

AN ANALYSIS ON THE EIGHTH STUDENTS' PERCEPTION OF THE APPLICATION PPP (PRESENTATION, PRACTICE AND PRODUCTION) TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT

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Abstract

Based on the phenomena that students have difficulties in writing descriptive text, the students could not write because they do not have any ideas when they are asked to write. So, they need some ways which could help them in writing. The problems in writing can be solved by implementing some strategies in teaching writing. This research aims at knowing the use of PPP (Presentation, Practice and Production) in teaching writing to the eighth grade students. This research is qualitative research. The subject of this research was the eighth grade students of one junior high school in Cimahi in the academic year of 2020 – 2021 which consisted of 31 students. The writer used a questionnaire to collect data. These findings reveal that the use of PPP (Presentation, Practice and Production) techniques in teaching writing in the classroom can improve students' writing abilities in the classroom. Based on the result of questionnaire the use of PPP (Presentation, Practice and Production) one of the right way to teach writing. It means that using make a match method was effective, and easier to be applied in teaching writing descriptive text.

Keywords: PPP (Presentation, Practice and Production), Teaching Writing, Students' Ability

INTRODUCTION

English is one of international languages in the world. It has been becoming one of languages taught in Indonesia as a foreign language. In English, there are four language skills they are listening, speaking, reading and writing. Those skills should be mastered by the students to increase their ability in learning English. Writing skill is very necessary in learning English language and the most difficult skill that must be realized by students. The writing skill needs a long process. According to (Wardani, 2014) among the language skills, squeeze seems to be the most difficult in the sense that it takes a long process from brainstorming to the final product. Descriptive text refers to a text which focuses on describing particular things. Items or individuals and it specifies some of their characteristics (Anggun, 2016). Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. The generic structure of a descriptive text are as follows : (1) identification : an introduction to the subject of the description; (2) description of features of the subject. So, descriptive text is a text which says what a person or a thing is like. It's purpose is to describe and reveal a particular person, place or thing.

According to (Harmenita & Tiarina, 2013) "Writing is very important because through writing students can develop their ideas into a good paragraph. Besides that, through the students can organize the sentence to be a good text". Writing helps learners learn. It plays a

major role in expressing one's ideas thoughts, persuading and convincing others. Teaching writing must be taught since early. Nowadays, writing skill is becoming increasingly important in global community especially in education both second and foreign language learning (Weigle, 2002).

Writing is a process to make the words and we speak to a written text on a paper. This is in the line with (Coulmas, 2003) that writing is a goal directed and self-sustained activity that requires skilled management of the writing environment; the constraints imposed by writing topic; the intentions of the writer, and the processes, knowledge, and skills involved in composing. PPP techniques are relatively straight-forward and structured enough to be understood by new students and new teachers. It showed that this technique suitable for student which difficult received new material. It was also to make easier for the teacher makes some plan step by step make students better understand. It showed that PPP technique can minimize the mistake on the stage when learning process. (Collins & Vystavělová, n.d.) says "There are some advantages of PPP technique. The first advantage that PPP lessons provide is clear and simple. As a second positive point teacher said that such a lesson is easy to prepare because the material is used in the lesson are ordered from the simplest to the most difficult". This technique have an easy concepts. As the name, PPP technique has three components such as; Presentation is the presenting materials to the students, this component needed the time about 65 to 90 percent of learning activity. Practice is the teacher gave the students exercises time to know how far students' progress towards understanding materials which was presented, the teacher might help the students to do the exercises. At last, production is highest than practice stage since the teacher evaluated the students about the material mastery and in this step the students should do the exercises by themselves. Presentation, Practice, Production (PPP) technique is the technique of teaching specific language. (Harmer, 2007) said that there are the principles of Presentation, Practice, Production (PPP) technique, as follows:

- a. The target language is coming first.
- b. This technique does not only focus on Grammar and the current lesson but also vocabulary and pronunciation.
- c. The teacher is centre or teaching learning process except during production stage.
- d. This technique leads from accuracy to fluency and the students practice what they have learnt by spoken then written.
- e. Students' activities are repeating the words or sentences, and applying the language in the classroom.
- f. The teachers help them to translate the difficult words by the illustration.

