CHAPTER I

INTRODUCTION

A. Background of The Problem

Teaching is the process transfer of knowledge to the students. According to Leonard, teaching is to transform by informing, to develop a zest for lifelong learning, to help pupils become students-mature independent learners, architects of an exciting, challenging future a kind of communion, a meeting and merging of minds.[1]In addition, Andrian Doff stated that Teach English is a teacher training course which develops practical skills in teaching English as a foreign Language.[2]It means that the teacher must develop the practical English skill to the learners. Thus, teaching English is the process transfer of knowledge of English skill to the learners.

The teachers have big role to teach English for their students. To cover students" need of good skill, an English teacher usually should provide them with the relevant teaching method. Harmer says that a method has arrived at decisions about types of activities, role of the teacher and learners, the kind of material which will be helpful and some models of syllabus organization.[3] To teach English effectively teachers can use some techniques, such as Task Based Learning (TBL), ESA (Engage, Study, Active), PPP (Presentation, Practice and Production) Method, etc.

Based on the statement above there is one popular method that can be used in learning process, namely PPP (Presentation, Practice, and Production). Furthermore,

[1]Leonard H. Clark, Strategies and Tactics in Secondary School Teaching (USA: The Macmillan Company, 1968),6.

[2]Andrian Doff, Teach English A training Course for Tea chers (New York: Cambridge University Press, 1988), 1-2.

[3] Jeremy Harmer, *The Practice of English Language Teaching 4nd ed*(person Longman, New York, 2009) p. 62

Harmer says PPP is explained by the teacher with context and situation for the language. It is extremely useful in teaching grammar.[4] In this method, the teacher introduces the sentences based on a situation and context.

In this method, the teacher presents the target language by explaining and demonstrating to the students in communicative learning teaching. Then the students will practice the language in a controlled manned before doing the production stage. Presentation stage, involves explaining the aim of the lesson include that students know what they will learn and why. For a good presentation, the teachers can use song, game, or story. Practice stage, the goal is to help the students use the new language. The teacher can ask the students to produce sentences or answer question to demonstrate they understand how to use the language correctly. Production stage, this stage can motivate students to communicate meaning with new language. Students should have the opportunity to experiment with the language. Therefore, PPP is a good method to use in English teaching especially on simple past tense.

Based on observation on 19th to 26th February 2018by following the class and interviewwith English teacher who taught English at the Second Grade in academic year 2017/2018. The researcher found the some of the problem on simple past tense, the teacher teaching grammar on simple past tense by using PPP method in the classroom. The researcher found that the teacher who was teaching grammar has used PPP method in teaching grammar..

The researcher chooses this second grade because the teacher applied PPP method in teaching grammar, especially on simple past tense. Although the teacher has used PPP method in SMPN 1 Palupuh at the second grade students, the researcher still found some problems in learning grammar especially on simple past

[4] Jeremy Harmer, *The Practice of English Language Teaching 4nded*(person Longman, New York, 2009) p. 67

tense. There are some reasons why simple past tense becomes the problem for students. First, the students seldom practice the English language, because in language production, the teacher did not involve real communication, so the students often forget about the form of sentence that has been taught.

Second, some students did not understand the material well. When they found difficulties they waited the teacher to explain it and did not try to solve it by themselves. It made them feel difficult in doing the test or exercises which was given by their teacher.

The last, the teacher has applied the PPP method well and suitable with procedure of this method in teaching grammar, but some of students do not master yet the use of the form of simple past tense. Generally, they still frequently made some mistakes in applying simple past form. First, students are still influenced with the grammatical formula of simple present tense. Here is the example as following. *The student writes: My mother doesn't cook Yesterday.* ***It should be: My mother didn't cook yesterday.*** *The student writes:* ***Does*** *Argan go to school yesterday****?*** ***It should be: Did Argan go to school yesterday?***

Second, students do not master yet the use of the verb form of simple past tense. Here is the example as following. *The student writes : He gives me a present last night.* ***It should be: He gave me a present last night.*** *The student writes : I buyed ice cream yesterday****.*** ***It should be: I bought ice cream yesterday.***

It is based on the observation on 19th to 26th February 2018 it could be seen that the previous teacher explained the formula of simple past tense most of the time and lack of example. That is why the students still influenced with form of simple past tense because the teacher did not give them opportunity to be active in the class. Once they practiced, they made a sentence which is not meaningfully.

Based on the description above, the researcher wants to know effectiveness of PPP method and to conduct a research under the title **"The Fffectiveness of Presentation, Practice, and Production (PPP) Method in Teaching Simple Past Tense at the Second Grade SMPN 1 Palupuh at The Academic Year 2017/2018".**

B. Identification of The Problem

Based on the background of the problem above, there are some problems occurred in English teaching and learning at the second grade students in SMPN 1 Palupuh that can be identified as follow:

1. Some students do not understand the material well, they seen confused when the teacher give explanation.
2. The students often forget about the structure of the sentences that have been taught.
3. The teacher has applied the PPP method well in teaching grammar, but some of students do not master yet the use of the form of simple past tense

C. Limitation of The Problem

Based on identification of the problem above, the researcher limits the scope of the problem to be researched, that is the effectiveness of Presentation Practice Production (PPP) method in teaching simple past tense at the second grade students of SMPN 1 Palupuh Academic Year 2017/2018.

D. Formulation of The Problem

In accordance with the limitation of the problem, the problem in this research is formulated into the following question: To what extend is Presentation Practice Production (PPP) method effective in teaching simple past tense at the second grade students of SMPN 1 Palupuh Academic Year 2017/2018?

E. Purpose of the Research

Based on formulation of the research, the purpose of the study is: To know the empirical evidence about the effectiveness of Presentation Practice Production (PPP) method effective in teaching simple past tense at the second grade students of SMPN 1 Palupuh Academic Year 2017/2018?

