

2020 THE APPLICATION OF PRESENTATION PRACTICE PRODUCTION METHOD FOR TEACHING SPEAKING SKILL The Perception of Teachers and Students

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THE APPLICATION OF PRESENTATION PRACTICE PRODUCTION METHOD FOR TEACHING SPEAKING SKILL: The Perception of Teachers and Students

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ABSTRACT

Keywords:

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The Application of Presentation Practice Production Method for Teaching Speaking Skill: The Perception of Teachers and Students. The research is to know the application of "Presentation Practice Production" method and its effect on teachers and students in MI Masyhadiyah, Gresik, East Java. Qualitative research and applied qualitative are used by combining questionnaire, interview and secondary data, teachers' lesson plan. The theories are based on method, technique and principle in language teaching and method on teaching and learning strategies on cognitive. The finding and discussion are, *first*, the application on teachers create: 1) the students tend to be more confident and focused in conducting English conversation. 2) The students can easily follow the English lesson. *Second*, the effects on teachers are 1) the teachers are easy to convey teaching materials to improve speaking skill. 2) The teachers see directly the skill results from the teaching. *The last*, the effect on students are 1) Students directly use the words, utterances and conversation more active, focused and perceptive. 2) The students are impressed by using English fingers.

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INTRODUCTION

To discuss about the concepts of high-quality teaching is underpinned by clearly understood, well-informed beliefs about the learning process and one of the learning process is about the methods. It is important as the English teachers to think in a valuable way to teach especially teaching English methods. Teaching English must use the appropriate method. It is because English as second language needs to be taught and learnt as the partial skill need improving. Method is such as the reflection on where you are standing in front of the class, the reflection on how you manage the classroom, the reflection on how you give the materials to your students and it is about what you are thinking and to do to modify. According to Larsen (2003), 1) methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies the actions. 2) By becoming clear on where the teachers stand, teachers can choose to teach differently from the way the students were taught. Teachers are able to see why the students are attracted to certain methods and repelled by others. 3) A knowledge of methods is part of the knowledge base of teaching. With it, teachers join a community practice. 4) A professional discourse community may also challenge teachers' conceptions of how teaching leads to learning. Interacting with others' conceptions of practice helps keep teachers' teaching alive, help prevent it from becoming stale and overly routinized. 5) A knowledge of methods helps expand a teacher's repertoire of techniques. Moreover, effective teachers who are more experienced and expert have a large, diverse repertoire of best practices.

In a same sense, Richards & Rodgers (2001)) argue that method is commonly believed that the teaching practices to support and provide a more effective and theoretically sound basis for teaching. While, Jordan, Carlile, & Stack (2008) talk about methods in teaching English as a second language have changed; from instruction in syntactical and formal grammatical structures to the recorded presentation of elements of communication which requires a response. More recently, the trend in second language teaching is towards explicit instruction, coupled with a more naturalistic 'immersion' through time spent with native speakers, or in the country of the second language.

In this research, the concepts of discussion drives the idea of valuable thing for being applied in teaching English, those are because the idea from Larsen (2003), Jordan et al., (2008) and the theory about learning strategies on cognitive from Brown (2000). The previous research about methods goes to, *first*, Mcmillan & Turnbull (2009) with the title "Teachers' Use of the First Language in Foreign Immersion: Revisiting a Core Principle". The result from research for the future work is about larger scale and more intensive work is necessary. They advocate future research that adopts a professional development or action research approach, affirming teachers' ability to develop their own strategies for maximizing student comprehension and use of the target language. Through reflective activities, such as keeping a journal, using video and stimulated recall, reading current research on the topic, and sharing ideas with colleagues, immersion teachers can become more aware of their own target language and first language use in different situations and possibly identify the overuse of a particular strategy. *Second*, Nagy & Robertson (2009) with the title "Target Language Use in English Classes in Hungarian Primary School". The result shows that the suggestions on learners are not inhibited in using the first language if they need to. They are not, in any case, given much opportunity to exercise choice in whether to use the target or the first languages, since their contributions are usually constrained by having to respond to an Initiating move from the teacher, and the nature of the activity will usually make it clear whether the first language is permissible or not.

