ESSENCE

AN ANALYSIS OF THE APPLICATION PPP (PRESENTATION, PRACTICE AND PRODUCTION) METHOD ON DESCRIPTIVE TEXT MATERIAL IN SEVENTH GRADE STUDENTS SMPN 1 MOYO UTARA

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ARTICLE INFO	ABSTRACT
Essence, *Teaching English as a Foreign Language, Linguistics, and Literature Journal,* Vol. 2(2), 2025	English is a second language that must be introduced to children from an early age to support children's education and development in the global era. In accordance with the level of English education, it has been determined as a subject. This starts from elementary school, middle school to high school. Appropriate teaching methods in the teaching and learning process can make the student learning process more enjoyable. To deliver the material well, of course the teacher choose the right method to help improve student development. This research aimed to discover the difficulties and the advantages that the teacher faced during applying PPP method in English learning. The study employed a qualitative descriptive method and was conducted at SMPN 1 Moyo Utara, involving seventh-grade students and one English teacher. Data were collected through classroom observasion, document analysed, documention, and interview the teacher. The findings revealed that the PPP method has many advantages, helping teachers in the learning process, helping teachers in increasing students' enthusiasm for learning and significant student development. Based on these finding it can be concluded that the ppp method provides many very positive benefits to teachers in improving the learning process and student development, both individually and in groups. The benefits of implementing this ppp method can help students be more active and enthusiastic in learning, especially in English lessons descriptive teks material. ***Keywords:*** *Application PPP methode, The difficulties that the teacher, The advantages that the teacher, Descriptive teks material*

Introduction

In general, English is a west Germanic language that comes from England. This makes English an international language. Apart from that, English is also the most widely used language in the world as a means of communication in exchanging ideas. Ilfa, et al. (2024) stated that English is one of the international languages which has been recognized in the world. Apart from that, language has several distinctive characteristics. The distinctive characteristics in the application of the use of English include several aspects, such as grammar, vocabulary, and phonetic systems.

English is a universal human characteristic to communicate with each other. Through aspects of grammar, vocabulary, and even the phonetic system, you can improve public speaking. Aulia (2023) said that studying the language primarily enriches the vocabulary not only in spoken or written form. However, language can also be also applied in other fields such as films, poetry, novels, and many more. Apart from that, language can also train how to pronounce words or vocabulary which can be learned through music, drama, songs, and podcast.

Moreover, several of these aspects are able to increase language development through cultural influence. Overall, English can be seen as a communication tool that unites various languages. This happens because there is cross-cultural communication which makes language much needed. Wicaksono (2014) said that English is not only a communication tool, but also it explores how Indonesian expressions, idioms, or culturally loaded phrases can be difficult to translate into English due to structural and cultural differences between the two languages.

Basically, English is a very important language to learn and understand. This makes language a tool for communication in various countries. Usually, for communication users, especially in English, the speaker must deliver the speech well. However, speakers must consider language structure, intonation, word choice. Cahyanti, et al. (2021) stated that language style can be seen when speakers convey the same information using different word choices based on the person they are speaking to. Here, speakers use language styles based on who they are speaking to and where they are speaking.

English is now used as the official language. In several countries, English has become a language that functions as a global language. Syaputri, et al. (2021) stated that when we talk about language, culture will automatically enter into it too. Language is a

communication tool that can facilitate a relationship between individuals in each country. Thus, English has becomea language that is able to develop in various fields. This focuses on the field of education.

As many as 1.5 billion people in the world speak English to communicate. This makes English a connecting language between nations. Harmer (2007) emphasizes that English is the main language of international communication. The importance of English greatly influences international relations, both in travel, business, and diplomatic relations. Mastering this language allows us to more easily access a wide range of global resources.

