtain the information about the implementation of PPP to the eleventh grade students of MA Miftahul Ulum Ngraket Balong Ponorogo in academic year 2015/2016

d. Institution

It can be used as reference for other researchers

F. Research Methodology

Methodology is one of the important factors in the research. In a scientific research, it is necessary for the researcher to present research methodology. Kothari stated that "Research methodology is a way to systematically solve

the research problem.”¹⁰ It means that research methodology is process of the researcher to conduct the research.

Based on the statement above, research methodology will be explained about the ways researcher about all of the research activities. By using this methodology the researcher can solve the problems faced during the research process. The research methodology applied in this study covers research design, researcher’s role, research location, data source, technique of data collection, technique of data analysis, verification of data validities, and procedure of the research.

1. Research Design

This research applies a qualitative research. According to Jane Ritchie & Jane Lewis defined that “Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices ... turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self.”¹¹ In the same manner, Uwe Flick stated that “Qualitative research is intended to approach the world ‘out there’ (not in specialized research settings such as laboratories) and to understand, describe and

¹⁰C. R. Kothari, *Research Methodology; Methods and Techniques* (New Delhi: Publishing For One World, 2004), 8.

¹¹Jane Ritchie and Jane Lewis, *Qualitative Research Practice* (SAGE: London, 2003), 2-3.

sometimes explain social phenomenon.”¹² It means that the researcher use the natural setting to collect data.

This research also applies a descriptive research. According to the Vickie & Clinton “qualitative descriptive approach needs to be the design of choice when a straight forward description of a phenomenon is desired”. In addition, qualitative descriptive research is purely data-derived in that codes are generated from the data in the course of the study.¹³ In a descriptive research, the data analysis is presented inductively. It means that the data analysis is presented in a form if think description of the phenomenon.

2. Researcher’s Role

A qualitative research promotes human (researcher) as an observer, a participant observer, or some combination of the two.¹⁴ In this research, the role of the researcher is observer. Therefore, the researcher interacts with the studies and actively works to minimize the distance between the researcher and object which is being researched.

The characteristic of qualitative research is not being able to separate from participant observation. According to Creswell, in the entire

¹²Uwe Flick, *Designing Qualitative Research* (SAGE: London, 2007)

¹³Vickie & Clinton, “Pacific Rim International Journal Nursery Research”, (October - December 2012), 255-256.

¹⁴Donald Ary, *Introduction to Research in Education* (USA: Wadsworth, 2010), 588.

qualitative research process, the researcher keeps on focus on learning the meaning that the participants hold about the problem or issue.¹⁵ As well as, the role of the researcher as the primary data collection instrument necessitates the identification of personal values.¹⁶

Therefore, in this research, researcher has a role as participant observation. It means that the researcher is the key of the instrument to participate fully to record all the things that happened in the class by writing field notes and interview notes.

3. Research Location

This research takes place in MA Miftahul Ulum Ngraket. It located at Ngraket, Balong, Ponorogo. The researcher takes the school as the place of the study for the reason that PPP technique has been applied in this school, particularly in teaching English.

4. Data Source

Data source is the subject where the data to be found. The subject of the research is MA Miftahul Ulum Ngraket Balong Ponorogo. The human subject included the learners of eleventh grade and English teacher. Non human included document from TU MA Miftahul Ulum and photos about

¹⁵John W. Cresswell, Third Edition Research Design Qualitative, Quantitative, and Mixed Methods Approaches, 175

¹⁶Ibid., 196

process of the implementation PPP technique in teaching English at MA Miftahul Ulum.

5. Technique of Data Collection

In this research, the researcher applies observation, interview, and documentation.

a. Observation

The researcher applies observation as a technique for collecting data. Kothari argues that “The observation method is the most commonly used method especially in studies relating to behavioral sciences.”¹⁷

Adnan Latief stated that “Observation is a generic term to refer to the process of data gathering. In qualitative research, observation is defined as a process of fieldwork.”¹⁸ As the same manner, John W. Creswell defined that “Observation is the researcher takes field notes on the behavior and activities of individuals at the research site”.¹⁹

Observation has a goal in obtaining information by seeing and hearing phenomenon that is happening. In this research, observation is conducted in the English learning process.

¹⁷C. R. Kothari, *Research Methodology; Methods and Techniques* (New Delhi: Publishing For One World, 2004), 96.

¹⁸Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2014), 204.

¹⁹John W. Creswell, *Research Design, Third Edition* (London: SAGE, 2009), 181.

Thus, observation will be done to observe the steps of PPP technique's implementation in teaching English to the eleventh grade students of MA Miftahul Ulum. The researcher will join teaching learning process in the classroom.

b. Interview

In this research, the researcher use interview to get information. Kothari defined that "Interview is requires a person known as the interviewer asking questions generally in a face-to-face contact to the other person or persons."²⁰ In same manner, Creswell also stated that "Interview is the researcher conducts face to face interviews with participant."²¹

Adnan latief defined that "interview is a data gathering instrument that involves direct verbal interaction between individuals."²² While, According to Hatch, there are two kinds of qualitative interview: informal and formal interview. Informal interviews are unstructured conversations that take place in the research scene. It means that informal interviews will not be the primary data source in a study. They are most often used as a strategic part of observation studies. It is said "strategic" because, even though they are informal, that does not

²⁰C.R Kothari, *Research Methodology: Methods and Techniques* (New Delhi: Publishing For One World, 2004), 97.

²¹Op.Cit, 181.

²²Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2014), 200.

mean they are without purpose or are undertaken randomly. Informal interviews provide opportunities to ask participants to explain their perspectives on what the researcher has observed. Formal interviews are sometimes called “structured,” “semi structured,” or “in-depth” interviews. They are structured in the sense that the researcher is “in charge” of leading the interview, there is a set time established for the interview, and they are most often recorded on tape. They are semi structured because, although researchers come to the interview with guiding questions, they are open to following the leads of informants and probing into areas that arise during interview interactions. They are in-depth in that they are designed to go deeply into the understandings of the informants. It is called as formal to distinguish them from informal interviews and because they are planned events that take place away from the research scene for the explicit purpose of gathering information from an informant.²³

This research uses in depth interview. It means that the researcher gives some question intensively about the focus of the research. The researcher interview Ms. Endang as an English teacher. In addition, some students also will be interviewed to explore their opinions about PPP Technique implemented in teaching English.

²³J. Amos Hatch, *Doing Qualitative Research Education Settings* (United States: State University of New York Press, 2002), 92.

c. Documentation

Documentation is one of the ways in collecting the data. Creswell stated that “During the process of research, the investigator may collect qualitative document. These may be public documents (e.g. newspapers, minutes of meetings, official reports) or private documents (e.g. personal journals and diaries, letters, e-mails).”²⁴ It means that documentation is one of technique to collect document.

In this research, documentation is used to get the historical data, organization structure, vision and mission, number of students and teachers of MA Miftahul Ulum. Besides that, photos about process of teaching English using PPP (Presentation, Practice, Production) technique.

6. Technique of Data Analysis

Analysis is defined as consisting of three current flows of activity: data reduction, data display and conclusion drawing /verification. These activities will be described below:

1. Data Reduction

Data reduction is meant as the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in

²⁴John W. Creswell. Research Design, Third Edition (London: SAGE, 2009), pg.181

written-up field notes or transcriptions. As we see it, data reduction occurs continuously throughout the life of any qualitatively oriented project.

Qualitative data can be reduced and transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern and so on.

In this research, the data gotten will be reduced through selection to select the important data. Then, the selected data will be summarized to get the point of the data.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action.

The displays include many types of matrices, graphs, charts and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening.

