



## The Effect of “Presentation, Practice, Production” (PPP) Method on Student Speaking Skill by Using Power Point at XI MIPA Grade

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### Abstract

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*This study aims to determine the effect of the scramble learning model with the help of Power point on the students of class XI MIPA to understand the food subsection material. In addition, it also has the intention of informing students' conditions when using the Presentation, practice, production (PPP) learning model assisted by Power point learning media compared to Discovery learning models. This study uses a quantitative research method with a descriptive approach. So that the results obtained in the form of data that is processed in the form of a description. In addition, the data collection used is observation and interview techniques. The research population that became the object of research in this case were students of class XI MIPA 4 SMAN Pakusari, totaling 32 people. Based on the results of the research that has been carried out, positive responses were obtained from students and students who have been interviewed by researchers. Presentation, practice, production (PPP) learning models with the help of Power point here, get the results of student satisfaction in the learning obtained. From 8 informants who were randomly selected by the researchers, the results showed that the Presentation, practice, production (PPP) learning model gave them enthusiasm in learning, made it easier for students to understand the material and gave them new insights about the material being studied. With this, the Presentation, practice, production (PPP) learning model with the help of Power points has a positive influence on the students' enthusiasm for learning and makes it easier for them to understand the material being studied.*

**Keywords:** Power point, Presentation, practice, production (PPP) Model Learning, Student Learning Outcomes.

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## INTRODUCTION

In Indonesia, Education is the main human need to support the increasing improvement of human resources (HR) in Indonesia. increase in the education sector. This is also conveyed in article 34 of Law No. 20 of 2003 concerning the National

Education System. This article mentions the provisions of the compulsory education program recommended by the government. The central government and regional governments jointly guarantee the implementation of minimum compulsory education at the basic education level without charging fees. Compulsory education here is a state responsibility which is carried out by each educational institution, both the central government, regional government and the community. Basic education in question is in the form of Elementary Schools



(SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms as well as Junior High Schools (SMP) and Madrasah Tsanawiyah (MTS) or other equivalent forms.

Appropriateness of the use of learning tools with the needs of students in a lesson, is the key to the effectiveness or success of educators in bringing students to the goals to be achieved. The selection of learning devices such as methods, models and approaches in learning is very much a reference in the ongoing learning process. This is a teacher's job.

In choosing learning tools that support students to be more active in the classroom. One factor that strongly supports the success of learning is the learning model used by the teacher. The learning model is a conceptual framework that can describe a systematic learning process in organizing learning to achieve certain learning goals. The function of the learning model is as a guide for teachers and teachers in carrying out learning (Shoimin, 2019).

The learning model used by the teacher determines the activeness of students during learning. Learning that makes students active one of which is using a model with a pattern that is liked by students. One pattern of learning models that is preferred and makes students more active in the learning process is learning while playing, learning while observing the environment or study tours and many more. Learning often becomes a frightening view in the minds of students, because looking at a word learning is reading and boring.

Therefore, it is necessary to develop learning models that can arouse students' enthusiasm for learning and change the mindset of boring learning to be fun. Presentation, practice, production (PPP) learning model is a model with learning patterns assembling and composing words, sentences, or paragraphs, talk and discussion with group system. Presentation, practice, production (PPP) is a learning model that gives the impression of learning while playing. Thus, the Presentation, practice, production (PPP) learning model will make students more active in playing, but still in the context of learning about certain material.

The Presentation, practice, production learning model also really helps students when learning to understand material that is quite heavy, such as material whose model must remember vocabulary, characteristic or sentences orally creatively An interesting learning model certainly cannot be separated from the media that the teacher uses. Learning media can be in the form of facilities and infrastructure that support the success of learning to be achieved. Like a house, the media is the door or the way to the house, the effectiveness or not of the learning model used by the teacher also depends on the learning media used. Media is all forms of tools used in the process of distributing or conveying information (Asnawir, 2022).

We can interpret learning media as a supporting tool or carrier of information messages between teachers and students or vice versa. In its use in the learning process, we can use learning media individually or in groups. Learning media that teachers often use are divided into three, visual media, audio media and audiovisual media. Every type of learning media have different characteristics or abilities, this is adjusted to the needs of what the teacher wants. Lots of learning media that can help the effectiveness of the learning model used by teachers, one of which is Power Point.