English language skills are very important for every individual to have. Some people in the world have felt the important benefits of mastering English. Ur (2012) said that the importance of English as a language of world communication. Mastery of English provides the opportunity to build relationships with people from various cultures. Apart from that, English can also broaden your horizons and strengthen international connections. In this case, English is often the main requirement in the world of work. In fact, multinational companies really prioritize skills or the ability to master English. In fact, it is not only in multinational companies that English plays an important role, but English also plays a very important role in the educational aspect. Many leading universities and educational institutions in the world use English as the medium of instruction. Mckay (2002) states that teaching English in the field of education must reflect the nature of the language as an international language. This focuses on accessing scientific resources, the majority of which are available in English.

Appropriate teaching methods in the teaching and learning process can make the student learning process more enjoyable. Mastering English can help students access the latest information in various fields, some of which is published in English. So, at junior high school level students are able to understand related material. Brown (2000) said that English is an international language that has a role in the field of education. In fact, mastery of English is an essentiall skill to compete in the era of globalization. Therefore, if students master English, students can access academic resources from all over the world. Moreover, some academic resources are available in English.

Apart from that, the PPP method is also very easy to apply in the learning process. This happens because the PPP method is divided into several stages. This approach can

be delivered in stages starting from the presentation stage. This stage aims to introduce new language material or concepts in a clear and interesting way. Then, for the practice stage, this aims to provide students with the opportunity to use the new language in controlled conditions. Then, for the production stage, the teacher encourages students to use new language creatively and communicate effectively. Harmer (2001) said the PPP method is very useful in language teaching because it allows students to understand, practice, and use language in a structured context. Regarding this, the PPP method is very easy to apply because it is structured and gradual. In general, school is a place for students to gain knowledge. One of the sciences that is difficult for students to understand is English, both from elementary and high school. In line with these problems, this makes it difficult for students to understand language structures. It cannot be denied that grade 7 junior high school (SMP) students also have difficulty understanding language. Based on the background, the focud of this study is directed toward two main problems, namely:

A) What are the difficulties that the teacher faced during applying PPP method at seventh grade students in SMPN 1 Moyo Utara?

B) What are the advantages that the teacher faced during applying PPP method at seventh grade students in SMPN 1 Moyo Utara?

METHOD

This study employed a qualitative descriptive method a basic interpretive study design to discover the difficulties and the advantages that the teacher applying PPP method in the classroom, especially descriptive material. This research was conducted at SMPN 1 Moyo Utara with one teacher as the subject. Data were collected using four instruments: observation, documentation, document analysis, and semi-structured interviews. The observation aimed to analyze classroom activities during the teaching and learning process and how the teacher applied the PPP method in class. The researcher only observed the teacher during instruction by paying attention to student engagement. Documentation was used to support the data obtained from observation sheets in the form of photos or audio recordings. Interviews were conducted to obtain significant information regarding the difficulties and benefits experienced by the teacher when using the PPP method in teaching. Document analysis aimed to identify the learning objectives

intended to be achieved by the teacher. The data were analyzed through several stages, including observation and interviews to strengthen the data, categorizing the data into challenges faced by the teacher and benefits experienced, transcribing audio data, and interpreting the findings gathered from the previous processes into a conclusion. Overall, the data were presented in a descriptive form. Starting from the observation and interview processes, transcripts, and even the interpretation of the data were presented thematically to identify common patterns in students'English learning process.

FINDING AND DISCUSSION

Finding

This section presents the results of the research conducted at SMPN 1 Moyo Utara, focusing on the difficulties and the advantages that the teacher faced during applying PPP method' in English language learning. Data were collected through classroom observations and interviews.

A. **Difficulties that the Teacher Faced During Applying PPP Method**
1. Observation

Based on the observations conducted, the researcher found several difficulties experienced by the teacher during the teaching and learning process. These difficulties significantly affect both the continuity and development of the teacher's teaching methods as well as the students' progress.

- The teacher did not greet the students before starting the class.
- Many students were still not focused while the teacher was explaining.
- Some students joked around while doing their tasks.
- Students asked the teacher about the tasks when they didn't understand.
- The teacher re-explained the material more thoroughly and clearly.
- The teacher did not give rewards or recognition to appreciate the students' efforts
- After the lesson, the teacher did not give a conclusion about the material covered.

