

CHAPTER 1

INTRODUCTION

1.1 Background of the report

Giving a chance to study foreign language for children is often done by parents to learn about a new language. It means every parent wants their children to have other language which is very important for their children in the future. English is acknowledged as international language, and according to Salminen & Kankaanranta (2017), English is undoubtedly the most used international 'corporate language' and because of that most countries in the world learn English in the school, including Indonesia. Laufer (2008) also explains that English is very important in Indonesia because it is considered a global language. Obligatorily, English is learned in Indonesia starting from junior high school, but elementary school student can learn that as an extra lesson. In this case the role of English lesson in elementary school can be the first step to know a lot of English vocabulary.

Teaching English for young learners or elementary grade is quite challenging because the teacher must prepare the materials that can make a fun learning situation. In this case, the teacher gives a chance to students to read a sentence or a word in their way. Teaching English for children is not an easy job but it is also not difficult if we know how to do it. It is supported by Hashemi and Azizinezhad (2011) that a factor to teach English for children is to understand the principles of

language acquisition and apply it in ways that keep children motivated to learn. According to Klimova (2013), children like studying using different kinds of methods such as posters, flashcards, pictures, videos, picture books, or picture dictionaries. These methods help students to learn vocabulary more easily and feel more interested in the lesson.

The writer did his internship in MI Muhammadiyah 5 Surabaya, in this case teaching reading for fourth grade students in every English reading lesson, he taught the students using pictures, and picture dictionaries for one a half month. During internship, the writer got an opportunity to teach English to fourth grade students. In that grade the writer taught reading section using PPP (Presentation, Practice, and Production). According to Kostoulas (2012), Presentation – Practice – Production, or PPP, is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. It means this method helps students learn vocabulary step by step. In this case, teacher can find out the students' mastery of vocab through production step then from the production method teacher can know about the result after using presentation and practice steps. The method was often used in that school. It was called as PPP (Presentation, Practice, and Production) because it included reading, writing, and pronunciation for beginner.

According to the teacher's experience, using these methods was easy to practice and also give all of students' time to pronounce English than try to write the word one by one, because of it student could remember a new vocab that they got from every English lesson in the class. In the presentation step, it is about how teacher pronounces a vocabulary and followed by the students.

After pronouncing the vocabulary, the result for the teacher is production. Production in here means the result of student task that is given by the teacher before. Because, the goal from teaching using this method is how the students could write the vocab well to the teacher. Even though PPP has invited the students to practice and produce, they still misspelled the words. During the internship the writer found some misspelling problems by looking at the students' performance. The reason why the writer discussed the way of teaching reading using this method is to introduce PPP to larger audience and explain what problems arose during its application in the reading class at MI Muhammadiyah 5 Surabaya.

1.2 Statement of the problem

1. How to apply PPP method in to teaching reading for fourth graders in MI Muhammadiyah 5 Surabaya?
2. What were the problems that arose during teaching reading using PPP method for fourth graders in MI Muhammadiyah 5 Surabaya?

1.3 Purpose of the report

1. To discover how to apply PPP method in to teach reading to fourth graders in MI Muhammadiyah 5 Surabaya.
2. To discover the problems that arose during teaching reading using PPP method for fourth graders in MI Muhammadiyah 5 Surabaya.

1.4 Significance of the final report

1.4.1 This final report benefical for the writer in:

1. Developing the writer's writing skill in writing report.
2. Developing the writer's experience and understanding material that taught while being a student in English Language.
3. Developing the writer's experience about teaching young learners students in real school life.

1.4.2 For the almamater

This final report beneficial for the almamater in:

1. Establishing good cooperation relationship between Universitas Airlangga and MI Muhammadiyah 5 Surabaya.
2. Improving the students of Universitas Airlangga.

1.4.3 For the company/institutions

This final report beneficial for company/institution to:

1. Improve MI Muhammadiyah 5 Surabaya students in reading skill.
2. Improve MI Muhammadiyah 5 Surabaya students especially in reading skill.

1.4.4 For others interns

This final report beneficial for interns in:

1. Increasing knowledge of teaching reading.
2. Increasing knowledge how to be a good teacher.

1.5 Review of Related Literature

1.5.1 The Application of PPP

According to Criado (2013), summary of the main points of the PPP application consists of the three following phases.

- The first phase is presentation in which the teacher highly controls the teaching or learning process. In this case, the teacher provides the material full of vocabulary containing all the targeted structures in the unit to the students then the teacher also gives explanation behind the construction of such structures or the meaning of the vocabulary.
- The second is practice which still reflects teacher control in the sense of checking their student accurate understanding of the material presented in the previous stage.
- The third is production, which means kinds of the activities after practice stage that may include discussion, debates, misspelling, problem solving activities, opinion, etc.

From the explanation above, combining presentation, practice, and production is the best way of teaching English easily as already applied for fourth graders in MI Muhammadiyah 5 Surabaya.

1.5.2 The Problem Arising in The Application of PPP Method

In learning English using PPP method, there are skills that can be added by using this method. Those are speaking, reading, writing, listening, and others. Writing is one of important skills in English. During learning writing skill, problems may arise. The common problem is misspelling. Sometimes students do not know how to write it, stated by Flor (2012) that misspellings are pervasive. They are found in all kinds of writing, including in students essays.

Misspelling error is often happened in the class, when the students listening what the teacher says a word then the students must write it in a paper

this misspelling could be happened. Sometimes the student misses the letter or adding an letter that is not in the target word. These problems could be categorized in to the types of misspelling problem. According to Cook (1997), there are four types of misspelling error substitution, omission, insertion, and transposition. Substitution error is errors that occur when students substitute a letter by another one. The letter also can be from the vowel or even consonant letters. Omission error is an error occurs when students omit a letter to the target word. The letter also can be from the vowel or even consonant letters. Insertion error is errors occur when students add a letter to the target word. The last, transposition errors: errors that occur when the students switched the order of two.

1.6 Methods of the Report

1.6.1 Location and participant

The writer conducted a case study on MI Muhammadiyah 5 Surabaya for a month and did the internship in fourth grade with 38 students, consisting of 12 male and 16 female students in class.

1.6.2 Data collection

To collect data, the writer used data collection techniques: students' work and observation.

1.6.2.1 Students' work

In this term the writer got the task from the teacher. The topic for fourth grade in MI Muhammadiyah 5 was food and drink. The appealing pictures already in had English vocabulary. The pictures can make students feel interested to start

the lesson. The first step to explain the task was the writer read the vocab from the task then the students repeated. There are 38 vocabulary of food and drink in one page of the task. Then for the next page there are 26 pictures that students should write in English.

1.6.2.2 Observation

According to Oxford Dictionaries, that observation is the action or process monitoring someone or something with significant detail. The writer used observation for monitoring the result of the student' task then recapitulating the misspelling problem after explaining the application of PPP method.

1.6.2.3 Data analysis

In terms of data analysis, the writer used triangulation data collection techniques to answer the statement of the problem. The following table is the way to analyze the problem.

Unit of analysis	Data collection techniques
The way of application of PPP method to the students	- Student' work - Observation
Common problem arose the application of PPP method	- Student' work - Observation

1.7 Framework of the Report