F. Significance of The Research

The researcher expected that the result of this research would give the advantages to:

1. For the teacher

   The result of this research is hoped can be an input to determine the method in English learning process. So, the teachers can improve their ability in English learning process and it can be as an significant information in applying Presentation, practice, production method in teaching and learning in increasing the students grammar mastery.

2. For the students

   This research also hopefully can give benefit to the students especially the students at the second grade in SMPN 1 Palupuh to solve their problem in learning grammar and motivates the students to comprehend their grammar.

3. For researcher

   This research increased her knowledge about PPP method in teaching English grammar in the feature and to know how PPP method can be used in increasing the students' simple past tense at the second grade students of SMPN 1 Palupuh.

G. Definition of Key Terms

In this research, there are several key terms which are defined as follow:

1. Effectiveness : a measure that says how far the target (quantity, quality, and time) is achieved. Where the greater percentage of target is achieved, the higher its

effectiveness[5].The researcher defines effectiveness as the degree of improvement in the learners‘ achievement level in English simple past tense as a result of implementing PPP method.

2. Simple past tense is an action or situation that occurs in the past. Simple past tense describes an action or situation that began and ended in the past. the past tense indicates definite time terminating in the past.
3. Students’ ability is an expression of students’ capability in doing something independently related to a study in education.
4. PPP stand for presentation, practice, and production which is the target language will be explained by the teacher with context and situation.[6]

[5]Danfar, *Definisi/pengertian Efektifitas*, (online). (http://dansite.wordpress.com/2009/03/28/pengertian-efektifitas/), retrieved on 22 Februari 2012.

[6]Jeremy harmer, *How to Teach English* (Pearson Longman, England 1998), p.80

CHAPTER II

REVIEW OF THE RELATED LITERATURES

A. Simple Past Tense

1. The Understanding of Tense

Many learners have considerable difficulty with English tense system. As with, other areas of the grammar, difficulties may arise from the nature of the system itself or from difference between English and the learners' mother tongue. According to Lyons' idea that the term 'tenses' is derived from the Latin word 'tempus' meaning 'time'.[7]It means that traditionally the tense is defined in term of time. It is in line with Sidney Greenbaum who defined the tense as a grammatical category that is realized by verb inflection.[8] Meanwhile, A. S Hornby said that tense refers to an action, activity or state may occur in past, present or future.[9]Hence, there are three tenses in language; present, past, and future. Regarding those definitions, the word 'tense' stands for a verb form or series of verbs used to express a time relation.

Since English has no future inflected form of the verb, Sidney Greenbaum claimed that English has two tenses: the present and the past.[10] The situation described in the present tense is related as simultaneous with the moment of speaking; the situation described in the past as relates subsequent to the moment of speaking. Here, the writer concluded that tense is a

[7] Jhon Lyons, *Linguistic Semantic an Introduction*, (Cambridge: Cambridge University Press, 1995), p.132.

[8]Sidney Greenbaum and Randolph Quirk, *Student's Grammar of the English Language*, (London: Pearson Education Limited, 1990). p.47.

[9] A.S Horby, *Guide to Pattern and Usage in English*, (New York: Low Priced Inc, 1975), p.78.

[10]Sidney Greenbaum and Randolph Quirk, *Student's Grammar of the English Language*,p. 48.

grammatical category, typically marked on the verb that deictically refers to the time of the event.

2. The Understanding of Simple Past Tense

English insists on marking every finite verb group for absolute tense, whether or not the time orientation would be clear without it. Many other languages, however, often do not require such marking of the verb group where the time location is either unimportant or is clear from the context.

Furthermore, Betty Schrampfer Azar gives explanation that, ―The simple past tense indicates that an activity or situation began and ended at a particular time in the past.[11] According to her, the time indications are yesterday, last night, two day ago, in 1999 etc. This may partly explain why some learners of English tend, for example, to use past tenses when writing narratives.

According to Patricia K. Weiner, the simple past tense describes an action or situation that began and ended in the past.[12]In addition, Eugene J. Hall stated that simple past tense indicates a past action that occurred at a definite time in the past, whether that time is stated or not.[13]It is in line with A.J Thomson and A. V Martinet who defined the simple past as the action completed in the past at definite time.[14] From those several statement above, the writer concluded that the simple past tense is used to express a definite event in the past. Simple past tense is also used if the event happened completely in the past even the time is not mentioned.

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[11]Betty Schampfer Azar, *Fundamentals of English Grammar*, *3rd*, (Cambridge: Longman, 2003), p. 24.

[12] Patricia K. Weiner, *Mosaic I: A Content- Based Grammar*, (New York: McGraw- Hill Companies, Inc., 1990), p.74.

[13]Eugene J. Hall, *Grammar for Use*, (Jakarta: Binarupa Aksara, 1993), p.173

[14]A.J Thomson and martinet, A Practical English Grammar,4th Edition (Oxford : Oxford Univerity Press, 1986), p. 147

a. The Form of Simple Past Tense

In making simple sentence, the students should know about form of simple past tense. According to McGraw, the simple past tense is classified into two types.[8]They are the simple past in regular verb and the simple past in irregular verb including past tense of the verb *be*. The formula of each type consists of three parts: affirmative, negative and interrogative.[15]

1) The simple past in regular verb

The first type of the simple past in regular verb form uses the formula as following

S + V2 + O + Adverb

For examples:

- She **helped** her mother in the kitchen this morning.
- The children **played** games last night.
- We **listened** to the music after dinner

According to the examples above, the form is used for all subjects, both singular and plural. All regular verbs take an- *ed* ending in the past tense. Moreover, there are some spelling rules of regular verbs. Those are as following:

1) If the simple form of a verb ends in *–y* after a consonant, change the*–y* to *i* and add –ed. Examples: try/ tried, carry/carried, dry/ dried

2) If the simple form of a one syllable verb end sin consonant+avowel + a

[15]McGraw-Hill, *Interaction 1 Grammar*, (New York: McGraw- Hill Companies, Inc., 2002), p.106.

consonant, double the final consonant and add –ed. Examples: plan/ planned, stop/ stopped

3) If the simple form of a two syllable verb end in a consonant + a vowel+ a consonant, double the final consonant only if the syllable is stressed. Examples: permit/ permitted, prefer/ preferred, occur/ occurred.
4) If the simple form of a verb ends in *–e*, add only *–d*. Examples: tie/ tied, change/ changed, live/ lived.
5) Add *–ed* to simple form of all other regular verbs. Examples: want/ wanted, ask/ asked, belong/ belonged.