In this research, the summarized data will be displayed through graphic description. The researcher will describe the data in a clear description. It goals at facilitating the readers in comprehending the displayed data.

3. Conclusion Drawing /Verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean – is nothing regularities, patterns, explanations, possible configurations, causal flows and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, inchoate and vague at first, then increasingly explicit and grounded.

Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "inter subjective consensus," or with extensive efforts to replicate a finding in another data set.²⁵

In this research, the data will be concluded after the data are reduced and displayed. Therefore, the data will be accepting the explicit and grounded information about this research.

²⁵Matthew B. Miles, *Qualitative Data Analysis* (United States: SAGE Publications, 1994), 10 – 11.

7. Verification of Data Validities

The validity of the data is an important concept that validity of the concept of data and reliability. In qualitative research, the credibility of data is verified using diligence observation and triangulation. The diligence observation in this research is done by intensive observation toward the implementation of PPP technique in teaching English at MA Miftahul Ulum.

Triangulation is the technique used in checking the validity of the data. According to Jane Ritchie and Jane Lewis “Triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening understanding of a subject through the combination of multiple readings.”²⁶ In this research, some types of triangulation will be examined:

a. Data triangulation

Data triangulation involves the use of different sources of data or information. In this research the researcher will conduct in depth interview with Ms. Endang as an English teacher in MA Miftahul Ulum to get information about PPP technique in teaching English. The researcher also interviewed some students to obtain the more opinions about PPP technique.

²⁶Jane Ritchie and Jane Lewis, *Qualitative Research Practice* (SAGE: London, 2003), 275.

b. Methodological triangulation

Methodological triangulation involves the use of multiple qualitative methods to study the program.²⁷ It means that the researcher uses some methods to collect the data such as interview, observations and document analysis. If the findings from all of the methods draw the similar conclusions, then validity in the findings has been established.

8. Research Procedure

Research procedure in this study there are four procedures with addition in the last of procedure from research that is out came research report, as following:

1. Pre- research phase

This stage is done to choose the research location, license latter, observation condition place of research, choosing and using informant, preparing equipment of research.

2. Research phase

Join in the research along with collect the data from research location.

²⁷Lisa, A. Guion, "Triangulation: Establishing the Validity of Qualitative Studies", (University of Florida: FCS6014, 2002), 2.

3. Data analysis phase

This stage, the researcher analyzes the data obtained from research process in the research location.

4. Writings of research report.

G. Organization of The Thesis

This research is including of many parts that explain about the research planning. The organization of the thesis is formulated into:

CHAPTER 1 : INTRODUCTION

This chapter is global description about the whole content of the thesis. It have purpose to make easy the reader understanding of the background of study, research focus, identification of the problems, objectives of the study, significance of the study and organization of the thesis.

CHAPTER II :THEORITICAL BACKGROUND AND PREVIOUS RESEARCH FINDINGS

This chapter focuses on exposing the theories related with the study. In addition, some previous researches are inserted to support the study.

CHAPTER III : DATA DESCRIPTION

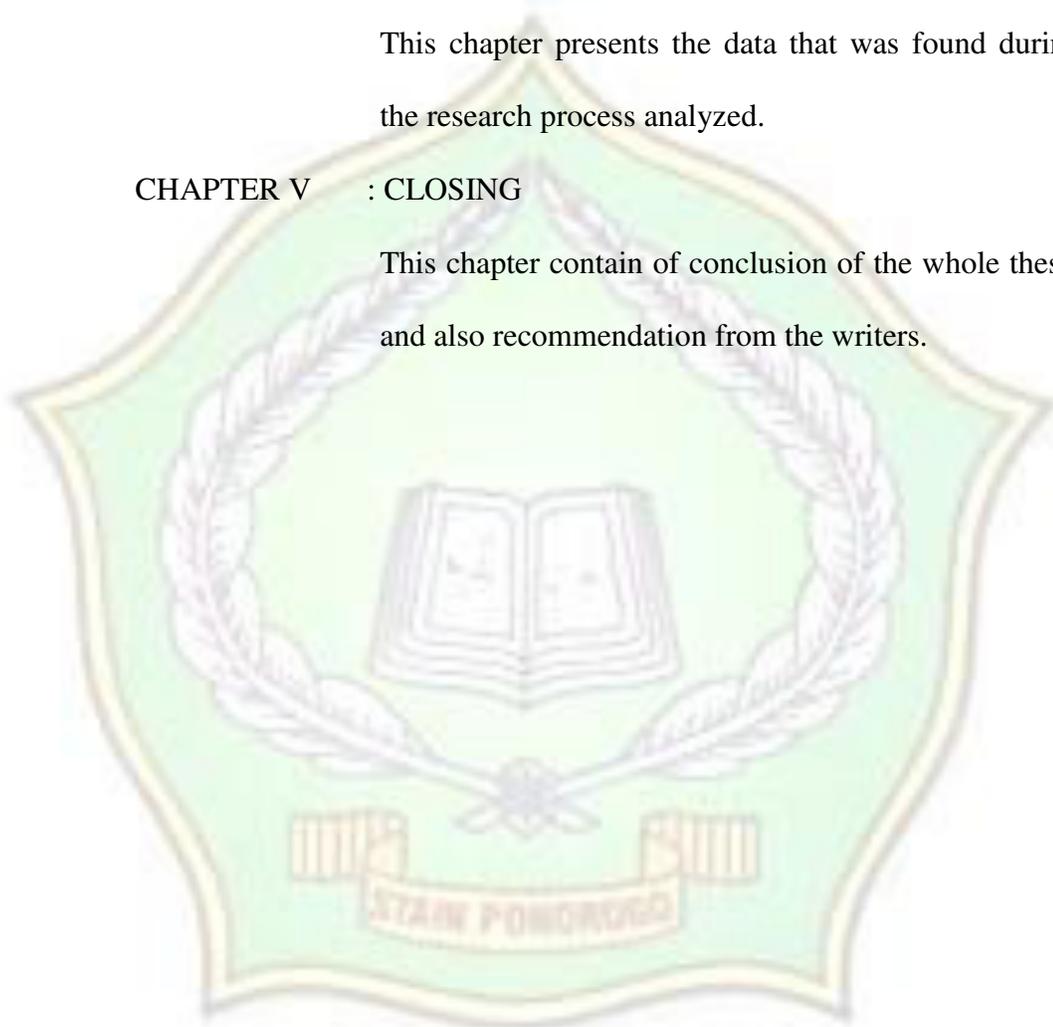
This chapter describes the general and specific data about the research.

CHAPTER IV : DATA ANALYSIS

This chapter presents the data that was found during the research process analyzed.

CHAPTER V : CLOSING

This chapter contain of conclusion of the whole thesis and also recommendation from the writers.





CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Teaching English

a. Definition of Teaching

Teaching is transferring knowledge and information to the learners. According to Leonard, “To teach is to transform by informing, to develop a zest for lifelong learning, to help pupils become students-mature independent learners, architects of an exciting, challenging future a kind of communion, a meeting and merging of minds.”²⁸ In addition, teaching is a process of interaction, somewhat like that between players in a tennis match or dogs in a fight.²⁹ It means that the teacher does something to students; the students do something in return.

Teaching is a way working with students. Leonard defined that “Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Similarly, teaching is guiding and facilitating learning, enabling the learner to

²⁸Leonard H. Clark, *Strategies and Tactics in Secondary School Teaching* (USA: The Macmillan Company, 1968), 6.

²⁹*ibid*,14.

learn, setting the conditions for learning.³⁰ Thus, teaching is the process helping or guiding students to get knowledge.

