

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consists of the data got from the research that has been done to analyze by the researcher. It provided the process research finding of the implementation of Presentation Practice and Production (PPP) method in teaching Descriptive text writing to the tenth grade students. The result of the interview, the result of the observation and the result of the questionnaire would be explained in this chapter.

#### **4.1 Research Finding**

##### **4.1.1 The Process of Implementing Presentation Practice and Production Method in Teaching Descriptive Text Writing**

In this part, the researcher analyzed the result of the research that has been conducted. The researcher used the interview, classroom observation and also questionnaire.

###### **a. Interview**

Interview is the way to collect the data directly from the informant. The informants of this case were the students and the English teacher. The researcher was conducted the interview with the students on the tenth grade and the English teacher before doing the classroom observation. The interview was done in order to get the direct information or opinion based on two sides, they were students and teacher. After that the researcher was compared their opinion based on their responds. In this interview, the researcher asked some questions that related to the method, teaching and learning process in the classroom, test reflection, students' participation and also the teacher explanation when the teacher taught in the classroom.

The interview was conducted on Monday, 4<sup>th</sup> of September 2017 and Tuesday, 5<sup>th</sup> of September 2017.

**Table 4.1**

**Teacher's Transcript Interview**

R	: Excuse me mam, I would like to ask you about the teaching and learning process when you teach your students in the classroom especially teaching English Descriptive text.
T	: <i>Oke ya.</i>
R	: According to you, how are the students' competences in writing Descriptive text?
T	: <i>Emm... according to me, the students have enough competence in study English especially in writing Descriptive text but there were some of the students got difficulties in writing the text.</i>
R	: Oke mam,  And then, what are the difficulties when you teach your students in writing Descriptive text?
T	: <i>Emm.... they have minim vocabulary. Many of the students did not know the meaning of the vocabularies. So that, they have to open dictionary.</i>
R	: Yes mam,  Then, according to you, how are the students' skills in writing Descriptive tex?
T	: <i>According to me, almost all the students have the same ability</i>

*especially in writing Descriptive text, but they only produce some of the sentences in a text. Then, not all the students understand how to make good sentences in English correctly.*

R : Do you use any method when you teach your students in the classroom?

T : *Yes, the way that I used to teach the students is a common way. The most important is that the students understand the material easily.*

R : What is the method?

T : *Triple P (Presentation Practice Production)*

R : Do the students understand the material and participate actively when you teach by using the method?

T : *Yaa.. Some of the students are active and some of them only follow the process. Actually this is a common method that usually used by another teacher. The teacher explained, then asked the students to practice and asked the students to do the assignment*

R : Ohh.. begitu ya bu.

T : *Iya,*

R : How does the students response in teaching writing Descriptive

text by using media?

T : *If I used the media, many of the students are interest to what the teacher taught.*

R : Then, what media that you usually used in teching English?

T : *Pictures and book.*

R : Oke mam, thank you for your time and your attention.

T : *You are welcome.*

**Table 4.2**

**Students' Transcript Interview**

**Questions**

1. What are your difficulties in learning English especially in writing?
2. What are your difficulties in writing Descriptive text?
3. Do you understand well when your teacher teaches you about Descriptive text by using the media?
4. What do you like when teacher teach the students using media to explain the material or only explain without using any media? Why?

## **Students' Answer**

### **Student 1**

1. *Many vocabularies that I do not know the meaning.*
2. *Same, many vocabularies that I do not know the meaning, then tenses, then arrange the words to sentences.*
3. *Yes, I can understand about Descriptive text. But how to arrange the words to sentences still confuse kak. Then if the teacher taught us using media, I can enjoy the teacher in teaching English.*
4. *I like using picture. If the teacher taught us only used the book, I felt bored, sleepy and there were so many exercises.*

### **Student 2**

1. *I do not know the meaning*
2. *I do not know the meaning, do not know the tenses. I cannot make the text in English.*
3. *I understand the material when teacher using media picture.*
4. *I like teacher using media picture. If the teacher only explain, I felt sleepy.*

### **Student 3**

1. *Sometimes I do not know the meaning.*
2. *Still confuse when teacher ask to make sentence or text in English.*
3. *I can understand about Descriptive text. But if the teacher asked to make the text in English, I still confuse.*
4. *I prefers to the teacher teach used media than only a book.*

After the interview had been done by the researcher, the researcher got the result of the students' response and the teacher's response. There were many opinions based on two sides. Thus, the researcher had to analyze from the different opinions. There were students and teacher.

Firstly, the results of the teacher's response from the question that was given by the researcher were that the students had enough competence especially in learning writing Descriptive text. Then, some of the students too that got difficulties in writing a text, especially in grade tenth. The students got minimum vocabularies. Many of the students did not know the meaning of the vocabulary. Thus, the students could open the dictionary when they did the exercises in the class. According to the teacher's response, almost the students in the class had the same ability especially in writing Descriptive text, but when the teacher asked them to write the text, they only produced some sentences. After that, some of the students had high ability to understand the material but there were some of the students still got difficulties to arrange the sentences correctly. In the teaching and learning process, the way that the teacher used to teach the students was like usual. The teacher used Presentation Practice and Production (PPP) method in teaching Descriptive text writing. When the teacher used this method, the students could receive what the teacher taught. Sometimes the teacher taught the students with some media in order to make them more active in the class.

Beside that, according to the students' response, most of the students gave the same answer. Some of the students did not know the meaning of the vocabularies. After that there were the students answered that they did not know how to arrange the sentences correctly. The result of the students interview that they understood the material Descriptive text, but when the teacher asked them to write and to make a text, they still got difficulties. Then, the students prefer to the teacher used some

media when the teacher taught them in the class. The students said that when the teacher taught them only brought a book, they felt bored and sometimes there were some of the students felt sleepy.

As a conclusion, there were some of the relevant answer from the teacher's response and the students' response. From the teacher's answered, teaching Descriptive text writing by using Presentation Practice and Production (PPP) method was running well. This method was a common method that usually used by the teacher to teach the students. In teaching Descriptive text writing, some of the students that still got difficulties in writing a text. Then, the students said that they did not know the meaning of the vocabulary and did know how to arrange the sentences. Therefore, the researcher could conclude that teaching Descriptive text writing by using Presentation Practice and Production (PPP) method was good. On the other hand, the teacher had a good idea to support the teaching and learning process by using the media in order to make the students more active in the classroom.