From those previous research, in which the weakness mainly focus on the uses of target language, the ability to develop strategies for maximizing student comprehension and use of the target language and the need to use of the first language if they need to. For further, by considering some ideas, the purpose of this study is to know the application of teaching English by Using "Presentation Practice Production" method and its effect on teachers and students in MI Masyhadiyah, Gresik, East Java. It is about the experiences of teachers can mature professionally in term of methods by deepening practices in a particular method, rather than by switching methods. Then, the research title goes to "The Application of Presentation Practice Production Method for Teaching Speaking Skill: The Perception of Teachers and Students".

The definition of methods and approach in depth

According to Richards & Renandya (2002), the notion of teaching and methods has had a long history in language teaching. Methods are typically top-down impositions of experts' views of teaching. The role of individual teacher is minimized and methods are prescriptive. Then, Anthony in Richards & Renandya (2002), method is defined as an overall plan for systematic presentation of language based on selected approach. It followed that techniques are specific classroom activities consistent with a method, and therefore in harmony with an approach as well.

Method is an umbrella term to capture redefined approach, design and procedures, Richard and Rodgers in Richards & Renandya (2002). Furthermore, a method is set of theoretically unified classroom techniques thought to be generalized across a wide variety of context and audiences.

Methods reflect the ideas of approach, design and procedure. Here is those three concepts of the methods Richards & Renandya (2002). **First**, it is approach. This focuses on 1) A theory of the nature of language, such as: a) an account of the nature of language proficiency and b) An account of the basic units of language structure. 2) A theory of the nature of language learning, such as: a) an account of the psycholinguistics and the cognitive process involved in language learning and b) an account of the conditions that allow for successful use of the process. **Second**, it is design. This focuses on 1) the general and specific objectives of the methods. 2) A syllabus model, such as criteria for the selection and organization of linguistics and/or subject matter content. 3) Types of learning and teaching activities, such as kinds of tasks and practice activities to be employed in the classroom and in materials. 4) Learners role, such as: types of learning tasks set for learners, degree of control learners have over the content of learning, patterns of learners grouping that are recommended or implied, degree to which learners influence the learning of others and the view of the learners as a processor, performer, initiator, problem solver. 5) Teachers role, such as: types of functions teachers fulfill, degree of teachers influence over learning and types of interaction between teachers and learners. And 6) the role of instructional materials, such as: primary function of material, the form materials take (textbook, audiovisual), relation of materials to other input, and assumptions made about teachers and learners.

The last is procedure. This focuses on classroom techniques, practices, and behaviors observed when the methods is used, such as: a) resources in terms of time, space, and equipment used by the teachers, b) interactional patterns observed in lessons and c) tactics and strategies used by teachers and learners when the methods is being used. In a same sense, says Toolan (2009) that methods are something rounded in quicksand and totally pedagogical practices, methods: focusing on language use versus focusing on language system. Focusing on use does not necessarily mean not focusing on rules.

From the discussion above, it can concluded that methods are focusing on systematic presentation on approach, design and procedure in the classroom.

The New Perspective of Methods and Strategies

Study the second language learners, there comes to the ideas of strategies teaching. Brown (2000) describes good personal language learners in term of strategies. They are: 1) find their own way, taking charge of their learning; 2) organize information about language; 3) creative, developing a "feel" for the language by experimenting with its grammar and words; 4) make their own opportunities for practice in using the language inside and outside the classroom; 5) learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word; 6) use mnemonics and other memory strategies to recall what has been learned; 7) make errors work for them and not against them; 8) use linguistic knowledge, including knowledge of their first language, in learning a second language; 9) use contextual cues to help them in comprehension; 10) learn to make intelligent guesses; 11) learn chunks of language as wholes and formalized routines to help them perform "beyond their competence"; 12) learn certain tricks that help to keep conversation going; 13) learn certain production strategies to fill in gaps in their own competence.

For further, 14) learn different style of speech and writing and learn to vary their language according to the formality of the situation.

The new perspective of strategies considers about the goal of teacher itself, according to Murdoch & Wilson (2008), say that collective goal as teachers is to help students grow into inquiring and resourceful individuals who can demonstrate what they know and, importantly success in learning increasingly depends on generic skills and qualities that can be transferred across time and place. In this

case, motivation play important role in teaching English, we Motivation is a concept without physical reality, we see effort Ihsan (2016).

Here is the table as it is proposed by Murdoch & Wilson (2008).

