

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

Based on the data gathered in this study through observation, interviews, and documentation, a descriptive study on Exploring Presentation Practice Production in Teaching English For Islamic Junior High School was provided.

The findings of this study are discussed in light of the problem formulation referring to the research topic in Chapter I. As a result, the following data were displayed

1. The Use of PPP (Presentation, Practice, Production) Techniques In Teaching English

For class performance, here is a summary of the observations made by the researchers. Teachers use the PPP (Presentation, Practice, Production) methodology in teaching English with the following steps:

1) Presentation

There are several activities done at this stage:

- a) The teacher presents the material using pictures on the book

While explaining the material, the teacher shows the students some pictures of the book about this material. Next, the students discuss the label, including the purpose of the label, the type of label, and the linguistic features of the label. The teacher uses the book to explain the material, as explained in the following picture.

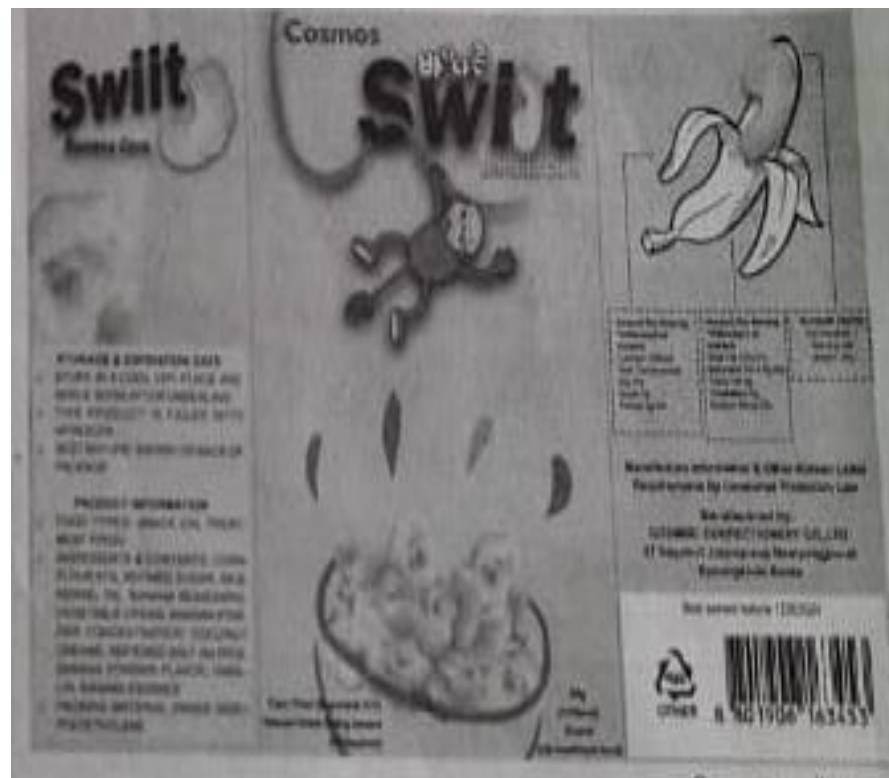


Figure 4.1. Example of Picture Label On a Book

In figure 4.1 is an example of a label from the teacher's book explaining how to make a label and what is included in it.

The teacher gives an example of a label for a milk powder pack

The teacher designates one of the students to read the example and pause after each paragraph. After that, the teacher explains the meaning of the example sentence, as explained in the following picture.

