

**THE IMPLEMENTATION OF PPP (PRESENTATION,
PRACTICE, PRODUCTION) LEARNING MODEL FOR
SPEAKING SKILLS AT SEVENTH GRADE SMPN 2 RAWALO
BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training
of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as the Requirement for Writing an Undergraduate Thesis**

by

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STATEMENT OF ORIGINALITY

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Declare that the thesis I have compiled with the title "***The Implementation of PPP (Presentation, Practice, Production) Learning Model for Speaking Skills at Seventh Grade SMPN 2 Rawalo Banyumas***" is truly my work and is not plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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APPROVAL SHEET

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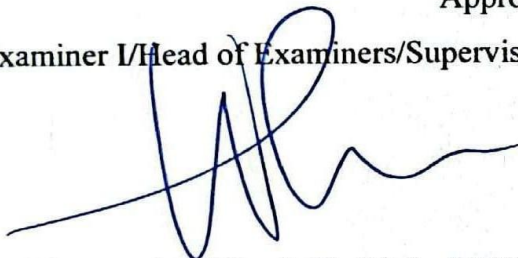
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Assalamu'alaikum Wr.Wb.

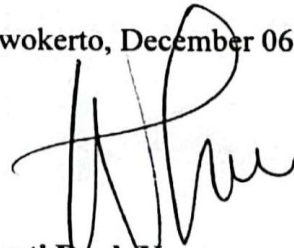
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Wassalamu'alaikum Wr.Wb.

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MOTTO

“Create your own destiny”



DEDICATION

I dedicate this thesis to:

My Beloved Parent, Mr. Nartim and Mrs. Mutingah

My Beloved Grandfather and Grandmother, Mr. (Alm) Rosikin and Mrs.Narsem

Myself



PREFACE

Gratitude is extended to Allah SWT for the blessings and guidance throughout the research process. All praise belongs to Allah SWT, all of the Creator of the Universe, for providing the ability to completed this thesis successfully. Blessings and peace be upon Prophet Muhammad SAW, who has led humanity from darkness into light.

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Purwokerto, December 06, 2024

The researcher,



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THE IMPLEMENTATION OF PPP (PRESENTATION, PRACTICE, PRODUCTION) LEARNING MODEL FOR SPEAKING SKILLS AT SEVENTH GRADE SMPN 2 RAWALO BANYUMAS

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2017404144

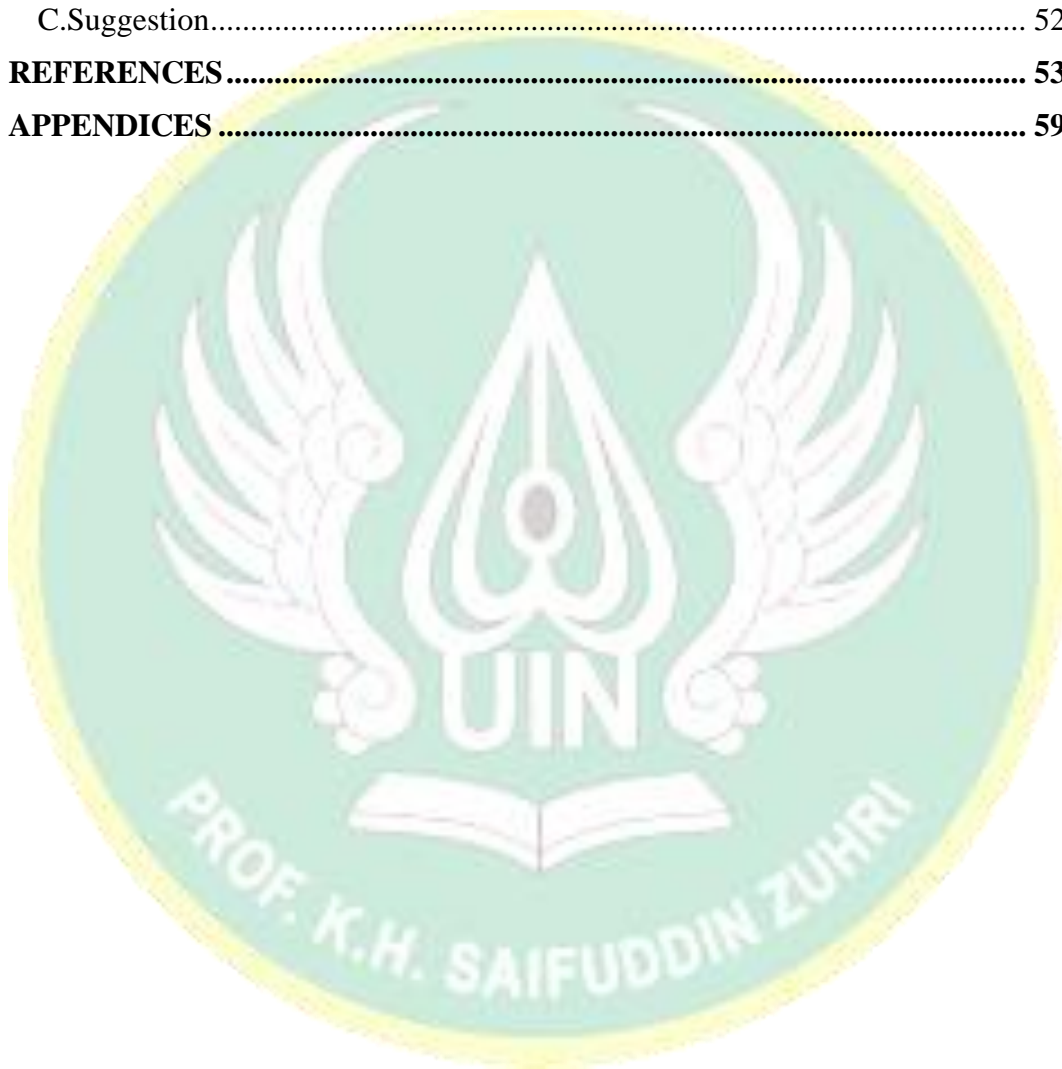
Abstract: This study focuses on the implementation of Presentation, Practice, and Production (PPP) learning model at seventh graders SMPN 2 Rawalo Banyumas. The research aims to explain about implementing of learning model with a structure learning phase. A qualitative approach was employed, with data collected through observations, interview, and documentations. The participants included one English teacher and seventh grade students across four classes, with observations conducted twice per class, with totaling eight observation sessions. The study examined the application and implementation of the PPP learning model in three phases: presentation phase (where the teacher introduces and presentation new material, the teacher mostly using handout and written material on the board or printing material), practice phase (focusing on guided practice activities, teacher using activity in pairs or group to create dialogues) and production phase (students independently demonstrate their understanding, teacher regularly assigns activities where students create dialogues based on the material they have studied). The findings revealed that the teacher implement all phases of the PPP learning model, ensuring conducive learning environment, ultimately supporting and helping the development of students' speaking English skills.

Keywords: *Implementation of PPP Learning Model, Speaking Skills, Seventh Grade*

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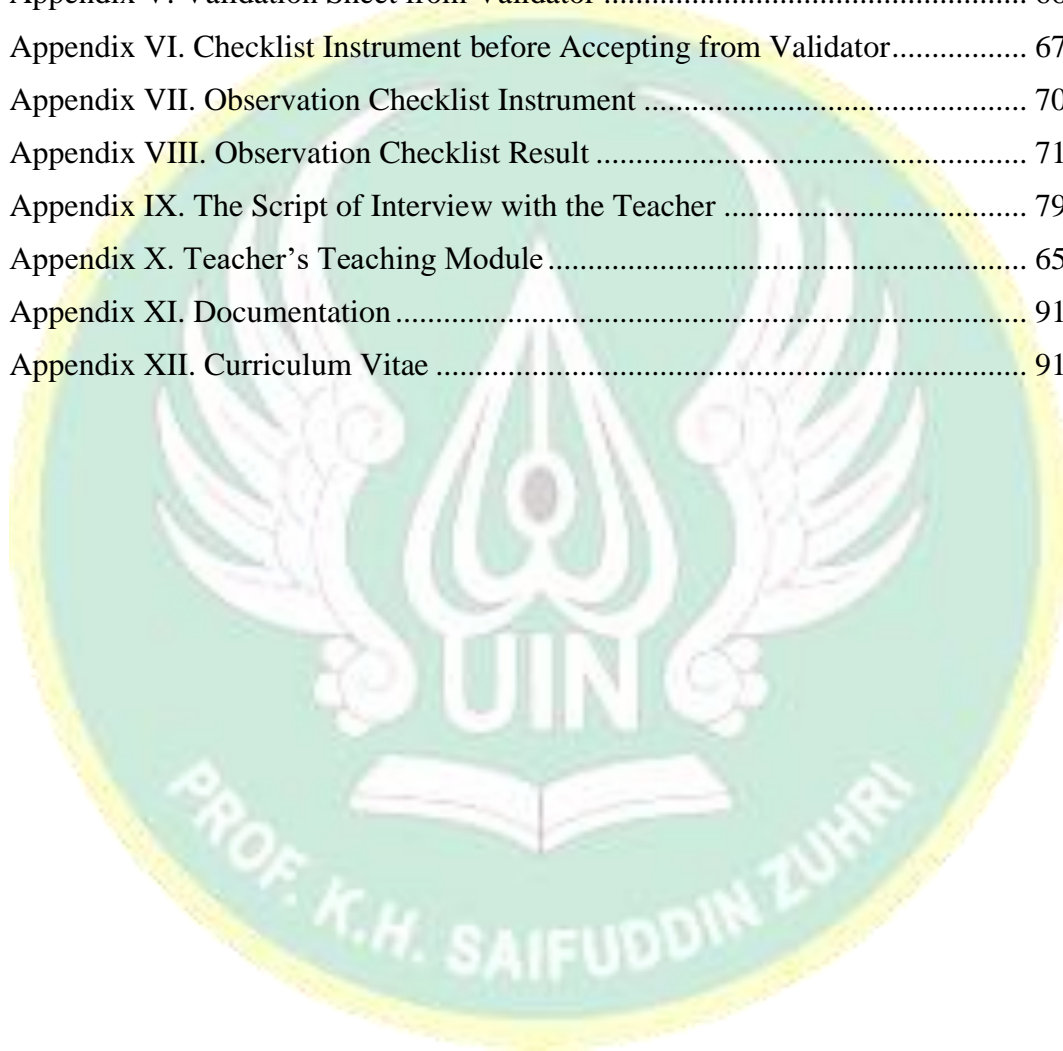
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CHAPTER 1

INTRODUCTION

This chapter presents the introduction, which consists of research background of study, conceptual definition, research question, objectives and significances of the research and the structure of the research.

A. Research Background

Speaking is a two-way process (Byrne, 1976). Speaking skills can measure students' level of thinking. Students with good speaking skills will show that their thinking skills tend to be good too, but students with less speaking skills are considered being unable to learn more about their cognitive aspects (Apriliadi, 2020). Speaking skills are is a process to convey and sharing ideas and feelings orally. Speaking involves some elements such as accuracy, appropriateness, fluency and vocabulary building (Ndraha, 2020).

According to Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 64 of 2013 concerning Content Standards for Primary and Secondary Education Units, the aim of speaking in the curriculum is to make students able to express meanings in transactional and interpersonal languages in the daily life context. They are also expected to be able to express meanings of short functional texts and monologues in many kinds of texts like recounts and narratives, either formally or informally.

Low vocabulary and incorrect grammar are major speaking skills challenges in Indonesia, students frequently avoid speaking out of fear of making a mistake (Olmezer, 2021). The difficulties in teaching and learning English to speak are the lack of student motivation and strategies from the teacher that make it difficult for students to learn speaking and need new strategy and ideas to be good speaker (Jaelani, 2020). So, variations in teaching speaking skills are needed and the strategy that can help students

understand more easily (Hikmah et al., 2024). How important speaking skills are for each individual when interacting with the surrounding environment. Speaking involves putting messages together, communicating messages, and interacting with others (Lindsay et al., 2019). Teacher can make the class comfortable for learning by giving a lot motivation and strategy to students to learn speak English, guiding students in speaking English, and giving examples to students (Yulianti, 2018).

Teachers need to have ideas and strategies, as well as learning resources and models that can interest learners in speaking. One such resource is the creation of learning models through PPP (Presentation, Practice, Production). The English learning model with emphasis on PPP (Presentation, Practice, Production) is very helpful for students in building skills that are considered quite complex (Prihamdani *et al.*, 2019). In applying model of PPP (Presentation, Practice, Production) in speaking skills, teachers are required to introduce contextual situations with the language to be learned (Golebiewska, 2013). The purpose of PPP is to enable students to pay attention effectively during class. Once the contextual situation is created, students can practice using the language learned using appropriate reproductive techniques such as choral repetition together with the teacher (Suprayetno *et al.*, 2021).

Learning model of PPP is believed to be able to stimulate and guide the students to speak (Hasanah, 2020). The advantages learning model of PPP is students will learn more through a process in constructing and creating knowledge, working in a group discussion in classroom, explaining and demonstrating about material and also sharing knowledge to one another friends (Stasya *et al.*, 2019).

Several researchers have conducted research on the use learning model of PPP in teaching speaking skills. Based on Stasya (2019), the students were more active and motivated to learn English speaking skills with PPP method. In addition, based on Ihsan (2020), the students tend to be more confident and focused in conducting English conversation with PPP

method. Furthermore, based on Siregar (2022), PPP (Presentation, Practice, Production) method on computer assisted language learning have a substantial impact to students' English competence. Based on many studies, further research is carried out in implementing the PPP learning model that focused on speaking skills, with step by step from presentation phase, practice phase, and production phase. It is designed to guide learners through the process of acquiring new language in speaking skills in a structured and systematic way.

In preliminary research, based on observation and interviews with the English teacher at SMPN 2 Rawalo Banyumas, the researcher found that the teacher at SMPN 2 Rawalo has implemented the method with their students. The PPP (Presentation, Practice, Production) method has been widely used in teaching English speaking skills, with previous studies highlighting its implementation, particularly in structured learning environments where repetition and accuracy are emphasized. However, much of the existing research has focused predominantly on beginner or intermediate learners, leaving a gap in understanding its impact on advanced learners who may require more flexibility and opportunities for spontaneous language use. The PPP learning model is commonly used to teach English speaking skills, but most studies focus on beginner and intermediate learners. There is little research on how this model works for advanced learners who need more opportunities for natural and spontaneous speaking skills. Many studies also overlook the importance of students creativity and participation, especially during the production, which helps improve fluency. This research aims to explore how the PPP learning model can be used for teaching speaking skills, especially for advanced learners. Additionally, prior studies often overlook the role of student participation and creativity during the production phase. This creates a research gap in exploring how the PPP method can be implemented to implement more natural and fluent speech, particularly for higher-level learners. Furthermore, there is a notable lack of studies examining the

implementation of the PPP method. Data were collected through interviews, observation, and documentation. With this technique, researcher can find out how to implement speaking teaching using learning model of PPP (Presentation, Practice, Production) in the classroom.

Based on the explanation above, this research aims to describe the implementation of PPP (Presentation, Practice, Production) learning model for speaking skills of students at the seventh grade of SMPN 2 Rawalo Banyumas. Therefore, the researcher is interested in using the title ***“The Implementation of PPP (Presentation, Practice, Production) Learning Model for Speaking Skills at the Seventh Grade SMPN 2 Rawalo Banyumas.”***

B. Conceptual Definition

An essential part of explaining the variables of this research is to avoid misunderstandings. These are a brief explanation of the definition of speaking skills and PPP (Presentation, Practice, Production) learning model used in this study:

1. Speaking Skills

Speaking skills is a process to convey and sharing ideas and feelings orally (Olmezer, 2021). When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information (Basri & Wahyuni, 2024). Speaking has five components of speaking skills such as: pronunciation, grammar, vocabulary, fluency, and comprehension (Stasya *et al.*, 2019).

2. Learning Model

Learning model is conceptual framework that outlines systematic procedures for organizing educational experiences to achieve specific learning objectives. It serves as a guide for educators in planning and implementing instruction by detailing the teaching approach, objectives, stages of learning activities, and learning environment (Irviana, 2020).

These models are more concrete and practical applications of learning theories, providing structured framework for designing and delivering learning experiences (Cloke, 2023).

3. PPP (Presentation, Practice, Production) Learning Model

PPP (Presentation, Practice, Production) learning model is a learning method that the teachers present the context and situation for learning by explaining and demonstrating (Zachariades et al., 1982). The lack of students' speaking skills in class is caused by many factors, such as shyness, lack of vocabulary, and so on (Apriliadi, 2020). Students then practice the language within controlled parameters including language drills (Sanchez, 2010). Finally students are allowed to be free with the language and encouraged to be creative and explorative (Wichadee, 2017).

C. Research Question

Based on the research background above, the research aims to answer the following question: How does the teacher implement PPP (Presentation, Practice, Production) learning model for speaking skills at seventh grade SMPN 2 Rawalo Banyumas?