Meanwhile, the negative formula of simple past tense as following:

S + did not + V1 + O + Adverb

For examples:

- Her roommate **did not order** a pizza last night.
- We **did not live** in an apartment last year.
- My family **did not own** a computer until recently.

Based on the examples above, it can be seen that the verb in the sentence is returned to the simple form. Then, the use *did not* is before the simple form of the main verb. The contraction for *did not* is *didn't*.

In addition, the other form of simple past tense is interrogative by using the formula:

Did/ didn't + S + V1 + O + Adverb?

For examples:

- Did you **move** to a new house last year?
- Did she buy a car ?

The examples above show that the main verb in the question is also returned to the simple form. There is no final *–ed* ending in the question form.

2) The simple past in irregular verb

Many verbs have irregular past forms. These do not take an – *ed* ending in the past form.[16]Then, the verbs that have irregular past tense form follow the same pattern in affirmative, negative, and interrogative as regular verb. Here is the example of irregular verb as following:

Table 2.1: Tabel form of simple past tenses in irregular verb

Simple Form	**Past Tense Form**	**Notes**
Cost Cut Hit Hurt	Cost Cut Hit Hurt	The simple and the past formsof some verbs are the same.
Built Lend Send Spend	Built Lend Send Spend	With some verbs, the simple form end in *–d* and the past form end in – *t*.
Dream	Dreamt	Some verbs have other

[16]McGraw-Hill, *Interaction 1 Grammar*, (New York: McGraw- Hill Companies, Inc., 2002), p.116

Have Hear	Had Heard	consonant changes or add a consonant in the past tense.
Begin Come Drink Drive	Began Came Drank Drove	Many verb have vowel changes in the past tense
Eat Fall	Ate Fell	
Be*	Was/ were	Many verbs have consonant and vowel changes in the past tense
Bring	Broug	
Buy	Bought	
Catch	Caught	
Do	Did	
Fly	Flew	

Based on the examples above, the verb *be* is the exception of irregular verb. This irregular verb is used differently than other irregular verb in affirmative, negative, and interrogative. Here is the pattern of past tense of verb *be* as following:[12] For the affirmative form the formula as follow:

S + was/ were + substantive (Adverbial of phrase) + …

For example:

- Mario was at home last night
- Ratna was a stewardess one year ago
- Some students were absent last Sunday

- Next, here is the formula of the negative form of simple past tense in irregular verb.

S + was/ were + not + substantive (Adverbial of phrase) + …

For example:

- I was not in my room last night.
- We were not hungry for dinner yesterday

The last form of simple past in irregular verb is interrogative form, here is the formula.

Was/ were + S + substantive (Adverbial of phrase)

+ … Wasn't / weren't + S + substantive (Adverbial

of phrase) + …

For example:

- Was Mario at home last night?
- Were they in the farewell party last night?
- Wasn't the dog fed this afternoon?
- Weren't those so expensive?

The examples above show that the use of *was* is used for the pronouns *I, he, she, it, this,* and *that,* however, the be of *were* is used for pronoun such as; *you, we, these,* and *those.*[13]So, the use of *was* is only used for the singular noun and the use of *were* is only for the plural noun. Furthermore, the negative statement uses *not* after the verb *be* in the sentence. Meanwhile, the contraction for

was not is *wasn't*; the contraction for were not is *weren't.* The contraction is used to make the sentence easier in written or utterance.

Since the simple past tense refers to the activity ended in the past, the expression of the time can be neglected from the pattern. The expression of past time specify the time in the past when an action was completed. Here are some example expressions for past time:

Yesterday	The day before yesterday
Yesterday morning	Yesterday evening
Last night	Last week
Last year	In 1988
InApril2009	On November
A year ago	A few minutes ago
A week later	A long time ago

3. The Use of the Simple Past Tense

The use of simple past tense is declared by some linguist experts. One of them is Sidney Greenbaum who stated that the simple past is used to refer to a situation set at a definite time in the past suchas:[14]

a) The event past is used with dynamic verb sense to refer to a single definite event in the past. The event may take place over an extended period or at the point of time.

- The Norman *invaded* England in1066

- The plane *left* at 9a.m.

b) The habitual past is used with dynamic verb senses to refer to past events that repeatedly occur.

- We s*pent* our holiday in Bali when we were children.

c) The state past is used with stative verb senses to refer to a single unbroken state of affairs in the past.

- I once *liked* reading novels.

In addition, he also assumed that the simple past has some special uses. There are three special uses of the simplepast:[15]

a) In indirect speech, the simple past in the reporting verb may cause the verb in the subordinate reported.

- She said that she knew you; I thought you were in Jakarta.

b) The attitudinal past is optionally used to refer more tentatively (and therefore more politely) to present state of mind.

- Did you want to see me know?; I wondered whether you are free tommorow

c) The hypothetical past is used in certain subordinate clauses, especially if- clauses, to convey what is contrary to the belief or expectation of the speaker.

- If you *knew* him, you wouldn't sayt hat
- If she *asked* me, I would help her.