No	5 New perspective	Descriptions
1	Effective lifelong learners	The students are flexible and adaptable, creative, resilient, optimistic, systematic, organized, good communicators (multi-modal). Technologically literate, intelligent in many ways, open minded, risk takers, empathetic, reflective, metacognitive, self-aware.
2	Effective lifelong learners	The students think: ethically, critically, laterally, and logically, analytical, creative, reflectively about their thinking, about their learning, about themselves, others and the physical world.
3	Effective lifelong learners	The students can solve the problems, make questions, cooperate, make decision, consider possibilities and consequences, identify and use a range of resources, articulate what they know and need to know, research (locate, gather, critique) and communicate in a range of ways.

Table 1. The new perspective of teaching strategies

In addition, Littlewood (2002) gives support and strategies on how to satisfy the foreign or second language teaching. Such as: 1) teacher role in the learning process is recognized as less dominant. 2) The emphasize communicative interaction provides more opportunities for cooperative relationships to emerge, both among learners and between teacher and learners. 3) Communicative interaction gives learners more opportunities to express their own individuality in the classroom. 4) These points are reinforced by the large number activities where the class is divided into groups and pairs, which interact independently of teachers. 5) The teacher's role as "co-communicators" places the teacher on an equal basis with the learners. 5) Learners are not being constantly corrected. Errors are regarded with greater tolerance.

Further, Brown (2000) the learning strategies on second language learners are:

No	LEARNING STRATEGIES	DESCRIPTION
	6 Cognitive strategies	
1	Deduction	Consciously applying rules to produce or understand the second language
2	Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way
3	Imagery	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases or locations.
4	Auditory Representation	Retention of the sound or similar sound for a word, phrase, or longer language sequence.
5	Keywords	Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word.
6	Contextualization	Placing a word or phrase in a meaningful language sequence
7	Elaboration	Relating new information to other concepts in memory
8	Transfer	Using available information to guess meaning of new items, predict outcomes, or fill in missing information.

Table 2. Learning strategies in teaching English

From the all above discussions, there are seven concepts of new perspective strategies are: 1) consciously applying rules to produce or understand the second language. 2) Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word. 3) Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases or locations and Placing a word or phrase in a meaningful language sequence. 4) Using available information to guess meaning of new items, predict outcomes, or fill in missing information. 5) Retention of the sound or similar sound for a word, phrase, or longer language sequence. 6) The emphasize on communicative interaction provides more opportunities for cooperative relationships to emerge, both among learners and between teacher and learners, and 7) constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

The Application of “Presentation Practice Production” Method

The presentation practice production method is a method in which focusing on speaking skill by applying such seven steps to make both the teacher and students get easy in teaching and learning English as a second language. The steps focuses on arising the students’ curiosity.

The table below is to describe the theory of the Presentation Practice Production Method.

No	The new perspective of methods and strategies	The application of “presentation practice production” method
1	Consciously applying rules to produce or understand the second language.	Target language set up
2	Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word.	Vocabulary pre-teach
3	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases or locations and Placing a word or phrase in a meaningful language sequence.	Context building
4	Using available information to guess meaning of new items, predict outcomes, or fill in missing information.	Elicitation
5	Retention of the sound or similar sound for a word, phrase, or longer language sequence.	Standardization, choral, individual, finger error correction
6	The emphasize communicative interaction provides more opportunities for cooperative relationships to emerge, both among learners and between teacher and learners.	Drilling, student-to-student and teacher-to-student
7	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.	Board stage

Table 3. The application of Presentation Practice Production Method

Here is the explanation application of Presentation Practice Production Method. The steps are 1) **Target language set up.** It is about the focus material on determining the language. It focuses on the language function, it is not on its grammatical function. For example, the topic is about color and things at home (introduction). The target language set up, question: what color is the table?. And response: it

is red/ yellow/ orange. **2) Vocabulary pre-teach.** It is on introducing new vocabulary to students, the new vocabulary is first introduced to ease the presentation and make the presentation run smooth and fun. For example, For example, the topic is about color and things at home (introduction). The vocabulary pre-teach are red, yellow, orange and table, bag, book, ruler.

