



IMPLEMENTATION OF PRESENTATION, PRACTICE, AND PRODUCTION (PPP) METHODS ON DEGREE OF COMPARISON MATERIALS AT STUDENT OF IKIP SARASWATI TABANAN

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Abstract

In an effort to improve the quality of human resources in education, mastery of foreign languages, especially English, is very important. Appropriate and good teaching is an important factor in achieving English proficiency. This study aims to reveal the benefits of applying the presentation, practice, and production (PPP) method in the Degree of Comparison material for first semester students of the English Education Study Program, IKIP Saraswati Tananan. The method used is a class action method with a descriptive qualitative approach. Data were collected through the observation method and the documentation method using interview techniques, direct notes, and documentation in the form of descriptive essays. Data were analyzed with a qualitative descriptive method. Based on the data that has been analyzed, this study shows that the use of the PPP (presentation, practice and production) method can improve learning outcomes in English subject semester 1 students of the English Language Education Study Program IKIP Saraswati Tananan. As well as the use of the PPP method (presentation, practice and production) can improve the performance of English teachers.

Keywords: Implementation, PPP Method, and Degree of Comparison

INTRODUCTION

Competition in various aspects requires adequate and accountable mastery of skills and academic competencies. In the world of Indonesian national education, various forms of efforts have been made as a preparation to face this global competition, especially to produce graduates who are able to compete, both for continuing to higher education and in the world of work. Efforts to support the readiness of resources as a reliable workforce in the world work or to continue their studies to a higher level requires concrete and serious efforts starting with learning innovations and trainings that aim to increase the knowledge and abilities of lecturers or teaching staff are required to convey material in the learning process with various creative and innovative things.

In an effort to improve the quality of human resources in education, mastery of foreign languages, especially English, is very important (Ramadhan et al., 2022). This is based on various considerations. By imposing international quality standards, an institution has committed to enter the realm of management that is no longer based on local quality standards and demands. This commitment requires human resources who are able to understand the in and out of the information needed in the field. so that, it can support their performance in realizing the institution's commitment . Submission of bilingual material is a mandatory requirement for international-level institutions. It is of course impossible to implement if the lecturers/teachers do not have competence in English. Therefore, efforts to

improve the mastery of the English language for lecturers and employees are proof of the seriousness of an institution to realize its commitment to becoming an international standard institution.

Besides that, English is a global language. This statement represents the meaning that English is used by various nations to communicate with nations around the world. So, English is one of the international that is used by many countries. Learning and understanding English is a necessity which is unavoidable (Giyatmi, 2019). The people who are learning English, they will open their horizons and knowledge internationally. As a global language, English plays a very large role and function (Rao, 2019). One of the visible implications is that more and more people are trying to learn/master good english. In the field of education for example. To face competition globally, English is introduced to students earlier.

According to Lucy (2008) stated that PPP is a fairly traditional way of structuring lessons that was popular throughout the 1980s. This proved useful at a lower level and is still widely used today. Presentation involves, as the name suggests, presenting a point of language. This is usually done by the teacher. Presentations may be similar to an audio-language approach through the use of pictures and focus on learning. It can also be achieved through explanation and demonstration. Practice refers to control practice, it involves students using the target language in a controlled way (Criado, 2013). this may involve practice, controlled written and spoken activities, and repetition. Production refers to free practice in which students use the target language in their own sentences (Setiyadi, 2020). They may also combine it with other languages they know. There are many ways that teachers do in an effort reflection and improvement by applying the method PPP learning (presentation, practice and production) to improve capabilities English skills. Applying PPP method (presentation, practice and production) functions to link information new with existing knowledge learners. Because of that, this method can provide an opportunity to students to apply and develop ideas or ideas critically and communicative in English

Several previous researches examined the implementation of the Presentation Practice, And Production (PPP) Method. First, research on the implementation of PPP (Presentation, Practice, and Production) was conducted by Ribawa et al., (2016), with the title "Application of the Presentation, Practice, and Production (PPP) method in Learning to Write Descriptive Texts for Class VII SMP PGRI 4 Denpasar". The research showed that giving this method was effective. it was evidenced by the increase in the value produced by students in cycle 1. The results of students' essays have increased, both in organizational structure, idea development, grammar, writing mechanisms, as well as the power and quality of writing. Further research has been conducted by Hasibuan (2021) with the title "Use of the PPP (Presentation, Practice and Production) method to Improve Student Learning Outcomes in the English Subject on material Interaction Suppositions Followed by Commands/Sarandi SMAN 4 Kota Bima Class XII MIPA.1 Even Semester in Academic Year 2019/2020". The results of this research indicated that the implementation of learning improvements up to cycle II, the performance indicators have been achieved, and the research is considered successful.