D. Objectives and Significances of the Research

1. Objective of the research

Based on the research question above, the objective of the research is: to describe the implementation of PPP (Presentation, Practice, Production) learning model for speaking skills at seventh grade SMPN 2 Rawalo Banyumas.

2. Significances of this research

The significances of this study is divided into theoretical significances and practical significances.

a. Theoretical significances

This research is expected to be used as new knowledge not only for writer but also for readers and the broader community.

Its aims to contribute to the existing body of knowledge, providing insight that can be applied in various contexts, thereby benefiting a wide range of individuals and fostering a deeper understanding of the subject matter.

b. Practical significances

1) For teacher

This study provides more information and explains the implementation of the PPP (Presentation, Practice, Production) learning model for speaking skills. In order to make the lessons more interesting, avoid boredom, and improve students learning interest, teachers can use this study to utilize the PPP (Presentation, Practice, Production) learning model to provide skills and interest-based teaching strategies, especially in the area of students' speaking skills (Peterson *et al.*, 2021).

2) For the other researchers

This research is beneficial for researchers, as it offers valuable data can be utilized in future studies or further research projects. The findings presented here lay a foundation that can inform and guide subsequent investigations, enabling researchers to build upon this work and explore new avenues inquiry (Lofland,2019).

E. Structure of the Research

To make the systematic and sequential research, this research needs to classify the structure of the research. There are five chapters in this research. The structure of the research is explained as follow:

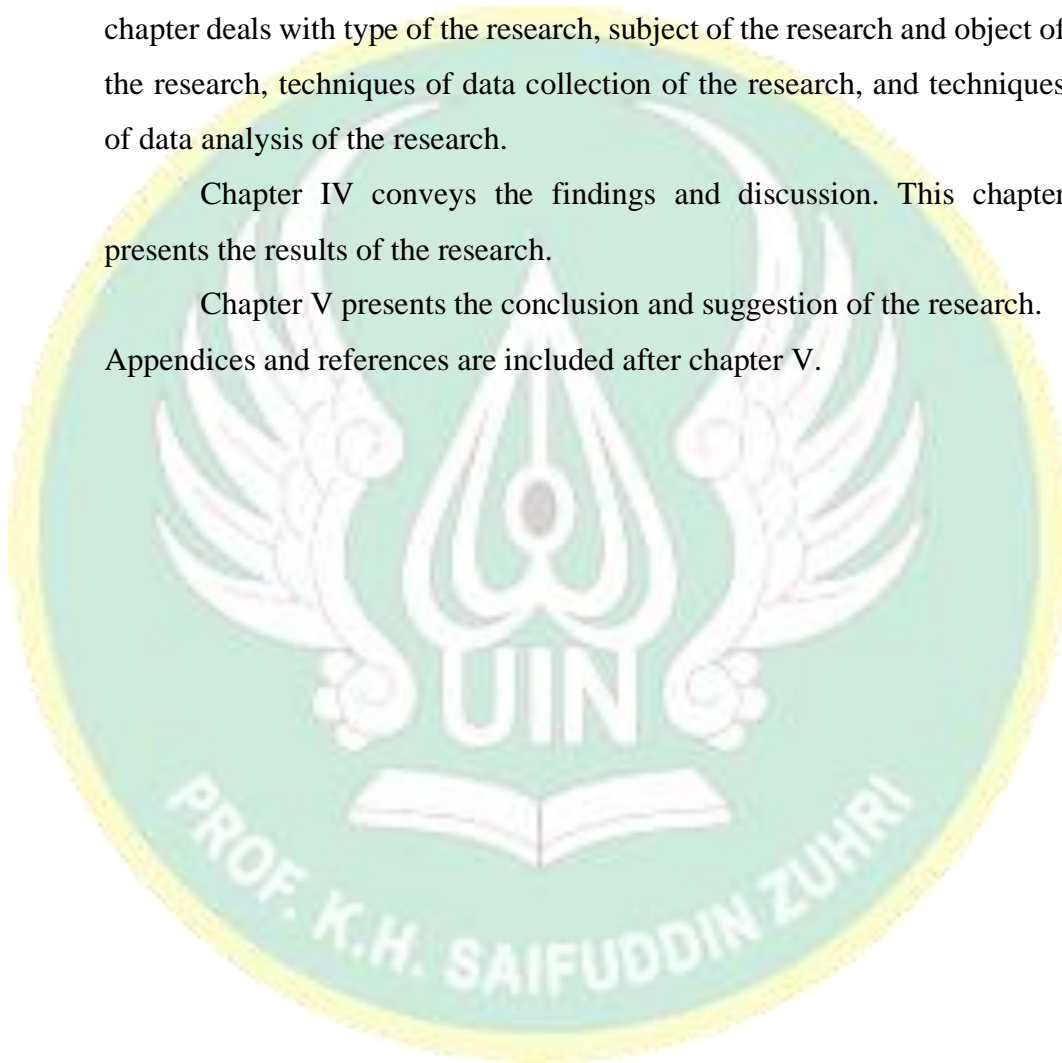
Chapter I contains an introduction which consists of the research background of the research, conceptual definition of the research, research questions of the research, objectives and significant of the research.

Chapter II contains the theories of “The Implementation of PPP (Presentation, Practice, and Production) Learning Model for Speaking skills at Seventh Grade SMPN 2 Rawalo Banyumas” or defined literature review. It includes a review about the use PPP (Presentation, Practice, Production) learning model as strategy in teaching speaking.

Chapter III contains of research methods of the research. This chapter deals with type of the research, subject of the research and object of the research, techniques of data collection of the research, and techniques of data analysis of the research.

Chapter IV conveys the findings and discussion. This chapter presents the results of the research.

Chapter V presents the conclusion and suggestion of the research. Appendices and references are included after chapter V.



CHAPTER II

LITERATURE REVIEW

This chapter explains the theoretical concepts that support this research, as a basis and reference to provide relevant knowledge in this field. This section is also done based on previous research, presenting some previous studies related to this study.

A. Theoretical Framework

This section explains the theory about speaking skills, learning model and PPP (Presentation, Practice, Production) learning model.

1. Speaking skills

Speaking is a productive skills, like writing (Malinda *et al.*, 2024). Speaking is classified as a skills of active productive and expressive (Apriliadi, 2020). Communicating with someone else through speech is one technique to exchange ideas and information. Speaking will be necessary for effective communication to occur (Badaruddin *et al.*, 2019). The mastery of speaking skills in English is a priority for many second or foreign language learners (Bhatti, 2024).

Speaking skills refers to the ability to communicate effectively and confidently through verbal means. It involves not just the fluency of speech but also the clarity of expression, appropriate use of language, and the ability to engage and persuade an audience. Skills is essential in various aspects of life, including personal relationships, professional settings, and public speaking engagements. Effective speaking skills enable individuals to convey their thoughts, ideas, and emotions clearly, thereby fostering better understanding and connection with others. Fulcher and Davidson (2006) identified five components of speaking ability, which are as follows:

a. Pronunciation

Pronunciation is the way for students to produce more clear language when students speaking (Zachariades et al., 1982). It means that the students can communicate effectively when students have good pronunciation and intonation even though students have limited vocabulary and grammar (Ahmad Latif Mahruf & Sari, 2022). Pronunciation refers to the common expression of words (Zachariades *et al.*, 1982). Pronunciation refers to the way in which words are spoken or articulated, particularly in terms of the sounds of individual letters, syllables, and words. It encompasses the ability to produce sounds accurately according to the conventions of a particular language or dialect. Clear and accurate pronunciation is crucial for effective communication, as it helps ensure that the intended message is understood by the listener.

Poor pronunciation can lead to confusion or misunderstanding, even if the speaker's grammar and vocabulary are strong (Adeline, 2020). Mastering pronunciation involves learning the sounds of a language, understanding the rules governing their usage, and practicing to produce them correctly. This may include working on individual sounds, stress patterns, rhythm, and intonation (Fadillah, 2020).

Various factors can influence pronunciation, including native language interference, regional accents, and personal speech habits (Kohler et al., 2010). However, with practice and feedback, individuals can improve their pronunciation skills and become more confident and effective communicators (Muhyidin & Erlangga, 2024).

Pronunciation is essential in delivering speech. However, pronouncing of word is difficult since the students speak Indonesian as their native language. The common problems

might be caused by the differences between sound systems of the languages, especially in /g/ sound (Adeline, 2020).

Pronouncing English words is quite difficult since Indonesian students have different ways to speak in their mother tongue (Asma et al., 2024). Some students have a poor pronunciation, they tend to pronounce words as the way it is spelled, especially for consonants (Fadillah, 2020). The common problem of learning English pronunciation might be caused by the difference in the sound systems between Indonesian and English. There are some sounds in English which do not exist in Indonesian. Indonesian and English engage different consonant. All of Indonesian consonant should be pronounced clearly, while English not. There are some consonant letters in English that should be pronounced silently (Adeline, 2020).

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms (Gerard, 2018). Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language (Lindsay et al., 2019). This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.

Grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms (Siregar, 2022). Grammar refers to the set of rules governing the structure of a language, including syntax, morphology, and semantics. It encompasses the principles that dictate how words are combined to form sentences, how

sentences are structured, and how meaning is conveyed through language.

Understanding grammar is essential for effective communication because it provides the framework for organizing and conveying ideas clearly and accurately (Carrion, 2012). Proper grammar usage helps speakers and writers convey their intended meaning while ensuring that their message is coherent and easily understood by others. Mastering grammar involves learning the rules and conventions of a language, including its syntax (sentence structure), morphology (word formation), and semantics (meaning). This includes understanding parts of speech, verb tenses, subject-verb agreement, punctuation, and word order, among other aspects (Siregar, 2022)

While native speakers often acquire grammar skills intuitively through exposure to their language during childhood, non-native speakers may need explicit instruction and practice to master the grammar of a second language (Golebiewska, 2013). Various resources are available to aid in learning and improving grammar skills, including textbooks, online courses, grammar guides, and language learning apps. Additionally, receiving feedback from teachers, tutors, or language exchange partners can be beneficial for identifying and correcting grammatical errors (Ellis, 2018).

Overall, strong grammar skills are essential for effective communication in both spoken and written forms, enabling individuals to express themselves clearly, accurately, and confidently in their interactions with others (Amelia, 2023).

c. Vocabulary

Vocabulary is essential for successful second language use (Qasim, 2021). Without an extensive vocabulary, people will be unable to use the structure and function we may have learn for comprehending the communication. It can be said that one key the success in communicative, which is the power of words. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken (Renita, 2024). Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when people speak or read orally (*Bielak et al.*, 2016).

Written vocabulary consists of those words for which the meaning is known when the writing activities. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As people learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Singh, 2017).

Vocabulary refers to the inventory of words that a person knows and uses in a particular language. It encompasses not only individual words but also their meanings, nuances, and usage in various contexts. Having a rich and diverse vocabulary is essential for effective communication, as it allows individuals to express themselves precisely, convey their thoughts and ideas clearly, and comprehend the language used by others.

d. Fluency

Fluency refers to the ability to express oneself easily, accurately, and coherently in a language (Zulfah, 2023). It involves proficiency in speaking, writing, or understanding a language with minimal hesitation or difficulty. Fluency encompasses not only the speed at which language is produced or comprehended but also the naturalness, fluidity, and overall effectiveness of communication.

In spoken language, fluency is characterized by smooth and uninterrupted speech, with the speaker able to convey their thoughts and ideas without frequent pauses, repetitions, or errors. A fluent speaker can express themselves confidently and articulately, adapting their language to different contexts and audiences as needed. In written language, fluency is demonstrated by the ability to compose coherent and well-structured texts with ease, conveying information or ideas in a clear and organized manner. A fluent writer can effectively use vocabulary, grammar, and syntax to convey meaning and engage the reader (Yulianti, 2018). Good communication will provide a sense of comfort and satisfaction to anyone (Sitima, 2024).

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Moshinsky, 1959).

e. Comprehension

Comprehension refers to the ability to understand and interpret spoken or written language (Singh, 2017). It involves not only understanding the literal meaning of words and sentences but also grasping the underlying message, context, and implications conveyed by the language. Comprehension is a fundamental aspect of language proficiency and is essential for effective communication and learning (Peterson et al., 2021). Comprehension skills are developed through exposure to language input, explicit instruction, and practice. Strategies such as previewing, predicting, visualizing, and monitoring comprehension can help learners enhance their understanding of texts and spoken language. Additionally, building vocabulary knowledge, improving grammar proficiency, and developing critical thinking skills can support overall comprehension ability (Amelia, 2023).

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from verbal and nonverbal responses, by artificial instruments or by the intuition of the teacher. In brief, comprehension refers to the speakers understanding about what are they saying to the listeners in order avoid misunderstanding information (Stasya *et al.*, 2019).

2. Teaching Speaking Skills

Teaching speaking skills is not an easy activity in teaching English. The fact shows that the students' performance in speaking activities sometimes far from expectation, especially in Junior High School. Students don't feel confident enough to join a conversation due to some difficulties and as a result, they are quite passive and

unwilling to participate actively in speaking class, teaching speaking is really challenging for the teachers. It is because the students are not confident and keep using their mother tongue in the classroom. They also have no interest and motivation in speaking class so that the teachers should use an appropriate method to motivate and encourage students in speaking performance (Fithria, 2019).

Teaching speaking skills effectively involves a combination of strategies and practices that foster students' ability to communicate clearly and confidently. Here are some key features and sources that can help in teaching speaking skills:

a. Interactive Activities

When learners are required to interact with their peers in class in a variety of ways and in a range of permutations it is vital that the prevailing atmosphere within the overall group is one of friendliness, supportiveness and mutual trust. The quality of the class group might not be so vital in traditional 'talk-and-chalk' classrooms, but it is certainly a crucial variable in communicative classrooms. Interactive tasks will be less successful, and valuable teaching time will be spent pulling individuals into line. As a result, teachers will have less time, energy and enthusiasm to teach in dynamic ways (Harmer, 1991).

b. Pronunciation Practice

Throughout these various stages, it was the teacher who was responsible for doing the analyzing of the language system while, implicitly, learners were expected to re-synthesize (in modern terms) what had been presented to them in order to apply what they were learning to their own pronunciation. The featuring of either an analytic-linguistic component or an even broader analytic-linguistic orientation to pronunciation teaching, along with at least some attention to imitative-intuitive instructional

practices, is reflected in most, though not all (Murphy & Baker, 2015).

c. Fluency and Accuracy

There are several ways to strengthen the accuracy and fluency in students speaking. First, that is the use of cycle of activities around a central task which helps to integrate accuracy and fluency as well. Before the activity takes place, teacher supply key language as well as some grammar points necessary for the task by brainstorming vocabulary and ideas, giving practice of the language through some exercises. Then comes the rehearsal phase where students perform task in small groups expressing themselves without worrying about errors. In the meantime, teacher go around and give feedback. And after that when students have a chance to talk about the topic, teachers can go to the performance phase in which students may be confident enough to perform the task (Thituyetanh, 2015).

d. Error Correction

Students can only self-correct if they possess the necessary linguistic knowledge, they can correct their mistakes but not their errors. Teacher correction will be necessary to enable learners to identify forms that are not yet part of the interlanguage. Corrective feedback constitutes an ideal dimension of practice in that all teachers will need to make decisions about whether, how, and when to correct their students' errors and also because the decisions they make depend on their overall theory of teaching and learning (Ellis, 2009).

e. Use of Technology

Integrate technology such as language learning apps, video recordings, and online discussion platforms to build speaking

practice. When teaching, teachers have problems explaining things, giving instructions, and keeping the class under control. Teachers also struggle to connect with students, find interesting materials, and manage time during activities. So, to solve these kinds of problems, teachers must elaborate learning activities by implementing the use of technology, to make their work as teachers in the classroom easier (Waskita, 2024).

3. PPP (Presentation, Practice, Production)

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

PPP (Presentation, Practice, Production) is a learning model that the teachers present the context and situation for learning by explaining and demonstrating. Students then practice the language within controlled parameters including language drills. Finally, students are allowed to be free with the language and encouraged to be creative and explorative.

Nunan (1997), states that Presentation, Practice and Production is relatively straight forward and structured enough to be easily understood by both students and new emerging teachers. Thus, this method makes the teacher easier to teach the material to the students.

Furthermore, according to Harmer (2009), Presentation, Practice and Production or PPP method is a variation of audiolingualism and a traditional method of teaching. PPP is organized into three stages, as its name implies, progressing from careful teacher direction to more independence for learners.

1) Presentation phase

In the first stage, the teacher presents new language items to the students. This may involve explaining the meaning, form, and use of the target language through examples, demonstrations, visuals, or written explanations. The goal is to introduce the language in a clear and

comprehensible way, providing students with the necessary information and context to understand and use it correctly.