4. The Function of the Simple Past tense

In common, the Simple Past Tense is used to express something that happened in the past. However it has also specific uses. The Simple Past Tense

use for many kinds of past events is short, quickly finished actions and repeated events. For example:

- *Peter broke a window last night.*
- *I spent all my childhood in Scotland.*
- *Regularly every summer, Janet fell in love.*

The Simple Past Tense is also common in stories and description of past events. For example, (*One day the princess **decided** that she **didn't like** staying at home all day, so she **told** her father that she wanted to get a job…*). Nevertheless, the Simple Past Tense is often used with words referring to finished times. For example, (*I saw John yesterday morning. He told me…*).

Marcella Frank shows the following functions of the Simple Past Tense which consists of:

b. Completed Action in the Past



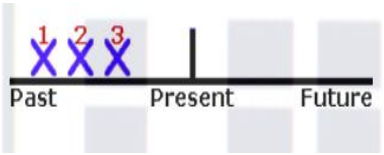
Use the Simple Past Tense to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- I **saw** a movie yesterday.
- I **didn't see** a play yesterday.
- Last year, I **traveled** to Japan.

- Last year, I **didn't travel** to Korea.
- **Did** you **have** dinner last night?
- She **washed** her car.
- He **didn't wash** his car.

c. A Series of Completed Actions



Use the Simple Past Tense to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on. Examples:

- He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00,and **met** the others at 10:00.
- **Did** you **add** flour, **pour** in the milk, and then **add** the eggs?

d. Duration in Past

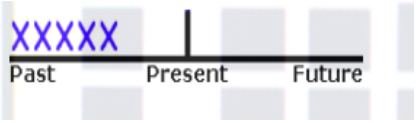


The Simple Past Tense can be used with a duration which starts and stops in the past. Duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc. Examples:

- I **lived** in Brazil for two years.

- Shauna **studied** Japanese for five years.
- They **sat** at the beach all day.
- They **did not stay** at the party the entire time.
- We **talked** on the phone for thirty minutes.
- A: How long **did** you **wait** for them? B: We **waited** for one hour.

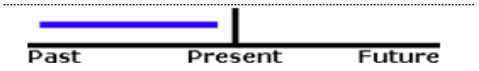
e. Habits in the Past



The Simple Past Tense can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to" To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc. Examples:

- I **studied** French when I was a child.
- He **played** the violin.
- He **didn't play** the piano.
- **Did** you **play** a musical instrument when you were a kid?
- She **worked** at the movie theater afterschool.
- They never **went** to school, they always **skipped** class.

f. Past Facts or Generalizations



The Simple Past Tense can also be used to describe past facts or generalizations which are no longer true. Examples:

- She **was** shy as a child, but now she is very outgoing.
- He **didn't like** tomatoes before.
- **Did** you **live** in Texas when you **were** a kid?
- People **paid** much more to make cell phone calls in the past.

B. The Nature of Presentation, Practice, Production (PPP) Method

1. Definition of Presentation, Practice, Production

Presentation Practice Production (PPP) is one of the most common teaching methodologies for English second language that appeared in the middle of the 1960's.[17] It appeared after grammar translation, direct method and audioligualism has lack, so PPP method appeared to solve the problems which happened in these methods before. The lack of these methods can be described by following, in grammar translation method teacher asks the students to translate the target language to students' first language, so that the students cannot use the language in context. In direct method, the teacher and the students only speak together based on forms of object and pictures so that students do not know the form of a sentence.

[17] Jeremy harmer, *The Practice of English Language Teaching 4nd ed*(Pearson Longman, New York, 2009 p.66

In the other hand, by using audiolingualism method, the teacher drills the students to make a sentence that have been taught by the teacher.[18] According to harmer PPP method is a procedure in teaching language that introduces a situation which contextualizes the language to be taught.[19] PPP method will help student to comprehend the lesson contextually. In addition, Thornbury says that PPP is one model which allow the teacher to control the content and pace of the lesson.[20] It means that the control of teacher is important in learning process. Thornbury also says that for the new teacher in particular, help them cope with the unpredictability of classroom life. It provides a convenient template onto which any number of lessons can be mapped.[21] In addition, Harmer also says that this method the student will practice the language using accurate reproduction techniques such as the students now practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills.[22]

From the explanation above, it can be concluded that PPP method came after the grammar translation, direct method and audioligualism. In PPP method there are some changing that can be seen as follow, in PPP method, the teacher have presented the language in contextualized by the situation, simple drill and students can use new language and make their own sentences that refer to production.

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[18] Jeremy Harmer, *The Practice of English Language Teaching 4nded*(Pearson Longman, New York, 2009 p. 63

[19]Jeremy Harmer, *The Practice of English Language Teaching 4nded*(Pearson Longman, New York, 2009 p. 64

[20]Scoot Thornbury, *How to Teach Grammar* (UK: Bluestone press, 2004) p. 128

[21] Scoot Thornbury, *How to Teach Grammar* (UK: Bluestone press, 2004) p. 128

[22] Jeremy Harmer, *How to Teach English 3nded*(Pearson Longman, England, 1981)p. 80

2. The Procedure of Teaching Grammar Using PPP

The procedures of PPP are stands for presentation, practice, and production. In this procedure the teacher introduce a situation which contextualizes the language to be taught. The students practice the language using accurate reproduction technique such as repetition, individual repetition, and cue-responses drill. Then, the students using the new language make sentence of their own, and this is referred as production. The following examples demonstrate this procedure:[23]

1) Presentation

Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized and understood by the other students, they will then start instinctively building a conceptual understanding of the meaning behind the new language, and why it will be relevant and useful to them. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic "model". It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity.

The teacher presents or shows the material to the students by using the picture. The example of presentation stage: the teacher explains about "recount text" then she shows the picture about activities in holiday to understand their students.