Next, **3) context building.** It is about shaping the context or situation to students. This context has purposed on chaining the situation and students are involved in. For example, the topic is about color and things at home (introduction). The teacher's roles are bringing the situation, it is about color and things at home in the classroom. **4) Elicitation.** It means to elicit the students guess the language function on the topic are being discussed. Elicitation brings the interaction between students and teacher always active in the class. Elicitation can be done by showing the picture or media technology to the students in the classroom. **5) Standardization, choral, individual, finger error correction.** The purpose of the standardization is standardize the students' pronunciation, sentence arrangement, sound and intonation. It is used by using finger, English fingers. **6) Drilling, student-to-student and teacher-to-student.** This is the role of teacher in the classroom management. The teacher's is expected to train and to drill students continuously to make sure about the correct words or sentences utterance pronounced by the students. The last, **7) Board stage.** It is about writing the function of language in the board, it is the last step. Teacher is expected to write the function of language by students' involvements to make the students' concentration keep on studying in the classroom.

METHODS

In this research, qualitative design is used to produce the descriptive data and applied qualitative research for education, pedagogical uses of qualitative research: employing qualitative research to improve effectiveness on teachers Bogdan & Biklen (2007). All data are qualitative Creswell (2012); Creswell (2013) and Miles & Huberman (1994). The qualitative data and source are gathered and discussed from 1) questionnaire, the range values such as often and always, rather often, sometimes, seldom, really seldom and never, and descriptive explanation through related topics. 2) The deep interview and 3) secondary data, teachers' lesson plan. All English teachers, four teachers, in MI Masyhadiyah, Giri, Gresik become the population and samples.

FINDINGS AND DISCUSSION

The application of teaching English by Using "Presentation Practice Production" method on teachers

Through the questionnaire, deep interview and the teachers' lesson plan, all teachers say that they rather often apply the Presentation Practice Production method. The first English teacher answer that they find something really good in applying teaching English by using Presentation Practice Production method. By using this method, the students tend to be more having bravery to do such a conversation in English. The students are getting more focus and stable to have talks among the students. This is also supported by video recording, the sense of enthusiasm. The videos are uploaded in YouTube channel, Mas Darul Ihsan, address: <https://www.youtube.com/channel/UCxQdC7gSUqFuYkE6VbnKXUw>. The next English teacher gives the explanation that this method makes the students getting more focus (again) in giving attention to us, teacher. So, the students get easily imitate and follow the English lesson by what the teacher taught in the classroom. By using this method, the teacher can make the interaction to students directly. Meanwhile, the next teacher, the Presentation Practice Production method presents the target language, and this make teacher get easy to convey the materials. The last teacher say that this method is easy to be applied in the classroom.

In term application on target language set up. The first teacher explains that he chooses the easiest and the simplest one as long as it can be transferred to students and make the students get bravery to practice the English lesson, especially in term of speaking skill. The other teacher applies this step by introducing word per word vocabulary to students by having the expectation after the class end the students are able to utterance and say the target language that had been taught and target language must be reached in every teaching and learning process. In term of vocabulary pre-teach, the teacher applies by doing repetition. The teacher pronounces the new vocabularies together with students in order to be easier in memorizing. While, the next teacher gives support on allow the students to imitate the

vocabulary. Vocabulary used in some word in which support the target language in building up the conversation. For further, from the target language, the teacher at first teach the vocabulary pre-teach or the things in which related or support the target language, so that the teaching and learning process can run step by step and the students can accept and understand the lesson easily. The last teacher give her application on vocabulary pre-teach by giving the new vocabulary in which has a relation to the teaching materials, includes giving the picture in process of teaching.

For example, the video is on YouTube channel, address: [https:// www.youtube.com/watch?v=VIgHI9JB8Yo](https://www.youtube.com/watch?v=VIgHI9JB8Yo). Discussion is on the target language set up and vocabulary pre-teach. The target language is: how many markers are here?. How many books are here?. Responses: there are four (4) markers. There are six (6) books. The vocabulary pre teach are: one, two, three, four, five, six, books and markers.

This is the teaching English situation in the classroom:

Teacher : (teacher show up the thing proposed, such as books and markers)
Books. Markers (repeated 3 times)

Students : (Imitate three times) Books. Markers

Teacher : Again.

Students : Books. Markers.

Teacher : Count the books and show up the books to students.
Let's count, books: one, two, three, four, five, six
Count the markers and show up the markers to students.
Let's count, markers: one, two, three, four.