Presentation is where the instructor examines how much of the target language the students know. The teacher will then present the language structure, usually with a PowerPoint or on a board. The goal of presentation is to “help the learner acquire new linguistic knowledge (Wichadee, 2017)

2) Practice phase

Once the language has been presented, the teacher provides opportunities for students to practice using the new language in controlled exercises or activities. This stage allows students to become familiar with the language in a structured and supportive environment, where they can focus on accuracy and understanding.

Practice activities may include drills, exercises, games, or guided tasks that reinforce the target language and help students internalize its form and meaning. There is controlled practice of the target language given to the students. This could be in the form of worksheets or oral exercises target at individual students. The practice provides learners with repetition of the target structure, followed by generating output including these structures

Practicing really plays a significant role in learning pronunciation and learning lexical chunks. Since accuracy is also regarded as an indicator of the improvement, the main target of practicing is to make learners be able to use the structures to communicate naturally and correctly in real life situations. The instructor can also check whether learners understand the item presented in the first step or not (Lessard, 2018).

3) Production phase

In the final stage, students are encouraged to use the target language in more open-ended and communicative tasks. This could involve activities such as role-plays, discussions, debates, or creative writing tasks, where students have the opportunity to apply the language in meaningful and authentic contexts. The production stage aims to promote fluency, creativity, and confidence in using the language, allowing students to express themselves freely and effectively

Production aims to exercise fluency in linguistic use through autonomous and more creative activities. In this step, the students start to produce language more freely. Discussions, role plays and problem-solving activities are sample activities in this step. The levels of fluency are developed as follows: speak slowly with long pauses and a lot of incomplete thought, speak with frequent pauses, a few incomplete thoughts, speak with some stumbling, no incomplete thought, speak continuously without pauses or stumbling (Criado, 2013).

The PPP (Presentation, Practice, Production) learning model follows a sequence that moves from controlled practice to more independent and communicative use of the language, guiding students through the process of language learning in a systematic and progressive manner (Sanchez, 2018).

b. Advantages and Disadvantages of PPP (Presentation, Practice, Production) learning model

Advantages of PPP (Presentation, Practice, Production) is a three-part teaching paradigm in learning model of PPP: Presentation, Practice, Production; based on behaviorist theory

which states that learning a language is just like learning any other skills. The high degree of teacher control which characterizes the first and second stages of this approach lessens as the class proceeds, allowing the learner to gradually move away from the teacher's support towards more automatic production and understanding (Zachariades *et al.*, 1982). in Thornbury's (1999) view, has a logic that is appealing to teachers and learners in that it reflects a notion of practice makes perfect, common in many skills; it allows the teacher to control the content and pace of the lesson; and as Skehan (2003) remarks, it provides a clear teacher role, in accordance with power relations often found in classrooms.

Meanwhile disadvantages of PPP (Presentation, Practice, Production) is seen as lacking a firm basis in second language acquisition (SLA) theory; being too linear and behaviorist in nature, so failing to account for learners' stages of developmental readiness (Ellis, 2003); and is thus unlikely to lead to the successful acquisition of taught forms (Skehan, 1996).

Based on Ellis (2003), PPP (Presentation, Practice, Production) views language as a series of products that can be acquired sequentially as accumulated entities. However, SLA research has shown that learners do not acquire a language in this way. Rather they construct a series of systems, known as interlanguages, which are gradually grammaticized and restructured as learners incorporate new features.

Furthermore, research on developmental sequences has shown that learners pass through a series of transitional stages in acquiring a specific grammatical feature such as negatives, often taking months or even years before they arrive at the target form of the rule. In other words, L2 acquisition is a process that is

incompatible with teaching seen as the presentation and practice of a series of products (Zachariades *et al.*, 1982). The Practice stage of the PPP (Presentation, Practice, Production) paradigm in particular has attracted a lot of criticism. To summarize the vast amount that has been written, it is seen to be time-consuming (Ellis, 1988).

B. Review of Relevant studies

This research is reviewed based on the result of research from many previous research relevance to the topic discuss.

First, previous research was taken from a thesis written by Stasya and Kariani (2019) entitled *Improving the Students Speaking skills Through the Combination of Presentation, Practice, and Production (PPP) Method and Talking Stick Model*. The main focus of the research was to find out the combination of presentation, practice, and production method and talking stick method could improve student English speaking skills. The conclusion of PPP method is the students' responses after learning English speaking skills through the combination of PPP (Presentation, Practice, Production) method and talking stick method are very positive. All of them agreed that combination of PPP (Presentation, Practice, Production) method and talking stick method could improve their English speaking or skills. The analysis of qualitative data showed that the learning teaching atmosphere became more alive and enjoyable after PPP (Presentation, Practice, Production) method and talking stick method were combined in the speaking classes so that the student were more active, motivated, and enthusiastic in speaking the English language (Stasya *et al.*, 2019).

The second previous research is from article by Ihsan (2020) entitled *The Application of Presentation Practice Production Method for Teaching Speaking skills: the Perception of Teacher and Student*. This research aimed to know the application of teaching English by using presentation practice production method and its effect on teacher and

student in MI Masyhadiyah, Gresik, East Java. The result of the research are the application of teaching English by using presentation practice production creates : the student tend to be more confident in conducting English conversation, the student are more focused when having talks with their peers, the student can easily follow the English lesson (Ihsan, 2020).

The third is from article by Zulfah (2023) entitled *The Effectiveness of Fluency Bridge Technique at Constructing the Speaking skills of the Tenth Grade Students at MAN Temanggung*. This research aimed investigating the effectiveness of Fluency Bridge Technique in the English teaching and learning activities and constructing the speaking skills of the 10th grade students at MAN Temanggung, Central Java. The result of the research are Fluency Bridge Technique was proven to be an effective teaching technique that enhanced the level of students' speaking skills measured from their pronunciation, grammatical accuracy, vocabulary, fluency, and comprehension (Zulfah, 2023).

The fourth research is journal article by Bhatti (2024) entitled *Assessing the ways of Interactive Speaking skills through Pictures at BS Level*. The research aimed evaluates the ways to improve the students' ability to speak English by using their own pictures through pair work. The result of the study showed the students were motivated to interactive speaking by using their own pictures. Some of the key recommendations include strengthening of the teacher development initiative, redefining the entry and exit levels of the learners, providing alternative and supplementary instructional materials and reforming the assessment system (Bhatti, 2024).

The latest research is a thesis written by Siregar (2022) entitled *The Effect Of Presentation, Practice, Production (PPP) Technique on Students' English Grammar Competence by Using Computer Assisted Language Learning*. The research aimed to find out the effect of presentation, practice, production on student English grammar

competence by using computer assisted learning. The result of the study showed that the reading materials in the textbook fulfilled the criteria of good reading materials, especially in the reading text and conversational text sections. The result of this research shows that presentation practice production on computer assisted language learning significantly affect to improve the student ability in English grammar competence (Siregar, 2022).

Based on whole findings above, the similarities with this research is use PPP (Presentation, Practice, and Production) learning model. The difference is this research is many prior studies focus on theoretical aspects of the PPP learning model. This research, however, examines its practical implementation in the classroom, highlighting specific teaching strategies, challenges, and outcomes observed during the learning process. This research offers a more in-depth and practical exploration of the PPP learning model implementation for speaking skills, particularly in the specific context of seventh graders in a rural school setting.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology, including type of the research, object and subject of the research, techniques of data collection of the research and techniques of data analysis of the research.

A. Type of the Research

This type of the research is field research with a qualitative approach and was used description method. Qualitative approach methods involve direct interaction between researchers and research subjects, and allow researchers to gain deep insights into complexity and variation within a given context (Aldridge, 2002). This research employs a field research design with a qualitative approach, using a descriptive method to explore the implementation of the PPP (Presentation, Practice, Production) learning model in teaching speaking skills.

Qualitative research is a method that emphasizes understanding complex phenomena within their natural context. It allows for a deeper exploration of human behavior, perceptions, and experiences by focusing on words and meanings rather than number (Bhatti, 2024). Qualitative methods facilitate direct interaction between researchers and participants, enabling researchers to gain profound insights into the complexity and variation of the subject matter. In this study, the researchers directly observed classroom dynamics, conducted interviews with both teachers and students, and gathered documentation to understand the context and impact of the PPP model on teaching speaking skills (Roulston, 2022).

The descriptive method, a key feature of this research, is used to provide a detailed account of the facts surrounding the implementation of the PPP model in a specific setting. Descriptive research does not aim to manipulate or control the study variables but instead focuses on providing a comprehensive description of the observed phenomena. By using this approach, the study seeks to portray the current state of affairs and document

how the PPP model is applied in practice. The research context for this study was SMPN 2 Rawalo in Banyumas, specifically in the seventh grade (A, B, C, and D classes). This setting was selected due to its relevance and accessibility to the researchers, allowing them to observe and document real-world classroom interactions.

By using a qualitative descriptive approach, this study aims to provide a rich, in-depth understanding of how the PPP model is applied in real-life classroom settings and its impact on student speaking skills. This approach also enables the researcher to identify patterns, challenges, and variations in the implementation of the model across different classes. The goal of the research is not only to describe the existing practices but also to highlight any strengths, weaknesses, or opportunities for improvement in the teaching of speaking skills at SMPN 2 Rawalo (Yadav, 2022).

B. Object and Subject of the Research

1. Object of the Research

The object of the research refers to the primary focus or subject that is being investigated in a research study (Golebiewska, 2013). It is the central aspect or phenomenon that the researcher aims to explore, understand, or analyze through the research process. The object of the research can vary depending on the nature of the study, the research questions or hypotheses being addressed, and the disciplinary context. It could be a specific topic, concept, phenomenon, behavior, event, group of individuals, or any other aspect of interest that the researcher seeks to examine (Alexe., et al, 2010).

Objects are things with a will define boundary and center, object has at least one of three distinctive characteristics: well defined closed boundary in space, different appearance from their surroundings, sometimes it is unique within the image and stands out as salient (Alexe *et al.*, 2010). The object of this research was the implementation PPP (Presentation, Practice, and Production)

learning model for speaking skills at Seventh Grade SMPN 2 Rawalo Banyumas.

2. Subject of the Research

English subjects must be taught in school to adapt to the increasingly advanced outside world (Moshinsky, 1959). Subject positions are constructed through the process of research (Sclater, 2003). By exploring the power relationships within the research process as a net like organization, conventionally overlooked aspects of the power relationship (Wray, 2003).

The subject of this research is Mrs. Riesna Nur Hutami S.Pd, an English teacher who used PPP (Presentation, Practice, Production) learning model for speaking skills at seventh grade to assess the students' speaking skills. This study was carried out with a seventh-grade English teacher at SMPN 2 Rawalo Banyumas, as this educator is the sole instructor using the PPP (Presentation, Practice, Production) learning model specifically for teaching speaking skills. Mrs. Riesna has been using PPP learning model since 2020. She chose this learning model because it is more structured and organized, benefiting both the students and the flow of the learning process. Then, for the observation subject was class 7A, 7B, 7C and 7D, with a total 128 students.

Selecting 7th-grade students as the focus of research on the PPP (Presentation, Practice, Production) learning model is grounded in several key considerations. At this stage of education, students are typically transitioning from primary to secondary school, which is a critical period for exercise foundational language skills and adapting to more structured learning environments. The cognitive and emotional development of 7th graders makes them particularly receptive to systematic teaching methods like PPP, which can give support their learning process and enhance their confidence in speaking skills. Additionally, this age group is at a pivotal point

where their language acquisition strategies are becoming more advanced, and they are starting to engage more actively in complex communication tasks (Sclater, 2003).

C. Techniques of Data Collection

This research implemented some techniques of data collection as the following:

1. Observation

Observation is a complex data collection method because it involves various factors in its implementation (Ahmad, 2022). Observation is suitable for research aimed at studying human behavior, work processes, and natural phenomena. This method is also appropriate for respondents is not very substantial (Kuswoyo *et al.*, 2023). In this research, class observation was conducted to learn about how the teacher use PPP (Presentation, Practice, Production) learning model for speaking skills at seventh grade SMPN 2 Rawalo Banyumas. The observation on the implementation of the PPP (Presentation, Practice, Production) learning model for speaking skills was conducted at SMPN 2 Rawalo Banyumas from September 02, 2024 until September 24, 2024. The observation took place in four seventh-grade classes, consist 7A, 7B, 7C, and 7D, under the guidance of Mrs. Riesna. The purpose of this observation was to confirm whether Mrs. Riesna consistently applied the PPP learning model in her teaching. Mrs. Riesna implemented the model systematically, starting with the Presentation Phase, where she introduced the material, followed by the Practice Phase, where students engaged in guided practice, and concluded with the Production Phase, allowing students to independently demonstrate their speaking skills..

Classroom observation plays a crucial role in informing teaching practices, teaching method, fostering professional growth, and promoting effective learning experiences for students, and don't

forget to also record a video of the teacher's activity so that the researcher can review the PPP method used by the teacher (Matt, 2020). The researcher aims to investigate the learning method approaches employed by teacher, when teachers have these techniques, learning strategies can be carried out more easily. The instrument utilized in this study involves a checklist comprising various strategies utilized to achieve.

Observation Time Table:

| The Schedule of the Observation | | | |
|---------------------------------|--------------------|---------------------|------------------|
| No. | Date | Observations | Class |
| 1 | September 02, 2024 | First Observation | 7D (10.10-11.30) |
| 2 | September 03, 2024 | Second Observation | 7B (08.35-09.55) |
| 3 | September 05, 2024 | Third Observation | 7D (07.15-08.35) |
| 4 | September 11, 2024 | Fourth Observation | 7C (08.35-09.55) |
| 5 | September 12, 2024 | Fifth Observation | 7B (10.10-11.30) |
| 6 | September 18, 2024 | Sixth Observation | 7C (08.35-09.55) |
| 7 | September 19, 2024 | Seventh Observation | 7A (10.10-11.30) |
| 8 | September 24, 2024 | Eighth Observation | 7A (07.30-08.50) |

Table 3.1 The Schedule of the Observations

2. Interview

The interview in research refers to a method of data collection where a researcher engages in direct, face-to-face communication with study participants to gather information, insights, perspectives, or opinions on a specific topic or research question. Interviews are commonly used in qualitative research methodologies to explore complex phenomena, understand individual experiences, or gain deeper insights into social, cultural, or psychological processes (Singh, 2017). The observation is often done together with interviews, as these methods can complement each other (Munjin, 2023). Interviews are conducted with a specific research purpose in mind, such as exploring participants' perceptions, experiences, beliefs, attitudes, behaviors, or motivations related to the research topic (Pratama et al., 2021). The purpose of the interview should be clearly defined and aligned with the overall research objectives (Damar, 2021).

Interview involves direct interaction between researcher and participants to gain an in depth understanding of their experiences, perceptions, and views related to the research topic (Merriam, 2009).

In this research, interviews with the English teacher at SMPN 2 Rawalo Banyumas was conducted to assess the implementation of the PPP (Presentation, Practice, Production) learning model. The instrument utilized in this study involves interview question list, comprising predetermined questions about teacher's strategies in PPP (Presentation, Practice, Production) learning method for speaking skills, aimed at eliciting information from the participants.

An interview was conducted with Mrs. Riesna, the English teacher for seventh grade at SMPN 2 Rawalo Banyumas on September 24, 2024, from 09.00 A.M until 10.30 A.M. The discussion focused on the implementation of the PPP learning model

in her classroom. Mrs. Riesna shared insights into how she applies the three phases, such as presentation phase, practice phase, production phase to help her students' language learning experience. This research using semi-structured interview, because it combines a set of prepared questions list with flexibility to explore other relevant topics that emerge during the conversation.

Mrs. Riesna explained that during the presentation phase and introduces new material using interactive methods such as visual aids, storytelling, and examples relevant to students' daily lives. In the practice phase, Mrs. Riesna facilitates activities like role-playing and group discussions, ensuring students have guided opportunities to apply what they have learned. Finally, the production phase, allows students to independently demonstrate and understanding through activities like dialogues and presentations. This interview provided valuable perspectives on the implementing of the PPP learning model in fostering active participation language proficiency among junior high school students.

During the interview, Mrs. Riesna highlighted several challenges and strategies in implementing the PPP learning model. One of the main challenges Mrs. Riesna mentioned was ensuring that all students actively participate, particularly those who are shy or lack confidence in speaking English. To address this, Mrs. Riesna employs a variety of interactive activities that cater to different learning styles, such as using multimedia tools and games to reduce anxiety and create a fun learning atmosphere. Another challenge is managing time effectively, as each phase requires adequate attention to achieve its objectives. Mrs. Riesna shared that Mrs. Riesna often adjusts her lesson plans to accommodate the varying proficiency levels of her students, ensuring that no one is left behind.