#### **b. Observation**

Observation was used to know the teacher's activities and students' activities during the teaching and learning process in the classroom. The observation was conducted on Wednesday, 6<sup>th</sup> of September 2017 in X.IPS.2 class.

The researcher used observation sheet to get the data. The observation sheets included some aspects. They were:

1. Participation
2. Teaching Media
3. Lesson Plan and Real Activity
4. Test Reflection
5. Teaching Method
6. Teaching and Learning Process

Based on the description above, the researcher had been doing the observation in three meeting. The observation was taken on Wednesday, 6<sup>th</sup>, 13<sup>th</sup>, and 20<sup>th</sup> of September 2017. The explanation of the observation would explain in every meeting as a follow:

### 1. First Observation

In the first meeting, the researcher had done the first observation. The first meeting was conducted on Wednesday, 6<sup>th</sup> of September 2017 in X grade students. There were 36 students in this class who joined the teaching and learning process.

**Table 4.3**

**Observation Sheet of the First Meeting**

No.	Aspect of Observation	Note
1.	Participation	In the first observation, the students' participation was good. Most of them asked questions directly to the teacher.
2.	Teaching Media	The teacher used a book that usually used in every meeting. Sometimes the teacher used media to support the teaching and learning process in the classroom.
3.	Lesson Plan and Real Activity	There were some of the activities that done by the teacher were inappropriate.
4.	Test Reflection	The teacher gave the students test reflection by giving some direct questions. Then, the teacher asked



		the students to answer the question from the book.
5.	Teaching Method	The method that used by the teacher in teaching and learning process was Presentation Practice and Production (PPP). In the first meeting the teacher used the first P (Presentation) to teach and to explain the material.
6.	Teaching and Learning Process	Almost the teaching and learning process in the classroom had been running according to the Lesson Plan.

Based on the observation that was done by the researcher, it would be explained as follows:

The teacher started the first observation by greeting the students as usual and asked to the class who the students that did not joined in teaching and learning process. After that, before the teacher continued to explain the material, the teacher introduced the researcher to the students in the classroom. After the introduction had done, the teacher continued to the classroom activities.

Next, the teacher continued to explain the material. The teacher asked the students how they knew about the material that is Descriptive text. The teacher asked about Descriptive text in order to know the students' understanding before the teacher explained the material in the class. Then, some of the students could answer the teacher's questions about Descriptive text. Based on the researcher's analyzed, from the students' response, some of the students in this

class have a good ability in understanding Descriptive text for example when the teacher asked about the definition of the text, the students could answer the question. Then, after the students got the questions that gave by the teacher, the teacher explained the definition of the Descriptive text and asked the students to open the book that they have had.

After that, the teacher continued to explain the next material, they were social function, generic structure, the tenses and many others. After the teacher explained all about the text, the teacher asked the students to do the exercises on the book and read the example that have given by the teacher. It was because the students had been doing the exercises too long and there were some of the students talked to the other, so that the teacher gave them test reflection based on to the material. The test reflection given by the teacher was like a direct question that related to the material.

The teacher gave some of the direct questions to the students in the class. "*What is the definition about Descriptive text?*". Many of the students have good responses and could answer the questions. The next question from the teacher was about the title of the text. "*What is the title of the text?*". Some of the students raised their hand and answered the question from the teacher, but the teacher only chose one of them. "*The title is Safari Park*". After the students answered the question from the teacher, the teacher gave feedback by saying "*Good job*". After that the teacher gave the other questions about Descriptive text. "*Can you mention the generic structure of the text*". Then a half of the students could answer the questions from the teacher. "*The generic structures are identification and description mom*". The teacher replied "*Yes good*".

Some of the simple questions were given from the teacher to the students. Most of the students also could answer the question

correctly, although some of the students only kept silent and talked to their pair. When the teacher gave the questions about the title and the generic structure of Descriptive text, the responses of the students were good enough. In other words, when the teacher asked them to analyze the text and asked the students about the identification and description, and the lexicogrammatical structure of the text, they still got confused.

In the last minutes of the first meeting, the teacher gave the students assignment to look for the other example from the internet and then analyzed the text based on the explanation from the teacher. Then the assignment would be discussed the next meeting in group. After that the class was finish and continued in the next meeting.

Based on the first meeting, the researcher could analyze the teaching and learning activity in the classroom. In the first meeting, the teacher had been doing the first P method that is Presentation. On the other hand, in the middle of the explanation, the teacher also gave some test reflection in order to know the students understanding in Descriptive text. When the teacher asked the definition and the generic structure, the students' responses were good but when the teacher continued to the next questions about how to identify and how to differentiate the lexicogrammatical structure, they still got difficult.

From the observation above, here were the students' score in the first meeting. The scores would be mentioned as follow:

**Table 4.4**

**Students' Score of the First Meeting**

<b>NO.</b>	<b>Name of the Students</b>	<b>Students' Score</b>
1.	A. Maulana Marselino Lifrand	80
2.	Ahmad Sahrul Zaki Ardiyansah	75

3.	Aisyah Nurkhasanah	80
4.	Alfina Dwi Rahmawati	85
5.	Arsita Fitria Damayanti	70
6.	Aulia Putri Nabila	80
7.	Ayu Kusuma Dwi Permatasari	80
8.	Bella Zumarnis	85
9.	Divani Nuril Khaqiqi	90
10.	Dwi Zagy Kholilur Rohman	70
11.	Emillia Gloria Famalaningrum	75
12.	Farizka Indah Amelia	80
13.	Feri Setiawan	85
14.	Filyo Hendra Wiana	85
15.	Galih Ade Wibowo	85
16.	Hanifah Indri Hapsari	95
17.	Hanna Unnaili Zuhriyah	75
18.	Indah Wahyu Ningati	70
19.	Kholisatun Fadlilah	80
20.	Liya Nuryanti	75
21.	Muhammad Azlansyah Fatah	80
22.	Muhammad Izzuddin Nufus	85

23.	Muhammad Mirza Husaini	85
24.	Muhammad Rizal Khoir	75
25.	Muhammad Samsul Arifin	80
26.	Mutiara Ayu Wulandari	75
27.	Nelli Erliyaton	85
28.	Neylia Sasa Afifa	80
29.	Putri Damayanti	95
30.	Rina Aprilia	80
31.	Rizky Nurul Hidayah	90
32.	Sheniorita Oktaviani	80
33.	Sri Wulandari	85
34.	Veronika Putri Natali	70
35.	Yonatan Kristandri Sandya P.	75
36.	Zahrotun Mustaidah	80
Total		2900
Mean		80,5
KKM		70

## 2. Second Observation

The researcher was conducted the second meeting of the observation on 13<sup>th</sup> of September 2017.