In conclusion, Presentation, Practice, Production (PPP) technique is extremely effective way to teach a language at lower levels in the small class. There are several characteristic of effective teaching by PPP technique such as: (1) The teacher is planning the materials based on curriculum.(2) Student has big expectation for study. (3) The instruction and teacher' explanation is clear and focus. (4) The students' progress is monitor closely. (5) The student re-taught while they were misunderstanding about the materials. (6) There are personal interaction between the teacher and students. (7) Giving rewords to the students.

Moreover, PPP technique had proposed as one of alternative technique in teaching learning process. The materials which are suitable with this technique is not only about grammar but also some vocabularies and pronunciation. PPP technique is standing for teaching all English skills. While the teacher explained about the materials, the students would read and listened to

the teacher' explanation then, they would receive the materials as productive form as written. It showed that PPP technique could minimize the mistakes on learning activity.

The best learning is while the teacher not only gave the materials but also gave them the opportunity to develop the other English skills.

(Willis & Willis, 1996) a lesson plan based on PPP should have three phases as follows :

- a. Presentation stage: The teacher starts the lesson by managing the situation, either bringing up or modeling several languages that the situation requires. Presentations can consist of subject matter, model sentences, text describing the target items, whether reading from a textbook, listening on tapes or played by the teacher.
- b. Practice stage: Students practice new languages in a controlled way. They drill the sentence or by repeating after the teacher or recording, in the choir and individually, until they can say it correctly. Other practical activities are matching parts of sentences, completing sentences or dialogs and asking and answering questions using the target language.
- c. Production stage: Students can write texts freely and correctly, both for their own purpose and meaning or in a similar context introduced by the teacher. This can be an assignment.

METHOD

Method is steps that the writer do to collect the data or information. This research employed descriptive qualitative method. A descriptive qualitative was employed in this study in order to investigate the use of PPP (Presentation, Practice and Production) in teaching writing descriptive text. Referring to the objective of this study, the design is considered appropriate since it is a method used to describe or analyze the results of the study but not used for make broader conclusions Sugiyono (2005) as cited in (Apsari, 2017) Generally research method can be classified into three broad categories, they are qualitative, quantitative and mixed method. Subject of the research were consisted of thirty three (33) students of the eighth grade students of one of SMP in Cimahi.

Instrument is any tool that is used to collect the data. According to Tavakoli (2012;277), instrument is any device that can be presented in written, audio or visual format, which is used to collect the data. There were four the instruments which the present writer use for collecting data, those are : Observation Sheet, Document Analysis, Questionnaire and Interview.

Observation Sheet

Observation is the activity that is done by the writer during the teaching and learning process. This activity is administered so the writer can monitor the students attitude and participation when teaching by certain approach, method or technique.

Document Analysis

There are many reasons why writer choose to use document analysis. Firstly, document analysis is an efficient and effective way of gathering data because documents are manageable and practical resources. Documents are commonplace and come in a variety of forms, making documents a very accessible and reliable source of data. Obtaining and analysing documents is often far more cost efficient and time efficient than conducting your own research or experiments (Bowen, 2009). Also, documents are stable, "non-reactive" data sources, meaning that they can be read and reviewed multiple times and remain unchanged by the researcher's influence or research process (Bowen, 2009). Document analysis is often used because of the many different ways it can support and strengthen research. Document analysis can be used in

many different fields of research, as either a primary method of data collection or as a compliment to other methods.

Questionnaire

Questionnaire is administered to give the opportunity to the students to deliver their feeling and perception of writing and the way of teaching writing. Questionnaire was held to give the students the opportunity to know their feeling and opinion toward the implementation PPP (Presentation, Practice, and Production) technique in the class. The sample of this activity is all the students except the students who is being interviewed. This activity is administered after treatment.

Interview

The writer uses the interview as supporting evidence or secondary data on the statistical result of research. The interview is to ask suitable questions to participants that support in verifying the data which is obtained from the tests. Five open-ended questions are given to 9 students representing the samples permitting them to give their responses on their experience of using PPP (presentation, practice, production) method in their learning process of writing descriptive text.

RESULTS AND DISCUSSION

Results

Based on the observation that was conducted by the present writer in one of SMP in Cimahi, the way teacher taught the students using PPP (Presentation, Practice and Production) was structurally and suitable with the scheme. Before the teacher explained the main materials, firstly, the teacher greeted and led the students' to pray together. After praying, teacher checked the students' attendance to make a good atmosphere and relation between the teacher and students. The teacher also gave the Ice Breaking. The ice breaking gave excitement (motivation) among fellow participants to carry out activities during learning.