According to Sutanto Leo, Teaching stands for: Treat, Encourage, Activate, Coordinate, Heighten, Infuse, Nurture, and Guarantee.³¹

- **Treat students as they are**

The students have their own attitudes, personalities, social status and backgrounds. However they have their rights to get appropriate similar treatment from the teacher.

- **Encourage them to learn**

Encouragement is needed to make students brave, confident, and motivated in learning process.

- **Activate their mind**

In learning process, the students' mind must active. Active mind involves attitude (affective), knowledge (cognitive), and skill (psychomotor).

- **Coordinate their activities**

Learning activities are coordinated to increase effectiveness of learning objectives of students.

³⁰H. Douglas Brown, Principles of Language Learning and Teaching, 4th Edition (New York: Longman, 2000), 7.

³¹Sutanto Leo, A Challenging Book to Practice in English (Yogyakarta: CV ANDI OFFSET, 2013), 1-2

- **Heighten their curiosity**

If the students are curious about something to learn, they are eager to and interested in learning process.

- **Infuse them with optimism**

When the students optimism during in learning process, it can gives positive impacts and is able to change a hard problem to become a challenge.

- **Nurture their ambition**

The strong ambition makes success. The students must have ambition to nurture encourage and develop students' ability to make it come true.

- **Guarantee their success**

The students work hard by following the instructions of their teachers who know the way to success and who are able to guarantee their success.

From the explanation above the researcher can conclude that teaching is process interaction between teacher and students to transfer the knowledge and information in the environment or to guiding the learning process.

b. Definition of Teaching English

In this era of modern technology and globalization, English is became international language in the world. Sutanto Leo claimed that “English is the international language for communication”. As the same manner, Rodney & Geoffrey stated that “ English is probably the most widely used language in the world, with around 400 million native speakers and a similar number of bilingual speakers in several dozen partially English-speaking countries, and hundreds of millions more users in other countries where English is widely known and used in business, government, or media”.³² Therefore, English is became international language that used by people to interact with other, business, government and media.

English as a global language because geographical-historical; the other is socio-cultural. The geo-historical answer shows how English reached a position of pre-eminence.³³

In teaching English, teacher must cover four skills, such as listening, speaking, reading, and writing. The teacher chose the receptive skills first because listening and reading provide the input of language into the student’s brain, which is later used to produce

³²Rodney Huddleston & Geoffrey K. Pullum, *A Student’s Introduction to English Grammar* (UK: Cambridge University Press, 2005), 1.

³³David Crystal, *English as a Global Language* (UK: Cambridge University Press, 2003), 29.

language through speaking and writing. In teaching process, the teacher must practice the four skills to explore the topics.

Teaching in English has been done by English teachers. The teacher must use English to develop her/ his skills. Andrian Doff claimed that “Teach English is a teacher training course which develops practical skills in teaching English as a foreign Language.” In addition, teach English is designed to encourage an active style of teacher training with teachers participating as fully as possible.³⁴ It means that the teacher in teaching English must participate and develop their practical skill. However, the teacher in teaching English must have good characteristics and skills.

Teaching English is mainly concerned with practical classroom teaching. Teaching English attempts to bridge the gap between these two worlds, by presenting methodology in a form that is accessible to most teacher. The approach it adopts is based on the following underlying principles:

- The materials aims to be appropriate; it is limited to ideas and technique that teachers can apply to their own teaching
- New ideas and techniques are presented explicitly

³⁴Andrian Doff, *Teach English A training Course for Teachers* (New York: Cambridge University Press, 1988), 1-2.

- Most teachers of English are not native speakers, and this limits their ability to adopt new teaching techniques.³⁵

c. The goals of English Language Teaching

Language teaching is very important taught in nowadays. The reasons why the second language is being taught depend on overall educational goals, which vary from one country to another country and from one period to another period. There are some goals of language teaching they are:

- To help people to think better – brain training and logical thinking
- Appreciation of serious literature
- The student's increased self-awareness and maturity
- The appreciation of other cultures and races
- Communication with people in other countries³⁶

According to Cook the goals of English language teaching can be divided into two main groups- external and internal. External goals relate to the students' use of language outside the classroom: traveling about using the second language in shops and trains, reading books in another language or attending lectures in a different country. Internal goals relate to the students' mental development as individuals; they

³⁵Ibid, 7-8.

³⁶Vivian Cook, *Second Language Learning and Language Teaching*, (New York: Routledge, 2008), 9.

may think differently, approach language in a different way, because of the effects that the second language has on their mind.

Besides that, according to Dr. M.F. Patel & Praveen M. Jain there are some general objectives in teaching English:

1. To enable the student to speak English correctly.
2. To enable student to understand topic correctly.
3. To enable student to read English with ease.
4. To enable student to listen English with ease.
5. To enable student to write English correctly.³⁷

Thus, there are some general objectives in teaching English such as to enable the students to speak, to read, to listen to write and to understand English well.

d. English Teaching Methodology

In teaching English, methodology is very important for the teacher to make the learning and teaching more effective. ELT methodology has developed very rapidly and has been subject to changes and controversies that teachers often find bewildering. The methods and techniques included in teach English are intended to represent a common core, drawing on what is of value both in

³⁷Patel Praveen M. Jain, English Language Teaching (Methods, Tools & Techniques) (Jaipur: Sunrise Publishers & Distributors. 2008), 48.

traditional and in more recent approaches. Thus the course includes traditional and in more recent approaches.

The traditional techniques, such as substitution practice and presenting a structure through a situation, which are still in widespread use; it also includes more recent teaching ideas, such as eliciting, pre-reading activities, and information gap exercise.³⁸ All of them are the methods used by teachers in teaching English.

An important recent development in methodology has been the shift of emphasis from the teacher to the learner. Teachers are asked to evaluate techniques from the learner's point of view and the self-evaluation sheets following each unit encourage teachers to judge their own lesson by what the students appear to have learnt from them. Thus, although this subject is teaching English, the course aims to make teachers more aware of their role as helpers in the learning process.

e. The Principles of Language Teaching

A language is so complex that selection from it is always one of the first and most difficult problems of anyone who wishes to teach it systematically. Every teacher, especially a language teacher, has a different way of teaching. Teachers bring to teach their own personal principles

³⁸Andrian Doff, *Teach English*, (USA: Cambridge University Press, 1988), pg. 9

in their class. Therefore, Breen made principles in teaching language are:

- 1) Selectively focus on form of the language
- 2) Selectively focus on vocabulary or meaning
- 3) Enable the learners to use the language
- 4) Address learner's mental processing capacities
- 5) Make the new language familiar and manageable
- 6) Make the learners internalize and remember the new language
- 7) Take account of learners needs or interests³⁹

f. The characteristics of effective teaching

The good teaching is good communication with students and must have characteristics. There are twelve characteristics of effective teaching were identified:

- 1) Instruction is guided by a preplanned curriculum.
- 2) There are high expectations for student learning.
- 3) Students are carefully oriented to lessons.
- 4) Instruction is clear and focused.
- 5) Learning progress is monitored closely.
- 6) When students do not understand, they are retaught.

³⁹Breen, Curriculum development in Language Teaching Ed Jack Ricard (New York: Cambridge University Press,2001), 217.

- 7) Class time is used for learning.
- 8) There are smooth and efficient classroom routines.
- 9) Instructional group formed in the classroom fit instructional needs.
- 10) Standards for classroom behavior are high.
- 11) Personal interactions between teachers and students are positive.
- 12) Incentives and rewards for students are used to promote excellence.⁴⁰

Advocates of effective teaching use findings of this kind as guidelines to train teachers. An approach to teaching which reflects these principles has been labeled direct instruction or active teaching.

g. Evaluation in Teaching English

Evaluation has important place in the teaching of English. In teaching learning process, the teacher must give the evaluation to the students. It to know how much and in what ways the students are benefited through studies. Usually, the teacher uses evaluation in the end of the lesson.