Students : (imitate)
Books: one, two, three, four, five, six
Markers: one, two, three, four

The next step term of application is context building or scene setting. The teacher applies this by having the concept on building up togetherness and put the students' involvedness to raise up the context building or scene setting. Meanwhile, pictures are used to raise up the students' scene setting. The context building or scene setting is better applied by using the teaching medias such as pictures, videos and things in the classroom. The fourth step term of application is elicitation. The first teacher says that he will dig up the students' skill to be able to express about the vocabulary, response and questions. For further, the teacher asks the students to guess the condition or the new vocabulary by not only asking the students through the questions in relation with the target language but also conveying the story to students. The fifth step term of application is English fingers or finger error correction. This is such a continuing steps, the teacher says that this step is started from vocabulary pre-teach, then continue to target language and the teacher asks the students to raise their hand up, left or right. But right is better. Then, count every single word pronounced by showing the fingers up. This is done continuously. While, the other teacher expresses his ideas that English finger or finger error correction is good in applying the correctness words or target language. The students showing up their fingers one by one. For example, the target language is, question: what is this?. Response: this is a book. This is a pencil. This is pen and this is a bag. Fingers shows not only correctness but also neatness. This is the way, show up your right hand. The thumb is for what, the fore finger is for is and the middle finger is for this. This is repeated three time and even many time until the students show up the correctness. This is also for response. The thumb is for this. The fore finger is for is. The middle finger is for a, and the ring finger is for book. This is repeated three time and even many time until the students show up the correctness.

This is the teaching English situation in the classroom:

Teacher : There are four (4) markers. (Come on follow the teacher)

Students : There are four markers

Teacher : Repeat. (Show up your finger, please)
There (thumb) are (forefinger) four (middle finger) markers (ring fingers)

Students : There (thumb) are (forefinger) four (middle finger) markers (ring fingers)

Teacher : Repeat three times. For the response.
Question, how many markers are here?

- Students : How (thumb) many (forefinger) markers (middle fingers) are (ring finger) here (small finger)
- Teacher : Repeat three times.
- Teacher : how many markers are here?
- Students : There are four (4) markers.
- The next, this is the teaching English situation in the classroom:
- Teacher : There are six (6) books. (Come on follow the teacher)
- Students : There are six books
- Teacher : Repeat. (Show up your finger, please)
There (thumb) are (forefinger) six (middle finger) books (ring fingers)
- Students : There (thumb) are (forefinger) six (middle finger) books (ring fingers)
- Teacher : Repeat three times. For the response.
Question, how many books are here?
How (thumb) many (forefinger) books (middle fingers) are (ring finger) here (small finger)
- Students : How (thumb) many (forefinger) markers (middle fingers) are (ring finger) here (small finger)
- Teacher : Repeat three times.
- Teacher : how many books are here?
- Students : There are six (6) books.

The last two term steps are drilling and board stage, the first teacher says that he does the drilling to make sure the students to get used to, to get used to in speaking English based on the target language at that day. Meanwhile, it is interesting to do drilling among students. The students are very enthusiastic in practicing English among them and drilling is conducted by imitating utterances, the target language, the dialogue is between teacher to students and student to student. For board stage, the teacher says that the last step, writing the target language in the write board has the strong effect on linguistics competence on students and strengthening the students' focus and concentration. Surprisingly, the teacher is not only doing or writing on board stage after doing drilling, but also ask the students to write in the students' note book.

The next, this is the teaching English situation in the classroom:

- Teacher : (now without the teacher).
How many markers are here?
- Students : There are four markers.
- Teacher : How many books are here?
- Students : There are six books.
- Teacher : (now let's write on the whiteboard), (then the teacher write) by saying
How many markers are here?
There are four markers.
How many books are here?
There are six books.
(The teacher read and followed by the students)
- Students : How many markers are here?
There are four markers.
How many books are here?
There are six books.

From the discussion on the application of teaching English by using "Presentation Practice Production" method on teachers, it can be drawn the simple conclusions that the steps on teaching English by using Presentation Practice Production creates: 1) the students tend to be more having

bravery to do such a conversation in English. 2) The students are getting more focus and stable to have talks among the students. 3) The students get easily imitate and follow the English lesson by what the teacher taught in the classroom. 4) The teachers are getting more focus in teaching especially on teaching materials.

