THE EFFECT OF PRESENTATION, PRACTICE AND PRODUCTION (PPP) METHOD ON STUDENTS’ WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE STUDENTS OF SMKS TAMAN SISWA LUBUK PAKAM 1 IN ACADEMIC YEAR 2019/2020

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Abstrak

PPP method is the simple way to teach foreign language, especially in communicative classroom. As the named, PPP consists of three steps they are presentation, practice and production. The objective of this research is to find out whether the significant effect of PPP method on students’ writing writing descriptive text at the First Grade Students of SMKS Tamansiswa Lubuk Pakam 1 in the Academic year of 2019/2020. Based on review of related theories and theoretical framework, the hypothesis of this research is there is a significant effect of PPP method on students’ writing descriptive text at the First grade of SMKS Tamansiswa Lubuk Pakam 1 in the Academic year of 2019/2020. They are divided into two groups. Each group contains 26 students. This research used random sampling technique to take the samples. The instrument used in this research is test. The type of test used is multiple choices with 5 options (A, B, C, D or E). The number of the test is 20 items done in 35 minutes. The researcher conducted try out test on 30 students who have the same ability with research samples to determine the validity and reliability of the test instrument. Data analysis is tested by using t-test, to test the average difference of two groups. The t-table is 1.675 the α 5% significance level and degrees of freedom df= 26 + 26 – 2 = 50. And for t-test the value is 3.285 so, t-test is higher than t-table (3.285>1.675). The calculation data obtained alternative hypothesis of this research is accepted. Based on the result of this study, it is concluded that the effect of PPP method is giving significant effect to students’ writing descriptive text at the First Grade Students of SMKS Tamansiswa Lubuk Pakam 1 in the Academic year of 2019/2020. After doing the research, the researcher has some suggestions to improve the students’ writing ability such as the teacher should be used many medium to attack students’ attention and the teacher might develop the PPP method by variant activities such as combine the PPP method with games or role-plays.

Keyword : Presentation, Practice, Production (PPP) Method, Students’ Writing Descriptive Text.

PRELIMINARY

In this section, the writer focuses on Writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written. Writing is the most difficult language skills. It requires complex thinking. In writing process we always involve thinking skill and creative
skill. Not only that, but also it is supported by right rules. It also considered as the most complicated language skill to be learned, compared to other language skills. Writing is a skill that is required in written communication. A good writing is not always easy and may be a challenge even for the best students. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Beside that, we also have to use a compatible tense to express an event in certain time.

The writing is one important skill that should be known and mastered by the students. "If we take a look at the teaching learning process at schools, writing is difficult to be learned by students but it is important for them which especially in mastering short functional text. One kind of short functional texts that students have to mastered is descriptive text.

By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus, in writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch. Anderson & Anderson add that descriptive text is different from information reports because they described a specific subject rather than general group.

Based on the researcher observation at SMK Swasta MADANI Marindal, The students were not interest and looked bored in english class, some of them noisy and did another activity, rather than paid attention and explanation to the teacher. Besides, the students were also passively involved in teaching and learning process. Many of them can’t wrote a text well especially descriptive text. They got the difficulties to start to write descriptive text and they also less vocabulary.

**METHODOLOGY**

To know the instrument is valid or not, the researcher used the External validity. Validity of the test which used in the research could be established using abbreviations of product moment correlation. The researcher used external validity because researcher would use variants method to calculate the data. In the external validity the researcher only compared the result of students’ questionnaire score with the other score with the same degree. Therefore, the researcher did not analyze the data item by item. The formulation is:
The calculation of the correlation coefficient are interpreted using the classification criteria from Guilford, that is:

<table>
<thead>
<tr>
<th>Validity Coefficient Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Validity coefficient</strong></td>
</tr>
<tr>
<td>0.90 – 1.00</td>
</tr>
<tr>
<td>0.70 – 0.90</td>
</tr>
<tr>
<td>0.40 – 0.70</td>
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<tr>
<td>0.20 – 0.40</td>
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<td>0.00 – 0.20</td>
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<td>0.00</td>
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</tbody>
</table>