2). Practice

[23] Jeremy harmer, the practice of English language teaching, third edition (new York: longman), p. 80-81

The Practice stage is the best known to students irrespective of their training. However, it is a stage that is often "over-done" or used ineffectively, either because Presentation was poor (or lacking altogether) or it is not seen and used as a natural step toward Production. It is the important first stage to communicative language training, It is important that practice activities are appropriate to the language being learned and the level and competence of the students.

Essentially Practice is the testing procedure for accuracy, and the frequency procedure for familiarity with the language. It is also a remedial stage. A good way to summarize effective Practice is to see it as repetition leading to competence and accuracy in terms of Phonology and Syntax. Practice activities need to be clear and understandable -they should also be directed toward promoting a considerable degree of confidence. In general, a carefully laid out practice activity that looks "attractive" to the eye will generate the others students' motivation. They need to be challenged, but they should also feel that the activity is "within their reach". Making a smooth transition from Presentation to Practice usually involves moving the students from the Individual Drill stage into Pair Work (chain pairwork, closed pair-work and open pair-work). Communicative practice then leadsthe way toward Production.[24]

The teacher gets the students to repeat the sentence. The students repeat the sentence individually and the teacher corrects any mistake that she hears. The example of practice stage: the teacher point one by one of students to check their learning. Teacher: Mary, repeat this sentence after me "*he is*

[24]Douglass brown, *principles of English learning and teaching*, Cambridge University press. 2002).40

swimming in chorus" Student: "*he is swimming in chorus* "Teacher: good. Mary

3). Production

The Production Stage is the most important stage of communicative language teaching. Successful Production is a clear indication that the language learners have made the transition from "students" of the key language to "users" of the language. Generally, Production involves creating a situation requiring the language that was introduced in the Presentation Stage. That situation should result in the students "producing" more personalized language. Production is highly dependent on the Practice Stage, because if students do not have confidence in the language then they will naturally be hesitant to independently us it. One of the most important things to remember is that Production activities should not tell students what to say. Whereas in Practice the students had most or all of the information required, during Production they don't have the information and must think. Ideally it is challenging in that it is representative of "real life" situations. Creating and engaging in "Productive" classroom activities can require a certain level of cognitive ability. Production activities for students in particular need to be carefully thought out and prepared .Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games.

The end point of PPP cycle is production, which some trainers have called "immediate creativity". Here the students are asked to use the new language (in this case the present continuous) in sentence of their own language. For example, the teacher may get the students to imagine that they

are all in holiday. They must say what each of them is doing. The end point of PPP cycle is production, which some trainers have called "immediatecreativity" .Here the students are asked to use the new language (in this case the simple past tense) in sentence of their own language. For example, the teacher may get the students to imagine that they are all in holiday. They must say what each of them is doing.[25]

From the view above, there are some of ways in teaching grammar by using PPP method, in presentation phase there are two steps that consist of the teacher shows the media to inform the students and the second, the teacher conducts the sentences based on the media. In third step, there is in practice phase where the teacher drills the students to repeat the sentences. The last step, there is in production phase, where the teacher asks the students to use the new language in sentences of their own.

According to Scott there are procedures of teaching grammar by using PPP: [26]

1. **Step 1**

   The teacher uses a generative situation to provide a context for the targeted language. In this case she introduces two characters, Tom and Viv, and tells the class that when he was young, tom's parent very strict. Viv, on the other hand, had very easygoing parents.

2. **Step 2**

[25]Jeremy Harmer, The Practice of English Language Teaching, Third Edition (New York: Longman), 80-81.

[26] Scott Thornburry, *How to Teach Grammar*,(Pearson Education Limited, Malaysia,1999) p. 130

The teacher asks the class to report back what they can remember her saying about Tom and Viv. She elicits on to the board the sentences, shaping them into correct form.

3. **Step 3**

The teacher then elicits paraphrase of each of the sentences and writes them on the board. The teacher erases the first set of sentences and asks students, in pairs, if they can reconstruct them from memory. Students write the sentences and these are read out and checked in open class.

4. **Step 4**

The teacher sets a group-work task. The object is to find out who, in their groups, went to the strictest, and who to the most easygoing, school. Students prepare questions to ask each other using the target language forms and finally report back to the teacher.

In short, the procedure of PPP method are the teacher present the material, the students practice it and then the students make a product based on their own.

3. The Role of Teacher in PPP Method

In teaching learning process, especially in using PPP method in teaching, the teacher should know about the role in using that. Sawsan stated that there are role of Teacher in PPP method. They are:[27]

[27]Sawsan, *The Effectiveness of Using ECRIF and PPP Strategies in Fifth Graders' Vocabulary Learning and its Retention,*The Islamic University–Gaza Research and Postgraduate Affairs Faculty of Education Master of Curriculum and Teaching Methods, p. 34

1) Presenting the target items and structures.
2) Conveying meaning through sitting up situations.
3) Creating natural context.
4) Showing the form of the grammar.
5) Demonstrating and improving pronunciation.
6) Highlighting the spelling.
7) Focusing on accuracy by correcting errors.
8) Asking concept questions to check understanding.
9) Drilling to achieve accurate and correct pronunciation and forms.
10) Focusing on accurate written work (form and structure).
11) Encouraging students work (individual, pair and choral work).
12) Modeling the production.

Actually, both experts have similarities stage on teaching using PPP models. And here is the example lesson plan using PPP models, included the purposes of activity and teacher roles: In this table, Tricia hedge explained clearly the purposes of each stage in PPP models and the teacher roles in every stage as below.[28]

[28] Tricia Hedge, Teaching and Learning in the Language Classroom (Oxford: Oxford University Press 2003), 166.