Evaluation is a means to judge the achievement of the students in the field of education. The achievement is generally measured through the test and examination. Therefore, the test and examination are very important in the whole process of the learning.

⁴⁰Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching* (UK: Cambridge University Press, 2002), 21.

According to H. Douglas Brown, there are two kinds of evaluation based on the function of it:

1. Formative: evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process.
2. Summative: it aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. Final exams in a course and general proficiency exams are examples of summative assessment.

According to Patel & Praveen M. Jain, there are three (3) types of evaluation questions:

1. Essay type

This type of question is also known as long answer questions. The learners have to elaborate answer and they have to explain according to question asked. In this type of questions knowledge of the students can be assessed.

2. Short answer type

This type of question is asked with a view to answer into one or two sentence.

3. Objective type

- a. Completion test
- b. Alternate response test

- c. Multiple choice test
- d. Matching test
- e. Analogy test
- f. Unsuitability test
- g. One word answer test
- h. Recall test

Besides that, there are three (3) evaluation test:

1. Oral test

These types of test the questions are asked orally. The questions may be objectives or short answer types.

2. Written test

These types of test the questions are asked in written form. The questions may be objectives or short answer types.

3. Practical test

In this type of test the practical or behavioral work is given to the learners. It may be an experiment, field work or project work on which learners have to work.⁴¹

From the explanation above, the teacher can use one of the types of evaluation to measure the students' achievement.

⁴¹Dr. M.F. Patel Praveen M. Jain, English Language Teaching (Methods, Tools & Techniques) (Jaipur: Sunrise Publishers & Distributors. 2008), 147-149

2. PPP (Presentation, Practice, Production) Technique

a. Definition of PPP (Presentation, Practice, Production)

PPP (Presentation, practice, production) technique is the technique that used by the teacher to teach English. Almost teachers use this technique; it can used to teach structure, vocabulary, pronunciation etc. According to Lenka said that in presentation phase the teacher presents new words or structures, gives examples, writes them on the board, etc.⁴² it means that in presentation the teacher explains and gives the examples to the students.

Jeremy Harmer stated that PPP is just one procedure among many, and takes no account of other ways of learning and understanding; it is very learning-based and takes little account of students' acquisition abilities.⁴³ In addition, PPP technique is a common way to introduce a new word to the students in the EFL classroom.⁴⁴ Therefore, PPP technique can use to teach English, such as teaching vocabulary, pronunciation, or other English lesson.

According to Richards and Renandya, many traditional approaches to language teaching are based on a focus on grammatical form and a cycle of activities that involves presentation of new

⁴²Lenka Vystavelova, "Common EFL Methods Applied at Language Schools in the Czech Republic: PPP or TBL", Bachelor Thesis, (2009), 21.

⁴³Jeremy Harmer, *How to Teach English* (England: Pearson Limited Education, 2007), 50.

⁴⁴<http://www.myenglishlanguage.com/teacher-resources/ppp-techniques/> (08-07/2016)

language item, practice of the item under controlled conditions, and a production phase in which the learners try out the form in a more communicative context. This has been referred to as the P.P.P. approach and it forms the basis of such traditional methods of teaching as Audiolingualism and the Structural-Situational approach.⁴⁵ As the same manner, Nunan said that PPP is relatively straight forward, and structured enough to be easily understood by both students and new or new emerging teachers. It means that this technique can make the teacher easier to understand the material to the students.

The P-P-P cycle, was often employed: Presentation, Practice, Production. Presentation: The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it. Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises. Production: Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new

⁴⁵Parviz Maftoon, "A Critical Look at the Presentation, Practice, Production (PPP) Approach: Challenges and Promises for ELT", Journal Volume 3, Issue 4, (December, 2012)

pattern.⁴⁶ It means that the teacher presents the material, then the teacher control the way to practice and production.

In short, PPP technique stands for presentation, practice, and production. The PPP technique is a technique for teaching English or simple language.

b. The Procedures of PPP Technique

The procedures of PPP are stands for presentation, practice, and production. In this procedure the teacher introduces a situation which contextualizes the language to be taught. The students practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-responses drill. Then, the students using the new language make sentence of their own, and this is referred as production. The following example demonstrates this procedure:

1. Presentation

The teacher presents or shows the material to the students by using the picture. The example of presentation stage: the teacher explains about “recount text” then she shows the picture about activities in holiday to understand their students.

⁴⁶Jack C. Richard, *Communicative Language Teaching Today* (New York: Cambridge University Press), 8.

2. Practice

The teacher gets the students to repeat the sentence. The students repeat the sentence individually and the teacher corrects any mistake that she hears. The example of practice stage: the teacher point one by one of students to check their learning.

Teacher: Mary, repeat this sentence after me “He is swimming in *chorus*”

Student: “*He is swimming in chorus*”

Teacher: Good. Mary

3. Production

The end point of PPP cycle is production, which some trainers have called “immediate creativity”. Here the students are asked to use the new language (in this case the present continuous) in sentence of their own language. For example, the teacher may get the students to imagine that they are all in holiday. They must say what each of them is doing.⁴⁷

⁴⁷Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (New York: Longman), 80-81.

According to Anggraeni M.S Lagalo, there are the procedures of presentation, practice and production technique, as follows:

1. Presentation

The process of presenting the lesson focuses on teacher giving information to the students. The goal of presentation stage is to introduce the new material to the learners. For example: The teacher introduces the short & simple explanations, a brief description of the new topic/idea, then can use pictures / video / music / demonstrations / acting to illustrate the new material.

2. Practice

The practice process is focused on teacher and students working and interacting together to put the new material into practice. For example: the teacher gives brainstorming to the students, the students doing exercise (on the board worksheet completed with the teacher), question & answer comprehension exercises, games that involve the teacher, drills / repetition, and demonstration / role playing.

3. Production

Production focuses on students demonstrating their ability using their own idea. The teacher can observe what the individual students have learned and which students need additional support.⁴⁸

In short, the procedure of PPP technique are the teacher present the material, the students practice it and then the students make a product based on their own.

c. The Advantages and Disadvantages of PPP Technique

PPP techniques have some advantages and disadvantages in teaching English, such as:

1. Advantages of PPP

- a. PPP lessons provide clear and simple structure of the lesson.
- b. The lesson is easy to prepare because the materials used for the lesson are ordered from the simplest to the most difficult and types of activities are arranged from the most controlled to the least controlled.
- c. The progress of students in the lesson clearly and easily was written as the last common point.

⁴⁸Angraeni M.S Lagalo, "The Application Of Presentation, Practice And Production (PPP) Method To Increase Students' Speaking Ability" (English Department Faculty of Letters and Culture State University of Gorontalo)

- d. This technique is relatively easy for beginner students and that communication is effective.

2. Disadvantages of PPP

Most teachers mentioned two main disadvantages of this approach.

- a. The most common answer was that students tend to be passive quite a large part of the lesson, which means that lessons are predisposed to be teacher-centered. This piece of information contradicts the fact that adult learners have a good ability of self-direction. Some of the participants stated that this fact makes this approach unsuitable for more advanced students, as they do not get so much chance to communicate freely and independently.
- b. It is predictability of the lesson structure, which, in this case, the participants criticized as being rigid.⁴⁹

From the explanation above, the implementation of PPP techniques have some advantages and disadvantages in teaching English.

B. Previous Research Findings

Technique is very important to success on teaching in the classroom.