**Table 4.5**

**Observation Sheet of the Second Meeting**

<b>No.</b>	<b>Aspect of Observation</b>	<b>Note</b>
1.	Participation	In the second observation, the students' participation was good. The students have a great participation in doing group assignments.
2.	Teaching Media	The media that used by the teacher during the second meeting the same as the media that used in the first meeting. They were book and picture.
3.	Lesson Plan and Real Activity	There were some of the activities that done by the teacher were inappropriate.
4.	Test Reflection	The test reflection that used to know the students' understanding was done in a group.
5.	Teaching Method	The method that used by the teacher in teaching and learning process was Presentation Practice and Production (PPP). In the second meeting the teacher used the second P (Practice) for the students.
6.	Teaching and Learning	Almost the teaching and learning process in the classroom has been

	Process	running according to the Lesson Plan.
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The second meeting started like usual. The teacher greeted the students by saying “Good morning”. After that the teacher asked to pray together before the study and checked the students’ attendance. Then the teacher asked some questions that related to the material before in the previous meeting in order to make sure that the students still remembered the material.

Then, the teacher asked some questions about the material in the last meeting, the teacher begun to the next activity. The teacher gave away the students’ assignment in that they did in the last meeting. Then the teacher asked them to sit down with their group. After that the teacher gave the instruction for the next activity and what they have to do in this group’s assignment. One of the students in one group had to present their assignment and explained to in front of their friends. After that the other groups had to give one question for the group that present the assignment.

In the group assignment, there were six groups that would present the assignment. Each group consists of six until seven students. Each group presents the same material that was Descriptive text, but they had to present in different title. In this assignment, the teacher allowed the students to look for the text from the internet because the teacher would like to know the students’ understanding in analyzing the text based on the teacher explanation in the first meeting. There were two season in presentation this meeting. The first season, the students had to explain the assignment in detail. The second season was question answer season. Each group had to give one question for the presenter.

After the presentations were done, the teacher gave feedback for their assignments and what they had to do in presentation. The teacher explained and reviewed again about the presentation that was Descriptive text. So, the students could know how they were present the material last time.

Then, the teacher went to the next activity. The teacher explained as like the previous meeting. The teacher explained the definition of Descriptive text, generic structure of the text, the purpose of the text, lexicogrammatical structure, and how to write the text. After the teacher gave review to the students, the teacher asked the students to make a title based on their own in a piece of paper. Then the title must collect to the teacher and it would continue in the next meeting. Thus, the students could prepare at home for the next meeting. Because the second activity took long time, the activity would continue for the next meeting.

Based on the activity that the teacher and the students was done in the second meeting, the researcher could conclude that the method that used by the teacher was appropriated to the theory. The teacher had been doing the second P from Presentation Practice and Production Method. The teacher asked the students to practice in group and the activity was running well.

Based on the second observation above, here were the students' score in group assignment. The scores would mention as follow:

**Table 4.6**

**Students' Score of the Second Meeting**



<b>NO.</b>	<b>Name of the Students</b>	<b>Students' Score</b>
1.	A. Maulana Marselino Lifrand	80
2.	Ahmad Sahrul Zaki Ardiyansah	75
3.	Aisyah Nurkhasanah	80
4.	Alfina Dwi Rahmawati	85
5.	Arsita Fitria Damayanti	75
6.	Aulia Putri Nabila	80
7.	Ayu Kusuma Dwi Permatasari	75
8.	Bella Zumarnis	80
9.	Divani Nuril Khaqiqi	80
10.	Dwi Zagy Kholilur Rohman	85
11.	Emillia Gloria Famalaningrum	80
12.	Farizka Indah Amelia	90
13.	Feri Setiawan	85
14.	Filyo Hendra Wiana	85
15.	Galih Ade Wibowo	75
16.	Hanifah Indri Hapsari	85
17.	Hanna Unnaili Zuhriyah	80
18.	Indah Wahyu Ningati	80
19.	Kholisatun Fadlilah	90

20.	Liya Nuryanti	95
21.	Muhammad Azlansyah Fatah	85
22.	Muhammad Izzuddin Nufus	75
23.	Muhammad Mirza Husaini	75
24.	Muhammad Rizal Khoir	80
25.	Muhammad Samsul Arifin	90
26.	Mutiara Ayu Wulandari	95
27.	Nelli Erliyaton	85
28.	Neylia Sasa Afifa	70
29.	Putri Damayanti	75
30.	Rina Aprilia	75
31.	Rizky Nurul Hidayah	80
32.	Sheniorita Oktaviani	85
33.	Sri Wulandari	80
34.	Veronika Putri Natali	80
35.	Yonatan Kristandri Sandya P.	95
36.	Zahrotun Mustaidah	90
Total		3035
Mean		84,5
KKM		70

### 3. Third Observation

The researcher was conducted the last observation. The last meeting was conducted on 20<sup>th</sup> September 2017.

**Table 4.7**

**Observation Sheet of the Third Meeting**

No.	Aspect of Observation	Note
1.	Participation	In the third observation, the students' participation was good. The students have a great participation in doing individual assignments.
2.	Teaching Media	The media that used by the teacher during the third meeting the same as the media that used in the second meeting. They were book and picture.
3.	Lesson Plan and Real Activity	There were some of the activities that done by the teacher were inappropriate.
4.	Test Reflection	The test that given for the students in the third meeting was individual test. The students wrote the Descriptive Text individually.
5.	Teaching Method	The method that used by the teacher in teaching and learning process was Presentation Practice and Production (PPP). In the third

		meeting the teacher used the third P (Production) for the students.
6.	Teaching and Learning Process	Almost the teaching and learning process in the classroom has been running according to the Lesson Plan.