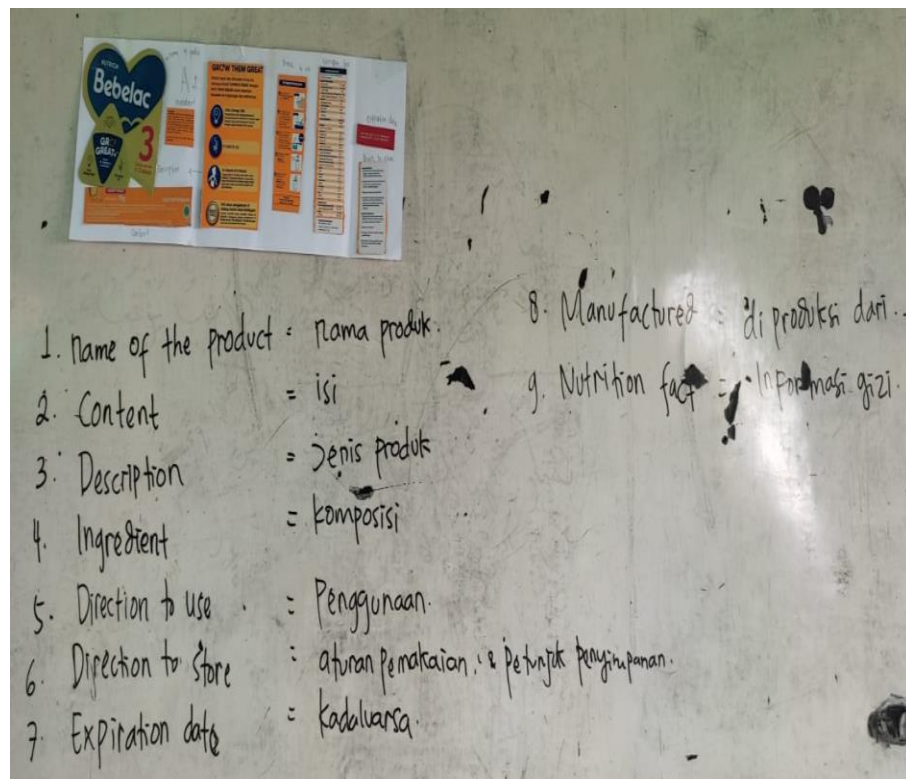


Figure 4.2. Example Of Label

In figure 4.2 the teacher wrote on board the list of vocabularies which was related to the label in a product, then translate each word into Indonesian language, such as:

- 1) Name of Product = Nama produk
- 2) Content = Isi

- | | |
|-----------------------|-----------------------|
| 3) Description | = Jenis produk |
| 4) Ingredient | = Komposisi |
| 5) Direction to Use | = Petunjuk penggunaan |
| 6) Direction to store | = Aturan pakai |
| 7) Expiration date | = Kadaluarsa |
| 8) Manufactured | = Di produksi dari |
| 9) Nutrition Fact | = Informasi Gizi |

- b) Teachers give students the opportunity to ask questions about the material

The teacher instructs the students to read the material and present it in front of the class. If the students have any questions about the label, the students can ask the teacher, As describe in figure 4.3.

In figure 4.3 students present the results of their own labels in front of the class, if the student does not know how to read from one of the words, the student will ask the teacher or if there is a wrong word spoken by the student it will be corrected by the teacher.



Figure 4.3. Student Present Their Label

2). Practice

At this stage, students are asked to practice and there are several activities that are done by students.

a) Teachers train students in vocabulary milk powder swatch label

The teacher writes some vocabulary on the blackboard. For example, ingredients, descriptions, nutrition facts, etc. The teacher then asks the students to repeat the vocabulary one by one. after the

teacher and correct the students' pronunciation if they have the wrong pronunciation. As an example:

Teacher: Aisyah, ikuti kata ini setelah ibu bacakan

Student : Iya Bu.

Teacher : ingredient

Student : ingredient

Teacher : good

b) Teacher gives practice to students

The teacher asks the students to answer the exercises individually. Students are asked to create labels like the teacher's example, as explained in the following picture.



Figure 4.4. Student Create The Label

In figure 4.4, students make labels with their own ideas, but still follow the example given by the teacher

4) Production

At this stage, students are asked to create products with their own ideas and languages. Activities are:

1) The teacher asks the students to make a product

The teacher distributes blank sheets of paper and asks the students to label them on a topic of their choice. Labels should be relevant not only between content, but also between images and languages. The student then submits the assignment to the teacher.

2) The teacher selects the 5 best labels

The teacher selects the best label and calls the student with the best poster to come forward. Next, the teacher asks students to show or present their assignments in front of the class, as explained in the following picture.



Figure 4.5. Final Assignment Of Create Label

In figure 4.5, After the students finish making labels with their own ideas, the teacher then chooses the right five labels and also finished the fastest

5) Evaluation

Teaching and learning need to be evaluated. Evaluation Conducted to determine the outcome of the learning process. As a result of observation, it was found that the teacher gives some kind of task to know the degree of understanding of the students. At this stage, the teacher assessed the student's activity individually. All students were assessed on their skills or abilities and scored on their results. When the researchers interviewed Mrs Renny, she was evaluated in class 9 using the PPP (Presentation, Practice, Production) method.

Based on observations, teachers give students an evaluation at the end of the learning process. She told her students to keep the label. Students must draw appropriate pictures with correct structure in their language. Teachers can assess student performance when students make a label.