Table: 2.1 stage in PPP models and the teacher roles

Stage	Purpose	Teacher's role
Presentation	• To present new language in context so that meaning is clear • To present the new form in natural spoken or written text so that students can see its issue in discourse • To link the new form to what students already know • To check comprehension • To elicit the form from students where possible and exploit their existing knowledge.	□ Instructor □ Corrector

Practice	• To help students memorize the form • To help students produce the word order • To give intensive practice through repetition • To provide opportunities for feedback and error correction • To give practice in pronouncing new forms • To develop confidence.	□ Manager □ Evaluator □ Corrector
Production	• To reduce control and encourage students to find out what they can do • To encourage students to use the forms in expressing their own content • To help students see usefulness of what they have learned • To check what has been learned and diagnose	□ Monitor □ Resource □ Diagnose.

	problems.	

4. Advantages And Disadvantages of Using PPP in Teaching Grammar

Presentation Practice Production (PPP) method have some advantages in teaching grammar.

1. Advantages of PPP

1) PPP lessons provide clear and simple structure of the lesson.
2) The lesson is easy to prepare because the materials used for the lesson are ordered from the simplest to the most difficult and types of activities are arranged from the most controlled to the least controlled.
3) The progress of students in the lesson clearly and easily was written as the last common point.
4) This method is relatively easy for beginner students and that communication is effective.
5) The teacher will be aware that teaching learning is not only giving material for the students but also giving the opportunity to make their own sentences by using PPP.
6) The students can understand about the English Language especially in making simple past tense.
7) The advantage of using PPP make the students interested in learning

8) PPP makes the students active in the class.[29]

With the material that will be provided to teachers in the form of PPP, able to attract the interest of students towards the English especially Simple past tense ability that many students rated difficult.

In addition, Keziban states that there are some advantages PPP Method in learning process. They are:[30]

1) Easy to prepare
2) Follows a three step routine
3) Easy for learners to follow this type of a lesson
4) Easy for learners to remain focused
5) Contributes to internalizing structures in long term memory
6) It scaffolds the learning process into smaller chunks – (exposes learners to the target structure, gives them controlled practice and then free practice).
7) Good for analytical learners (rules explained
8) Provides examples as context is beneficial
9) It provides clear and simple structure of the lesson
10) Materials are ordered from the simplest to the most difficult
11) the teacher and the learners can easily see the progress

[29]Jeremy Harmer, *How to teach English*, (Edinburg Gate; Longman, 1998), p.30

[30]Keziban, *PRESENT – PRACTICEPRODUCE Advantages and disadvantages,*https://www.slideshare.net/miroslavapavlova12/advantages-and-disadvantages-of-presentation-methods-in-efl. 15 Apr 2018 15:34:21 p. 1-2

According to Vystavelova there are some advantages for PPP methods. The first advantages that PPP lessons provide clear and simple. As a second positive point teacher said that such a lesson is easy to prepare because the material used for the lesson are ordered from the simplest to the most difficult and types of activities are arranged from the most controlled to the feast controlled.[31] It means that PPP method is relatively easy for beginner students that communication is effective.

Furthermore, Scott Thornbury states that there are some advantages of using PPP methods in teaching grammar. A PPP method is an easy one to use and adapt. This method allows the teacher in particular, helps them to cope with the unpredictability of classroom life.[32] It means that PPP method is an easy method to use especially for new teachers.

2. Disadvantages of PPP

Most teachers mentioned two main disadvantages of this approach.

1) The most common answer was that students tend to be passive quite a large part of the lesson, which means that lessons are predisposed to be teacher-centered. This piece of

[31] Vystavelova, Lenka, 2009. *Common EFL Method Applied at Language school in Czech Republic* : PPP or TBI, Universityof masryk. (online). (accessed on march 2015), p. 30

[32] Scott Thornbury, *How to Teach Grammar*.(Pearson education limited: England, 1999), p. 128

information contradicts the fact that adult learners have a good ability of self- direction. Some of the participants stated that this fact makes this approach unsuitable for more advanced students, as they do not get so much chance to communicate freely and independently.

2) It is predictability of the lesson structure, which, in this case, the participants criticized as being rigid.[33]

In addition, Keziban states that there are some disadvantages PPP Method in learning process. They are:[34]

1) It is a teacher-centred method and teacher talking time might be too long
2) It is more focused on accuracy than on fluency except in the very last stage
3) Students may get bored and unwilling to participate
4) Since everything is scaffolded learners may not remember things
5) not suitable for all types of learning styles

From the explanation above, the implementation of PPP

[33]Alfiatul Izzah, "The Use of PPP (Presentation, Practice, Production) Technique to Improve Writing Skill", Education Journal 3, Volume 1, No. 12, (Agustus, 2013)

[34]Keziban, *PRESENT – PRACTICEPRODUCE Advantages and disadvantages,*https://www.slideshare.net/miroslavapavlova12/advantages-and-disadvantages-of-presentation-methods-in-efl. 15 Apr 2018 15:34:21 p. 3

method have some advantages and disadvantages in teaching English.

5. Is PPP An Effective Way To Learn?

It could be said that PPP is an effective way to *teach*, since it makes planning easy and it can be implemented by relatively inexperienced teachers. However, this is not the same as saying that it is an effective way to *learn*. Some critics have suggested that it rests on a simplistic view of language learning: language learning often involves more than mechanical practice. In addition, there is a lot of evidence to suggest that learners who do well in the practice phase fail to transfer this ability to the production phase, and –even if they do successfully manage the production phase– they often fail to transfer this ability outside the classroom.

C. Review of Relevant Studies

Method is very important to success on teaching in the classroom. Method is a method that used by the teacher to reach the goal in learning process. In educational world, the teacher use variation technique in teaching language classroom. PPP (Presentation, Practice, Production) technique is one of technique that can be used in teaching English. Here, the students will practice and make the production with their own language. PPP (Presentation, Practice, Production) method make students more understand in the lesson and encourage students to say something in the free way. In addition, there are some previous researches related with PPP to support this research.