The meeting started as usual. The teacher greeted the students before doing the next activity by saying “Good morning”. After that the teacher asked the students to pray together and checked the students’ attendance. All of the students joined the teaching and learning process in this meeting. The teacher asked, “What is the material in the last meeting?”. Then some of the students answered the questions. It means that the students still remembered what the material in the last meeting.

After that, the teacher went to the next activity that was continued the last activity in the previous meeting. The teacher asked one of the students to give away the paper that was collected in the last meeting. After that the teacher gave the instruction for the next activity. The students should write simple Descriptive text in this meeting based on the title that they collected before.

Next, the students were begun to write the text individually. The students focused to write the text. The researcher would like to know the students ability when they wrote the Descriptive text. The researcher walked around in order to know what the students wrote. After that some of the students asked each other and borrowed the dictionary to their friends.

This activity needed more time because the students have to write some sentences and have to make a text. There were some

students that did not write the sentences yet. Some of them still confused to write the text, but most of them have good enough writing to write the text. Then, the researcher saw some of the students helped each other although this assignment was an individual assignment. So, it would build very good relationship between their classmates.

After the students were focused on their assignments, the teacher asked to the class about their assignment. "Have you done?". Then some of the students answered. "Belum bu!". But most of them gave great answered. "Done bu!". The next activity, the teacher asked some of the students to be volunteers to read what they wrote. Some of the students that had to be the volunteer had read the text. Then the teacher said that the time was over. So that the assignments had to collect today and who did not finish yet, they could collect the assignment in the office before came back to their home.

Based on the researcher's observation, it could be concluded that the last meeting had done very good. But the assignments had to spend a long time. The students needed more time to arrange the words to be sentences and the sentences to be a text.

Based on the last observation above, here were the students' score in writing Descriptive text individually. The scores would be mentioned as follow:

**Table 4.8**

**Students' Score of the Third Meeting**

<b>NO.</b>	<b>Name of the Students</b>	<b>Students' Score</b>
1.	A. Maulana Marselino Lifrand	75
2.	Ahmad Sahrul Zaki Ardiyansah	90
3.	Aisyah Nurkhasanah	80

4.	Alfina Dwi Rahmawati	80
5.	Arsita Fitria Damayanti	75
6.	Aulia Putri Nabila	85
7.	Ayu Kusuma Dwi Permatasari	70
8.	Bella Zumarnis	90
9.	Divani Nuril Khaqiqi	85
10.	Dwi Zagy Kholilur Rohman	85
11.	Emillia Gloria Famalaningrum	75
12.	Farizka Indah Amelia	75
13.	Feri Setiawan	80
14.	Filyo Hendra Wiana	85
15.	Galih Ade Wibowo	85
16.	Hanifah Indri Hapsari	75
17.	Hanna Unnaili Zuhriyah	85
18.	Indah Wahyu Ningati	80
19.	Kholisatun Fadlilah	80
20.	Liya Nuryanti	85
21.	Muhammad Azlansyah Fatah	70
22.	Muhammad Izzuddin Nufus	75
23.	Muhammad Mirza Husaini	75

24.	Muhammad Rizal Khoir	80
25.	Muhammad Samsul Arifin	85
26.	Mutiara Ayu Wulandari	90
27.	Nelli Erliyaton	95
28.	Neylia Sasa Afifa	80
29.	Putri Damayanti	85
30.	Rina Aprilia	70
31.	Rizky Nurul Hidayah	90
32.	Sheniorita Oktaviani	85
33.	Sri Wulandari	85
34.	Veronika Putri Natali	75
35.	Yonatan Kristandri Sandya P.	75
36.	Zahrotun Mustaidah	80
Total		2915
Mean		80,9
KKM		70

### c. Questionnaire

In this research, the researcher was conducted the activity on Saturday, 23<sup>rd</sup> of September 2017. The researcher gave questionnaire for the students. It was used to know the students' opinion about the teaching

and learning English at school. The researcher used questionnaire sheet to make sure the data that got from the interview and observation.

**a) The Result of the Questionnaire**

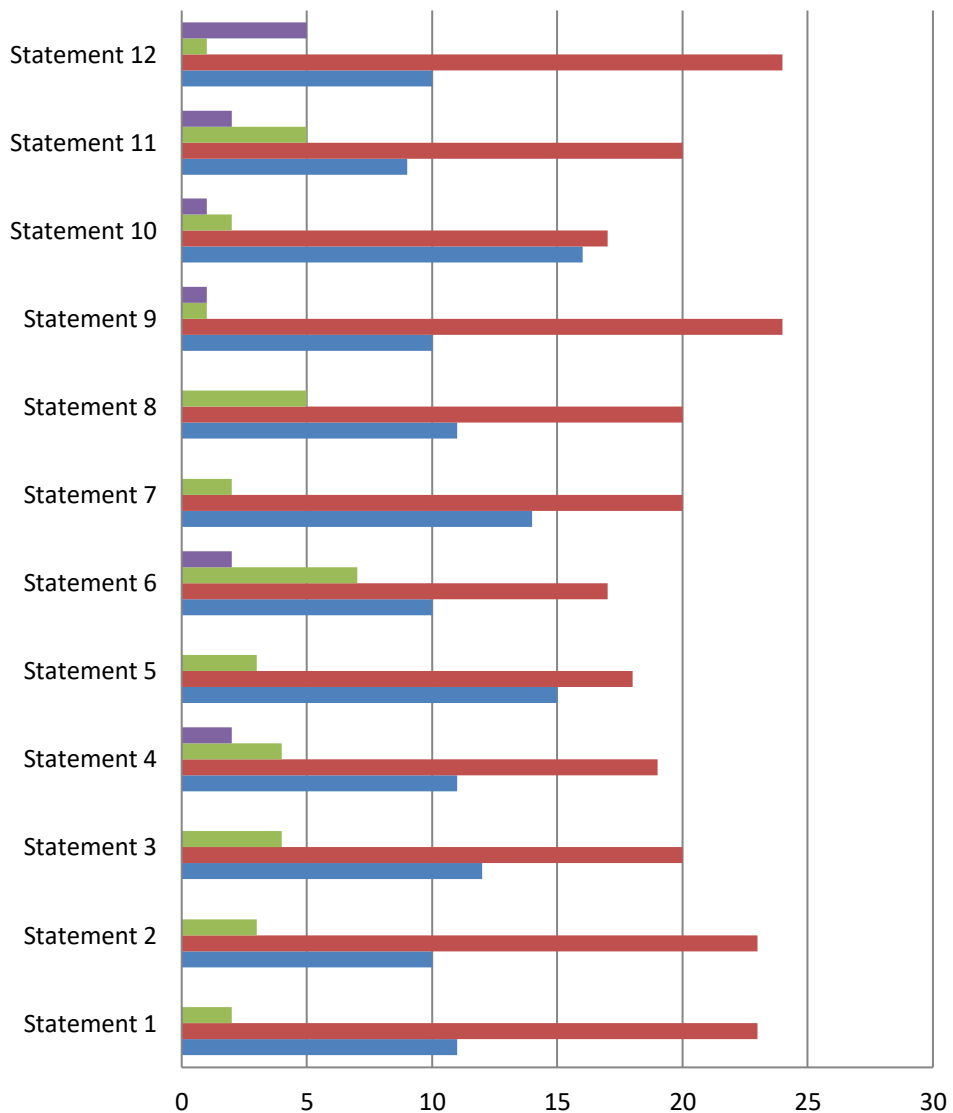
The descriptions of the questionnaires' result would be explained according to the some aspects that were fixed by the researcher as follows:

**Figure 4.2**

**The Result of the Questionnaire**



## Questionnaire



	State ment 1	State ment 2	State ment 3	State ment 4	State ment 5	State ment 6	State ment 7	State ment 8	State ment 9	State ment 10	State ment 11	State ment 12
Strongly Disagree	0	0	0	2	0	2	0	0	1	1	2	5
Disagree	2	3	4	4	3	7	2	5	1	2	5	1
Agree	23	23	20	19	18	17	20	20	24	17	20	24
Strongly Agree	11	10	12	11	15	10	14	11	10	16	9	10

This questionnaire was given on Saturday, 23<sup>rd</sup> September 2017.  
It was used to get the students' opinion toward the teaching and learning process in the classroom.

Based on the statements given in the questionnaire, the researcher could conclude that the implementation of Presentation Practice and Production (PPP) method in teaching Descriptive text writing in this class had good result. It could be seen from the figure 4.2 above. Almost all of the students in this class gave good responds for the questionnaire that gave by the researcher. Most of the students in this class chose agree for every statement in this questionnaire. It means that the students in this class could follow the process of teaching and learning by using Presentation Practice and Production (PPP) method.

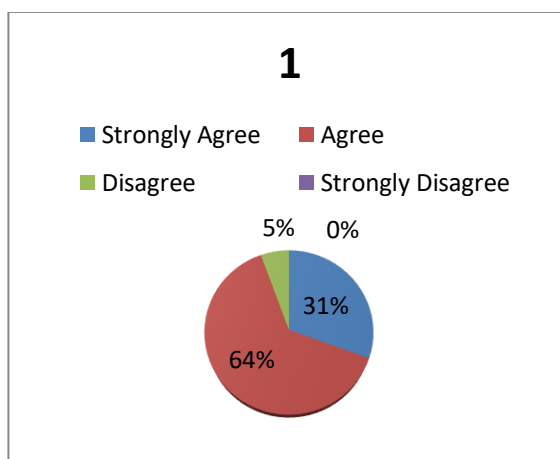
The result of the questionnaire in every number would be explained according to the some aspects that were fixed by the researcher as follows:

### 1. English Nature

Questionnaires number 1-2 was about the English Nature:

**Diagram 4.1**

**The Answer for Questionnaire Number 1**

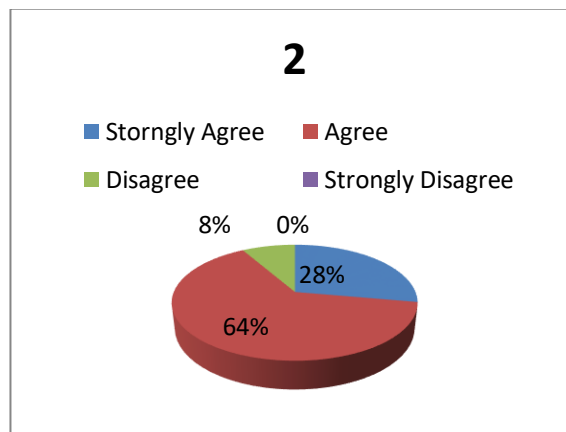


The first statement was to know writing was one of skill that had many benefits for the students. From the diagram above, it could be concluded that some of the students gave positive answered to the first

declarations. There were (0) of students for strongly disagree and only 5% (2) of students chose disagree. Whereas, 64% (23) of students chose agree and 31% (11) of students for strongly agree.

**Diagram 4.2**

**The Answer for Questionnaire Number 2**



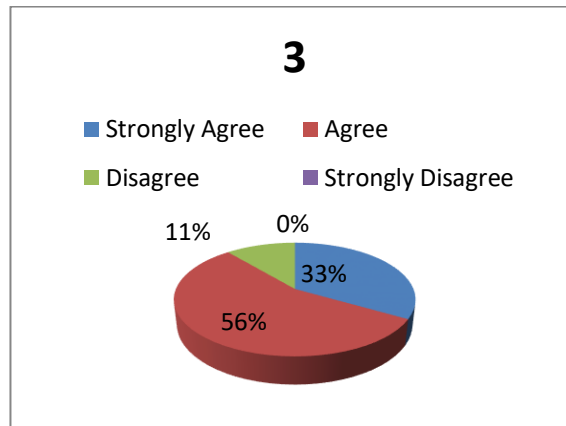
The second statement was asked about descriptive text is a text that easy to understand. The answers from the students could be seen on the diagram above. From the diagram above, there were (0) of students for strongly disagree, 8% (3) of students chose disagree, so that the students who chose disagree still got difficult to learn Descriptive text. They felt that Descriptive text was a difficult text and also difficult to understand. 64% (23) of students for agree and 28% (10) of students for strongly agree. It could be concluded that a half more of students thought that descriptive text is a text that easy to understand. They could understand well when the teacher taught them the material that was Descriptive text.