Technique is a method that used by the teacher to reach the goal in learning

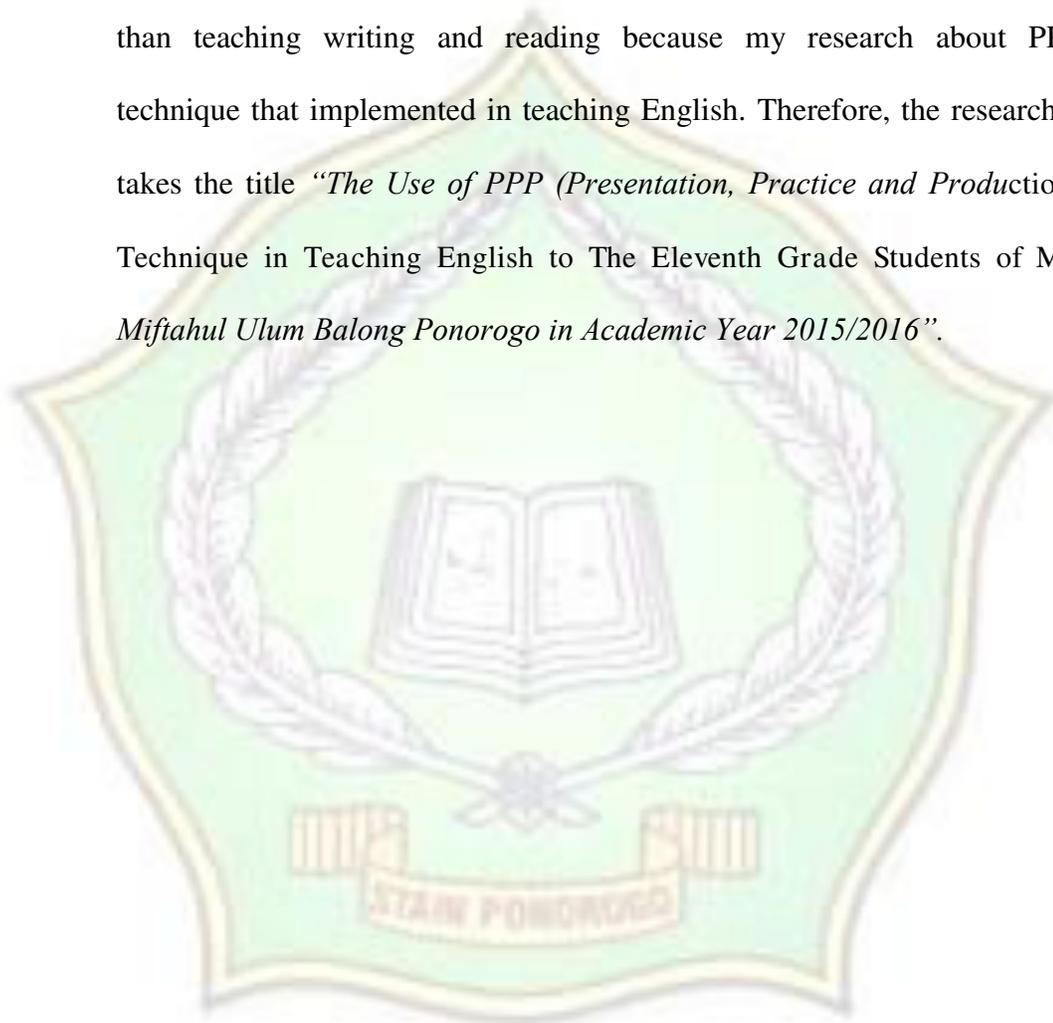
⁴⁹Alfiatul Izzah, "The Use of PPP (Presentation, Practice, Production) Technique to Improve Writing Skill", Education Journal 3, Volume 1, No. 12, (Agustus, 2013)

process. In educational world, the teacher use variation technique in teaching language classroom. PPP (Presentation, Practice, Production) technique is one of technique that can be used in teaching English. Here, the students will practice and make the production with their own language. PPP (Presentation, Practice, Production) technique make students more understand in the lesson and encourage students to say something in the free way. In addition, there are some previous researches related with PPP to support this research.

The first previous research was written by Alfiatul Izzah. 2013. *“The Use of PPP (Presentation, Practice, Production) Technique to Improve Writing Skill”*. Education Journal vol. 1 number 12. In this research showed that PPP technique can improve students’ writing skill especially for students MA AL MA’ARIF Singosari Malang for first year class X-2.

The second research was written by Anggraeni M.S Lagalo. *“The Application of Presentation, Practice and Production (PPP) Method to Increase Students’ Speaking Ability (A Research Conducted at the Tenth Grade Students of Man Batuda In 2012/2013 Academic Years)”*. In this research showed that Presentation, practice and production (PPP) method can increase students’ ability in speaking. The mean score of students’ ability in speaking before treatment is 67,17 and the mean score of students’ ability after treatment is 77,83.

Those two previous research findings show that PPP technique gives the positive impact for students. However, there are the differences among these previous studies with my research. The both previous research studies focus on teaching writing and speaking, while my research more general than teaching writing and reading because my research about PPP technique that implemented in teaching English. Therefore, the researcher takes the title *“The Use of PPP (Presentation, Practice and Production) Technique in Teaching English to The Eleventh Grade Students of MA Miftahul Ulum Balong Ponorogo in Academic Year 2015/2016”*.



CHAPTER III

DATA DESCRIPTION

This chapter is contained of data and research findings that have been collected. In this chapter, the concluding of data collection is done through interview, observation, and documentation. The interview is conducted to the English teacher and students of XI of MA Miftahul Ulum Ngraket. The observation is done by observing the implementation of PPP (Presentation, Practice, Production) technique in teaching English to the student of Eleventh grade of MA Miftahul Ulum Ngraket in academic year 2015/2016. The documentation is conducted by searching the data profile about research location of MA Miftahul Ulum Ngraket. All of the conducting of data collection above is explained as follow:

A. General Data

1. The history of establishment of MA Miftahul Ulum Ngraket

MA Miftahul Ulum is located at Tasik Madu Street, Ngraket, Balong, Ponorogo. The establishment of MA Miftahul Ulum is caused by many graduates of MTs Miftahul Ulum that do not continue their education to the higher level, whereas MTs Miftahul Ulum has been built since 1982. From 1982-2009, the alumni of MTs that continue to SMA, SMK or MA around 5 % in each academic year. It is very ironic because every year

around 70-85 students graduate from MTs Miftahul Ulum. From the information gotten, the students who do not continue their education is caused by less of parents' motivation, environment's influence, and the most reason is cost problem.

From this fact, managers of educational foundation of MTs Miftahul Ulum hold a discussion. It is about the way to make the graduates of MTs Miftahul Ulum can continue their studies to the higher level. Firstly, At the time, the discussion is begin by main managers that lead by Mahfud Arifin, S. Sos. Along with H. Nur Salam, Damas Zamroni, Moch. Hasyim, Marsono, S. Ag and Drs. Soewito, M. Pdi that bring up a thought to build SMK or MA.

After holding the several discussions, the foundation's manager, environment personage, and spiritual personage finally decide to build MA.

Finally, MA Miftahul Ulum is lounched on April, 29th 2010 by Drs. H. Ms. Susiawan, M. Ag as a chief of religion ministry of Ponorogo Regency. At the beginning of the establishment, headmaster of MA Miftahul Ulum is Drs. Soewito, M.Pdi. Several years later, Drs. Soewito, M. Pdi is changed by Marsono, S. Ag to lead MA Miftahul Ulum until now.