Power Point is a supporting application for making presentations in the form of interactive presentation slides so that material can be displayed more effectively and professionally. Power Point is usually used to collaborate with learning models that have a pattern of learning to play, or competition. PowerPoint learning media contains a lot of information, just like other learning media such as posters, hand-outs, and pictures. So this media has the disadvantage that it can only be collaborated with several learning models. One suitable learning model to collaborate with this media is Presentation, practice, production (PPP).

Faisal Hasibuan emphasized that the scramble learning model is a model that has an impact on students being active during the learning process. This is evidenced by the results of his research in 2019 entitled the effectiveness of the Presentation, practice, production (PPP) method in learning English at SMA Negeri Kota Bima.

There is a learning model Presentation, practice, production (PPP) in learning English at SMA Negeri Kota Bima. The existence of the Presentation, practice, production (PPP) learning model in learning encourages a paradigm shift. Learning carried out by the teacher with the students will be oriented towards student activities. This means that the student center is truly realized by using the Presentation, practice, production (PPP) method.

In addition to the Presentation, practice, production (PPP) learning model that can have an active impact on students during the learning process, the Presentation, practice, production (PPP) learning model can have a major influence on student learning outcomes. According to Nurgiyantoro (2010: 422–423), writing ability can be assessed by tests. In general, people's activities in producing language are not solely aimed at the productivity of the language itself, but because there is something to be communicated through language. The task of writing should not be solely the task of choosing and producing language, but how to express written language tools appropriately. In accordance with the research conducted.

Faisal Hasibuan (2019). In the study, the value of  $t_{count} > t_{table}$  ( $2.718 > 2.201$ ), concluded that student scores changed after being given the Presentation, practice, production (PPP) learning model. With the use of learning models Presentation, practice, production (PPP) learning, student learning outcomes will increase because students are trained to use their memory, concentration and understand learning quickly while playing.

Regardless of the sources of research that have been carried out by other people above, this study focuses on 3 things that researchers consider important to analyze. These 3 things include 1). How is the student's active response to the Presentation, practice, production (PPP) learning model? with the help of Power point, 2). How does the response of students' experiences to the Presentation, practice, production (PPP) learning model assisted by Power point, 3). How are student learning outcomes using the Presentation, practice, production (PPP) learning model assisted by Power point.

With the focus of this study, providing researchers' views and making it easier for them to get results which are the main goal of the description above, the researcher wants to analyze the Presentation, practice, production (PPP) learning

model in order to find out whether the Presentation, practice, production (PPP) model can provide enthusiasm and active students in the learning process. According to Harmer (2001:80), there are three stages of applying the PPP technique (Presentation, Practice, and Production) as follows:

The presentation begins with the teacher introducing the material to students. The teacher explains in detail the next activity that will be carried out by students. then students must pay close attention to what is explained by the teacher

Practice here is intended as an exercise in which students will be given activities and have many opportunities to practice aspects of the new language. Students will start discussing with their group mates where the teacher only provides limited assistance. The teacher also provides the much needed support and encouragement.

This is the final stage of the PPP technique. In this stage students will use language in context, and in activities prepared by the teacher who will provide minimal assistance. Students will present what has been discussed in front of the class. The researcher hereby takes the research title "The effect of Presentation, Practice, Production (PPP) On Student Speaking Skills By Using Power Point at XI Science Grade.

## **METHODS**

The research method used in this study is a quantitative experimental design method. Quantitative research experimental design method used to determine the effect of the independent variable (treatment) on the independent variable in controlled conditions. Pollard (2008:22) states that PPP stands for presentation, practice, and production. This is a fairly traditional way of structuring lessons that was popular throughout the 1918s. This proved useful at a lower level and is still widely used today. Presentation involves, as the name suggests, presenting a point of language. This is usually done by the teacher. Presentations may be similar to an audio-language approach through the use of pictures and focus on learning.

It can also be achieved through explanation and demonstration. Practice refers to control practice, it involves students using the target language in a controlled way. this may involve practice, controlled written and spoken activities, and repetition. Production refers to free practice in which students use the target language in their own sentences. They may also combine it with other languages they know.

Based on the definition above, presentation, practice and production (PPP) are very effective in getting students to improve their skills in the learning process, be it the ability to compose, write or speak. The more often students train their writing skills, the more students can master the application of good and effective language. Ideas or ideas possessed by students often do not appear during the thinking process because of a lack of them feedback so that students often wait a long time to come up with ideas that are in their minds.