The first previous research was written by Alfiatul Izzah. 2013. *"The* Use of PPP (Presentation, Practice, Production) method to Improve *Writing Skill"*. Education Journal vol. 1 number 12. In this research showed that PPP method can improve students‟ writing skill especially forstudentsMAALMA‟ARIFSingosariMalangforfirstyearclassX-2.

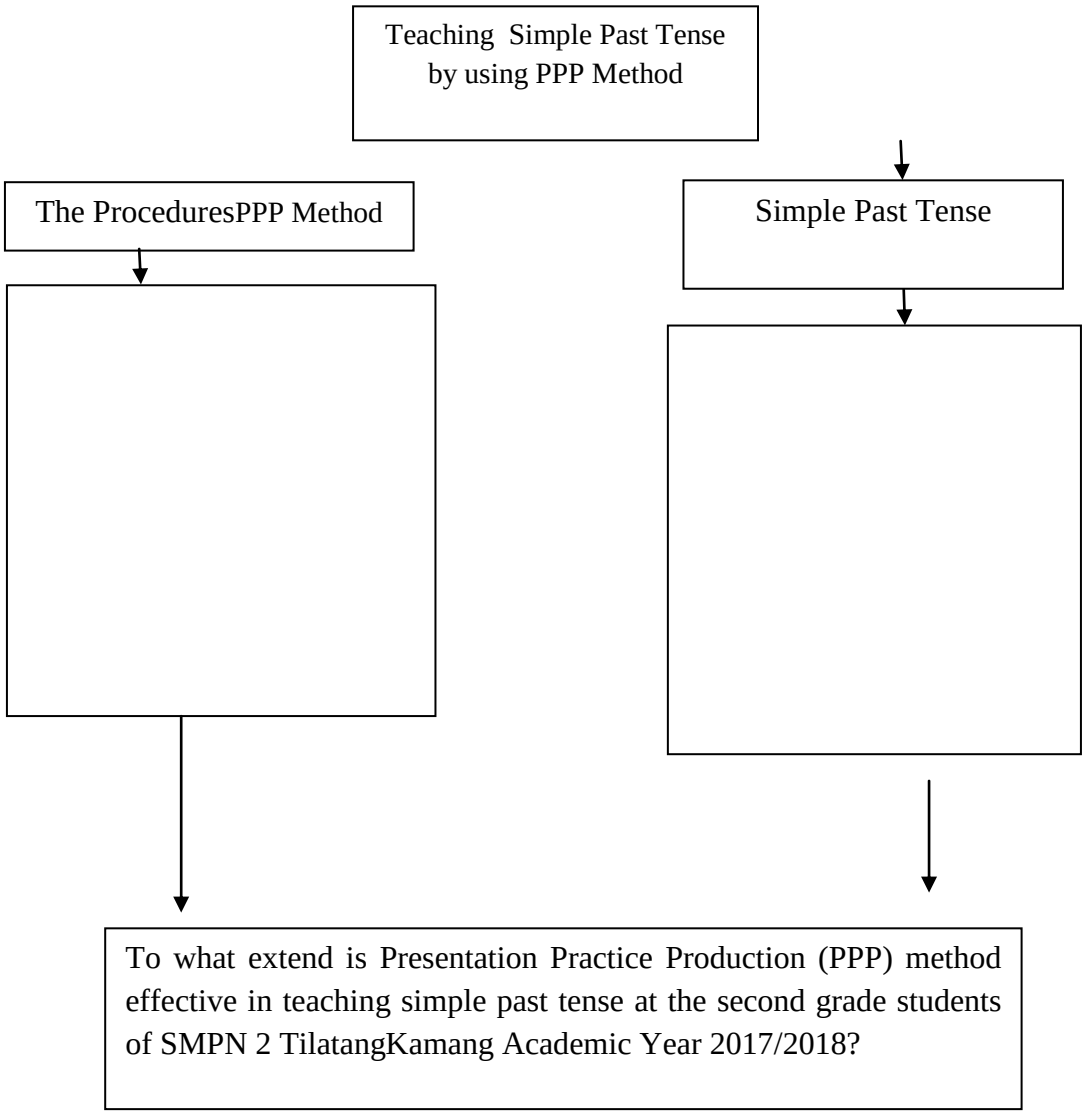
The second research was written by Anggraeni M.S Lagalo. *"The* Application of Presentation, Practice and Production (PPP) Method to *Increase Students' Speaking Ability (A Research Conducted at the Tenth* Grade Students of Man Batuda In 2012/2013 Academ*ic Years)".* In this research showed that Presentation, practice and production (PPP) method can increase students‟ ability in speaking. The mean score of students‟ ability in speaking before treatment is 67,17 and

the mean score of students‟abilityaftertreatmentis77,83.

Those two previous research findings show that PPP technique gives the positive impact for students. However, there are the differences among these previous studies with my research. The both previous research studies focus on teaching writing and speaking, while my research more general than teaching writing and reading because my research about PPP method that implemented in teaching English. Therefore, the researcher takes the title *"***The Fffectiveness of Presentation, Practice, and Production (PPP) Method in Teaching Simple Past Tense at the Second Grade SMPN 1 Palupuh at The Academic Year 2017/2018**

D. Conceptual of Framework

In this research, the researcher provides the conceptual framework in order to make this research become more understanable. The conceptual framework can be seen below:



CHAPTER III

RESEARCH METHOD

A. Design of The Research

The research is descriptive quantitative research. Quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical. According to Margono, quantitative research is a process to find knowledge using the numeral data as the instrument to find information about everything that will be found[35]. Furthermore, descriptive research is used to establish the existence of the phenomena by explicitly describing them. According to Gay, descriptive involves collecting data in order to answer question concerning the current status in the subject of the study[36]. In the other words, descriptive research may be defined as a purposive process of gathering, analyzing, classifying and tabulating data. Based on formulation of problem, what is the description of students' Ability in making simple past tense by using PPP method at the second grade of SMPN 1 Palupuh? It can be answered based on data and information that will get from observation and questionnaire. So, this research will get information, to find out, to analyze, and to describe the the

[35] Margono, *Metodologi Penelitian Pendidikan*,(Jakarta:PT.Rineka cipta, 2007),p. 103
[36] L.R.Gay, *Educational Research, Competencies for Analysis and Application (Thirdedition*),(Singapore: Publishing Company, 1990, Third Edition), p. 189

effectiveness towards students' ability on simple past tense by using PPP Method at the second grade students of SMPN 1 Palupuh.