## **2. Teaching Method**

Questionnaires number 3-5 was about the Teaching Method:

**Diagram 4.3**

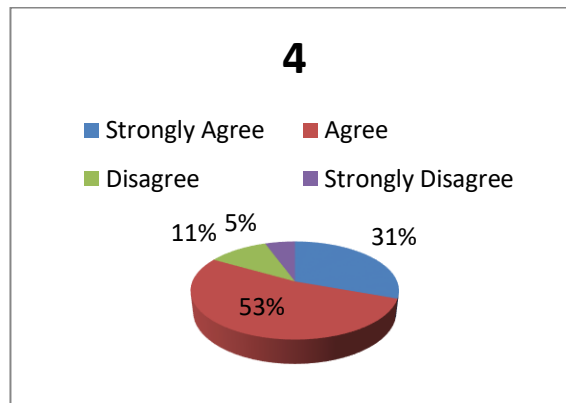
### The Answer for Questionnaire Number 3



Based on the students' answer in the third statement that was teacher has a good strategy to explain the material. Most of the students' answer were good. They thought that the teacher used a good strategy in teaching and learning process in the classroom. There were (0) of students chose strongly disagree, 11% (4) of students chose disagree, 56% (20) of students chose agree and 33% (12) of students chose strongly agree. From the result of the diagram above, it could be concluded that the teacher had a good strategy in teaching the material. In the middle of the teaching and learning process, the teacher used questions answer strategy in order to make them more active in the classroom.

**Diagram 4.4**

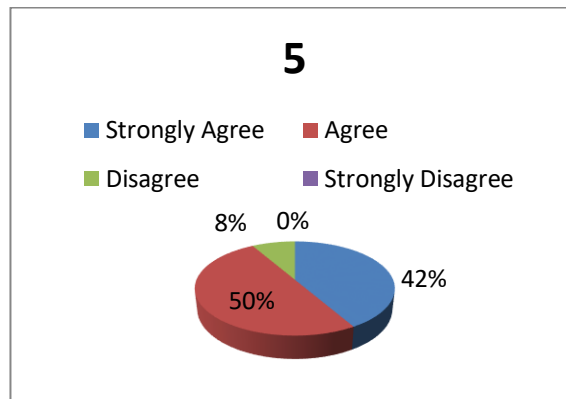
### The Answer for Questionnaire Number 4



The fourth statement was asked about teaching method in the classroom. Teacher uses the method that makes students easy to understand. The students' answer could be seen on the diagram above. From the diagram above, there were 5% (2) of the students for strongly disagree, 11% (4) of students chose disagree, so that the students who chose disagree still got difficult to understand the material. Whereas, there were 53% (19) of students chose agree and 31% (11) of students chose strongly agree. It could be concluded that a half more of students thought that they could understand the material when the teacher taught them by using this method.

**Diagram 4.5**

**The Answer for Questionnaire Number 5**



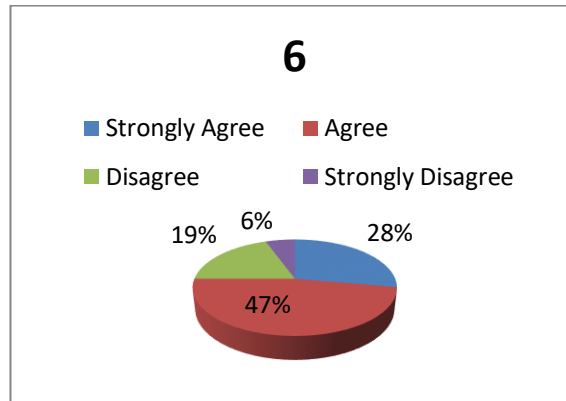
The fifth statement was about teaching method. The declaration is that the method that is used to the teacher in teaching writing is usefull. The result of the answered could be seen on the diagram above. The diagram saw that almost all of the students chose agree and strongly agree in the statement. There were 42% (15) of students chose strongly agree and for agree also got the same points 50% (18) students. It means that when the teacher taught them by using Presentation Practice and Prodeuction (PPP) method, they felt better than usual. They felt easy to undestand the material and they got clear explanation. Thus most of the students chose strongly angree and somewhat agree. Whereas, there were only 8% (3) of students that was chosen disagree.

### **3. Teaching Media**

Questionnaires number 6-8 was about the Teaching Media:

**Diagram 4.6**

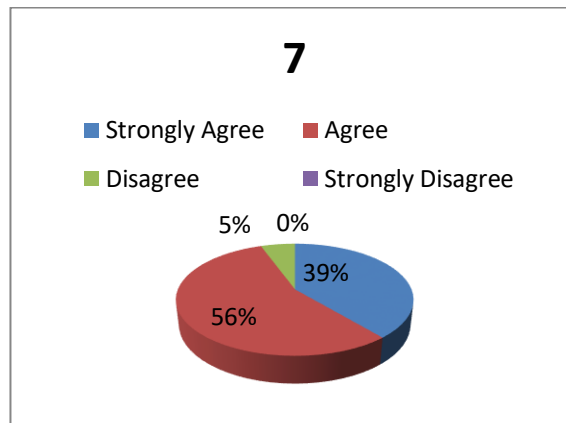
**The Answer for Questionnaire Number 6**



The sixth statement, media was the important thing to support teaching and learning activity. According to the statement number six, the diagram showed that 6% (2) of students chose strongly disagree, 19% (7) of students chose disagree, 47% (17) of students chose agree and 28% (10) students chose strongly agree. It could be concluded that most of the students gave a good answer for the sixth statement. The statement was about the important of media in teaching and learning process in the classroom. By using media, the students could easy to catch the material and media made them more interest and had a good attention when teacher taught them in the classroom.