Through the application of PPP techniques (Presentation, Practice, and Production) students begin to open their eyes to the media provided. This can motivate students to improve their writing skills through Power point. Students

can pour new ideas to describe the themes that have been given by the teacher. Students can also share or channel the ideas they have got to their classmates.

Data collection using observation and interview techniques was carried out to become the main factor supporting this discussion, so that it can be described as a whole and can be understood clearly. In this type of observation the researcher sees or listens to certain social situations without active participation in them (Emzir, 2012). Interviews are the process of searching and collecting data for extracting sources to be studied. In-depth interviews were conducted face-to-face between researchers and informants to obtain an expected goal. The informants or informants that the researchers took were 6 people randomly selected in the group. The 6 people consist of 4 students and 2 students.

The research population that the researchers tested were students of class XI MIPA 4 of Pakusari Senior High School or SMA Negeri, totaling 32 people. 32 people will be given lessons with the Presentation, practice, production (PPP) model at the same time and place. This is to give the impression to students to work together in groups, creative, responsible and honest. The activeness of the population that the researchers tested will also affect the effectiveness of the learning model and media used.

The data analysis technique taken by the researcher is using the Miles and Huberman analysis technique.

## RESULTS & DISCUSSION

### Results

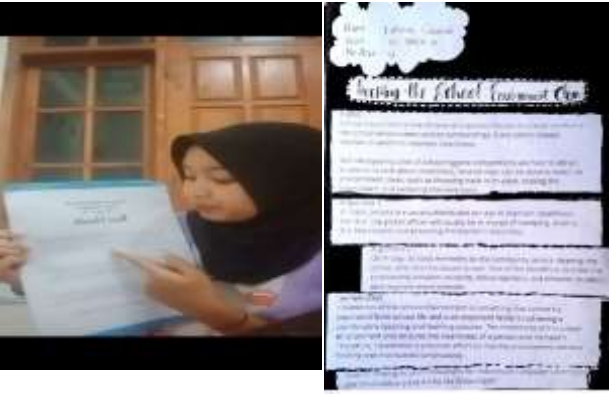

Presentation, practice, production (PPP) learning model. assisted Power point is an innovation developed by researchers in their research to have a positive impact on the sustainability of education. One of the developments carried out by researchers is the Power point learning media which is collaborated with the learning model. The effectiveness of the learning model can also be determined by the learning media chosen by the teacher. Therefore, Power point is used to help the Presentation, practice, production (PPP) learning model. conducted by researchers.

No.	Time	Description
1.	Wednesday, October 6, 2022	Preparation and preparation of materials needed in the learning process "Presentation, Practice, Production (PPP)" (Reading Comprehension Sentences that have been cut off, Sheets student work)
2.	Thurstday, November 3, 2022	Implementation of Observations to class XI MIPA 4 SMAN Pakusari is carried out directly in the field.
3.	Thurstday, October 12, 2022	Preparation of RPP Model Design Learning "Presentation, Practice, Production (PPP)" with the help of Reading Comprehension
4.	Wednesday, November 1, 2022 - Monday, November 8, 2022	Implementation of the trial of the learning model with the help of "Presentation,Practice, Production (PPP)" with the help of flashcards in class XI MIPA 04 SMAN Pakusari totaling 32 students

**Table 1** Description of Planning and Implementation of the application of the "Presentation, Practice, Production (PPP)" learning model assisted by Power Point media trials

No.	Time	Description
1.	Wednesday, November 9, 2022	Collecting data with interview techniques to get the desired data between researchers and informant.

**Table 2** Implementation of interview sessions between researchers and informants

Description	Picture Production
<p>The picture beside is the result of Media Power Point Learning developed by researchers and themed Text Exposition Analysis. Picture that used is the work of students in the form of sheets text exposition news work. Presenting products in context namely Title, Argument, and Reiteration. Include news sources including the media google, youtube, newspapers, other papers.</p>	
<p>The picture beside is a worksheet students or the product of the presentation ie Invitation cards. There are 2 types namely Cards Official Invitations such as Wedding Cards, Reunion Class, and No Invitation Cards Official eg Birthday Party, Meeting School, etc. Inside is structure the same text i.e. Cover. event name, Day &amp; date, Time, Place</p>	



**Tabel 3** Power Point product development developed by researchers collaborating with the presentation, practice, production (ppp) learning model

Based on the results of field research obtained from observations and interviews conducted directly with informants. Observations are made directly by observing needs and analyzing so that temporary conclusions are found. This was also conveyed in (Sugiyono, 2015: p. 227) research begins by recording, analyzing and then making conclusions about the implementation and results of the program which can be seen from the presence or absence of business development owned by the learning residents. Interviews were conducted directly with informants or sources in the field. Informants provide data or information and then the researcher collects them to get conclusions in answering the formulated problems. Students who have been taken randomly with the Purposive Sampling technique. Random sampling with specific purposes and considerations facilitate researchers for data collection. Therefore, the following is data from interviews conducted by researchers with 6 people consisting of 4 male and 2 female students.