The interview also revealed positive outcomes from the implementation of the PPP model in teaching speaking skills to

seventh-grade students at SMPN 2 Rawalo Banyumas. According to Mrs. Riesna, students have shown participated to express sentences or dialogue in English, both in structured and spontaneous situations. Mrs. Riesna noted that the interactive of the PPP learning model has fostered greater enthusiasm and active participation in the classroom. Additionally, Mrs. Riesna observed that the production phase often serves as a platform for students to showcase their creativity and originality, which boosts their motivation. This interview provided valuable insights into the practical application of the PPP learning model.

D. Techniques of Data Analysis

Techniques of data analysis of the research according to Miles and Huberman are divided into data reduction, data display, and data verification (Miles et al, 2011).

1. Data Reduction

Data reduction involves condensing, summarizing, or simplifying collected data to make it easier to analyze, interpret, and present. This process transforms large or complex datasets into more manageable forms while preserving essential information relevant to the research questions or objectives. In this study, data was gathered through observations, interviews, and documentation (Subandi, 2011). The data reduction process applied in this research includes several steps such as simplifying data and organizing data. In this research, the unnecessary data of the observation and interview were reduced together the essential information based on the instrument of data reduction.

| No | Research Variable | Component | Indicators |
|----|--------------------------|---|-----------------------|
| 1 | Teachers' Learning Model | The Implementation of PPP (Presentation, Practice, Production) Learning Model | a. Presentation Phase |
| | | | b. Practice Phase |
| | | | c. Production Phase |

Table 3.2 Data Reduction Instrument

2. Data Display

Data display in research refers to the visual representation of research findings and data in a format that is clear, concise, and accessible to the audience (Buzie, 2016). Effective data display enhances the communication of research results, facilitates interpretation, and enables readers to grasp key insights quickly and easily. Various methods and techniques can be used to display research data, including tables, graphs, charts, diagrams, and visualizations. The choice of data display method depends on the nature of the data, the research objectives, and the preferences of the audience (Willy, 2020).

When designing data displays, researchers should consider the audience's preferences, background knowledge, and information needs (Makaborang, 2019). The display should be clear, accurate, and visually appealing, with appropriate labeling, titles, and legends to provide context and interpretation. Additionally, researchers should ensure that the data display adheres to ethical standards and respects participants' confidentiality and privacy. The researcher reported the research finding in detail that displayed the difference between the findings with other research (Janah et al., 2022).

In presenting the data, the researcher employed a qualitative descriptive method, based on the activities conducted in the field. In

this section, irrelevant or unrelated data is removed to ensure that only valuable information aligned with the research problems is retained (Aldridge, 2002).

3. Data Verification

Data verification in research refers to the process of ensuring the accuracy, reliability, and integrity of the data collected and used for analysis (Buzie, 2016). It involves various steps and procedures aimed at detecting and correcting errors, inconsistencies, or inaccuracies in the datasets to maintain the credibility and validity of the research findings. Researchers should cross-check the data against other sources or methods to verify their accuracy and consistency (Yulianti, 2018). This may include comparing data collected through different instruments or methods, verifying data against existing records or literature, or conducting follow-up interviews or observations to confirm findings (Aldridge, 2002).

Data verification was conducted to check the validity of the data from the sources study with the result data that the researcher obtains from the field. The researcher validated the data by reviewing the implementation of the PPP learning model in teaching speaking to seventh graders at SMPN 2 Rawalo Banyumas. This involved presenting and verifying the accuracy of the data throughout the entire research process.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the results of data analysis and discussions conducted to answer the research questions using data collected from observations, interviews, and documentation. The primary aim of this chapter is to explain “The Implementation of PPP (Presentation, Practice, Production) Learning Model for Speaking Skills at Seventh Grade SMPN 2 Rawalo Banyumas”

A. The Implementation of PPP Learning Model for Speaking Skills

The researcher conducted a series of observations on the implementation of PPP learning model for speaking skill at seventh grade SMPN 2 Rawalo Banyumas, over two sessions involving four classes, with a total of eight class sessions each session lasted for a second period of 40 minutes. The main objective of this study is to determine teacher’s learning model using PPP learning model for speaking skills in English teaching. The research was conducted in class seventh consist class 7A, 7B, 7C, and 7D.

This class was chosen because students are typically transitioning from primary to secondary school, which is a critical period for exercise foundational language skills and adapting to more structured learning environment. The cognitive and emotional development of seventh graders makes the particularly receptive to systematic teaching methods like PPP, which can give support their learning process and help their confidence in speaking skills. The initial observation took place on September 5, 2024 until September 24, 2024.

In this study, the researcher created a list of instruments for observations and interviews based on Harmer (2007): Presentation Phase, Practice Phase, and Production Phase. Furthermore, this research had supporting theories provided by two different sources. The first supporting theory is based on Scrivener (2011). Next, the second theory, according by Rodgers (2014). The following are the research findings and discussions on the implementation of PPP learning model for speaking skills at seventh grade at SMPN 2 Rawalo Banyumas.

1. Presentation Phase

The presentation phase of the lesson, focusing on the topic of introducing self. The teacher is explaining the material in detail to the students, ensuring they understand how to introduce themselves effectively in English. This visual aid helps students follow along and grasp the structure of self-introduction sentences. Additionally, the teacher is likely providing pronunciation guidance and encouraging students to practice saying the sentences out loud, fostering both their speaking and writing skills in English.

The teacher implementing the presentation phase of the lesson using the lecture method and handouts as teaching aids. The topic being taught is 'Introducing Oneself.'. To support the explanation, the teacher has distributed handouts containing examples and exercises, allowing students to follow along with the lesson and have a reference for independent practice. This combination of lecture and handouts ensures that students can both listen to the explanation and have a written guide to reinforce their understanding.

On Thursday, September 13, 2024 in class 7B (10.10-12.10) the teacher does not use learning media such as images, audio, video, powerpoint, because continued to explains about task or worksheet lastweek.

Based on the activity, the teacher was able to help in more in-depth explanations and foster a direct connection with students through verbal communication. This method allowed the teacher to address any challenges or confusion students might have had regarding the assignment, providing additional context and helping them better comprehend the concepts involved.

The teacher may have also used this time to answer any questions students had, offer personalized guidance, and encourage a more interactive class environment, allowing students to engage in discussions and share

their thoughts about the tasks. This decision to skip multimedia resources also likely reflected a conscious effort to prioritize deepening comprehension and ensuring that every student could complete the assignment with a thorough understanding of the topic before moving forward.

On Tuesday, September 24, 2024 in class 7A (07.30-09.30) the teacher does not use learning media such as images, audio, video, powerpoint, because the teacher my prefer to prioritize interactive activities, such as group discussions and role plays, the teacher might aim to develop students' critical thinking and problem-solving abilities by creating a classroom environment where students need to express ideas.

In these activities, group discussions provided students with the opportunity to share and challenge each other's ideas, fostering collaboration and enhancing their ability to think critically about different perspectives. Role plays, on the other hand, allowed students to engage with real-world scenarios in a creative and practical way, helping them to better understand complex concepts and develop practical problem-solving strategies.

The teacher might have believed that by focusing on interactive, student-centered activities, they could create a classroom environment where students were encouraged to express their ideas freely and think on their feet. This type of learning can help students develop key skills that are important not only for academic success but also for their personal and professional growth, such as communication, teamwork, and the ability to analyze and respond to challenges in a thoughtful and effective manner.

Based on the interview, teacher explains that the presentation phase is crucial for developing speaking skills because students often face difficulties if they are asked to practice speaking or perform dialogues without having first seen an example. This highlights the necessity of providing models before students are expected to try things on their own.

When introducing new language, the teacher utilizes repetition, allowing students to hear and repeat new vocabulary multiple times. This helps solidify their understanding and pronunciation. To ensure the material is both clear and engaging, the teacher uses real-life contexts to explain concepts, making it easier for students to relate to the language being taught (Budiyanto, 2019). If students do not fully grasp the meaning of the new language, the teacher takes responsibility for explaining it further.

In terms of teaching media, the teacher prefers using handouts and written material on the board. Although the classroom LCD projector is currently out of order, the teacher compensates by printing the materials. These media help students by providing them with written references, allowing them to learn to read and pronounce the new language. While handing out materials and presenting, the teacher also writes on the board, reinforcing the lesson (Ahadiat, 2021).

Engagement during the presentation phase is maintained by encouraging interaction and communication. The teacher actively involves students in the lesson, keeping their attention focused. To check for understanding, the teacher relies on the standard question-and-answer method, ensuring that students are following along with the lesson. If any student appears to struggle, the teacher adjusts by slowing down and repeating the explanation until the material is clear (Lindsay *et al.*, 2019).

The transition from the presentation phase to the practice phase is gradual. The teacher first gives examples, followed by tailored exercises that are designed to match the students' needs. The teacher ensures that students do not jump straight into creating dialogues but instead start with simpler tasks like completing or arranging dialogues, which helps build their confidence.

To ensure that students can apply what they've learned, the teacher reinforces language use in daily interactions. The implement of the presentation phase is evaluated through reflection, where the teacher asks students about what they have learned to gauge their understanding.

Feedback from students plays a key role in improving the presentation strategy. The teacher asks if the lesson was clear, and if any student struggles to remember the material, students are encouraged to consult a peer. The teacher then checks back with the student to ensure students have grasped the concept. This ongoing feedback loop helps refine the teaching approach and ensures that students' needs are addressed effectively.

To ensure clarity, the teacher repeated important points and highlighted pronunciation tips. The teacher asked the students if they had any questions before moving on to the next stage of the lesson. After the presentation and demonstration about the material, the teacher provided relevant practice activities that aligned with the material. These activities included guided introductions where students practiced speaking in pairs or individually with appropriate support from the teacher. The teacher ensured that students remained attentive and engaged throughout the presentation phase, as this was essential for acquiring and retaining speaking skills. The goal of this phase was to prepare students by familiarizing them with new vocabulary and sentence structures in an easy-to-understand format, ultimately building their confidence in using the language (Siregar, 2022).

2. Practice Phase

In the practice phase, the students were given enough opportunities to practice the material they had learned during the presentation phase, with consistent support and feedback from the teacher. This phase was designed to ensure that students could internalize the target language structures related to "Introducing Self" while gradually building their confidence in speaking. The teacher started by explaining the importance of practice in mastering speaking skills and set clear goals for activities. Several controlled exercises were introduced, such as guided tasks and role-playing, which focused on simulating real-life scenarios where students needed to introduce themselves (Oka Ribawa *et al.*, 2016). These activities included saying their name, age, address, hobbies, and other basic information, which are essential components of self-introduction.

On September 02, 2024 in class 7D (10.10-12.10), September 05, 2024 in class 7B (07.15-09.15) does not check whether students understand the item presented because the teacher has limited time during the practice phase and chooses to prioritize covering the planned content rather than pausing for comprehension checks.

Based on these activities, focusing on delivering the planned material, the teacher likely aimed to ensure that all topics were addressed within the allotted time. However, this decision may have led to less opportunity for students to clarify misunderstandings or ask questions, which could potentially impact their overall understanding of the content. While the teacher's intention to stay on track with the lesson plan is understandable, the lack of comprehension checks could have reduced students' chances to fully grasp the material or engage with it in a deeper way.

The teacher relied on students to self-assess their understanding during the practice phase, assuming that students could independently identify areas where they needed further support. However, without regular comprehension checks or opportunities for students to express confusion, it could be difficult for the teacher to assess whether the class was effectively grasping the material, which may have impacted the overall learning experience.

The teacher is implementing the practice phase of the lesson, where the students are actively practicing the material on 'Introducing Oneself.' The teacher is guiding the students to engage in speaking activities, encouraging them to use phrases and sentences they have learned to introduce themselves. In this phase, the focus is on building students' confidence in using English by having them practice speaking aloud, either individually or in pairs. The teacher may be providing feedback, correcting pronunciation, and helping students improve their fluency during the activity.

The students are practicing a dialogue based on what the teacher has written on the board. The teacher is guiding the students step by step, ensuring they follow the written structure correctly. The practice focuses on helping the students engage in a conversation about introducing themselves. The teacher provides support by reading the dialogue slowly and encouraging the students to repeat or respond accordingly. This method helps the students build confidence in speaking, improve their pronunciation, and understand how to use the sentences in real-life situations (Sanchez, 2019).

Based on the interview, the teacher shared her approach to the "practice phase" in teaching speaking skills, which is essential for ensuring that students not only understand but can also apply their learning in real situations. According to the teacher, the practice phase begins with students observing the teacher's demonstration. The teacher explains that it would be too difficult for students to speak right away, so they first focus on reading and listening. Initially, students read the material, followed by listening to the teacher's pronunciation. They repeat this several times before reading independently. Finally, they practice speaking on their own.

The teacher emphasizes that the practice phase is crucial in helping students develop their speaking skills because without practicing speaking, it would be impossible to assess whether students can communicate effectively. It's also the only way to monitor their pronunciation, fluency, and overall speaking ability.

To implement the practice phase, the teacher uses a combination of methods. One key activity involves students working in groups to create dialogues. Afterward, they practice these dialogues with the teacher. This allows students to gain confidence and become familiar with speaking in a more structured setting before attempting more independent speaking tasks.

Facilitating the practice phase involves providing students with sufficient time to explore and practice at their own pace. The teacher encourages students to ask questions if they are unsure about anything,

fostering a supportive environment where students feel comfortable to make mistakes and learn from them. The teacher ensures that the practice activities align with students' skill levels, starting with simple dialogues and gradually progressing to more complex tasks such as monologues. This step-by-step approach ensures that students are not overwhelmed.

To keep students engaged and motivated during the practice phase, the teacher involves them actively, giving them opportunities to practice and providing positive feedback. Students are praised with words affirmation like, which helps keep their morale high. The teacher believes in giving constructive feedback in a manner that encourages rather than discourages students, ensuring they stay motivated throughout the lesson. The teacher also values the importance of feedback in the practice phase.

During activities, feedback is given immediately in the form of verbal praise. This reinforcement helps students feel supported and encourages them to keep improving. When students make mistakes, the teacher listens attentively to their speech without interrupting, providing corrections only after the student has finished speaking. This method allows for a more respectful and constructive approach to error correction.

If students struggle to understand or apply their speaking skills, the teacher adjusts by giving them additional time to practice. Students are encouraged to ask questions if they have difficulty, and the teacher checks their understanding before proceeding to more complex tasks or assessments. This ensures that students are adequately prepared before moving forward. The teacher evaluates student progress based on improvements in pronunciation and fluency during the practice phase. By observing how their pronunciation improves over time, the teacher is able to assess their development.

To build up activities and make the practice more interactive, the teacher incorporated a variety of activities, including drills, pair work, and games. The teacher provided pronunciation drills to help students articulate the words clearly and accurately. This was followed by role-play activities

where students acted as if they were meeting new people or new friend in different scenarios or place, such as in a classroom, event or at the party. During these exercises, the teacher observed the students' performance and gave immediate feedback to address issues such as pronunciation errors, incorrect grammar, or hesitation in speaking skills.

In addition to drills and structured exercises, the teacher used teaching aids such as practice with some students in the class, repeated the pronunciation, and sample dialogues to make the activities more engaging and accessible for all students. These aids helped students remember the key expressions and supported them in constructing their sentences confidently. The teacher frequently moved around the classroom, monitoring the students' progress and providing one-on-one assistance where necessary. If a student struggled to form a sentence or hesitated to speak, the teacher encouraged them by repeating the sentence together or simplifying the task.

Furthermore, the teacher placed a strong emphasis on collaboration among students. Pair and group activities were implemented to encourage peer interaction, allowing students to learn from each other while practicing their speaking skills. For instance, students were asked to take turns introducing themselves to their group members or seatmate and ask follow-up questions.

Throughout the practice phase, the teacher regularly provided constructive feedback to help students refine their skills. Specific guidance was given on aspects such as intonation, sentence stress, and the use of appropriate expressions. The teacher also asked follow-up questions to ensure that students fully understood the material and could apply it in different contexts.

At the end of the practice phase, the teacher reviewed the overall progress by summarizing the key points covered during the session. Students were encouraged to reflect on their performance and identify areas for improvements. The teacher ensured that all students participated actively in the exercises and addressed any lingering doubt or confusion. By the

conclusion of this phase, students were better prepared to use the target language in real-life situations, and their confidence in introducing themselves had noticeably improved. This stage was essential in bridging the gap between learning the material and applying it good in conversation.

3. Production Phase

In the production phase, the students were encouraged to use the language they had learned independently and creatively. This stage allowed the students to apply their knowledge of “Introducing Self” in more natural and spontaneous contexts.

On Friday, September 19, 2024 in class 7A at 10.00-12.10, the teacher began by facilitating production activities that promoted creativity and the free use of language. For instance, students were asked to introduce themselves in front of the class or create dialogues where they met and interacted with new people. These activities aimed to help students internalize the material while gaining confidence in using it. The teacher provided support and guidance when needed, ensuring that all students felt comfortable expressing themselves in English.