Based on the data, the teacher experienced several difficulties during the teaching and learning process. This can be seen from the results of classroom observations conducted during the lessons. Some of the data obtained indicate that the teacher faced challenges such as forgetting to greet the students, repeating the material multiple times, students

frequently joking around, and some students being passive and repeatedly asking about the same material. These findings show that not all teaching methods used in the learning process are free from difficulties.

Supporting Data from Interview

The researcher conducted interviews with the subject under study, and several interview results indicated that the teacher experienced some difficulties when implementing the PPP method in the classroom teaching process. In accordance with the interview findings, the data are presented in the form of a dialogue.

Researcher : Apakah metode ppp membantu siswa memahami structure bahasa dengan lebih baik?

Ibu Resty : masih belum bisa, tetapi kita tahu bahwa bahasa inggris bukan bahasa yang mudah dipahami.

Researcher : Apakah kesulitan yang ibu hadapi saat menjelaskan materi di kelas?

Ibu Resty : Ketika materi yang saya sampaikan tidak menarik.

Researcher : Apa saja kesulitan yang ibu alami untuk menjaga fokus Siswa dalam mengerjakan tugas?

Ibu Resty : Selalu menambahkan ice breaking.

B. Advantages that the Teacher Faced During Applying PPP Method

1. Observation

Based on the observations conducted, the researcher found several advantages or benefits experienced by the teacher during the teaching and learning process. These have a significant impact on the continuity and development of the teacher's teaching methods as well as the students' progress. the data are presented in the form of a point.

- Before starting the lesson, the teacher asked how the students were.
- The students responded positively when the teacher asked how they were.
- The teacher asked the students to pray before starting the class.
- The teacher took attendance after the prayer.
- The teacher took attendance after the prayer.

- Before going into detailed explanation, the teacher gave a brief overview of the material.
- During the lesson, the teacher explained the material using language that was easy for students to understand.
- The teacher mostly gave individual tasks rather than group work.
- The teacher gave exercises to students in the form of worksheets or group tasks.
- The teacher guided and assisted students during the learning process.
- After completing the task, the teacher did not give students the opportunity to present their results.
- Occasionally, the teacher gave spontaneous quizzes or questions to check students' understanding.
- At the end of the lesson, the teacher gave additional tasks or homework.
- The teacher closed the class with a prayer.

Supporting Data from Interview

The researcher conducted interviews with the subject under study, and several interview results indicated that the teacher experienced some advantages when implementing the PPP method in the classroom teaching process. In accordance with the interview findings, the data are presented in the form of a dialogue.

Researcher : Apakah manfaat utama yang ibu rasakan saat menggunakan metode ppp dalam mengajar dikelas?

Ibu Resty : membuat anak-anak menjadi semangat.

Researcher : bagaimana metode ppp membantu ibu dalam menjelaskan materi kepada siswa?

Ibu Resty : Dengan metode PPP materi lebih mudah dijelaskan dan lebih mudah di terimah oleh siswa, terutama dalam hal menerima materi baru.

Researcher : apakah siswa lebih cepat memahami materi saat ibu menggunakan metode ppp dalam mengajar?

Ibu Resty : iya, karena prosesnya yang terstruktur.

Researcher : bagaimana reaksi siswa saat ibu menjelaskan materi di kelas?

Ibu Resty : siswa lebih aktif dan semangat.

Researcher : apakah siswa lebih aktif saat ibu memberikan tugas sebagai bentuk praktek mereka dalam memahami materi deskriptif teks?

Ibu Resty : iya, sesuai dengan tahanpan dari metode PPP yang sudah terstruktur.

Based on the data obtained from observations and interviews, the researcher has categorized the data into two groups: the difficulties faced by the teacher and the benefits gained from the implementation of the PPP method. From the collected data, the researcher found significant results regarding the implementation of the PPP method.

DISCUSSION

Based on the results of data analysis, the researcher discussed the findings regarding the difficulties and benefits experienced by the teacher when using the PPP method during the teaching and learning process. Every method used by a teacher certainly has its own advantages and levels of difficulty. According to the data analysis conducted by the researcher, before managing the data, the researcher first carried out classroom observations. The observation focused on classroom activities, and several assessment aspects were analyzed by the researcher concerning the subject.