2. School's Profile of MA Miftahul Ulum

- a. Name : MA MIFTAHUL ULUM
- b. School's Statistic Number : 131235020047
- c. Accreditation : B
- d. Address :
- Street/Countryside : TASIK MADU/NGRAKET
- Sub district : BALONG
- Regency : PONOROGO
- Province : EAST JAVA
- Phone : 085234841555
- e. School's NPWP Number : 031757602647000
- f. Name of Headmaster : Marsono, S. Ag
- g. Phone : 085234841555
- h. Name of Foundation : MIFTAHUL ULUM
NGRAKET FOUNDATION
- i. Address of Foundation : St. TASIK MADU NGRAKET
- j. Phone : 081335322454
- k. Certificate Number of Founder : No. 68 SETYA BUDHI, S.H
- l. No. SK KEMENKUMHAM : AHU-0032449.AH.01.04. 2015
- m. Ownership of Ground : Foundation

- n. Ground's Width : 1500 M²
- o. Building Status : Foundation
- p. Building's Width : 1050

3. Vision and Missions of MA Miftahul Ulum

a. Vision of MA Miftahul Ulum

Realizing the qualified graduate based on the faith, piety, science and technology.

b. Missions of MA Miftahul Ulum

- 1) Cultivating the Islamic attitude and performance
- 2) Applying PAIKEM, CTL and multiple intelligence based learning
- 3) Developing Arabic and English skill for students
- 4) Facilitating the extracurricular programs
- 5) Helping and facilitating the student to recognize and applying participative management by involving all of the school's members, manager and committee
- 6) Supplying the various kind of skills to students in order to make them useful for society

4. The Condition of Students and Teachers at MA Miftahul Ulum Ponorogo

a. The condition of student of MA Miftahul Ulum

In academic year 2015/2016, MA Miftahul Ulum has 128 students which are spread in 5 classrooms. In class X, the amount of students reach 51 that are located in 2 classrooms. Different from class X, the eleventh grade has 30 students that placed in one class only. The class XII has 47 students which are spread in 2 classrooms. Below is the students' data in academic year 2015/2016:

NO	GRADE	NUMBER OF STUDENT
1	Tenth Grade A	25
2	Tenth Grade B	26
3	Eleventh Grade	30
4	Twelve Grade A	24
5	Twelve Grade B	23

b. The condition of Teacher of MA Miftahul Ulum

Teachers are one of the important aspects in teaching learning process. The amount of the teachers must be suitable with students' amount, because if so, teaching learning process can run well. Therefore, MA Miftahul Ulum has the suitable teachers with the amount of the students. It has 17 remain teachers of the foundation.

This amount is more than enough to handle 128 students at MA Miftahul Ulum Ponorogo.

5. Facilities of MA Miftahul Ulum

The facilities at MA Miftahul Ulum Ponorogo are incomplete yet. It is because this school has been built six years ago. From the latest data found in the following table:

Some Facilities of MA Miftahul Ulum

NO	FACILITIES	TOTAL	CONDITION
1	Classroom	5	Good
2	Teacher's Office	1	Good
3	Headmaster's Office	1	Good
4	Mosque	1	Good
5	Field for Sport	1	Good
6	Canteen	1	Good
7	Restroom	1	Good

6. Organizational structure of MA Miftahul Ulum

- a. Committee of MA Miftahul Ulum : Drs. H. Djajanto
- b. Headmaster of MA Miftahul Ulum : Marsono, S. Ag
- c. Vice-chairman of Curriculum : Hantono, S. Pd
 - 1) Coord. of Students' achievement : Amien A., S. Pd

- 2) Coordinator Extracurricular : Jainal Abidin
- 3) Coordinator Facilities : Amroni, S. Pdi
- d. Vie-chairman of student : M. Habib Al-Zuhri, S. Pd
- 1) Coordinator of OSIM : M. Habib Al-Zuhri, S. Pd
- 2) Coordinator of spirituality : Sukadi, S. Ag
- 3) Coordinator of Counseling : M. Habib Al-Zuhri, S. Pd
- e. Proxy
- 1) Proxy of X_A Class : M. Habib Al-Zuhri, S. Pd
- 2) Proxy of X_B Class : Supardi, S. Ag
- 3) Proxy of XI Class : Ety Kurniawati, SE
- 4) Proxy of XII_A Class : Amien Arbi'ah, S. Pd
- 5) Proxy of XII_B Class : Novi Puji Astutik, S. Pd

7. Curriculum Structure at MA Miftahul Ulum Ponorogo

KTSP is applied at this school with 19 subject matters that should be learned by eleventh grade students. Below are the subjects learned by eleventh grade students at MA Miftahul Ulum Ponorogo:

No.	Subject Matters
1	Al-Qur'an
2	Civics
3	Geography
4	Sociology
5	The History of Islamic Culture
6	Sport

7	Javanese
8	Fiqih
9	History
10	Qur'an Hadits
11	Economics
12	Mahfudzot
13	Arabic
14	English
15	Aqidah Akhlaq
16	Art and Culture
17	Mathematics
18	Indonesian
19	Computer

8. Description Name of Eleventh Grade Students at MA Miftahul Ulum Ponorogo

In academic year 2015/2016, the eleventh grade has 30 students that placed in one classroom. It consists of 8 male students and 22 female students. The list of eleventh grade students can be seen at the appendix.

B. Specific Data

1. The implementation of PPP (presentation, practice, production) technique in teaching English to the eleventh grade students of MA Miftahul Ulum Ngraket

The data description was collected through interview and observation. In teaching English, the English teacher of MA Miftahul Ulum uses PPP (Presentation, Practice, Production) technique. In the presentation stage

using this technique, the teacher is more dominant in teaching learning process. Meanwhile, in practice and production stage the students are more dominant in learning process and they are active during the learning process. Although, the students are more dominant in this stage, the teacher still helps the students to understand the exercise.

The teacher uses the PPP (Presentation, Practice, Production) technique in teaching English caused some reasons and some purposes. According to Mrs. Endang as English teacher of Eleventh grade at MA Miftahul Ulum:

“I use PPP (Presentation, Practice, Production) Technique in teaching English because PPP (Presentation, Practice, Production) technique is simple technique for teaching English. Using this technique, the students can be easier to understand the material, more active, and the teacher also easier to evaluate the students.”⁵⁰

She also states that:

“Actually using PPP technique, I want the students to be better in their English skill. They are easier to understand the material that explained by teacher, they can do what the teacher is asked and more active during the learning process.”⁵¹

Every teaching learning process needs some steps to teach. English teaching learning process is also done by steps as the other teaching learning process in general. The steps are preparation, classroom

⁵⁰Interview Transcript Number: 01/I/09-04/2016

⁵¹Interview Transcript Number: 02/I/12-04/2016

performance that includes pre-activity, main activity, and post activity, and also evaluation.

Generally, every teaching learning process in preparation, pre-activity, and post activity are done by teacher with the same steps. But, in main activity depend on technique that applied by the teacher. Every technique has the different implementation.

When the researcher interview Mrs. Endang, the implementation of PPP (Presentation, Practice, Production) technique at eleventh grade of MA Miftahul Ulum Ngraket, she states that:

“The steps of using PPP (Presentation, Practice, Production) technique in teaching English are I present the material using picture or something that can be used to explain the material more detail, then I give the exercise to the student to practice directly, like drill the vocabulary or give the written exercise. After that, I ask the students to create the product that related to the material by using their own ideas, not taking from internet. Finally, I always give evaluation to the students.”⁵²

Nur samsyiatin as a student of Eleventh grade also states:

“The implementation of PPP technique in eleventh class; first, the teacher presents the material using picture, and then the teacher gives explanation more detail about the material. Second, the teacher asks the student to practice directly with drill the vocabulary or answer the exercises. Third, the teacher asks the students to make the product with own idea. Like,

⁵²Interview Transcript Number: 04/I/12-04/2016

make a sentence, make a short functional text, i.e. poster, announcement, and make a paragraph.”⁵³

Based on the observation, the implementation of PPP (Presentation, Practice, Production) technique in teaching English at eleventh grade of MA Miftahul Ulum Ngraket, the researcher conducts the research three meetings on April, 09th-23rd 2016. At the first observation on Saturday, April, 09th 2016, the teacher uses reading skill about Narrative text with the title “The legend of Toba Lake” focus on Simple past tense. Second observation conduct on April, 16th 2016, the teacher uses writing skill about Short functional text Poster with the title “Independence day celebration”. Third observation conduct on April, 23rd 2016, the teacher uses speaking skill with the same theme but different topic about short functional Spoof with the title “Loving money so much”.