The main goal of these activities was to help students internalize the material by using it actively, rather than just passively absorbing information. By practicing speaking and interacting in English, students had the opportunity to build confidence in their language skills, which is essential for improving fluency. The teacher supported this process by providing guidance when necessary, helping students navigate challenges or uncertainties they encountered during the activities.

Importantly, the teacher created a classroom environment where students felt comfortable expressing themselves in English, regardless of their proficiency level. This supportive atmosphere allowed students to take risks with the language, make mistakes, and learn from them, which is key to language acquisition. The teacher's role in providing timely assistance ensured that students were not left feeling unsure or insecure but were

instead empowered to use the language confidently and creatively in a safe space.

The students are given by teacher a task to create a simple dialogue about introducing themselves. In this phase, the teacher encourages the students to work independently or in pairs to apply what they have learned during the lesson. The students are tasked with writing and practicing a conversation that includes key elements such as greeting, introducing their name, age, hobbies, and other personal details. This activity allows the students to demonstrate their understanding, creativity, and ability to use the language in a meaningful way. The teacher may walk around the classroom, observing and providing feedback as needed.

On Tuesday, September 24, 2024 in class 7A at 07.30-09.30, the teacher is implementing the production phase of the lesson, where students are tasked with creating a text about introducing themselves based on the material previously explained by the teacher.

From these activities above, after completing the written texts, the students were instructed to present their introductions in front of the class. This allowed them to practice their speaking skills in a supportive environment while also building confidence in using English in real-life situations. By presenting their introductions aloud, students were able to work on their pronunciation, fluency, and overall speaking abilities.

Throughout these activities, the teacher played a supportive role by offering guidance and assistance as needed. The teacher ensured that students were staying on task and actively engaging with the material, helping them with any challenges they encountered. Additionally, the teacher created a positive and encouraging atmosphere, which helped boost students' confidence and participation. By integrating both writing and speaking activities, the teacher was reinforcing students' language skills while also providing them with the opportunity to showcase their progress in a meaningful way.

On Wednesday, September 11, 2024 in class 7C, the students are instructed to write a short personal introduction. Once the texts are completed, the students will present them in front of the class, practicing their speaking skills and building confidence in using English. During this activity, the teacher provides guidance as needed and ensures that students are actively participating in the learning process.

Based on the interview with Mrs. Riesna, the teacher explained her approach to the "production phase" in teaching speaking skills, emphasizing its importance for both assessing and developing students' abilities. According to the teacher, production doesn't necessarily have to involve physical objects but rather the creation of dialogues or monologues in written form, which are then practiced and presented, sometimes through videos. This phase allows students to demonstrate their speaking skills in a tangible way, making it easier to assess their understanding and progress. The teacher highlights that the production phase is essential because it provides a clear insight into how well students have grasped the content. By seeing how students produce dialogues or monologues, the teacher can evaluate their comprehension and speaking abilities in a more practical setting. This phase is seen as a vital tool for identifying whether students can apply what they have learned.

To carry out the production phase, the teacher encourages students to create dialogues individually. Once they have written their dialogues, they are asked to perform them aloud. This approach helps students bridge the gap between written and spoken language, giving them the opportunity to practice their speaking skills in real contexts. One of the key aspects of the production phase is ensuring that students have enough time to explore and create their own dialogues. The teacher facilitates this process by giving them time and freedom to work on their dialogues and ask questions if needed. This approach fosters creativity and allows students to feel confident in their ability to produce meaningful content (Masta *et al.*, 2022).

The teacher regularly assigns activities where students create dialogues based on the material they have studied. These dialogues are then collected and reviewed the following week, providing students with the opportunity to receive feedback and refine their work. This process ensures that students remain engaged and motivated to improve their speaking skills. To encourage effective speaking practice, the teacher uses a modern approach by assigning students to create videos of their dialogues. These videos are then uploaded to social media, offering students a platform to showcase their skills and receive feedback from a broader audience. This method also helps students feel more confident as they see their progress in a visible format.

During the production phase, the teacher ensures that all students remain involved and motivated by maintaining consistent interaction and communication. Special attention is given to students who might be sitting at the back of the class, ensuring that they are included in the activity and stay engaged throughout the lesson. To help students speak with confidence and actively participate, the teacher uses repetition, particularly for challenging words or phrases. This method helps students become more familiar with difficult pronunciations, increasing their comfort level with speaking.

After students complete their production activities, the teacher provides feedback by reviewing their written work. Instead of offering immediate corrections, the teacher collects the students' work and provides feedback at the end of the lesson. The teacher helps students improve by repeating the correct pronunciation of any errors and offering continuous encouragement. This supportive approach ensures that students feel comfortable making mistakes and learning from them, which is crucial for developing their speaking skills.

If students encounter challenges in communication, the teacher adapts by encouraging them to practice dialogues outside of class time. Whether during breaks or informal encounters, the teacher ensures that students have

ample opportunity to practice their speaking skills in real-world situations. To assess student production, the teacher provides motivation and reviews the students' dialogues. This process includes offering students a chance to correct any mistakes in their writing. By giving students the opportunity to refine their work, the teacher helps them enhance their speaking abilities while also fostering a sense of responsibility for their learning.

During this phase, the students appeared more confident as they tried to use the language structures they had practiced earlier. The teacher organized a variety of engaging activities, such as role-plays and discussions, where students simulated real-life situations involving self-introductions. In some cases, the students worked in pairs or groups to complete creative speaking tasks, such as pretending to introduce themselves at an international event or during a school orientation. These tasks were designed to enhance fluency and encourage the students to expand their vocabulary while practicing communication skills.

To further support linguistic fluency, the teacher introduced exercises that required autonomous use of the language. For example, students were asked to write and present short speeches introducing themselves, which helped them practice both spoken and written forms of the language. The teacher guided the students through the process of language learning systematically, ensuring that they progressed step by step toward mastering speaking skills. Additionally, the teacher provided constructive feedback to highlight areas of improvement and praised students for their efforts. This feedback helped students refine their pronunciation, grammar, and overall delivery.

Finally, the teacher evaluated the students' work by observing their performance during the activities and assessing their ability to use the language effectively. The evaluation focused on their fluency, confidence, and creativity in introducing themselves. By the end of this phase, students demonstrated significant improvement in their speaking

skills and showed greater confidence in using English for self-introduction purposes



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into three main sections, such as: conclusions, limitation of the study, and suggestions. First, it provides a summary of the conclusions obtained by the researcher based on the data collected during the implementation of the PPP (Presentation, Practice, Production) learning model for speaking skills. Second, it discusses the limitations of the study, including factors influencing the implementation of PPP learning model. Finally, it concludes with the researcher's recommendations for teacher and suggestions for future research.

A. Conclusion

The purpose of this section is to summarize the research findings regarding the use of the PPP learning model to learn more students' speaking skills. In the presentation phase, students were introduced to the material in a way that made it easier to understand. Teacher used visual aids, real-life examples and interactive discussions to ensure the topic was engaging and relatable. This approach helped students grasp the concept more effectively, setting a strong foundation for the subsequent phases.

During the practice phase, students engaged in structured activities designed to build their confidence in speaking. These activities included guided role-plays and collaborative group exercises, allowing them to apply what they had learned in supportive environment. The gradual progression in difficulty helped students feel more comfortable expressing themselves.

Finally, in the production phase, students had the opportunity to demonstrate their speaking abilities independently. They participated in activities such as presentations, dialogues, and situational exercises, which encouraged them to put their skills into practice. This phase not only showcased their progress but also reinforced their learning through practical application. These findings emphasize that the PPP learning model is implementing for

fostering active participation and help student for speaking skills when adapted to the students' need.

B. Limitation of the Study

This research had limitations, even though it was conducted to the best extent possible. During the data collection process, the researcher encountered time constraints in implementing and observing the PPP learning model phases. Specifically, the researcher conducted 8 classroom sessions, divided into 2 groups of English learners, with each group experiencing 4 sessions of PPP learning model for speaking skills.

Challenges in scheduling arose due to the availability of students and teachers, as well as adapting the PPP phases to fit the allocated time for English lessons. The structured nature of the PPP learning model occasionally required adjustment, particularly during the practice and production phases, to ensure active student participation within limited classroom time.

C. Suggestion

Based on the findings, the following recommendation are made:

1. For teacher:
 - a. Integrate interactive tools and real-life scenarios in the Presentation phase to make lessons more engaging.
 - b. Provide constructive feedback during the Practice phase to support students' language development
 - c. Encourage creatively and self-expression during the production phase to help students overcome speaking anxiety
2. For future research:
 - a. Explore the application of the PPP learning model in other language skills, such as listening, writing and reading.
 - b. Investigate how the model can be tailored for different proficiency level.

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APPENDICES

Appendix I. Preliminary Permission Letter from the University



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.3536/Un.19/D.FTIK/PP.05.3/02/2024
Lamp. : **Pemohonan Ijin Observasi Pendahuluan**
Hal

05 Februari 2024

Kepada
Yth. Kepala SMPN 2 Rawalo
Kec. Rawalo
di Tempat
Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi mahasiswa kami:

- | | |
|--------------------|-------------------------|
| 1. Nama | : Agista Okta Septiara |
| 2. NIM | : 2017404144 |
| 3. Semester | : 9 (Sembilan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Tahun Akademik | : 2023/2024 |

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

- | | |
|--------------------|------------------------------------|
| 1. Objek | : Kegiatan Pembelajaran di Sekolah |
| 2. Tempat / Lokasi | : SMPN 2 Rawalo |
| 3. Tanggal Riset | : 10-02-2024 s/d 10-03-2024 |

Kemudian atas izin dan perkenan Bapak/Ibu, kami sampaikan terimakasih
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Appendix II. Letter of Research Completion



PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SMP NEGERI 2 RAWALO
Alamat Desa Sidamulih Kec. Rawalo Kab. Banyumas 53173
Telephone : 02815703556

SURAT KETERANGAN

Nomor : 420 / 113 / 2024

Yang bertanda tangan di bawah ini :

Nama : Sokhibul Ikhsan, S.Ag., M.Pd
NIP : 197301232007011008
Pangkat, Gol Ruang : Pembina, IVa
Jabatan : Wakil Kepala Sekolah

Dengan ini menerangkan bahwa:

1. Nama : Agista Oka Septiara
2. NIM / Semester : 2017404144 / 8
3. Jurusan/Prodi : Tadris Bahasa Inggris
4. Tahun Akademik : 2023/2024
5. Judul Proposal Skripsi : The Implementation of PPP (Presentation, Practice, Production) Learning Model For Speaking Skill at Seventh Grade SMPN 2 Rawalo Banyumas
Keterangan : Bahwa Mahasiswa tersebut diatas benar – benar melakukan Observasi Pendahuluan di SMP Negeri 2 Rawalo dari Bulan Februari - Maret 2024

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Rawalo, 16 Mei 2024
Wakil Kepala Sekolah
Sokhibul Ikhsan, S.Ag., M.Pd
NIP 197301232007011008

Appendix III. The Official Letter of Permission for Individual Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.3536/Un.19/D.FTIK/PP.05.3/09/2024
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

02 September 2024

Kepada
Yth. Kepala SMPN 2 Rawalo
Kec. Rawalo
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|---|
| 1. Nama | : Agista Okta Septiara |
| 2. NIM | : 2017404144 |
| 3. Semester | : 9 (Sembilan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Sidamulih RT 01/05, Rawalo, Banyumas |
| 6. Judul | : THE IMPLEMENTATION OF PPP (PRESENTATION, PRACTICE, PRODUCTION) LEARNING MODEL FOR SPEAKING SKILLS AT SEVENTH GRADE SMPN 2 RAWALO BANYUMAS |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|-----------------------------|
| 1. Objek | : Kelas VII |
| 2. Tempat / Lokasi | : SMPN 2 Rawalo |
| 3. Tanggal Riset | : 03-09-2024 s/d 03-11-2024 |
| 4. Metode Penelitian | : Kualitatif |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Appendix IV. Letter of Individual Research Completion



PEMERINTAH KABUPATEN BANYUMAS
SMP NEGERI 2 RAWALO
Jl. Desa Sidamulih-Kec.Rawalo-Kab. Banyumas KP 53173
Telephone : 02815703556 E-mail : smpnduarawalo@gmail.com



Nomor : 000.9/265/2024 Rawalo, 24 September 2024
Lamp : -
Sifat : Biasa
Perihal : **Pemberitahuan Penyelesaian Penelitian**

Yth. Ketua Jurusan Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Prof. Kiai Haji Saifuddin Zuhri Purwokerto
Di Tempat

Dengan Hormat

Menindaklanjuti surat dari Universitas Islam Negeri Prof. Kiai Haji Saifuddin Zuhri Purwokerto Nomor: B.m.3536/Un.19/D.FTIK/PP.05.3/09/2024 tanggal 1 September 2024 perihal permohonan ijin riset individu Saudari :

Nama : Agista Okta Septiara

NIM : 2017404144

Tanggal Observasi : 05 s.d 24 September 2024

dari Program Studi Tadris Bahasa Inggris, kami sampaikan bahwa mahasiswa yang bersangkutan telah menyelesaikan kegiatan penelitian dengan judul " The Implementation of PPP (Presentation, Practice, Production) Learning Model For Speaking Skill at Seventh Grade SMPN 2 Rawalo Banyumas.Telah dilaksanakan sesuai dengan jadwal yang ditetapkan yaitu tanggal 5 s.d 24 September 2024.

Kami mengucapkan terima kasih atas kepercayaan yang diberikan kepada SMP Negeri 2 Rawalo sebagai tempat pelaksanaan penelitian. Semoga hasil dari penelitian ini dapat bermanfaat bagi pengembangan ilmu pengetahuan, khususnya dalam bidang manajemen kelas,

Demikian surat ini kami sampaikan, atas perhatian dan kerjasamanya, kami ucapkan terimakasih.

Kepala Sekolah
Wakil Kepala Sekolah
SMP Negeri 2 Rawalo
DINAS PENDIDIKAN
NIP. 19630113198012001008

Appendix V. Validation Sheet from Validator

SURAT KETERANGAN VALIDASI INSTRUMEN

Yang bertanda tangan dibawah ini:

Nama : Irra Wahidiyati M.Pd

NIDN : 198811302019082001

Setelah membaca, menelaah dan mencermati instrumen berupa observasi dan interview yang akan digunakan untuk penelitian dengan judul **"THE IMPLEMENTATION OF PPP (PRESENTATION, PRACTICE, PRODUCTION) LEARNING MODEL FOR SPEAKING SKILLS AT SEVENTH GRADE SMPN 2 RAWALO BANYUMAS"** yang dibuat oleh:

Nama : Agista Okta Septiara

NIM : 2017404144

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa lembar instrumen penelitian tersebut,

| | |
|-------------------------------------|-------------------------------|
| <input type="checkbox"/> | Layak digunakan |
| <input checked="" type="checkbox"/> | Layak digunakan dengan revisi |
| <input type="checkbox"/> | Tidak layak digunakan |

Catatan (bila perlu)

Menghapus kolom "catatan" dalam observation checklist

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 29 Agustus 2024

Validator



Irra Wahidiyati M.Pd

NIP. 198811302019082001

Appendix VI. Checklist Instrument before Accepting from Validator

CHECKLIST FOR OBSERVATION GUIDELINES
THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING SKILLS

Observer : _____ Topic : _____
 Class : _____ School : _____
 Day/Date : _____ Time : _____

| THE IMPLEMENTATION OF PPP LEARNING MODEL | | | | |
|--|--|-----|----|-------------------|
| No | Indicator | Yes | No | Learning Activity |
| 1. | <p>PRESENTATION PHASE</p> <p>The presentation phase in the PPP model is the stage where the Teachers introduces the new material to the student in a clear and structured manner, using a variety of relevant media and examples to aid understanding, Harmer (2007).</p> <p>a. Teacher presents new language items to the students to learning speaking TESS</p> <p>b. Teacher presents the material clearly and in a structured manner (e.g.: demonstrations, visuals, or written explanations) to support the development of speaking skills.</p> <p>c. Teacher uses appropriate learning media to explain the materials (e.g.: images, audio, video, powerpoint), which helps in learning students</p> | ✓ | | |
| | <p>speaking skills</p> <p>d. Students then practice new language to learning speaking skills</p> <p>e. Teacher provides relevant and easy-to-understand examples to aid students in learning their speaking skills</p> <p>f. Students seem attentive and engaged during the presentation, which crucial for learning their speaking skills</p> | | | |

| | | | | | |
|----|----------------|---|--|--|--|
| 2. | PRACTICE PHASE | <p>In the practical phase, students are given the opportunity to practice the material they have learned with the support and feedback from the Teachers, ensuring they are ready for the more independent production phase, Scrivener (2011).</p> <ol style="list-style-type: none"> Teacher provides opportunities for students to practice speaking skills using new language in controlled exercises or activities. Teacher given feedback about accuracy and understanding to students especially in speaking skills. Teacher given activities for students such as drills, exercises, games, or guided tasks that reinforce that target language in speaking skills. Teacher helps students about internalize its form, meaning, and controlled practice of the target language given to the students in speaking skills. | | | |
|----|----------------|---|--|--|--|

| | | | | | |
|--|--|--|--|--|--|
| | | <ol style="list-style-type: none"> Teacher is practicing really plays a significant role in learning pronunciation, and then follow up by students. Students do exercises with guidance from teacher. Teacher provides feedback during the exercises. Teacher checks whether students understand the item presented. | | | |
|--|--|--|--|--|--|

| | | | | | |
|----|------------------|---|--|--|--|
| 3. | PRODUCTION PHASE | <p>The production phase involves tasks that allow students to use new languages or skills independently and creatively, including projects and presentations, Richards and Rodgers (2014). Students are given the opportunity to use knowledge/materials independently.</p> <ul style="list-style-type: none"> a. Production activities allow for creativity and the free use of language. b. Teacher provide support and guidance if needed. c. Students seem confident and try to use the language or material they are learning. d. Teacher provides for students to do activities such as role-plays, discussions, debates, or creative speaking skills tasks. e. Teacher given exercise to students about fluency in linguistic use through autonomous and more | | | |
|----|------------------|---|--|--|--|

| | | | | | |
|--|--|---|--|--|--|
| | | <p>creative activities.</p> <ul style="list-style-type: none"> f. Teacher is guiding students through the process of language learning especially in speaking skills in a systematic and progressive manner. g. Teacher provide feedback and evaluation of students work. | | | |
|--|--|---|--|--|--|