Before starting the teaching and learning process, a teacher must understand the steps required to begin the lesson. Based on the observations, the researcher found that the subject experienced several difficulties in implementing the initial steps of the teaching process. One of these difficulties was greeting the students at the beginning of the class. According to the observation results, the teacher did not greet the students before starting the class, and many students were still not focused while the teacher was explaining. This issue was also discussed by Kurmiawan (2021), who focused on teacher-student interaction, the language used by the teacher, and student responses during the learning activities. The researcher found that this study addressed key points related to the steps before starting the teaching process, such as greeting the students and ensuring the classroom environment was conducive.

Another difficulty experienced by the subject included, students asked the teacher about the tasks when they didn't understand; the teacher re-explained the material more thoroughly and clearly; the teacher did not give rewards or recognition to appreciate the

students' efforts; and after the lesson, the teacher did not give a conclusion about the material covered. The researcher concluded that these challenges occurred because the teacher simply forgot to perform them. However, in general, these steps should be carried out by a teacher during the teaching and learning process.

In line with related studies, the difficulties experienced by teachers during classroom instruction are not the sole focus. Apart from the challenges, teachers also consider the extent to which the method helps them deliver the material effectively. This is also discussed by Artha and Yasmin (2022), who analyzed the PPP technique to improve students' speaking skills by using picture cards as a medium. They focused on the process of implementing Presentation, Practice, and Production to enhance students' speaking abilities. In their study, the researchers used qualitative data obtained from tests administered to students at the end of each cycle. The researcher concluded that every study involving classroom observation will follow certain steps related to classroom activities in order to obtain accurate facts and results.

In general, the teaching method used by teachers in the learning process is not only accompanied by challenges but also offers benefits that support the success of the learning process. Some of these benefits include: before starting the lesson, the teacher asked how the students were, the students responded positively when the teacher asked how they were, the teacher asked the students to pray before starting the class; the teacher took attendance after the prayer. Based on the observations conducted, these advantages were also discussed by Sofiana et al. (2019), who examined the planning stage carried out by teachers in accordance with curriculum principles, considering core competencies, basic competencies, graduate competency standards, learning materials and activities, and the selection of teaching strategies and assessments. This study highlights that being a teacher involves not only delivering content but also addressing several basic competencies.

In terms of the teacher explained the learning objectives before starting the material, before going into a detailed explanation, the teacher gave a brief overview of the material; and during the lesson, the teacher explained the material using language that was easy for students to understand; the teacher mostly gave individual tasks rather than group work—these advantages were found through data analysis and are part of the

teaching and learning process. These benefits are in line with those discussed by Eichler (2022), whose study focused on a research project combining three aspects: teacher planning, classroom teaching practices, and student knowledge. This study aligns with the classroom observation activities carried out by the researcher.

Furthermore, regarding: the teacher gave exercises to students in the form of worksheets or group tasks; the teacher guided and assisted students during the learning process; after completing the task, the teacher did not give students the opportunity to present their results; occasionally, the teacher gave spontaneous quizzes or questions to check students' understanding; at the end of the lesson, the teacher gave additional tasks or homework; the teacher closed the class with a prayer—all of these benefits were analyzed and found to be consistent with the researcher's observations. These findings are in line with the study by Chere & Celedonia (2023), which discussed the effectiveness of classroom observation on teacher performance. This study used a descriptive correlational design to determine the relationship between classroom observation and the improvement of teacher performance based on teachers' own perceptions. It shows that every teacher has their own standard of competence.

CONCLUSION

According to the research findings, the fact is that the teacher reported and experienced more benefits than difficulties in applying or implementing the PPP method. This was clearly evident throughout the learning process, including in the delivery of material, student comprehension, and overall student development. The benefits felt by the teacher had a significant impact on the teaching and learning process, particularly in terms of planning, outcomes, and the effects on students. The use of the PPP method is highly recommended to support teachers in planning effective lessons. With its structured stages, the PPP method is very flexible and easy to adapt.

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