This research focused on the observation about three steps of the teaching program. They are preparation, classroom performance and teaching evaluation stated as follows:

Preparation

Before the English class began, the teacher prepared all of the materials and media.

According to Mrs. Endang as an English teacher:

“Before I teach my students, I prepare the material and create the lesson plan which developed from syllabus based on curriculum. I also prepare a teaching technique and it must be suitable with the condition of the class. Then, I prepare the

⁵³Interview Transcript Number: 08/I/26-04/2016

teaching media which are used to support the technique. The kinds of media are picture, power point, gesture, etc.”⁵⁴

In this process, there are some preparations which are done by the teacher as follow:

- 1) The teacher prepares the materials and creates the lesson plan to know the procedure of using the PPP (Presentation, Practice, Production) technique in teaching English.
- 2) The teacher prepares the teaching media which are used to support the PPP (Presentation, Practice, Production) technique in teaching English.

Classroom Performance

For the classroom performance, the data description of observation that was conduct by researcher, it can be presented below. The teacher using PPP (Presentation, Practice, Production) technique in teaching English by the steps as follow:

1. Presentation

There are some activities that done in this stage:

- a. The teacher presents the material by using picture

The teacher presents or explains the material about Poster and for example “Independency Day Celebration”. Before the teacher

⁵⁴Interview Transcript Number: 03/I/12-04/2016

explaining the material, she shows some pictures about this material. Then, the teacher gives explanation about poster that includes the purpose of poster, kinds of poster, and language feature of poster. The teacher explains the material by using pictures.

- b. The teacher gives the example of poster “Independency Day Celebration”

The teacher points one of the students to read the example and stop them in each paragraph. After that, teacher explains the meaning of the example.

- c. The teacher gives the opportunity to the students to ask about the material

The teacher asks the students to read the material and if they don’t understood about poster, they can ask to the teacher.

2. Practice

In this stage, students are asked to practice and there are some activities that done by the students:

- a. The teacher drills the students about the vocabulary in the example of poster “Independency Day Celebration”

The teacher writes some vocabularies in the whiteboard and for example: Competition, registration, chairperson, etc. Then, the teacher points one by one of the students to repeat the vocabulary

after the teacher and correct the students' pronunciation if they have wrong pronunciation. For example:

Teacher: Komarudin, repeat the vocabulary after me!

Student: Yes, mom.

Teacher: Competition

Student: Competition

Teacher: Ok, good.

b. The teacher gives the exercise to the students

The teacher asks students to answer the exercise individually.

The students asked to fill in the blank exercise.

3. Production

In this stage, the students are asked to make the product with their own idea or own language. The activities are:

a. The teacher asks the students to make the product

The teacher shares the blank paper and asks students to make a poster with the free topic using their own idea or own language.

The poster must relevant between picture and language. After that, the students collect their product to the teacher.

- b. The teacher chooses five the best poster

The teacher chooses the best poster and calls the students who have the best poster to come forward. Then, the teacher asks them to show or present their product in front of the class.⁵⁵

Evaluation

Teaching and learning need to be evaluated. Evaluation Conducted to determine the results of learning process. The result of observation showed that teacher gives some assignment to know the understanding of the students. In this stage, the teacher evaluated the students' activity individually. Every student was given evaluation about their skill or ability and given scoring about their result.

When the researcher interview Mrs. Endang, the evaluation in class eleventh using PPP (Presentation, Practice, Production) technique that:

“I always give evaluation to the students in the end of the lesson because I want to know the students' ability. From this evaluation, I can evaluate and give score to each student”.⁵⁶

Based on observation, the teacher gives evaluation to the students in the end of learning process. She asked the students to make easy about poster and the students must make a suitable picture with their language

⁵⁵Observation Transcript Number: 02/O/16-IV/2016

⁵⁶Interview Transcript Number: 13/I/23-04/2016

with the correct structure. The teacher can evaluate the student's ability when the students make the product.⁵⁷

2. The impact of using PPP (Presentation, Practice, Production) technique in teaching English to the eleventh grade students of MA Miftahul Ulum Ngraket

Using PPP (Presentation, Practice, Production) technique in teaching English give positive and negative impact to the students of Eleventh grade at MA Miftahul Ulum.

There are some positive impacts of using PPP (Presentation, Practice, Production) technique in teaching English. Based on interview with Mrs. Endang as the English teacher at MA Miftahul Ulum, the positive impacts of PPP (Presentation, Practice, Production) technique in teaching English are:

“In my opinion, there are some positive impacts of using PPP (Presentation, Practice, Production) Technique in teaching English, such as: the teacher are easier to prepare the material and evaluate the students, the students are easier to understand the material that explained by teacher, make the high curiosity to the students, and the students are more active in learning process.”⁵⁸

⁵⁷Observation Transcript Number: 02/O/16-IV/2016

⁵⁸Interview Transcript Number: 05/I/19-04/2016

According to Siti Fatonah, as student at Eleventh grade at MA Miftahul Ulum, the positive impacts of PPP (Presentation, Practice, Production) technique in teaching English are:

“I think using PPP (Presentation, Practice, Production) Technique in teaching English give positive impact, such as the students are more confident to present, practice or explain in front of the class, more active in class, and easier to understand the material that explained by teacher.”⁵⁹

Indah Noviani states that:

“In my opinion, after learning English using PPP (Presentation, Practice, Production) technique gives the positive impact to the students. For example: the students more interest to learn English, easy to understand the structure and more confident to speak English.”⁶⁰

Elly Yulianti also states that:

“The impact of using PPP technique in teaching English gives the positive impact to the students, such as the students more confident when speak English to the other person, easy to understand the simple structure or other material, and can develop the students’ ability in speaking and writing skills.”⁶¹

Beside the positive impact, PPP (Presentation, Practice, Production) technique in teaching English also give negative impact to the students of Eleventh grade at MA Miftahul Ulum. According to Mrs. Endang:

“In my opinion, During I use PPP (Presentation, Practice, Production) technique in teaching English at eleventh grade there is not too much give the negative impact to the learners,

⁵⁹Interview Transcript Number: 09/I/26-04/2016

⁶⁰Interview Transcript Number: 10/I/26-04/2016

⁶¹Interview Transcript Number: 12/I/26-04/2016

but if I explain or present the material sometimes there is one or two students who talking with other friend or noisy.”⁶²

According Rodhotul Jannah as students of Eleventh grade at Miftahul Ulum that PPP (Presentation, Practice, Production) technique in teaching English give negative impact to the students:

“Using PPP (Presentation, Practice, Production) Technique give negative impact to the students. For example: some of students still passive in practice or production stage, the exercises that given by teacher can be predictable and need long time this technique.”⁶³

Based on the observation, using PPP technique at eleventh grade gives the positive and negative impact to the students. The positive impact make the students enjoy and active during learning process. Meanwhile, the negative impact of this technique is sometimes some of students noisy in presentation stage, need a long time to use this technique, and the exercises can be predictable.