**Diagram 4.7**

**The Answer for Questionnaire Number 7**

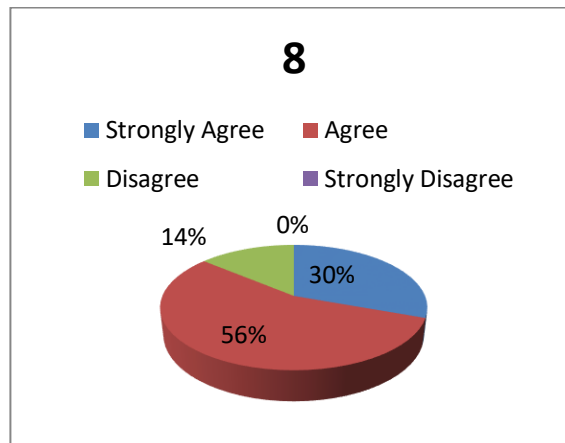


Based on the statement number seven, using media, students can understand easily the material. It could be concluded that most of the students had great answered. It could be seen on the diagram above. There were 0% (0) of students chose strongly disagree. Then, 5% (2) of students chose disagree. From the answered in point 1 and 2 in the diagram, it could be concluded that there were 2 of students that did not agree with the statement. Whereas, there were 37 of students that give good answered. There were 56% (20) of students chose agree and there were 39% (14) of students chose strongly agree.

**Diagram 4.8**

**The Answer for Questionnaire Number 8**





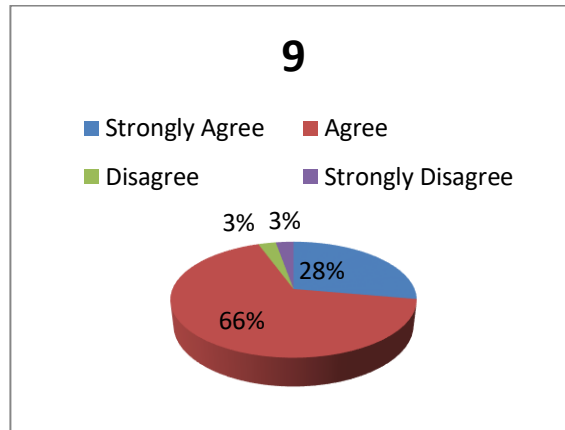
Based on the statement above, media can improve students' motivation in the learning process. It could be concluded that there were still 5 of the students felt that using media in explaining the material made them confused, but most of the students had great answer. It could be seen on the diagram above. There were 0% (0) of students chose strongly disagree. Then, 14% (5) of students chose disagree. Whereas, there were most of students that gives good answered. They felt that by using media, the students could be understood easily the material that taught by the teacher. There were 56% (20) of students chose agree and there were 30% (11) of students chose strongly agree.

#### **4. Teaching Learning Process**

Questionnaires number 9-10 was about the Teaching Learning Process:

### Diagram 4.9

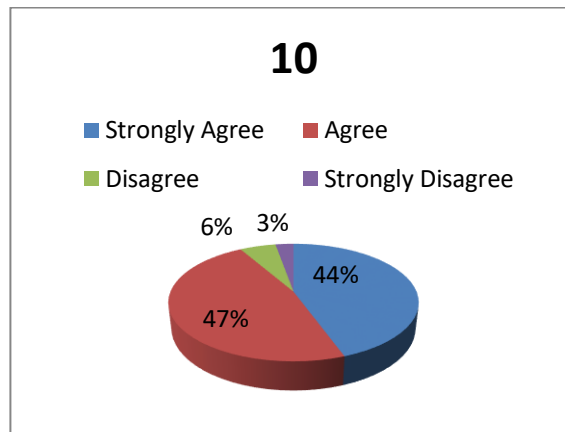
#### The Answer for Questionnaire Number 9



The result of the questionnaire number nine was about the students understood to the teacher explanation. It could be seen in the diagram above. There were only 3% (1) of student that chose strongly disagree and 3% (1) of student chose disagree in this statements. Whereas, most of the students in this class agreed because they understand when the teacher explained the material. There were 66% (24) of students chose agree and there were 28% (10) of students chose strongly agree to the statement.

### Diagram 4.10

#### The Answer for Questionnaire Number 10



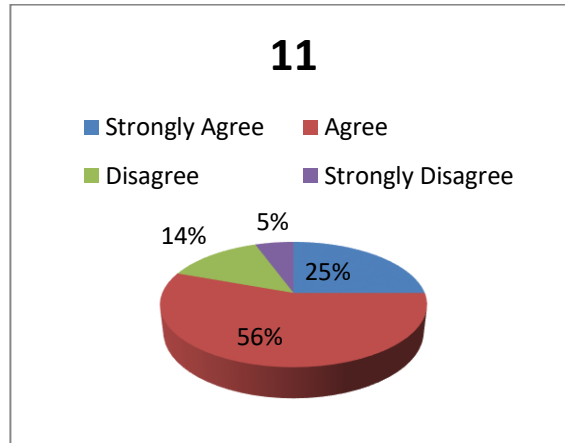
The next statement was about teacher always explained clearly. Based on the students' answered in the diagram above, many of the students that chose agree and strongly agree than disagree and strongly disagree. According to the diagram above, it could be seen that there were 3% (1) of student chose strongly disagree and there were only 6% (2) of students chose disagree. Then, there were 47% (17) of students chose agree and there were 41% (16) of students choose strongly agree. Thus, the results of the statement in this questionnaire, 88% (35) of students agreed that the teacher explained the material clearly.

