

**TEACHING WRITING A BIRTHDAY INVITATION CARD
THROUGH PPP (PRESENTATION, PRACTICE AND
PRODUCTION) METHOD TO JUNIOR HIGH
SCHOOL STUDENTS**

PAPER

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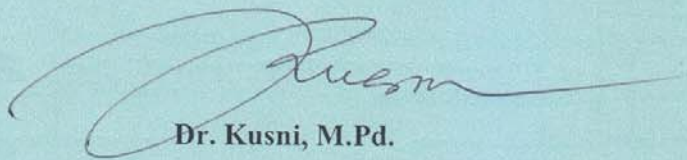
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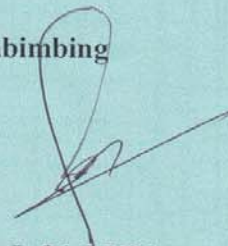
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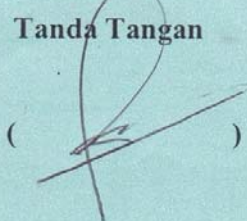
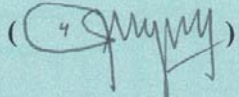
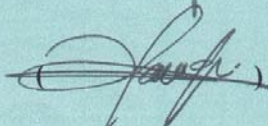
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ABSTRAK

Sumira Putri: 2011. "Teaching Writing a Birthday Invitation Card through PPP (Presentation, Practice and Product) Method to Junior High School Student"

Dalam pengajaran bahasa Inggris ada empat kemampuan yang harus dikuasai oleh siswa; mendengar (*listening*), berbicara (*speaking*), membaca (*reading*) dan menulis (*writing*). Keempat kemampuan tersebut berkaitan satu sama lainnya. Namun pada kenyataannya, menulis sangatlah sulit bagi siswa. Kurangnya penguasaan kosakata, tidak paham dengan situasi/konteks dan kurangnya motivasi merupakan faktor penghambat siswa dalam menulis. Makalah ini bertujuan untuk menyampaikan sebuah metode mengajar (*writing*) yang digunakan untuk meningkatkan kemampuan siswa dalam menulis terutama dalam fungsional teks pada tingkat SMP. Melalui metode ini, akan terlihat bagaimana guru menguasai materi dengan baik. Dan sejauh mana siswa mampu memakai bahasa dari materi yang telah dipelajari dalam menulis teks fungsional, seperti: kartu undangan ulang tahun (*birthday invitation card*).

Dalam pelaksanaan metode ini, ada tiga tahapan yaitu: 1) *presentation*, guru menjelaskan situasi dan kosakata yang berkaitan dengan undangan kartu ulang tahun melalui *story telling* dan gambar-gambar, 2) *practice*, siswa dilatih pemahamannya dalam membuat kartu undangan ulang tahun melalui *pair work*, 3) *production*, siswa membuat kartu undangan ulang tahun mereka sendiri berdasarkan instruksi yang diberikan oleh guru. Dengan menggunakan metode PPP (*Presentation, Practice and Production*) dan bantuan media diharapkan guru mampu menjadikan bahasa Inggris khususnya menulis sebagai pelajaran yang menyenangkan bagi siswa tingkat SMP. Selain itu, siswa diharapkan dapat termotivasi untuk belajar menulis teks dalam bahasa Inggris sehingga mereka mampu memahami dan menggunakan bahasa yang telah dipelajari dengan baik dan benar untuk berinteraksi dengan lingkungan mereka.

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The writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is one of important international languages that use in all of over the world. People use it in many aspects of life, such as politic, economic, education, social and technology. English allows people from nations and cultures throughout the world to interact each other. They can exchange information by communicating in English. Travelers can also travel around the world by using English. Moreover, students can follow students exchange or study abroad by using English language. These show that English is very important and needed in many sectors of life.

In leaning English there are four skills that have to be mastered. They are listening, speaking, reading and writing. All of these skills are related each other. You can not speak if you unable to listen carefully. And you will not be able to read sentences if you cannot pronounce them well. Finally you will never write if you cannot read. They have to learn integrated and cannot be separated. So that they are should be mastered well in order to be able to communicate in English either in spoken or written form.

As mention above, writing is one of skills in English that should be mastered by students. Writing is a process of making a product. It can be sentences, paragraphs, text or even an article. Learning to write is not only about producing words to be sentences and then become a paragraph, text or article. It is more than that. Knowing the topic, key idea, supporting details, generic structure,

grammatical pattern, choice of vocabulary are some of important things that have to be understood by students in writing. Moreover, planning, drafting, editing and revising are stages that needed in the process of writing to get a good final writing product.

In the teaching-learning process, learning experience in writing must be given to the students. Based on the new curriculum known as Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, learning does not only become competent but also become experience for students so that the goal of learning as stated in the curriculum can be achieved. Students can get experience in writing whether inside or outside classroom. Teacher can give classroom activity based on student's level and ability which support students to have experience. While outside classroom, teacher can ask students to write free writing. They can write about everything that they want or anything which they like. It is one of ways to give students a wide chance to explore their ability.

As stated in the curriculum, functional text is one of kinds of text that is must be mastered by students besides transactional and interpersonal texts. For Junior High School level especially grade VII, memo, greeting card and invitation card are kinds of functional texts that is taught in writing. Since writing final goal is enable students to write a text that they already learnt, students have to understand about the context and function of the text; to whom and when the text can be addressed so that students can write functional text successfully.

In most of cases, writing invitation card often felt difficult and complicated for students. Lack of vocabulary is the main problem in doing

writing. They do not know how to start writing because they have poor of vocabulary. Then, they do not understand about the context and generic structure of the text. They get problem in arrange the component of the text, especially at the body of the text. For example: the date and the address. The last one is lack of motivation. They tend to think writing is difficult and not really important. Moreover, they never practice writing

Based on the explanation above, the writer is interested to take one of teaching method to overcome the problems. It is called PPP method. PPP stands for Presentation, Practice, and Production. Presentation is a stage where teacher introduce situation or context and new language that is going to be learnt. It is teacher-centered. Then, practice is stage in which students can practice the language in pairs work through choral repetition, individual repetition and cue-response drills. This stage is turning to students-centered. And the last one is production stage. In this stage, students become independent user of the language that they have learnt. In this case, they will produce a final text that they have learnt.

Writer believes that this method can become solution to overcome the problems in teaching and learning writing a birthday invitation card. In short, the writer really interested to write about “Teaching Writing a Birthday Invitation Card through PPP (Presentation, Practice, and Production) Method to Junior High School Students”

B. Identification of the Problem

Based on explanation above, writing is difficult for students. It because of students lack of vocabulary, do not understand the situation or context and language feature, and lack of motivation.

C. Limitation of the Problem

Based on the identification of the problem above, the discussion of problem is limited at teaching writing a birthday invitation card to Junior High School students.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem is formulated as followed: “what are the procedures of using PPP (Presentation, Practice, and Production) in teaching writing invitation card to Junior High School Students”

E. The Purpose of the Problem

The purpose of this paper is to enrich teacher about the method that can be effective in teaching writing a birthday invitation card so that teaching and learning writing can be easy and fun either for teacher or students. And finally through this method students are expected not only as a target language but also a user of language.