## DISCUSSION

Based on the results of the interviews, all informants or resource persons have provided information and data to the researchers. In the first question given to the informant, namely the question "How satisfied are you, sir or madam, in the learning that we have done earlier when compared to ordinary learning or discovery learning. The 1st-6th person informants gave different and varied responses. 4 people with the highest response answered that the learning that had been done was the Presentation, practice, production (PPP) learning model. what is delivered is very satisfied. This gives the view that students who are the object of research feel their liking for the research model that is being used.

In addition to students' satisfaction with the learning model used, there are learning media that they use to make it easier for them to understand the learning flow they are following. 1 person answered that he was satisfied with the learning

brought by the researcher. However, one informant's answer was not far off with responses from 5 people who dominated answered very satisfied with the learning model they followed. The results of the responses of informants 1-6 in the interview also gave a positive response to the learning model presented by the researcher. This is evidenced by the results of interviews with questions posed by researchers, namely "Are you satisfied with the learning model earlier, in increasing your new insights?". 5 Informants gave a response his satisfaction with the learning model has the impact of increasing his new insights. He gained new insights when the learning model was in progress.

Presentation, practice, production (PPP) learning model. with the help of Power point, students can observe, analyze, then choose sentences that are arranged randomly and adapted to the questions on the worksheet. Increasing students' new insights is a positive impact that results from them reading and analyzing in learning. Visualization of messages, information, or concepts that students want to convey can be developed in various forms, such as photographic images, pictures, illustrations, photographs, print paintings and combinations of two or more forms. One way to improve students' writing skills is to apply the PPP (Presentation, Practice, and Production) technique through image media. This technique can get students to be active in the learning process. Harmer (2001:80) also inspires students to participate in this series of learning. This is evidenced by the results of the researchers' observations which were strengthened by the results of interviews with 6 students who stated that they strongly agreed that Presentation, practice, production (PPP) learning gave them enthusiasm for learning. Presentation, practice, production (PPP).

The learning model that takes place is a learning model with the concept of composing words, sentences or paragraphs, and speaking which is designed to be like learning while playing. According to Kustiyati (2016) in Atina Rusydah (2019) suggests that the model Presentation, practice, production (PPP) learning is a group learning model that uses little game patterns and is able to involve students to actively think in solving a problem presented by the teacher or teacher. From the results of the data analysis above, it can be concluded that when students use the Presentation, practice, production (PPP) learning model with the help of Power point learning media, it will have an impact on students understanding the material more easily, adding new insights to them, and inspiring their enthusiasm for learning. in the learning process.

This is evidenced by the results of interviews with students who were taken as research objects, and gave the opinion that the Presentation, Practice, Production (PPP) learning model has a different influence from the usual discovery learning model. The use of interactive powerpoint can help a teacher to explain material to participants more easily so that the transformation of knowledge can run better and smoother. In addition, the use of interactive Power point can make it easier for teaching staff to master the class and help trainees to always focus on the material explained by the teaching staff and make participants more involved in the process. two-way learning which will ultimately provide a unique learning experience for trainees.

## CONCLUSION

Based on the results and discussion above, it can be concluded that there is some data that has been collected to answer the focus of the study in the introduction above. The results that are known are that the Presentation, practice, production (PPP) learning model with the help of Power point has a major influence on the learning process and the activity of class XI MIPA 4 students. This has a positive impact, namely making it easier for students to understand the material and provide new insights. In addition, the Presentation, practice, production (PPP) learning model with Power point with the learning design of constructing sentences while playing can increase students' enthusiasm during the learning process.

## RECOMMENDATIONS

The researcher realizes that this research will not stop here, therefore the researcher has deficiencies that might be corrected in further research regarding planning and during implementation. Researchers advised other people, especially themselves, to prepare materials and tools that will be used in advance, this is because researchers realize this is a deficiency in this research.

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