## 5. Students' Participant

Questionnaires number 11-12 was about the Students' Participant:

**Diagram 4.11**

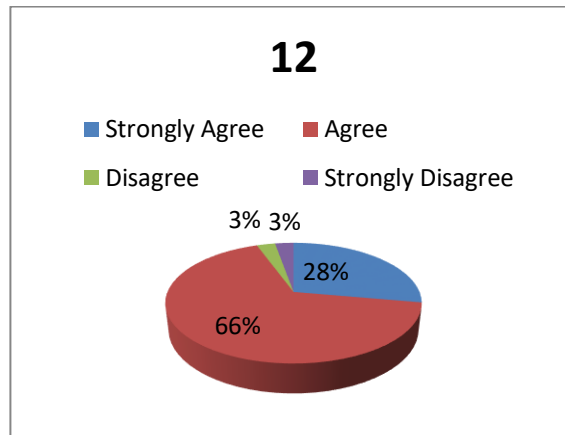
**The Answer for Questionnaire Number 11**



According to the diagram above, based on the statement about most of the students were enthusiastic in teaching and learning English. There were 5% (2) of students chose strongly disagree and 14% (5) of students that chose disagree, so that there were 29 of students chose the answered between agree and strongly agree. There were 56% (20) of students chose somewhat agree and there were 25% (9) of students choose strongly agree. It could be concluded that most of the students in this class agreed that teaching and learning process in this class was enthusiastic.

**Diagram 4.12**

### The Answer for Questionnaire Number 12



The last statement was about the students always pay attention when the teacher explain the material. Based on the students' answered toward the declaration, it could be concluded that no one of the students strongly disagree for choosing the statements. Most of the students chose the good answer. There were 66% (24) of students chose agree. Then there were 28% (10) of students chose strongly agree. After that there were 3% (1) of student chose disagree and the last 3% (1) of student choose strongly disagree. It could be concluded that 94% (34) of students chose the good answered for the statement number 12.

#### 4.1.2 The Strength and the Weaknesses of Presentation Practice and Production (PPP) Method

Based on the interview on page 28, observation on page 33 and questionnaires on page 47 that was conducted by the researcher, the reseacher had found some strength and the weaknesses of the method that used by the teacher in teaching and learning process in the classroom.

##### a. The Strength of Presentation Practice and Production (PPP) Method

1. The students were interested in teaching and learning process. The students enjoy and interest because the teacher used some media in the

classroom activity. Although some of the students did not understand the material, but the students asked the teacher.

2. The students could focus when the teacher presented and explained the material about Descriptive Text because at that time the teacher conducted the first P of the method that is Presentation. In this time, the teacher only explained and gave some explanation, so that some of the students also tried to ask some question if they did not understand well.
3. The students had great participation. The students also were able to do the assignments from the teacher although in individual assignment or group assignment.
4. The students could enjoy the teaching and learning process. The students also could share, ask and answer to their friends in group assignment.
5. The students could write the simple Descriptive text by their own sentences because they already have the example from the teacher and also from their friends.

**b. The Weaknesses of Presentation Practice and Production (PPP) Method**

1. There were some of the students that still talked to their friends when the teacher explained the material if the teacher did not give them some direct questions in the middle of the explanations.
2. The group's assignments had taken too long time because of all the group had to present the result of their group assignments.

## 4.2 Discussion

Based on the instruments above in this research, the researcher concluded that the implementation of Presentation Practice and Production (PPP) method in teaching Descriptive text writing would make the students interest in teaching and learning English. The overall of the instruments would be explained as follows.

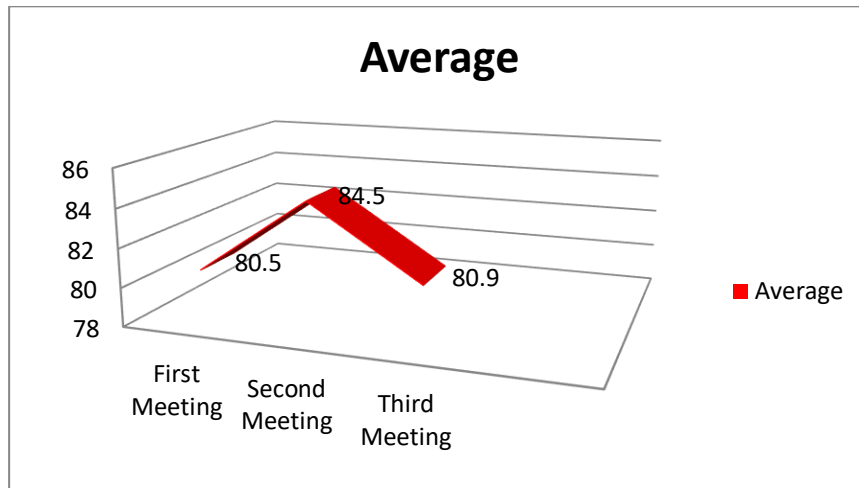
The first instrument, the researcher was conducted an interview. The interview was conducted in order to get the direct information and opinion based on two sides, they were students and teacher. After that the researcher concluded the result of the interview based on the students and the teacher.

Then the second instrument, the researcher was conducted the observation. There were three times of observation in this research. The first meeting of the observation, the teacher was doing the first P which stands for Presentation. The teacher presents by explaining the material to the students. Not only explained but also the teacher gave some of direct questions for the students in the middle of the explanation. The second meeting of the observation, the second P which stands for Practice was used by the teacher and it was appropriated to the theory. The teacher asked the students to practice and discuss in group. The teaching and learning process was running well. The third meeting of the observation, the teacher conducted the third P which stands for Production. The teacher asked the students to do an individual assignment to write a text.

Based on the observation above, the average of the students' score was mentioned as follows:

**Figure 4.3**

**The Average of all the Students' Score**



After that, the third instrument from the researcher was giving questionnaires for the students. The researcher used questionnaire sheet to make sure the data that got from the interview and the observation. Based on the statements given in the questionnaire, the researcher could be concluded that the implementation of Presentation Practice and Production (PPP) method in teaching Descriptive text writing in this class had good result. Almost all of the students in this class gave good responds for the questionnaire that gave by the researcher. Most of the students in this class chose agree for every statement in this questionnaire. It means that the students in this class could follow the process of teaching and learning by using Presentation Practice and Production (PPP) method.

Based on the result of the discussion above, the implementation of Presentation Practice and Production (PPP) method in teaching Descriptive text writing was a good improvement. Besides that, the students' participation and the students' enthusiasm were also increased. It was the method and media that used by the teacher made the students to be active. Moreover the teacher also used the technique that made the students to be active that was questions answer technique. So, Presentation Practice and Production (PPP)



method should be applied in teaching and learning process especially in teaching writing.