Reliability of the test

The research used internal reliability since this research need analysis, collecting data and interpretation. Furthermore, in internal reliability the researcher should analyze items by items of students’ writing test. The researcher calculated the data by variant method to create the data clearly. To know the test reliable or not, the research used internal reliable by correlate with product moment. The formulation is:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \{n \sum y^2 - (\sum y)^2\}}$$

Notes:

- $r_{xy}$ = Coefficient of correlation between variable X and Y
- $n$ = Number of respondent
- $x$ = The item score
- $y$ = The total score
- $x^2$ = Quadratic number of x
- $y^2$ = Quadratic number of y
- $xy$ = The number of times variable x and y
- The result of the calculation of the correlation coefficient are interpreted using the classification criteria from Guilford, that is:

- $0.90 – 1.00$: very good
- $0.70 – 0.90$: Good
- $0.40 – 0.70$: Normal
- $0.20 – 0.40$: Poor
- $0.00 – 0.20$: very poor
- $0.00$: not valid
n = The students
x = Odd total score
y = Even total score
x^2 = Quadrate number of x
y^2 = Quadrate number of y
xy = Number of times Variable X and Y
r_{1/2} = Index correlation between two-half instruments

To get an index reliability of instrument, it should use the formulation bellow:

\[ r_{11} = \frac{2r_{11} \sum \bar{X} \bar{Y}}{1 + r_{11} \sum \bar{X} \bar{Y}} \]

Notes:
\( \Gamma_{11} \) = Reliability of instrument
\( r_{1/2} \) = Index correlation between two-half instrument

The result of the calculation of the reliability coefficient are interpreted using the classification criteria from Guilford, that is:

<table>
<thead>
<tr>
<th>Reliability coefficient</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.40</td>
<td>Very low</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>0.40 – 0.60</td>
<td>Normal</td>
</tr>
<tr>
<td>0.60 – 0.80</td>
<td>High</td>
</tr>
<tr>
<td>0.80 – 1.00</td>
<td>Very high</td>
</tr>
</tbody>
</table>
RESEARCHING FINDING AND DISCUSSION

The Analysis of the Validity

The researcher used External Validity to find the result of Instrument Test. And to find the data the researcher used Ms. Excel 2007. After that the researcher found that x (The item score of questionnaire test) = 43, y (The total score of try-out test) = 333, \( x^2 \) (Quadrate x) = 16, \( y^2 \) (Quadrate y) = 3881, xy (The number of times variable x and y) = 207 and n = 30 students. The researcher calculated the data as follows:

\[
 r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}} 
\]

\[
 r_{xy} = \frac{(15 \times 1054) - (43 \times 334)}{\sqrt{15 \times 145 - (43)^2 - 15 \times 8230 - (334)^2}} 
= \frac{15 \times 1054 - (43 \times 334)}{15 \times 145 - (43)^2 - 15 \times 8230 - (334)^2} 
= \frac{(2175 - 1849) \times (123450 - 111556)}{1448} 
= \frac{326 \times 11894}{1448} 
= \frac{3877444}{1448} 
= \frac{1969122}{1448} 
= 0.735 
\]

The result of external validity is 0.735 with n = 15 and \( \alpha = 5\% \) that r-table was 0.514. It proved that the result of the \( r_{xy} \) was higher than r-table (0.735 > 0.514). Which is included in the category high correlation (good) and can be said the research is valid.