2. The Implications Of Using Presentation Practice Production In Teaching English

Based on observations of the application of PPP (Presentation, Practice, Production) methods in learning English in Class 9th of MTS Iqdamul Ulum, researchers conducted four research conferences on October 5, 2022. The first observation was on Wednesday, October 5, 2022. When the teacher uses the skill to read the text on the product packaging. The second observation took place on October 12, 2022, where teachers used the students' hands-on skills and creativity to create labels. The third and fourth observations were conducted on October 19 and 26, 2022, and teachers used their speaking skills by asking students to present their labeling results.

The PPP (Presentation, Practice, Production) approach of teaching English to 9th grade at MTS Iqdamul Ulum has both positive and negative impact. Using the PPP (Presentation, Practice, Production) paradigm to

teach English provides a number of advantages. Based on an interview with Mrs. Renny, an English teacher at MTS Iqdamul Ulum, the advantages of PPP (Presentation, Practice, Production) Methodology in Teaching English. During this process, teachers make several preparations, such as: Teachers prepare teaching materials, create lesson plans, and understand procedures for using PPP (Presentation, Practice, Production) techniques in teaching English, and also Teachers prepare materials that will be used to support PPP (Presentation, Practice, Production) techniques in teaching English.

Based on observations, the use of PPP techniques in 9th grade has positive and negative effects on teachers and students. The positive impact during the researcher research on 5 - 26 October makes students fun and active during the learning process. And also, the negative impact of this technique is that some students may be fussy during the presentation stage, require a long time to use this technique, and the exercises may be predictable.

B. Discussion

The researchers describe the findings of a study done in 9th grade at MTS Iqdamul Ulum Martapura during the 2021/2022 school year in this chapter. However, there are differences between these past studies and this research. The previous studies focused on teaching writing and speaking, but mine is more comprehensive than teaching writing and reading. As follows, this discussion discusses the formulation of the problem discussed in Chapter I:

1. The Use of PPP (Presentation, Practice, Production) Techniques in Teaching English

PPP (Presentation, Practice, Production) approaches are used by teachers when teaching English. According to the observations, the PPP (Presentation, Practice, Production) technique was used in English education in 9th grade in MTs Iqdamul Ulum consists of three activities. The first step is the presentation. There are activities in which the teacher delivers or explains the content to the students utilizing pictorial media to help them understand the material. The teacher then asks students every minute how difficult it is to understand the content in English.

The second step is to practice. Teachers and students participate in a variety of activities. The teacher puts the vocab on the whiteboard and asks

each student to repeat what she says. If a student's pronunciation is incorrect, the teacher corrects it until the student correctly pronounces it. Following that, the teacher assigns exercises to the students, which they must complete independently.

The final step is production. Students are challenged to produce items based on their own ideas and in their native language. Students can access dictionaries but not merchandise from the Internet. After finishing, the teacher chooses the best product and summons the student who produced it. The teacher then requests that they demonstrate or display their product in front of the class.

The English teacher analyzes the student after instructing. Ms. Reny evaluates students utilizing summative assessment based on observations. She always assesses the students at the end of the learning process to determine their understanding and competence. Outcome scores from student activities, worksheets, and deliverables are collected by school English teachers. In addition, teachers assess students' attitudes toward the learning process. According to H. Douglas Brown's approach, Summative: Goals at evaluating or summarizing what the learner has learned, usually towards the end of a course or unit of instruction. PPP (Presentation, Practice, Production) strategies are seldom used systematically. According to Jeremy Harmer's perspective, the use of the

PPP (Presentation, Practice, Production) technique in English education in MTs Iqdamul Ulum 9th grade students is not ideal.

According to (Harmer, The Practice of English Language Teaching) perspective, PPP technology is divided into three activities. Beginning with a presentation, the teacher presents or shows the content to the students using visuals. Second, with practice, the teacher has the student repeat the sentence. The student repeats the sentence independently, and the teacher corrects any mistakes she hears. Example of the practice phase: The teacher points to each student individually to assess their learning. The third stage of the PPP process is production, which some trainers refer to as "immediately creativity." Students are now instructed to employ the new language (in this case, the present tense) in sentences written in their native language.

There is a distinction between the implementation of PPP (Presentation, Practice, Production) methodologies, MTs Iqdamul Ulum teaching, and Jeremy Harmer's theory. The practical distinction is that the teacher trains vocabulary while also providing writing activities, whereas Jeremy Hammer's idea teaches students in sentences while providing no writing assignments. Furthermore, while the 9th grade teacher's practice is flexible, Jeremy Harmer's theory is more general.