Then, teacher showed some picture like Artist, Singer, Presenter and the students guess who is in the picture, it's a way to stimulate students' thinking before entering into the material. After that the teacher asked to the students the characteristics of someone shown in the picture. When students can mention the characteristics of the picture then the teacher continue on the material about descriptive text. The teacher gave the definition, purpose, generic structure, language features, an example of descriptive text and gave some vocabulary about adjective.

The main activities were group discussion. The teacher divided students into some groups, each group consisted of four students. After that teacher distributed the different picture to the each group and teacher asked the students to make descriptive text about someone in appropriate with the images that have been shared. The teacher always accompanies the students during the learning process, answer every question from the students and help them if there are difficulties.

The students gave the result of writing descriptive text. The teacher checked students result to find out how far they understand about writing descriptive text. Based on the result of questionnaire and interview showed that PPP (Presentation, Practice and Production) is interesting technique. From nine students chosen as the sample to be interviewed by the teacher.

When the teacher gave the material, the student seems interested. It was seen from the students who were active in the group discussion by sharing their ideas to their friends. Moreover, students seemed to be confident to answer the teacher questions. The atmosphere during the teaching learning was warm enough, it can be seen from how the students kept their attention to the teacher explanation. It seemed to be easier to the students to understand the teacher instruction, even though some of the students did not take a part during the class, they seem quite behind their friends.

In addition, the present writer classified the questionnaire data into three categories; those are the students' feeling, students' interest, and the students' capability. Some of the students found some difficulties in arranging their own concept into paragraph, but they did not give up easily, and they face their difficulties by asking their friends. At the time the teacher instruct them to work individually, and the students look very interested to make sentences into paragraph. It can be seen from the result of the questionnaire, there were 10 items in the questionnaire related to the students' capability in writing descriptive text. Then most of the students agreed that the application of PPP (Presentation, Practice and Production) helped them improve their capability in writing descriptive text.

In addition the teaching learning process by implementing PPP (Presentation, Practice and Production) was fun enough. It could be seen from the students' response in the questionnaire. There were 9 items in the questionnaire related to the students' feelings, and the students were agree that they were happy, motivated, and satisfied with the teaching learning process by implementing PPP (Presentation, Practice and Production).

Finally, there were 2 items of the questionnaire related into the students' interest. Then most of the students agreed that the application of PPP (Presentation, Practice and Production in teaching writing was interesting because it was not confusing them in writing their own descriptive text. The application of PPP (Presentation, Practice and Production) in teaching writing is not only interesting the students but also adding their passion to write their own descriptive text.

The writer make a conclusion from questionnaire which have distributed to 33 students. They could understand what teacher explain about the material. They felt happy and comfortable. Every teacher asked the students to mention the material they could explain and give the example what they have learnt.

Discussion

From the result above, based on the observation that was conducted by the present writer, in applying PPP (Presentation, Practice and Production), the teacher put the students into proper activities which means the teacher fulfilled the criteria of realistic appraisal in teaching and learning process. Additionally the students were really enthused to participate. However, some problems were found for the students such as lack vocabulary, and some words in English that have different sound from the spelling. To solve the problems the teacher helped the students by letting them to choose their favorite artist. In addition, the students also got difficulties in translation. The teacher helped the students to translate some words that they could not translate into English, and they were suggested to consult with dictionary.

Overall, from the observation, interview, and questionnaire, the present writer could say, the application of journalist questions in teaching writing was properly conducted by the teacher

which finally resulted positive perception from the students. Thus, the present writer assumes that the positive perception of learning comes from instructional process.

CONCLUSION

Based on the result of the research, the writer draw the conclusion that the use of PPP (Presentation, Practice and Production) technique to improve students' writing descriptive text at eighth grade students of one of SMP in Cimahi is proved that it can enhance students' writing skill. In the additional PPP (Presentation, Practice and Production) is interesting the students to learn English, not only interesting but also motivatting the students to learn writing. The implementation of PPP (Presentation, Practice and Production) can help the students reduce their boredom in writing. As the result, the students can be more active in teaching and learning process.

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