The Analysis of the Reliability

The researcher used internal reliability to find the result of Instrument Test. And to find the data the researcher used Ms. Excel 2007. After that the researcher found that x (Odd total Score) = 185, y (Even total Score) = 148, \( x^2 \) (Quadrate x) = 1201, \( y^2 \) (Quadrate y) = 782, xy (Number of times variable x and y) = 949 n = 30 Students.

\[
 r_{1\ 2} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}} 
\]

\[
 r_{1\ 2} = \frac{15 \times 2032 - (165)(169)}{\sqrt{(15 \times 2005 - (165)^2)(15 \times 2161 - (169)^2)}} 
= \frac{15 \times 2032 - (165)(169)}{30480 - 27885} 
= \frac{15 \times 2032 - (165)(169)}{\sqrt{(30075 - 27225)(32415 - 28561)}} 
= \frac{15 \times 2032 - (165)(169)}{2595} 
= \frac{2850 \times 3854}{2595} 
= \frac{10983900}{2595} 
\]
After that the researcher continued to calculate the data as follows:

\[ r_{11} = \frac{2r_{11} \frac{S_1^2}{n_1} + r_{11} \frac{S_2^2}{n_2}}{1 + r_{11} \frac{S_1^2}{n_1} + r_{11} \frac{S_2^2}{n_2}} = \frac{2 \times 0.782}{1 + 0.782} = \frac{1.564}{1.782} = 0.877 \]

The result of internal reliability is 0.877. With \( n = 15 \) and \( \alpha = 5\% \) that \( r_{11} \) table was 0.514. It proved that the result of the \( r_{11} \) was higher than \( r_{11} \) table (0.877>0.514). Which is included in the category very high and can be said the research is reliable.

**Variants**

To find out the united deviation standard both of class, the researcher used the united variant. The formula as follows:

\[ S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} = \frac{(26 - 1)67.3 + (26 - 1)44.8}{26 + 26 - 2} = \frac{(25 \times 67.3) + (25 \times 44.8)}{26 + 26 - 2} = \frac{1682.5 + 1120}{50} = \frac{2802.5}{50} = 56.05 \]

From the data above, the value of united variant of class 1 and class 2 were 56.05.

Furthermore, the value of united standard deviation (S) is \( \sqrt{56.05} = 7.4 \)

then the researcher tested the data by used t-test:

**T-Test**

A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features. A t-test looks at the t-statistic, the t-distribution values, and the degrees of freedom to determine the probability of difference between two sets of data.
Based on the data, the T-test value is 3,285. Then, the researcher consulted it to t-table with n= 32, α5% significant level and degree freedom (dfk)= 26+26 -2 =50 and t-table is 1,675. It proved that the result of the t-test is higher than t-table (3,285>1,675). Which is there is a significant effect from the two groups.

CONCLUSION AND SUGGESTION

Conclusion

Based on the explanation which had been described in the previous chapter that this research aimed to find out whether there is a significant effect of Presentation Practice and Production (PPP) method on students’ writing descriptive text ability in the first grade students (An Experimental Research in SMK S Taman Siswa Lubuk Pakam 1 in the Academic Year of 2019/2020).

According to the results of data which has written in chapter IV. The result of mean score in experimental class is 74,2 and in control class is 69,6. Furthermore, the result tested using t-test formula, degree if freedom (df) 50 and level of significance 5%. Obtained by the t-table value 1,675.Thus t_test> t_table (3,285> 1,675).

It showed that the hypothesis of research (Ha) is accepted and null hypothesis (Ho) is rejected. Hence, the mean score of students who gave the treatment by PPP method are more better than the mean score of students who did not give the treatment by PPP method. The
researcher concluded that “there is a significant effect of using PPP method on students writing descriptive text ability”.

SUGGESTIONS

From the conclusion above, the researcher presented some suggestions they are; (1) As motivator, teachers should be create well condition to improve communicative learning process. (2) Teacher should use many medium to attack students’ attention. (3) Teacher as facilitator to guide the students in the class, as the model to solve the problems, as friend to share with students in other hand the teacher as one of factor to determine education to be success.

Moreover, movie media in PPP method can be help the students feel interested in learning English and encourage themselves in mastering descriptive text without worries of making mistakes. However, PPP method is recommended to teach the students in the classroom. The teacher might develop the PPP method by the variant activities which are easy to apply in the classroom such as combine the PPP method with games, debates, or role-plays.

In brief, PPP method is favorite method in teaching learning process until now. Nowadays, the development of PPP method is always raising. PPP method is suitable method to combine with the games in teaching English in every academic school.

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