⁶²Interview Transcript Number: 06/1/19-04/2016

⁶³Interview Transcript Number: 11/1/26-04/2016

CHAPTER IV

DATA ANALYSIS

In this chapter, the researcher discusses the result of the research which done in class XI of MA Miftahul Ulum Ngraket in academic year 2015/2016. The discussion gives explanation for the statement of the problems which has been stated in chapter I as follow:

A. The analysis of using PPP (Presentation, Practice, Production) technique in teaching English to the eleventh grade students at MA Miftahul Ulum Ngraket Balong Ponorogo in academic year 2015/2016

In teaching English, the teacher uses PPP (Presentation, Practice, Production) technique. Based on observation, the implementation of PPP (Presentation, Practice, Production) technique in teaching English at MA Miftahul Ulum Ngraket in eleventh grade divided into three activities.

First is presentation. There are some activities that done by teacher are the teacher presents or explain the material by using media like a picture to support the understanding students of the material. After that, the teacher asks the difficulties at the students in understanding the material using English language in every view minute.

Second is practice. There are some activities that done by teacher and students are the teacher writes the vocabularies in the whiteboard and then point one by one of the students to repeat the vocabulary who said by the

teacher. If the students have wrong pronunciation, the teacher correct until the students have good pronunciation. After that, the teacher gives the exercise to the students and they must do the exercise individually.

The last is production. The students are asked to make the product with their own idea or own language. The students can open the dictionary but can't take the product from internet. After finish, the teacher chooses the best product and calls the students who have the best product to come forward. Then, the teacher asks them to show or present their product in front of the class.

After teaching, the English teacher evaluates her or his students. Based on observation result, Mrs. Endang also evaluates her/his students by using summative evaluation. She always in the end of learning process gives evaluation to the students to know their understanding and their ability. The English teacher of the school collects the score of the result from the students practice, worksheet, and their product. In addition, the teacher also gives the score from the students' attitude during learning process. Based on theory from H. Douglas Brown that Summative: it aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction.

The researcher can identify that PPP (Presentation, Practice, Production) technique not runs systematically. Because the implementation of PPP (Presentation, Practice, Production) technique in teaching English at

Eleventh grade students of MA Miftahul Ulum is less than optimal with Jeremy Harmer theory.

According to Jeremy Harmer theory, which PPP technique divided into three activities. First; Presentation, the teacher presents or shows the material to the students by using the picture. Second; Practice, the teacher gets the students to repeat the sentence. The students repeat the sentence individually and the teacher corrects any mistake that she hears. The example of practice stage: the teacher point one by one of students to check their learning. Third; the end point of PPP cycle is production, which some trainers have called “immediate creativity”. Here the students are asked to use the new language (in this case the present continuous) in sentence of their own language.⁶⁴

There is a difference in applying the PPP (Presentation, Practice, Production) technique, the teacher of MA Miftahul Ulum and teory of Jeremy Harmer. The differences in practice, the teacher uses drill the vocabulary and also give the written exercise but in Jeremy Hamer theory drill the sentence to their students and not given the written exercise. In addition, the implementation of teacher in eleventh grade is flexible but the theory of Jeremy Harmer more general.

⁶⁴Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (New York: Longman), 80-81.

The implementation in presentation and production between teacher and Jeremy Harmer no differences. The teacher uses picture when explain the material and she also asks the students to make the product with their own idea or own language.

From the discussion above, the researcher can interpreted that the use of PPP (Presentation, Practice, Production) technique to the Eleventh grade students of MA Mifathul Ulum is done well. The all of students can do the teacher's instruction; the average students can do the task, practice, and make the production well, the class interaction also done conducive. Although, sometimes some students less pay attention while the teacher present the material but the class interaction can be control by the teacher.

B. The analysis of the impact of using PPP (Presentation, Practice, Production) technique in teaching English to the eleventh grade students in academic year 2015/2016

Every teaching technique gives the positive and negative impact during teaching learning process. There is no best technique that used by teacher because it depends on the application of the teacher. Furthermore, there are some factors that cause technique not appropriate to use in teaching process such as students' factor, condition of the class, etc. Thus, the teacher must be selective when choose an appropriate technique that suitable for students' ability.

Based on observation and interview, there are some positive impacts of PPP technique. First, the students are easier to understand the material and the students also easier to understand the simple structure. Second, students are being active and confident in class. The students during learning process always ask the lesson that don't understood and always answer if the asked by teacher. Third, it can develop students' ability in speaking and writing skill. In this technique, the students always gave written or spoken exercise to assess their ability. Fourth, the students more interest to learn English. They get high motivation to learn English by this technique because they feel enjoy during learning process. Fifth, the teacher will easier to prepare material and to evaluate the students.

While, the negative impacts of the implementation of PPP technique in teaching English are some of students lost concentration when the teacher present the material because they are noisy or talking with other friends, need long time in practice or production stage, the exercise can be predictable by students.

Based on Journal by Alfiatul izzah, she states that the implementation of PPP technique gives advantages and disadvantages. The advantages of PPP technique such as the lessons provide clear and simple structure of the lesson, easy to prepare the materials, the progress of students in the lesson clearly and easily were written as the last common point and this technique is relatively easy for beginner students and that communication is effective. While, the

disadvantages of PPP technique are students tend to be passive quite a large part of the lesson, which means that lessons are predisposed to be teacher-centered and It is predictability of the lesson structure, which, in this case, the participants criticized as being rigid.⁶⁵

From the observation and interview, the researcher can identifies that PPP (Presentation, Practice, Production) technique give the significant positive impact than negative impact. The English teacher also no found the significant negative impact in this technique. It means that using PPP (Presentation, Practice, Production) technique in teaching English can increase the students' English skill. The students can develop their speaking and writing skill. Furthermore, the students' imagination or ideas more develop, the students more active and more confident in doing the exercises.

⁶⁵Alfiatul Izzah, "The Use of PPP (Presentation, Practice, Production) Technique to Improve Writing Skill", Education Journal 3, Volume 1, No. 12,(Agustus, 2013)



CHAPTER V

CLOSING

A. Conclusion

After analyzing the data, the researcher finds that the The implementation of PPP (Presentation, Practice, Production) technique in teaching English to the eleventh grade at MA Miftahul Ulum concerning with the case, the writer concludes that:

1. The implementation of PPP (Presentation, Practice, Production) technique in teaching English divided into three activities are: (1) Presentation; the teacher presents the material by using media like a picture or other teaching media. (2) Practice; the teacher gives drill the difficult vocabulary and point one by one of students to get a good pronunciation and then teacher also gives the exercise to the students. (3) Production; the teacher asks the students to make the product with their own language or own ideas. Usually, the teacher asks the students to make an easy, paragraph, sentence, etc.
2. The impact of using PPP (Presentation, Practice, Production) technique in teaching English gives positive and negative impact to the students and teacher. The positive impact are the students easier to understand the simple structure and the material, more active in class, more confident to practice or make the production, can develop students' ability in speaking

and writing skill, and the teacher will easier to prepare material and to evaluate the students. While, the negative are some of students lost concentration, need long time in practice or production stage, the exercise can be predictable by students.

B. Recommendation

After getting the results of the study in this research, the researcher would like to give some suggestions, as follow:

1. For the English teacher

Teacher should be more creative to choose an appropriate technique to make the students interested during learning process. By using this technique, the English teacher can make the students easier to understand the material and guidance the students to practice and make product.

2. For the students

By applying this technique, the researcher hopes the students to be active during learning process and confident to practice in front of the class. The researcher also hopes the students have a great motivation to improve their English skill and enjoyable in learning process.

3. For readers

The researcher hopes can help the readers as the references for the next research and can increase the knowledge for the readers.

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