There is no difference between teachers and Jeremy Harmer in terms of presentation and production implementation. The teacher presents the content with graphics and asks the students to build items using their own thoughts and language.

Based on the findings, researchers can interpret the employment of the PPP (Presentation, Practice, Production) approach for 9th grade of MTs Iqdamul Ulum as appropriate. The teacher's directions are understandable to all students. The ordinary student is capable of completing tasks, practicing, and producing well. Interactions in class also help. However, while some students may not pay attention when the teacher is presenting the content, the teacher has control the class activity.

2. The Implications Of Using PPP (Presentation, Practice, Production) In Teaching English

Every teaching style has both positive and negative effects on the learning process. There is no optimum approach for a teacher to use because it is dependent on how the instructor employs it. Furthermore, there are various aspects, such as student factors, class conditions, and so on, that make the technique difficult for use in the teaching process. Teachers must be selective in choosing the best technique for the student's ability.

According to observations and interviews, PPP technology has various better effects. First, it makes it easy for to comprehend the subject and simple structures. Second, students are engaged and assertive in class. Students always ask questions when they don't understand and always answer when the teacher asks. Third, it can help students improve their communication and writing skills. In this technique, students were regularly assessed through written or oral assignments. Fourth, students are more excited about studying English. Because they have pleasure while learning, this strategy can increase their enthusiasm to learn English.

The disadvantage of using the PPP technique in English instruction is that when the teacher presents the subject, the students may be noisy or lose focus because they are talking to other friends, practicing, or producing. Steps take a long time, exercises are regular, and so on by students.

According to Izzah (2013) Journal, there are advantages and disadvantages to using PPP technology. PPP approaches' advantages, such as clear and simple lesson structure, easy production of teaching materials, and clear and easy student development in lessons, were identified as a final common denominator increase. This approach is extremely simple for new students and the communication is effective, one disadvantage of the PPP technique is that students are more likely to be passive for the most of the class. This means that teachings are usually concentrated on the teacher.

Researchers can verify that the PPP (Presentation, Practice, and Production) method has a large positive impact rather than a negative impact based on observations and interviews. English teachers found no significant negative impacts from using this strategy. This suggests that we can improve our students' English proficiency by employing the PPP (Presentation, Practice, Production) methodology in the classroom. Students can improve their public speaking and writing abilities. Furthermore, students' imaginations and thoughts will be expanded, and they will become more active and comfortable in doing exercises.

CHAPTER V

CLOSURE

A. Conclusion

Researchers discovered that the use of PPP (Presentation, Practice, Production) strategies in teaching English to 9th grade of Mts Iqdamul Ulum was relevant to this topic after analyzing the data, and the researchers concluded as follows:

- 1) The implementation of the PPP (Presentation, Practice, Production) method in English teaching can be classified into three actions.
 - a. Make a presentation; Teachers use media such as photographs and other instructional media to present materials.
 - b. Practice; The teacher will rehearse challenging vocabulary and award points to each student for correct pronunciation, followed by exercises.
 - c. Production; The teacher assigns students the task of creating a product using their own words and ideas. Teachers frequently instruct students to create short paragraphs, sentences, and so on.

The use of PPP (Presentation, Practice, Production) approaches in English instruction also has positive and negative effects on students and teachers. On the positive side, children comprehend the simple framework and materials, they are more involved in class, they can practice and produce

with confidence, and they help them build their speaking skills. It helps students improve their writing abilities and makes it easier for teachers to prepare lessons and assess students. On the negative, despite the fact that the tasks are predictable for students, some may lose attention or take longer during the practice and productive stages.

B. Suggestions

Following receipt of the study's research findings, the researchers would like to submit the following suggestions.

1. For English teachers

Teachers must be more innovative in their approach to selecting appropriate ways to keep students engaged throughout the learning process. English teachers can use this strategy to help students understand the topic while also encouraging students to practice and make goods.

2. For students

Researchers think that by using this strategy, they might inspire students to be active participants in the learning process and to practice comfortably in front of the class. Researchers also believe that students would be highly motivated to enhance their English skills and enjoy the learning process.

3. For next Researcher

Researchers expect that it will be useful to readers and expand their knowledge as a reference for their future research, and The researcher hopes that other researchers are willing to conduct deeper research related to this study. The next researcher also can conduct research with different skill.