Appendix VII. Observation Checklist Instrument

CHECKLIST FOR OBSERVATION GUIDELINES

THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING SKILLS

Observer :
Class :
Day/Date :

Topic :
School :
Time :

| THE IMPLEMENTATION OF PPP LEARNING MODEL | | | | |
|--|--------------------|---|-----|----|
| No | | Indicator | Yes | No |
| 1. | PRESENTATION PHASE | <p>The presentation phase in the PPP model is the stage where the Teachers introduces the new material to the student in a clear and structured manner, using a variety of relevant media and examples to aid understanding, Harmer (2007).</p> <ul style="list-style-type: none"> a. Teacher presents new language items to the students to learning speaking skills b. Teacher presents the material clearly and in a structured manner (e.g.: demonstrations, visuals, or written explanations) to support the development of speaking skills. c. Teacher uses appropriate learning media to explain the materials (e.g.: images, audio, video, powerpoint), which helps in learning students speaking skills d. Students then practice new language to learning speaking skills e. Teacher provides relevant and easy-to-understand examples to aid students in learning their speaking skills f. Students seem attentive and engaged during the presentation, which crucial for learning their speaking skills | | |

| | | | | |
|----|----------------|---|--|--|
| 2. | PRACTICE PHASE | <p>In the practical phase, students are given the opportunity to practice the material they have learned with the support and feedback from the Teachers, ensuring they are ready for the more independent production phase, Scrivener (2011).</p> <ul style="list-style-type: none"> a. Teacher provides opportunities for students to practice speaking skills using new language in controlled exercises or activities. b. Teacher given feedback about accuracy and understanding to students especially in speaking skills. c. Teacher given activities for students such as drills, exercises, games, or guided tasks that reinforce that target language in speaking skills. d. Teacher helps students about internalize its form, meaning, and controlled practice of the target language given to the students in speaking skills. e. Teacher is practicing really plays a significant role in learning pronunciation, and then follow up by students. f. Students do exercises with guidance from teacher. g. Teacher provides feedback during the exercises. h. Teacher checks whether students understand the item presented. | | |
|----|----------------|---|--|--|

| | | | | |
|----|------------------|---|--|--|
| 3. | PRODUCTION PHASE | <p>The production phase involves tasks that allow students to use new languages or skills independently and creatively, including projects and presentations, Richards and Rodgers (2014). Students are given the opportunity to use knowledge/materials independently.</p> <ul style="list-style-type: none"> a. Production activities allow for creativity and the free use of language. b. Teacher provide support and guidance if needed. c. Students seem confident and try to use the language or material they are learning. d. Teacher provides for students to do activities such as role-plays, discussions, debates, or creative speaking skills tasks. e. Teacher given exercise to students about fluency in linguistic use through autonomous and more creative activities. f. Teacher is guiding students through the process of language learning especially in speaking skills in a systematic and progressive manner. g. Teacher provide feedback and evaluation of students work. | | |
|----|------------------|---|--|--|

Appendix VIII. Observation Checklist Result

Class 7A

| CHECKLIST FOR OBSERVATION GUIDELINES | | | | |
|--|--|-------------------------------|----|--|
| THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING SKILLS | | | | |
| Observer : <i>Peggy</i> | | Topic : <i>Greetings</i> | | |
| Class : <i>7A</i> | | School : <i>SMA 2 FAVORIA</i> | | |
| Day/Date : <i>Friday, September 19th, 2024</i> | | Time : <i>10.10 - 12.10</i> | | |
| THE IMPLEMENTATION OF PPP LEARNING MODEL | | | | |
| No | Indicator | Yes | No | |
| 1. | <p>PRESENTATION PHASE</p> <p>The presentation phase in the PPP model is the stage where the Teachers introduces the new material to the student in a clear and structured manner, using a variety of relevant media and examples to aid understanding, Harmer (2007).</p> <ul style="list-style-type: none"> a. Teacher presents new language items to the students to learning speaking skills b. Teacher presents the material clearly and in a structured manner (e.g.: demonstrations, visuals, or written explanations) to support the development of speaking skills. c. Teacher uses appropriate learning media to explain the materials (e.g.: images, audio, video, powerpoint), which helps in learning students speaking skills d. Students then practice new language to learning speaking skills e. Teacher provides relevant and easy-to-understand examples to aid students in learning their speaking skills f. Students seem attentive and engaged during the presentation, which crucial for learning their speaking skills | ✓ | | |
| 2. | <p>PRACTICE PHASE</p> <p>In the practical phase, students are given the opportunity to practice the material they have learned with the support and feedback from the Teachers, ensuring they are ready for the more independent production phase, Scrivener (2011).</p> <ul style="list-style-type: none"> a. Teacher provides opportunities for students to practice speaking skills using new language in controlled exercises or activities. b. Teacher given feedback about accuracy and understanding to students especially in speaking skills. c. Teacher given activities for students such as drills, exercises, games, or guided tasks that reinforce that target language in speaking skills. d. Teacher helps students about internalize its form, meaning, and controlled practice of the target language given to the students in speaking skills. e. Teacher is practicing really plays a significant role in learning pronunciation, and then follow up by students. f. Students do exercises with guidance from teacher. g. Teacher provides feedback during the exercises. h. Teacher checks whether students understand the item presented. | ✓ | | |
| 3. | <p>PRODUCTION PHASE</p> <p>The production phase involves tasks that allow students to use new languages or skills independently and creatively, including projects and presentations, Richards and Rodgers (2014). Students are given the opportunity to use knowledge/materials independently.</p> <ul style="list-style-type: none"> a. Production activities allow for creativity and the free use of language. b. Teacher provide support and guidance if needed. c. Students seem confident and try to use the language or material they are learning d. Teacher provides for students to do activities such as role-plays, discussions, debates, or creative speaking skills tasks. e. Teacher given exercise to students about fluency in linguistic use through autonomous and more creative activities. f. Teacher is guiding students through the process of language learning especially in speaking skills in a systematic and progressive manner. g. Teacher provide feedback and evaluation of students work. | ✓ | | |

CHECKLIST FOR OBSERVATION GUIDELINES

THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING SKILLS

Observer: Agista Okta Segwara

Class : 7A

Day/Date: Tuesday, September 24th, 2024

Topic: Introducing Self

School: SMPN 2 Sumbang

Time: 07.30 - 09.30

THE IMPLEMENTATION OF PPP LEARNING MODEL

| No | Indicator | Yes | No |
|----|---|-----|----|
| 1. | PRESENTATION PHASE The presentation phase in the PPP model is the stage where the Teachers introduces the new material to the student in a clear and structured manner, using a variety of relevant media and examples to aid understanding, Harmer (2007). | | |
| | a. Teacher presents new language items to the students to learning speaking skills | ✓ | |
| | b. Teacher presents the material clearly and in a structured manner (e.g.: demonstrations, visuals, or written explanations) to support the development of speaking skills. | ✓ | |
| | c. Teacher uses appropriate learning media to explain the materials (e.g.: images, audio, video, powerpoint), which helps in learning students speaking skills | | ✓ |
| | d. Students then practice new language to learning speaking skills | ✓ | |
| | e. Teacher provides relevant and easy-to-understand examples to aid students in learning their speaking skills | ✓ | |
| | f. Students seem attentive and engaged during the presentation, which crucial for learning their speaking skills | ✓ | |

| | | | |
|----|--|---|---|
| 2. | PRACTICE PHASE In the practical phase, students are given the opportunity to practice the material they have learned with the support and feedback from the Teachers, ensuring they are ready for the more independent production phase, Scrivener (2011). | | |
| | a. Teacher provides opportunities for students to practice speaking skills using new language in controlled exercises or activities. | ✓ | |
| | b. Teacher given feedback about accuracy and understanding to students especially in speaking skills. | ✓ | |
| | c. Teacher given activities for students such as drills, exercises, games, or guided tasks that reinforce that target language in speaking skills. | ✓ | ✓ |
| | d. Teacher helps students about internalize its form, meaning, and controlled practice of the target language given to the students in speaking skills. | ✓ | |
| | e. Teacher is practicing really plays a significant role in learning pronunciation, and then follow up by students. | ✗ | ✗ |
| | f. Students do exercises with guidance from teacher. | | ✓ |
| | g. Teacher provides feedback during the exercises. | | ✓ |
| | h. Teacher checks whether students understand the item presented. | ✓ | |

| | | | |
|----|---|---|---|
| 3. | PRODUCTION PHASE The production phase involves tasks that allow students to use new languages or skills independently and creatively, including projects and presentations, Richards and Rodgers (2014). Students are given the opportunity to use knowledge/materials independently. | | |
| | a. Production activities allow for creativity and the free use of language. | ✓ | |
| | b. Teacher provide support and guidance if needed. | ✓ | |
| | c. Students seem confident and try to use the language or material they are learning. | ✓ | |
| | d. Teacher provides for students to do activities such as role-plays, discussions, debates, or creative speaking skills tasks. | | ✓ |
| | e. Teacher given exercise to students about fluency in linguistic use through autonomous and more creative activities. | ✓ | |
| | f. Teacher is guiding students through the process of language learning especially in speaking skills in a systematic and progressive manner. | ✓ | |
| | g. Teacher provide feedback and evaluation of students work. | ✓ | |

Class 7B

CHECKLIST FOR OBSERVATION GUIDELINES

THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING SKILLS

Observer: Agista Oktia Segura Topic: Introducing Self
 Class : 7B School : SMPN 2 Sawasir
 Day/Date : Tuesday, September 3rd, 2024 Time : 08.35 - 10.35

| THE IMPLEMENTATION OF PPP LEARNING MODEL | | | | |
|--|--------------------|--|---|--------|
| No | Indicator | | | Yes No |
| 1. | PRESENTATION PHASE | The presentation phase in the PPP model is the stage where the Teachers introduces the new material to the student in a clear and structured manner, using a variety of relevant media and examples to aid understanding. Harmer (2007). | | |
| | | a. Teacher presents new language items to the students to learning speaking skills | ✓ | |
| | | b. Teacher presents the material clearly and in a structured manner (e.g.: demonstrations, visuals, or written explanations) to support the development of speaking skills | ✓ | |
| | | c. Teacher uses appropriate learning media to explain the materials (e.g.: images, audio, video, powerpoint), which helps in learning students speaking skills | ✓ | |
| | | d. Students then practice new language to learning speaking skills | ✓ | |
| | | e. Teacher provides relevant and easy-to-understand examples to aid students in learning their speaking skills | ✓ | |
| | | f. Students seem attentive and engaged during the presentation, which crucial for learning their speaking skills | ✓ | |

| | | | | |
|----|----------------|---|---|--|
| 2. | PRACTICE PHASE | In the practical phase, students are given the opportunity to practice the material they have learned with the support and feedback from the Teachers, ensuring they are ready for the more independent production phase, Scrivener (2011). | | |
| | | a. Teacher provides opportunities for students to practice speaking skills using new language in controlled exercises or activities | ✓ | |
| | | b. Teacher given feedback about accuracy and understanding to students especially in speaking skills | ✓ | |
| | | c. Teacher given activities for students such as drills, exercises, games, or guided tasks that reinforce that target language in speaking skills | ✓ | |
| | | d. Teacher helps students about internalize its form, meaning, and controlled practice of the target language given to the students in speaking skills | ✓ | |
| | | e. Teacher is practicing really plays a significant role in learning pronunciation, and then follow up by students | ✓ | |
| | | f. Students do exercises with guidance from teacher | ✓ | |
| | | g. Teacher provides feedback during the exercises | ✓ | |
| | | h. Teacher checks whether students understand the item presented | ✓ | |

| | | | | |
|----|------------------|--|---|--|
| 3. | PRODUCTION PHASE | The production phase involves tasks that allow students to use new languages or skills independently and creatively, including projects and presentations, Richards and Rodgers (2014). Students are given the opportunity to use knowledge/materials independently. | | |
| | | a. Production activities allow for creativity and the free use of language | ✓ | |
| | | b. Teacher provide support and guidance if needed | ✓ | |
| | | c. Students seem confident and try to use the language or material they are learning | ✓ | |
| | | d. Teacher provides for students to do activities such as role-plays, discussions, debates, or creative speaking skills tasks | ✓ | |
| | | e. Teacher given exercise to students about fluency in linguistic use through autonomous and more creative activities | ✓ | |
| | | f. Teacher is guiding students through the process of language learning especially in speaking skills in a systematic and progressive manner | ✓ | |
| | | g. Teacher provide feedback and evaluation of students work | ✓ | |

CHECKLIST FOR OBSERVATION GUIDELINES

THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING SKILLS

Observer : Agusta Oktia Septiora

Topic :

Class : 7 B

School : SMPN 2 Rawalo

Day/Date : Thursday, September 12th 2024

Time : 10.10 - 12.10

| THE IMPLEMENTATION OF PPP LEARNING MODEL | | | | |
|--|---------------------------|--|-----|----|
| No | Indicator | | Yes | No |
| 1. | PRESENTATION PHASE | The presentation phase in the PPP model is the stage where the Teachers introduces the new material to the student in a clear and structured manner, using a variety of relevant media and examples to aid understanding, Harmer (2007). | | |
| | a. | Teacher presents new language items to the students to learning speaking skills | ✓ | |
| | b. | Teacher presents the material clearly and in a structured manner (e.g.: demonstrations, visuals, or written explanations) to support the development of speaking skills. | ✓ | |
| | c. | Teacher uses appropriate learning media to explain the materials (e.g.: images, audio, video, powerpoint), which helps in learning students speaking skills | ✓ | ✓ |
| | d. | Students then practice new language to learning speaking skills | ✓ | |
| | e. | Teacher provides relevant and easy-to-understand examples to aid students in learning their speaking skills | ✓ | |
| | f. | Students seem attentive and engaged during the presentation, which crucial for learning their speaking skills | ✓ | |

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|----|-----------------------|---|---|--|
| 2. | PRACTICE PHASE | In the practical phase, students are given the opportunity to practice the material they have learned with the support and feedback from the Teachers, ensuring they are ready for the more independent production phase, Scrivener (2011). | | |
| | a. | Teacher provides opportunities for students to practice speaking skills using new language in controlled exercises or activities. | ✓ | |
| | b. | Teacher given feedback about accuracy and understanding to students especially in speaking skills. | ✓ | |
| | c. | Teacher given activities for students such as drills, exercises, games, or guided tasks that reinforce that target language in speaking skills. | ✓ | |
| | d. | Teacher helps students about internalize its form, meaning, and controlled practice of the target language given to the students in speaking skills. | ✓ | |
| | e. | Teacher is practicing really plays a significant role in learning pronunciation, and then follow up by students. | ✓ | |
| | f. | Students do exercises with guidance from teacher. | ✓ | |
| | g. | Teacher provides feedback during the exercises. | ✓ | |
| | h. | Teacher checks whether students understand the item presented. | ✓ | |

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| 3. | PRODUCTION PHASE | The production phase involves tasks that allow students to use new languages or skills independently and creatively, including projects and presentations, Richards and Rodgers (2014). Students are given the opportunity to use knowledge/materials independently. | | |
| | a. | Production activities allow for creativity and the free use of language. | ✓ | |
| | b. | Teacher provide support and guidance if needed. | ✓ | |
| | c. | Students seem confident and try to use the language or material they are learning. | ✓ | |
| | d. | Teacher provides for students to do activities such as role-plays, discussions, debates, or creative speaking skills tasks. | ✓ | |
| | e. | Teacher given exercise to students about fluency in linguistic use through autonomous and more creative activities. | ✓ | |
| | f. | Teacher is guiding students through the process of language learning especially in speaking skills in a systematic and progressive manner. | ✓ | |
| | g. | Teacher provide feedback and evaluation of students work. | ✓ | |