Although previous research has similarities, there are some differences with current research, those were the object of research and this research only focuses on the benefits of applying the PPP method. Based on the problems above, this research was conducted with the aimed of revealing the benefits of applying the Presentation, Practice, and Production (PPP) Method to the Degree of Comparison Material at IKIP Saraswati Tabanan Students.

RESEARCH METHODS

This research uses class action research (Class Action Research) which aims to solve real

problems that occur in the classroom during the interaction of the learning process. In addition, it is also a reference for increasing and improving the learning performance of students at school (Emilia, et al., 2008: 13). This study uses a qualitative approach. This study also uses a qualitative approach to collect data in the form of opinions, responses, information, concepts, and information in the form of descriptions in expressing problems (Sugiyono, 2011:326). This research was conducted at IKIP Saraswati Tabanan. Semester 1 students of the English Education Study Program were selected as research objects. The data collection method used in this study is the method of observation and documentation. After the data is collected, the data is analyzed using descriptive qualitative methods.

RESULTS AND DISCUSSION

PPP learning techniques (presentation, practice and production)

One of the methods in learning English is applying the PPP (presentation, practice and production) technique. This technique can get students to be active in the learning process. The following are the steps in applying the PPP technique (presentation, practice and production):

1. Presentation, the teacher starts the lesson by preparing the situation, choosing or modeling some of the language needed in the situation. Presentations can consist of model sentences, short dialogues that describe the target item, either read from a textbook, heard on tape or done with the teacher.
2. Practice, students practice the new language in a controlled way. They construct sentences or dialogues by repeating after the teacher or the tape, in separate choruses, until they can say it correctly.
3. Production, students are encouraged to use the new language both for purposes and meaning for themselves or in the same context introduced by the teacher.

English language teaching has been conducted with degree of comparison material to First Semester Students of English Study Program at IKIP Sarawati Tabanan. In the teaching process, researcher collected data by using observation and documentation method. Data collection was helped by research assistants when students and teachers interacted in class. There were several benefit of applying the Presentation, Practice, and Production (PPP) Method on Degree of Comparison Material at IKIP Saraswati Tabanan Students:

1. The implementation of the PPP (presentation, practice, and production) learning method provides students with freedom of thought to express their ideas in written form. With the help of media images and videos provided, students can easily think and express their ideas.



Figures 1. Students Were Doing Practice

2. Ideas or ideas that students have often do not appear during the thinking process because of a lack of feedback so that students often wait a long time to bring up the ideas that are in their minds.
3. The PPP (presentation, practice, and production) learning method provides wider

opportunities for students to think independently. The practice stage is an important thinking stage in the learning process. At the practice stage, educators provide wider opportunities for students to practice the results of imagination, ideas and ideas that are freely owned.

4. The existence of motivation and guidance provided by educators during the learning process causes them to have enthusiasm in learning. Motivation and guidance are also given when students have difficulty making essay titles, developing ideas, or in grammar. Providing motivation and guidance aims to foster the enthusiasm of students to think critically in making a good descriptive text.
5. There is repetition of material and enrichment with the aim of reminding students more in writing descriptive texts using the PPP (presentation, practice, and production) learning method. Periodic repetition of material in the form of explanations about the use of grammatical structures in essays helps students understand the sentence patterns in their descriptive text essays.
6. The existence of reinforcement in the form of repetition of material, writing training, and praise given by educators gave a good response so that there was an increase in students' writing descriptive text results.
7. At each stage of learning with the PPP (presentation, practice, and production) learning method, students show different interest and activity than before. The seriousness of students in the process of learning to write began to grow with the motivation and guidance of educators.

Based on the explanations above, it can be concluded that the application of the learning method presentation, practice, and production (PPP) provided a positive increase in students' ability to use the expressions of degree of comparison. The students had more opportunities to make an English dialog by using expressions of degree of comparison.

CONCLUSION

1. Conclusion

The results of the data analysis showed that the implementation of presentation, practice and production (PPP) method can improve student learning outcomes in English subjects and performance of English teachers. The implementation of the Presentation, Practice, and Production (PPP) method in learning English was found improvement of students' English skills in Students First Semester of English Education Study Program, IKIP Saraswati Tananan.

2. Suggestion

Then suggestions and follow-up from the results of this research, for other researcher that want to do the same research are expected to find out other variables. For teachers who are doing English learning, it is expected to apply Presentation, Practice and Production (PPP) method in improving students' English skills.

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