The effect of using “Presentation Practice Production” method on teachers

From the concepts on questionnaire, deep interview and the teachers’ lesson plan, all teachers say that they get such an easiness in teaching by using Presentation Practice Production. The explanation on the effect of using “Presentation Practice Production” method on teachers are described on details through the steps on teaching. The all teachers explain that the steps, like: 1) target language can simplify the topic. It is easy for being applied in the classroom and it can make teachers focus on teaching materials. 2) The vocabulary pre teach can explore deeper the students’ skill to broaden the new sense of language competence. It can make the students feel easy to guide the students to understand the target language. 3) Context building or scene setting brings the ideas on involving the students in the teaching and learning process. It can make the students studying faster than before because the teacher draw the students’ attention. For the steps number 4). It is elicitation. By using elicitation, the teacher can ask the students to think to express the ideas based on the target language, it is important to teach the students think critically and the teacher can build up the situation in the classroom warmer and comfort.

By using 5) finger error correction or English finger, the teacher can easily direct the students because there is a rule or railway of teaching in the classroom. The basic things are the teachers can manage the teaching and learning process in the classroom easily. Teachers can teach the students steps by steps some pronunciation or sentences on the target language. 6) It is drilling, this concept is better to be applied by the teacher to know every single ability of students in responding the target language. Drilling is practicing the target language by doing partner conversation from teacher to teacher and from teacher to student and doing drilling makes the students get used to speaking English because it is always repeated, it is many times. The last 7) is board stage. This step is conveyed to students at the end of class by doing writing in the board with the purpose to memorize the target language deeper and to stabilize the target language to students. But, for the first grade students, there is a problem in applying this step because some of the students at the first grade get difficulty in writing.

In general with a simple conclusion, the effect of using “Presentation Practice Production” method on teachers are 1) teachers get the easiness in conveying the teaching materials in the classroom. 2) Teachers can see directly the results from the teaching at the day. 3) Teachers can improve their speaking skill. 4) Teachers are getting more focus on teaching materials.

The effect of Using “Presentation Practice Production” method on students

From the concepts on questionnaire, deep interview and the teachers’ lesson plan, all teachers say that the students have such a bravery, more bravery to perform the English conversation in front of the class, in front of their friends. The explanation on the effect of using “Presentation Practice Production” method on students are described on details through the steps on teaching and it is based on the teachers point of view while they are teaching in English in the classroom. The all teachers explain that the steps, like: 1) target language, the students are getting more focus and are easy to remember the target language. 2 and 3) Vocabulary pre teach context building or scene setting make the students ready to receive the target language and the students are getting more understanding about the theme because of the teaching media supporting. Meanwhile for 4) elicitation, the students can internalize the concept in a daily activity and for 5) finger error correction or English fingers. This is a step in which makes the students get easy to memorize and fingers are the best media to control the different ability among students. 6) The concept of drilling make the students easy to be controlled in the classroom and teachers can make direct correction on students who are practicing in the classroom. For the last step 7) Board stage, the students’ ability of English is increasing especially in speaking skill and the students’ self-control is managed well and it can minimize the error on students.

In general with a simple conclusion, the effect of using “Presentation Practice Production” method on students are 1) Students can directly use the words, utterances and conversation at the day. 2) Students are more active, more focus and more perceptive in studying English because it is supported

by the conducive atmosphere teaching and learning processes. 3) The students are impressed by using English fingers.

CONCLUSIONS

Based on findings and discussion, the conclusion are, **first**, the application of teaching English by Using “Presentation Practice Production” method on teachers, that the steps on teaching English by using Presentation Practice Production creates: 1) the students tend to be more confident in conducting English conversation. 2) The students are more focused when having talks with their peers. 3) The students can easily follow the English lesson. 4) The teachers are more focused and master the materials. **Second**, the effect of using “Presentation Practice Production” method on teachers are 1) the teachers are easy to convey teaching materials. 2) The teachers see directly the skill results from the teaching. 3) The teachers can improve speaking skill. 4) The teachers more focused on teaching materials. **The last**, the effect of using “Presentation Practice Production” method on students are 1) the students directly use the words, utterances and conversation. 2) The students are more active, more focused and more perceptive in studying English, it is supported by the conducive atmosphere teaching and learning processes. 3) The students are impressed by using English fingers.

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