EXPLORING PRESENTATION PRACTICE PRODUCTION IN TEACHING ENGLISH FOR ISLAMIC JUNIOR HIGH SCHOOL

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EXPLORING PRESENTATION PRACTICE PRODUCTION IN TEACHING ENGLISH FOR ISLAMIC JUNIOR HIGH SCHOOL

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I, the undersigned, Humairoh, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Humairoh. 2022. *Exploring Presentation Practice Production (PPP) in Teaching English for Islamic Junior High School".* Thesis. English Education Department, Faculty Of Tarbiah and Teacher Training, Antasari State University, Advisor (I) Afifah Linda Sari, M.Pd (II) Yokke Andini, S.S M.Pd

KeyWord: Islamic Junior High School, Presentation Practice Production (PPP), Teaching English

English is an important subject that is taught at all educational levels. Teachers need strong technique when teaching English to their students. The PPP (Presentation, Practice, Production) strategy is one method for teaching student simple language. The aims at this study are to describe the use of PPP techniques in teaching English and to find out the impact of using PPP techniques in teaching English. Teachers employ this method because students are active participants in the learning process and always generate products using their own ideas and language.

This study is a qualitative study with a descriptive study design. The subject of this research was one of the English teachers at Mtst Iqdamul Ulm Martapura. Data were collected by observation, interviews, and documentation. Data were analyzed by data reduction, verification and conclusion. The study concludes that the application of PPP techniques in English language teaching can be divided into three activities: presentation, practice, and production. (1) Presentation The teacher presents the materials using media such as pictures. (2) Exercises: Teachers practice difficult vocabulary and give practice to students. (3) Production requires students to use their own ideas and language to create a product.

PPP (Presentation, Practice, and Production) techniques have both advantages and disadvantages on students and teachers. Students were more likely to understand the materials, become more active and confident in the learning process, and become more interested in learning English as a result of the advantages, and teachers are more likely to prepared the materials and assess their students. The disadvantages, that some students lost concentration during the presentation stage. Although some students may talked to friends, be noisy, or require a lot of time during the practice and production phases, the exercises are predictable.

ABSTRAK

Humairoh. 2022. Menjelajahi Produksi Praktek Presentasi dalam Pengajaran Bahasa Inggris Untuk SMP Islam". Tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiah dan Keguruan, Universitas Negeri Antasari, Pembimbing (I) Afifah Linda Sari, M.Pd (II) Yokke Andini, S.S M.Pd

KataKunci: *Sekolah Menengah Islam Pertama (MTS), Presentasi Praktek Produksi (PPP), Mengajar Bahasa Inggris*

Bahasa Inggris adalah mata pelajaran penting yang diajarkan di semua tingkat pendidikan. Guru membutuhkan teknik yang kuat ketika mengajar bahasa Inggris kepada siswa mereka. Strategi PPP (Presentation, Practice, Production) adalah salah satu metode untuk mengajarkan bahasa sederhana kepada siswa. Tujuan penelitian ini adalah untuk mendeskripsikan penggunaan teknik PPP dalam pengajaran bahasa Inggris dan untuk mengetahui dampak penggunaan teknik PPP dalam pengajaran bahasa Inggris. Guru menggunakan metode ini karena siswa adalah peserta aktif dalam proses pembelajaran dan selalu menghasilkan produk dengan menggunakan ide dan bahasa mereka sendiri. Penelitian ini merupakan penelitian kualitatif dengan desain penelitian deskriptif. Subyek penelitian ini adalah salah satu guru Bahasa Inggris di Mtst Iqdamul Ulm Martapura.

Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Data dianalisis dengan reduksi data, verifikasi dan penarikan kesimpulan. Studi ini menyimpulkan bahwa penerapan teknik PPP dalam pengajaran bahasa Inggris dapat dibagi menjadi tiga kegiatan: presentasi, praktik, dan produksi. (1) Presentasi Guru menyajikan materi dengan menggunakan media seperti gambar. (2) Latihan: Guru melatih kosa kata yang sulit dan memberikan latihan kepada siswa. (3) Produksi menuntut siswa untuk menggunakan ide dan bahasa mereka sendiri untuk menciptakan suatu produk.

Teknik PPP (Presentation, Practice, and Production) memiliki kelebihan dan kekurangan bagi siswa dan guru. Siswa lebih cenderung memahami materi, menjadi lebih aktif dan percaya diri dalam proses pembelajaran, dan menjadi lebih tertarik untuk belajar bahasa Inggris sebagai hasil dari kelebihannya, dan guru lebih cenderung menyiapkan materi dan menilai siswanya. Kelemahannya, beberapa siswa kehilangan konsentrasi selama tahap presentasi. Meskipun beberapa siswa mungkin berbicara dengan teman, berisik, atau membutuhkan banyak waktu selama fase latihan dan produksi, latihannya dapat diprediksi.

MOTTO

“Be yourself today and every day, you look beautiful like that”

DEDICATION

I dedicate this thesis for:

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Humairoh

CONTENTS

STATEMENT OF AUTHENTICITY ii

PLAGIARISM LETTER iii

APPROVAL iv

VALIDATION v

ABSTRACT vi

ABSTRACT vii

MOTTO viii

DEDICATION ix

ACKNOWLEDGEMENT x

CONTENTS xi

LIST OF FIGURES xv

LIST OF APPENDICES xvi

CHAPTER I 1

INTRODUCTION 1

A. Background of Study 1
B. Research Questions 5
C. Objective of the Study 5
D. Significant Of Study 6
E. Definition Of Key Term 6

CHAPTER II 9

THEORITICAL REVIEW 9

A. Teaching English 9
1. Definition Of Teaching English 9
2. The Objective of English Language Teaching 12
3. Characteristic of Effecting Teaching 14
4. Evaluation In Teaching English 14

B. Presentation Practice Production Technique 16
1. Presentation Practice Production Approach 16
2. Guidelines For Using the Presentation Practice Production in The Classroom 20
3. Advantages and Disadvantages of Presentation Practice Production Technique 21

C. Previous Study 23

CHAPTER III 25

RESEARCH METHOD 25

A. Research Design 25
B. Research Setting 26
C. Subject 27
D. Technique of Data Collection 27
E. Data Analysis 28

CHAPTER IV 32

FINDINGS AND DISCUSSION 32

A. Findings 32

1. The Use of Presentation Practice Production in Teaching English 32
2. The implementation of Using Presentation Practice Production in Teaching English 40
B. Discussion 42

CHAPTER V 48

CLOSURE 48

A. Conclusion 48
B. Suggestion 49

REFERENCES 51

APPENDICES 53

CURRICULIM VITAE 60

LIST OF FIGURES

Figure 4.1. Example Of Label Picture on the Book 32

Figure 4.2. Example Of Label 34

Figure 4.3. Student Present Their Label Assigment 36

Figure 4.4. Student Create The Label 37

Figure 4.5. Assigment Of Labe 39

LIST OF APPENDICES

Appendix I. Translation of Quran Verse 53

Appendix II. Observation Checklist 54

Appendix III. Interview Guideline 55

Appendix IV. Transcript Interview 56