Class 7C

CHECKLIST FOR OBSERVATION GUIDELINES

THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING SKILLS

Observer: Agista Oktia Setiara

Class : VII C

Day/Date: Wednesday, September 11th 2024

Topic: Introducing Self

School: SMPN 2 Rawasari

Time: 08.35 - 10.35

THE IMPLEMENTATION OF PPP LEARNING MODEL

| No | Indicator | Yes | No |
|----|--|--|--|
| 1. | <p>PRESENTATION PHASE</p> <p>The presentation phase in the PPP model is the stage where the Teachers introduces the new material to the student in a clear and structured manner, using a variety of relevant media and examples to aid understanding, Harmer (2007).</p> <ul style="list-style-type: none"> a. Teacher presents new language items to the students to learning speaking skills b. Teacher presents the material clearly and in a structured manner (e.g.: demonstrations, visuals, or written explanations) to support the development of speaking skills. c. Teacher uses appropriate learning media to explain the materials (e.g.: images, audio, video, powerpoint), which helps in learning students speaking skills d. Students then practice new language to learning speaking skills e. Teacher provides relevant and easy-to-understand examples to aid students in learning their speaking skills f. Students seem attentive and engaged during the presentation, which crucial for learning their speaking skills | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

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| 2. | <p>PRACTICE PHASE</p> <p>In the practical phase, students are given the opportunity to practice the material they have learned with the support and feedback from the Teachers, ensuring they are ready for the more independent production phase, Scrivener (2011).</p> <ul style="list-style-type: none"> a. Teacher provides opportunities for students to practice speaking skills using new language in controlled exercises or activities. b. Teacher given feedback about accuracy and understanding to students especially in speaking skills. c. Teacher given activities for students such as drills, exercises, games, or guided tasks that reinforce that target language in speaking skills d. Teacher helps students about internalize its form, meaning, and controlled practice of the target language given to the students in speaking skills. e. Teacher is practicing really plays a significant role in learning pronunciation, and then follow up by students. f. Students do exercises with guidance from teacher. g. Teacher provides feedback during the exercises. h. Teacher checks whether students understand the item presented. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
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| 3. | <p>PRODUCTION PHASE</p> <p>The production phase involves tasks that allow students to use new languages or skills independently and creatively, including projects and presentations, Richards and Rodgers (2014). Students are given the opportunity to use knowledge/materials independently.</p> <ul style="list-style-type: none"> a. Production activities allow for creativity and the free use of language. b. Teacher provide support and guidance if needed. c. Students seem confident and try to use the language or material they are learning. d. Teacher provides for students to do activities such as role-plays, discussions, debates, or creative speaking skills tasks. e. Teacher given exercise to students about fluency in linguistic use through autonomous and more creative activities. f. Teacher is guiding students through the process of language learning especially in speaking skills in a systematic and progressive manner. g. Teacher provide feedback and evaluation of students work. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
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CHECKLIST FOR OBSERVATION GUIDELINES

THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING SKILLS

Observer: Agustia Oktia Septiora
 Class : 7C
 Day/Date: Wednesday, September 18th, 2024
 Topic: Greetings
 School: SMPN 2 Rantau
 Time: 08.35 – 10.35

| THE IMPLEMENTATION OF PPP LEARNING MODEL | | | | |
|--|---|-----|----|--|
| No | Indicator | Yes | No | |
| 1. | PRESENTATION PHASE The presentation phase in the PPP model is the stage where the Teachers introduces the new material to the student in a clear and structured manner, using a variety of relevant media and examples to aid understanding, Harmer (2007). | | | |
| | a. Teacher presents new language items to the students to learning speaking skills | ✓ | | |
| | b. Teacher presents the material clearly and in a structured manner (e.g.: demonstrations, visuals, or written explanations) to support the development of speaking skills | ✓ | | |
| | c. Teacher uses appropriate learning media to explain the materials (e.g.: images, audio, video, powerpoint), which helps in learning students speaking skills | ✓ | | |
| | d. Students then practice new language to learning speaking skills | ✓ | | |
| | e. Teacher provides relevant and easy-to-understand examples to aid students in learning their speaking skills | ✓ | | |
| | f. Students seem attentive and engaged during the presentation, which crucial for learning their speaking skills | ✓ | | |

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| 2. | PRACTICE PHASE In the practical phase, students are given the opportunity to practice the material they have learned with the support and feedback from the Teachers, ensuring they are ready for the more independent production phase, Scrivener (2011). | | | |
| | a. Teacher provides opportunities for students to practice speaking skills using new language in controlled exercises or activities. | ✓ | | |
| | b. Teacher given feedback about accuracy and understanding to students especially in speaking skills. | ✓ | | |
| | c. Teacher given activities for students such as drills, exercises, games, or guided tasks that reinforce that target language in speaking skills. | ✓ | | |
| | d. Teacher helps students about internalize its form, meaning, and controlled practice of the target language given to the students in speaking skills. | ✓ | | |
| | e. Teacher is practicing really plays a significant role in learning pronunciation, and then follow up by students. | ✓ | | |
| | f. Students do exercises with guidance from teacher. | ✓ | | |
| | g. Teacher provides feedback during the exercises. | ✓ | | |
| | h. Teacher checks whether students understand the item presented. | | | ✓ |

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| 3. | PRODUCTION PHASE The production phase involves tasks that allow students to use new languages or skills independently and creatively, including projects and presentations, Richards and Rodgers (2014). Students are given the opportunity to use knowledge/materials independently. | | | |
| | a. Production activities allow for creativity and the free use of language. | ✓ | | |
| | b. Teacher provide support and guidance if needed. | ✓ | | |
| | c. Students seem confident and try to use the language or material they are learning. | ✓ | | |
| | d. Teacher provides for students to do activities such as role-plays, discussions, debates, or creative speaking skills tasks. | | | ✓ |
| | e. Teacher given exercise to students about fluency in linguistic use through autonomous and more creative activities. | ✓ | | ✗ |
| | f. Teacher is guiding students through the process of language learning especially in speaking skills in a systematic and progressive manner. | ✓ | | |
| | g. Teacher provide feedback and evaluation of students work. | ✓ | | |

Class 7D

CHECKLIST FOR OBSERVATION GUIDELINES

THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING SKILLS

Observer: Ajisya Duko Septiara

Topic: Introducing Self

Class : 7D

School : SMPN 2 Pawaia

Day/Date: Monday, September 2nd, 2024

Time : 10.10 - 12.10

THE IMPLEMENTATION OF PPP LEARNING MODEL

| No | Indicator | Yes | No |
|----|--|-----|----|
| 1. | PRESENTATION PHASE | | |
| | The presentation phase in the PPP model is the stage where the Teachers introduces the new material to the student in a clear and structured manner, using a variety of relevant media and examples to aid understanding, Harmer (2007). | | |
| | a. Teacher presents new language items to the students to learning speaking skills | ✓ | |
| | b. Teacher presents the material clearly and in a structured manner (e.g.: demonstrations, visuals, or written explanations) to support the development of speaking skills. | ✓ | |
| | c. Teacher uses appropriate learning media to explain the materials (e.g.: images, audio, video, powerpoint), which helps in learning students speaking skills | | ✓ |
| | d. Students then practice new language to learning speaking skills | ✓ | |
| | e. Teacher provides relevant and easy-to-understand examples to aid students in learning their speaking skills | | ✓ |
| | f. Students seem attentive and engaged during the presentation, which crucial for learning their speaking skills | ✓ | |

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| 2. | PRACTICE PHASE | | |
| | In the practical phase, students are given the opportunity to practice the material they have learned with the support and feedback from the Teachers, ensuring they are ready for the more independent production phase, Scrivener (2011). | | |
| | a. Teacher provides opportunities for students to practice speaking skills using new language in controlled exercises or activities. | ✓ | |
| | b. Teacher given feedback about accuracy and understanding to students especially in speaking skills. | ✓ | |
| | c. Teacher given activities for students such as drills, exercises, games, or guided tasks that reinforce that target language in speaking skills. | ✓ | |
| | d. Teacher helps students about internalize its form, meaning, and controlled practice of the target language given to the students in speaking skills. | ✓ | |
| | e. Teacher is practicing really plays a significant role in learning pronunciation, and then follow up by students. | ✓ | |
| | f. Students do exercises with guidance from teacher. | ✓ | |
| | g. Teacher provides feedback during the exercises. | ✓ | |
| | h. Teacher checks whether students understand the item presented. | | ✓ |

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| 3. | PRODUCTION PHASE | | |
| | The production phase involves tasks that allow students to use new languages or skills independently and creatively, including projects and presentations, Richards and Rodgers (2014). Students are given the opportunity to use knowledge/materials independently. | | |
| | a. Production activities allow for creativity and the free use of language. | ✓ | |
| | b. Teacher provide support and guidance if needed. | ✓ | |
| | c. Students seem confident and try to use the language or material they are learning | ✓ | |
| | d. Teacher provides for students to do activities such as role-plays, discussions, debates, or creative speaking skills tasks. | ✓ | |
| | e. Teacher given exercise to students about fluency in linguistic use through autonomous and more creative activities. | ✓ | |
| | f. Teacher is guiding students through the process of language learning especially in speaking skills in a systematic and progressive manner. | ✓ | |
| | g. Teacher provide feedback and evaluation of students work. | ✓ | |

CHECKLIST FOR OBSERVATION GUIDELINES

THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING SKILLS

Observer: Agista Oktia Septiara

Class : 7D

Day/Date: Thursday, September 15th, 2024

Topic: Introducing Self

School: SMPN 2 Rawasari

Time: 07.15 - 09.15

THE IMPLEMENTATION OF PPP LEARNING MODEL

| No | Indicator | Yes | No |
|----|--|--|--|
| 1. | <p>PRESENTATION PHASE</p> <p>The presentation phase in the PPP model is the stage where the Teachers introduces the new material to the student in a clear and structured manner, using a variety of relevant media and examples to aid understanding, Harmer (2007).</p> <ul style="list-style-type: none"> a. Teacher presents new language items to the students to learning speaking skills b. Teacher presents the material clearly and in a structured manner (e.g.: demonstrations, visuals, or written explanations) to support the development of speaking skills. c. Teacher uses appropriate learning media to explain the materials (e.g.: images, audio, video, powerpoint), which helps in learning students speaking skills d. Students then practice new language to learning speaking skills e. Teacher provides relevant and easy-to-understand examples to aid students in learning their speaking skills f. Students seem attentive and engaged during the presentation, which crucial for learning their speaking skills | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

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| 2. | <p>PRACTICE PHASE</p> <p>In the practical phase, students are given the opportunity to practice the material they have learned with the support and feedback from the Teachers, ensuring they are ready for the more independent production phase, Scrivener (2011).</p> <ul style="list-style-type: none"> a. Teacher provides opportunities for students to practice speaking skills using new language in controlled exercises or activities b. Teacher given feedback about accuracy and understanding to students especially in speaking skills c. Teacher given activities for students such as drills, exercises, games, or guided tasks that reinforce that target language in speaking skills. d. Teacher helps students about internalize its form, meaning, and controlled practice of the target language given to the students in speaking skills. e. Teacher is practicing really plays a significant role in learning pronunciation, and then follow up by students. f. Students do exercises with guidance from teacher. g. Teacher provides feedback during the exercises. h. Teacher checks whether students understand the item presented. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> |
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| 3. | <p>PRODUCTION PHASE</p> <p>The production phase involves tasks that allow students to use new languages or skills independently and creatively, including projects and presentations, Richards and Rodgers (2014). Students are given the opportunity to use knowledge/materials independently.</p> <ul style="list-style-type: none"> a. Production activities allow for creativity and the free use of language. b. Teacher provide support and guidance if needed. c. Students seem confident and try to use the language or material they are learning. d. Teacher provides for students to do activities such as role-plays, discussions, debates, or creative speaking skills tasks. e. Teacher given exercise to students about fluency in linguistic use through autonomous and more creative activities. f. Teacher is guiding students through the process of language learning especially in speaking skills in a systematic and progressive manner. g. Teacher provide feedback and evaluation of students work. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
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Appendix IX. The Script of Interview with the Teacher

QUESTION LIST FOR INTERVIEW TEACHER'S GUIDELINES
THE IMPLEMENTATION OF PPP LEARNING MODEL FOR SPEAKING
SKILLS

Interviewee : Mrs. Riesna Nur Hutami, S.Pd.

Interviewer : Agista Okta Septiara

Date : September 24, 2024

Time : 09.00 A.M-10.30 A.M

Place : SMPN 2 Rawalo, Banyumas

A. Presentation Phase

Q: Bagaimana Ibu mendefinisikan "fase presentasi" dalam konteks pengajaran keterampilan berbicara?

A: Mencontohkan dahulu, nanti barulah mereka mengikutinya, itu untuk presentasinya. Nah, kalau untuk penggunaan bahasanya, untuk di presentasi terutama materi speaking, kelas tujuh belum begitu dijelaskan secara detail.

Q: Mengapa fase presentasi dianggap penting dalam pengembangan keterampilan berbicara siswa?

A: Iya penting, karena kita harus mencontohkan dahulu, anak-anak akan merasakan kesulitan jika diperintahkan untuk langsung mempraktekkan berbicara atau mempraktekkan dialog, padahal belum ada contohnya.

Q: Cara apa yang Ibu gunakan untuk memperkenalkan materi bahasa baru selama fase presentasi?

A: Dengan cara memperkenalkan bahasa baru lalu diulangi beberapa kali.

- Q: Bagaimana Ibu memastikan bahwa penyampaian materi jelas dan menarik bagi siswa?
- A: Dijelaskan dalam konteks sehari-hari, kalau mereka masih belum paham artinya, maka peran guru memperkenalkan dan menjelaskan bahasa baru tersebut.
- Q: Media pembelajaran apa saja yang Ibu gunakan selama fase presentasi? Bisakah Ibu memberikan contoh spesifik?
- A: Kalau saya lebih senangnya menggunakan handout, tulisan dipapan tulis, lalu presentasi. Biasanya di LCD, namun sementara rusak, jadi saya print materinya.
- Q: Bagaimana media ini membantu siswa dalam memahami dan mempraktikkan keterampilan berbicara?
- A: Awal lihat tulisannya dahulu. Sembari saya handout dan presentasi, nanti saya menuliskan dipapan tulis, dari tulisan itu nanti siswa diajarkan cara membaca dan mengucapkan tulisan tersebut.
- Q: Bagaimana Ibu menjaga agar siswa tetap perhatian dan terlibat selama fase presentasi?.
- A: Dengan diajak interaksi dan komunikasi
- Q: Apakah Ibu menggunakan cara tertentu untuk memeriksa pemahaman siswa selama presentasi? Jika iya, teknik apa yang digunakan?
- A: Cara tertentu sih tidak, standar aja tentang tanya jawab
- Q: Bagaimana Ibu menyesuaikan penyampaian materi jika Ibu menyadari bahwa siswa kesulitan memahami materi?
- A: Dipelankan dan diulang sampai siswa paham.
- Q: Bagaimana Ibu bertransisi dari fase presentasi ke fase latihan dalam pembelajaran?
- A: Diberi contoh dulu, lalu setelah itu diberi latihan soal. Tapi latihan soalnya disesuaikan dengan kebutuhan siswa, tidak langsung tiba-tiba membuat dialog. Pasti ada melengkapi dialognya dulu atau menyusun dialog, baru terakhir membuat dialog

Q: Langkah-langkah apa yang Ibu ambil untuk memastikan bahwa siswa dapat menerapkan apa yang telah dipelajari dalam fase latihan?

A: Biasanya kalau saya piket menyambut kedatangan siswa disekolah, saya menanyakan seperti “Assalamuaikum, good morning”, “How are you today”. Dibiasakan seperti itu.

Q: Bagaimana Ibu mengevaluasi efektivitas fase presentasi yang Ibu lakukan?

A: Dengan cara refleksi, anak ditanya lagi tentang materi yang dipelajari

Q: Bagaimana Ibu menggunakan umpan balik dari siswa untuk memperbaiki strategi presentasi Ibu?

A: Menggunakan umpan balik dari siswa, dengan cara ditanya “tadi sudah jelas atau belum?”. Kalau semisal belum jelas atau lupa dengan apa yang saya ajarkan, saya tanya ke temannya, temannya dia membantu menjawab, sehabis itu saya tanya balik ke anak itu.

B. Practice Phase

Q: Bagaimana Ibu mendefinisikan "fase praktek" dalam konteks pengajaran keterampilan berbicara?

A: Siswa memperhatikan guru dulu, lalu guru mempraktekan dengan siswa, kalau langsung bicara sepertinya susah. Jadi anak-anak pasti disuruh untuk membaca dahulu. Dimulainya dari reading. Lalu listening dari gurunya, dan diulangi berulang-ulang oleh guru lanjut diikuti oleh siswa. Setelah itu mereka membaca sendiri, baru terakhir mereka praktek berbicara sendiri

Q: Mengapa fase praktek dianggap penting dalam pengembangan keterampilan berbicara siswa?

A: Karena ini konteksnya kan berbicara ya, kalau mereka tidak praktek berbicara terus bagaimana kita tahu bahwa mereka sudah bisa berbicara atau belum, pengucapannya sudah betul atau belum, intensinya bagaimana.

- Q: Metode atau teknik apa yang Ibu gunakan untuk melaksanakan fase praktek dalam pengajaran keterampilan berbicara?
- A: Mereka buat dialog, nanti dialog dengan kelompoknya, baru kalau sudah itu dibiasakan dengan dialog sama saya
- Q: Bagaimana Ibu memfasilitasi kegiatan praktek agar siswa dapat mempraktikkan keterampilan berbicara yang telah dipelajari?
- A: Fasilitasi waktunya terutama, diberi waktu, kebebasan mereka buat eksplor, nanti kalau ada yang tidak tahu baru mereka tanya.
- Q: Aktivitas praktek apa yang sering Ibu gunakan untuk melatih keterampilan berbicara siswa? Bisakah Ibu memberikan contoh kegiatan spesifik?
- A: Praktek berbicara seperti dialog dengan teman sebangku.
- Q: Bagaimana Ibu memastikan bahwa aktivitas praktek tersebut sesuai dengan tingkat kemampuan siswa dan tujuan pembelajaran?
- A: Sesuai dengan kemampuan siswa, dimulai dari yang paling mudah dahulu. Jangan tiba-tiba langsung ke bikin monolog gitu kan, itu terlalu banyak ya. Kalau satu-satu kan itu lebih mudah. Jadi setelah dialog baru ke monolog.
- Q: Bagaimana Ibu menjaga agar siswa tetap terlibat dan termotivasi selama fase praktek?
- A: Agar termotivasi terus libatkan mereka, diberi umpan balik, diberi apresiasi, diberikan kesempatan, jangan langsung dikucilkan atau dijudge macam-macam.
- Q: Apakah Ibu menggunakan cara tertentu untuk meningkatkan partisipasi siswa dalam aktivitas praktek?
- A: Sepertinya tidak, hanya sering diajak interaksi
- Q: Bagaimana Ibu memberikan umpan balik kepada siswa selama fase praktek? Apakah Ibu memberikan koreksi secara langsung atau melalui metode lain?

- A: Kalau praktek pasti langsung umpan baliknya secara verbal ya, diberikan kata-kata pujian agar siswa tetap semangat seperti good job, excellent.
- Q: Bagaimana Ibu membantu siswa untuk memperbaiki kesalahan dan meningkatkan keterampilan berbicara mereka?
- A: Dengan cara memfasilitasi mereka, kita dengarkan dahulu mereka ngomongnya gimana, jangan dipotong, nanti diperbaiki kalau masih ada yang salah.
- Q: Bagaimana Ibu menyesuaikan kegiatan praktek jika siswa menunjukkan kesulitan dalam memahami atau menerapkan keterampilan berbicara?
- A: Fase praktek kan tidak boleh langsung praktek juga ya, udah latihannya dulu, diberi waktu mereka untuk latihan. Kalau ada yang masih kesusahan, silakan ditanyakan, dicek dulu, baru nanti mulai ke penilaian atau ke prakteknya. Kalau ada yang tidak tau silakan ditanyakan.
- Q: Bagaimana Ibu mengevaluasi kemajuan siswa selama fase praktek?
- A: Selama fase praktek, dilihat dari yang tadinya bicaranya masih belum betul pengucapannya. Seperti pada pengucapan "live" "name"
- Q: Metode penilaian apa yang Ibu gunakan untuk mengukur keterampilan berbicara siswa?
- A: Pakai rubrik. Misal, rubrik kalau satu berarti masih banyak pengucapan-pengucapan yang salah. Kalau dapat nilainya dua berarti hanya beberapa yang salah. Tapi intonasinya masih belum sempurna.

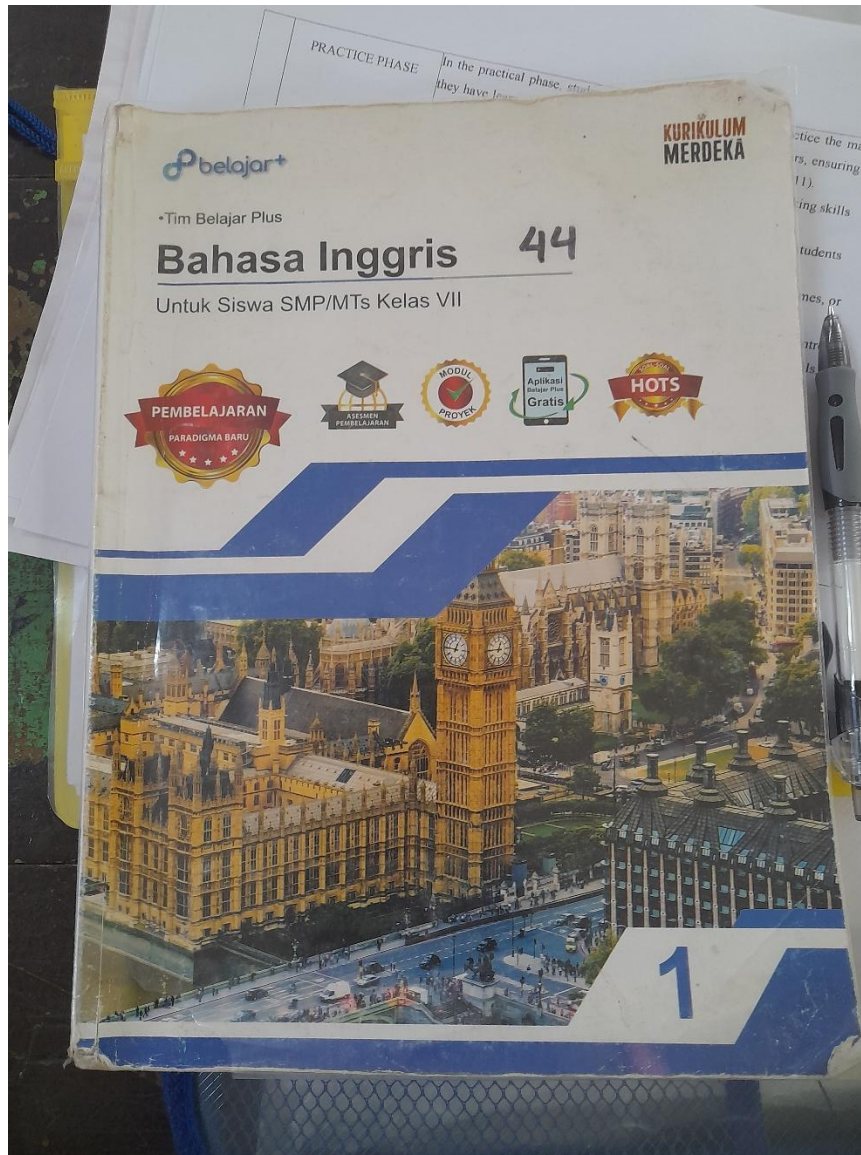
C. Production Phase

- Q: Apa yang Ibu pahami tentang "fase produksi" dalam konteks pengajaran keterampilan berbicara?
- A: Produksi itu kan tidak harus dalam bentuk benda ya, mereka memproduksi atau membuat dialog, mereka buat monolog, itu dalam bentuk tulisan, nanti dipraktikkan langsung atau dalam bentuk video.

- Q: Mengapa fase produksi penting dalam pengembangan keterampilan berbicara siswa?
- A: Supaya kita bias lihat kemampuannya mereka, seberapa pahamnya mereka dalam fase produksi
- Q: Metode atau teknik apa yang Ibu gunakan untuk melaksanakan fase produksi dalam pengajaran keterampilan berbicara?
- A: Mereka buat dialog secara individu, baru kalau sudah diucapkan hasil dari dialog tersebut.
- Q: Bagaimana Ibu membantu siswa untuk menerapkan keterampilan berbicara yang telah mereka pelajari dalam fase produksi?
- A: Fasilitasi waktunya terutama, lalu diberi waktu kebebasan mereka untuk membuat dan mengeksplor, nanti kalau ada yang tidak tahu baru mereka tanyakan kepada saya.
- Q: Aktivitas produksi apa yang sering Ibu gunakan untuk melatih keterampilan berbicara siswa? Bisakah Ibu memberikan contoh kegiatan spesifik?
- A: Membuat dialog berdasarkan materi yang dibahas, lalu dikumpulkan untuk dibahas diminggu depan
- Q: Bagaimana Ibu memastikan bahwa aktivitas produksi tersebut memungkinkan siswa untuk berlatih berbicara secara efektif?
- A: Dengan cara anak ditugaskan membuat video dan diupload di social media
- Q: Bagaimana Ibu memastikan siswa tetap terlibat dan termotivasi selama fase produksi?
- A: Terus diajak interaksi dan komunikasi, terutama anak-anak yang duduk dibagian belakang.
- Q: Apakah Ibu menggunakan cara khusus untuk mendorong siswa berbicara dengan percaya diri dan aktif berpartisipasi?
- A: Dengan cara diulang-ulang pengucapan yang sekiranya siswa sulit untuk memahami.

- Q: Bagaimana Ibu memberikan umpan balik kepada siswa setelah mereka menyelesaikan aktivitas produksi? Apakah Ibu memberikan koreksi secara langsung atau melalui cara lain?
- A: Saya akan melihat hasil tulisan mereka, tidak langsung dikoreksi, tapi dikumpulkan setelah pelajaran selesai. Biasanya saya menggunakan kalimat-kalimat pujian, seperti “Good job”, “Very good”, “Okey, that’s right”.
- Q: Bagaimana Ibu membantu siswa memperbaiki kesalahan mereka dan meningkatkan keterampilan berbicara melalui umpan balik?
- A: Dengan cara mengulangi terus pengucapannya, tetap memberi semangat, dan membenarkan pengucapan mereka yang masih keliru.
- Q: Bagaimana Ibu menyesuaikan kegiatan produksi jika siswa mengalami kesulitan dalam berkomunikasi?
- A: Dibiasakan berdialog dengan siswa diluar jam pelajaran, seperti pas istirahat, bertemu dijalan.
- Q: Bagaimana Ibu mengevaluasi hasil produksi siswa dalam fase ini?
- A: Dengan cara diberi motivasi, mereview apa yang telah diproduksi siswa seperti dialog, dan memberikan kesempatan kepada siswa untuk memperbaiki kesalahan penulisan dialog tersebut.
- Q: Metode penilaian apa yang Ibu gunakan untuk mengukur keterampilan berbicara siswa selama fase produksi?
- A: Masih sama dengan sebelumnya yaitu rubrik, namun biasanya siswa ditugaskan untuk membuat video untuk melihat tingkat kreativitas mereka, seperti ketepatan waktunya, pengucapannya, ekspresinya.

Appendix X. Teacher's Teaching Module





Hello, good morning!

Riesna Nur Hutami, S.Pd.



What do you say when you meet people?

Greetings and Leave-taking

| Expressions | Responses | Expressions | Responses |
|----------------|----------------|------------------|------------------|
| Hello | Hello | See you | See you |
| Hi | Hi | See you again | See you again |
| Good morning | Good morning | See you tomorrow | See you tomorrow |
| Good afternoon | Good afternoon | Bye | Bye |
| Good evening | Good evening | Goodbye | Goodbye |
| How are you? | I'm fine | Good night | Good night |



Introducing Others.pdf
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Exercise 3

Complete the dialogue! (Lengkapi dialog di bawah!)

gunakan: I/you/they/we/he/she/it/you/their/our/your/his/her/its

Tiara: Hi, Lulu. I want you to meet ... (1) brother. ... (2) name is Tora. Tora, ... (3) is my best friend. ... (4) name is Lulu.

Lulu: Hello, Tora. I am Lulu.

Tora: Hi. ... (5) name is Tora. Nice to meet you.

Lulu: Nice to meet you too, Tora.

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Exercise 2

Complete the dialogue! (Lengkapi dialog di bawah!)

• Tika •

Imel: Good morning, Mrs Rajes.

Mrs Rajes: Good morning, Imel. This is ... (1) daughter. ... (2) name is Kayara. Kayara, ... (3) is my student. ... (4) name is Imel.

Imel: Hello, Kayara. ... (5) name is Imel. Great to meet you.

Kayara: Hi, Imel. I am Kayara. Great to meet you too.

Let Me Introduce Myself

- Hi, my name is ...
- I come from ... (country)
- I live in ... (city)
- I'm ... (age)
- There are ... people in my family. They are ...
- I'm a student at ...
- My major is ... (majors)
- My favorite subject is ... (subjects)
- My hobbies are ...
- In my free time, I also enjoy ... (sports)
- I (don't) like/ dislike/ hate ...
- My favorite food/ drink is ...
- I like ... (movies)
- My favorite singer/ band is ...
- I sometimes go to ... (places), I like it because ...
- I study English because ...
- I've been learning English for/ since ...
- I would like to be a/ an ... (jobs) because ...



Sports

- Volleyball
- Badminton
- Tennis
- Yoga
- Cycling
- Running
- Fishing
- ...

Jobs

- Teacher
- Nurse
- Secretary
- Manager
- Cleaner
- Builder
- Engineer
- Waiter
- Doctor
- ...

Hobbies

- Reading books/ newspapers
- Playing computer games
- Surfing the Internet
- Collecting stamps/ coins
- Playing badminton/ tennis
- Listening to music
- Go shopping/ camping
- Chatting with best friends
- ...

Movies

- Action
- Comedy
- Romance
- Horror
- Drama
- Thriller
- Cartoons
- ...

Because

- I have had a beautiful memory here.
- This is one of the most beautiful places I have visited.
- I can relax there.
- It's very important and necessary.
- I love to improve my English skills.
- I want to learn more about this language.
- I love this job.

Subjects

- Physics
- Math
- Music
- Science
- Biology
- English
- Geography
- ...

Tell me more about you!



Answer the following questions:

- 1 What is your name?
- 2 How old are you?
- 3 When is your birthday?
- 4 Where do you come from?
- 5 Where do you live?
- 6 Have you got any siblings?
- 7 How large is your family?
- 8 What do you do for a living?
- 9 Which are your hobbies?
- 10 What are you good at?
- 11 What kind of music do you listen?
- 12 What kinds of sport do you like?
- 13 What is your favourite food?
- 14 What kind of movies do you like?
- 15 Who is your favourite actor?
- 16 How do you spend your holidays?

siblings = brothers and sisters

to do for a living = to have a job

be good at = to have the ability to do certain things very well.
Ex. He is good at fixing things around the house.

Music
rock, pop, hip-hop, jazz, electronic, country, rap, classical, heavy metal, punk, folk, soul

Movies
action movie
comedy
romantic comedy
horror movie
sci-fi movie
fantasy movies
historical movies
documentaries
thriller
animated / cartoons

Holidays: at the seaside, on the mountain, camping, in a ski resort, in the countryside, abroad, travelling, cruising

Great!

ISLCollective.com

Tell me more about you!



Appendix XI. Documentations



Observation in Class 7A on Friday, September 19, 2024



Observation in Class 7A on Tuesday, September 24, 2024



Observation in Class 7B on Tuesday, September 03, 2024



Observation in Class 7B on Thursday, September 12, 2024



Observation in Class 7C on Wednesday, September 11, 2024



Observation in Class 7C on Wednesday, September 18, 2024



Observation in Class 7D on Tuesday, September 02, 2024



Observation in Class 7D on Thursday, September 05, 2024

Appendix XII. Curriculum Vitae

CURRICULUM VITAE

A. Personal Identity

1. Name : Agista Okta Septiara
2. Student ID Number : 2017404144
3. Date and Place of Birth : Banyumas, October 13, 2024
4. Gender : Female
5. Address : Sidamulih RT 02/05, Kec. Rawalo, Kec.
Banyumas
6. Email : agistaokta10@gmail.com
7. Father's Name : Nartim
8. Mother's Name : Mutingah

B. Educational Background

1. SD/MI : SDN 2 Sidamulih
2. SMP/MTs : SMPN 2 Rawalo
3. SMA/MA : SMAN 1 Jatilawang
4. S1 : UIN Prof. K.H. Saifuddin Zuhri
Purwokerto

C. Organization Experience

1. 2015-2016 : OSIS SMPN 2 Rawalo
2. 2020 : Research Volunteer Lecturer

Purwokerto, December 06, 2024



Agista Okta Septiara

S.N 2017404144