B. Population and Sample

The population and sample are necessary elements to get the data for the research. The population and sample of this research are:

1. Population

All of elements are explained by the researcher in a research are called population or it also called of subjects in the research. Arikunto states that, population is a set (or collection) of all elements processing one or more attributes of interest[37]. This, the population of this research is all of the second grade students of SMPN 1 Palupuh academic year 2017/2018, which consider of eight classes. The total of the population is about 141 students. The among of the eight classes showed by the table below:

Table 3.1: the totally of second grade students of SMPN 2 Tilatang Kamang

No	Class	Students
1.	VIII.1	27
2.	VIII.2	27
3.	VIII.3	27
4.	VIII.4	21

[37] Suharsimi arikunto, *Prosedur Penelitian*,(Jakarta:rineka cipta, 2006). 130

	Total	102

2. Sample

Based on the population that is show on the table, the next step that should be done by the researcher was to choose the sample of the research. Sample is the process of selecting number of individuals to study in such a way that the individual represents the large group of which they were selected.[38] There are some techniques to determine sample in this research. In this descriptive research, the researcher used random sampling because the population is more than one hundred students.

According to Arikunto, he states that random sampling technique which is used by the researcher randomly to give the same chance and rights for the subjects who the samples can be taken.[39] Arikunto also states that if the research population less than one hundred respondents, it will take all of the respondents as the sample. On the other case, if the research has more than one hundred respondents, 10% to 25% can be taken as the sample by the researcher.[40]It is means that the researcher took 25 % of total the sample of the research because total of students are 102 students.

[38] L. R Gay , *Educational Research: Competencies for Analysis and Application 6 th edition*,(New Jersey: Prentice Hall, 2000) p. 121

[39] Suharsimi arikunto, *Prosedur Penelitian;Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta,2013) p. 174

[40] Suharsimi arikunto, *Prosedur Penelitian;Suatu Pendekatan Praktik Edisi Revisi IV*, (Jakarta: Rineka cipta, 2013)p. 120

Thus, the researcher took 5-6 students in each class that consist of 28 students.

C. Instrumentation

The researcher used the close questionnaire as the instrument to collect the data from sample. According to Gay, descriptive data are usually collected is through a questionnaire survey or observation.[41] It means that the questionnaire can be used to collect data on this research is descriptive quantitative research. The instrument which is used in this research is the instrumentation is arranged to know the effectiveness of PPP method in teaching simple past tense.

To avoid misunderstanding and to make it clear, the researcher decides to make questionnaire in Indonesian with positive and negative statements. It was expected that the students as the sample will give spontaneous and accurate answer. It also to make the researcher is easier in analyzing the data. The questionnaire was used Likert scale (always, often, sometimes, seldom and never).

D. Table 3.2 Likert Scale

Likert Scale	Code
Always	SL
Often	SR

[41]L.R.Gay, *Educational Research,,,,,,,,,,,,,p*

Sometimes	KD
Seldom	JR
Never	TP

Source : Sugiyono

The researcher uses validity to test the list of questionnaire items. The purposes of the validity focus on the content and instrument function.[42] This questionnaire is analyzed by using judgment experts.[43] In this case, the researcher makes the instrument that is questionnaire about the aspect would be measured then it is consulted with the expert.

E. Technique of the Data Collection

The data in this research were collected through questionnaire. Questionnaire is an instrument in collecting data or information about the students' ability on simple past tense by using PPP Method. Questionnaire consisted of 15 list question items that collected data of the researcher by distributing the questionnaire to the students who had been filled by the students to get their opinion toward the statements given. The questionnaire was made by the researcher by using closed questionnaire type. It means, the respondents only answered based on the available responds. The

[43] L R Gay Educational Research, competnecies of analysis and application (New York Merrill Publishing 1990, p 129

questionnaire was written based on the indicators that were students' ability in simple past by using PPP method. To avoid the miss understanding and to make it clear for them, the researcher had considered making the questionnaire in Indonesian. It was expected that the students as sample would give more spontaneous and accurate answer. The researcher used construct validity and empirical validity to test the list of questionnaire items.

The researcher already used several steps in arranging the instrumentation of questionnaire. The steps were states by Margono:

1. Analyzing the research's variable. The researcher used the theories of variables that used in the research to make sub variable and indicators in gaining the data. It means the variables of this research were the students' ability on simple past tense variable that would be measured by using questionnaire.
2. Deciding kinds of instrumentation that would be used to measure variable, sub variable, and indicators.
3. Creating items or instrument of questionnaire that related to the variable which would be measured.
4. Testing the validity and reliability of the items by distributing the questionnaire to the respondents who had the same level. It was

done because the characteristic of a good instrument are the existence of validity and reliability.[44]

5. Revising the instrument based on the result of instrument's test. If there were some items which were not valid or reliable, it should be repaired or deleted.

F. Technique of the Data Analysis

The researcher already analyzed the data of instruments to get the inference or research result. Arikunto explained that data analysis is meant by processing data obtained by using formulas or rules that are applicable to research or design approach taken[45]. In this research, the researcher described whether the use of PPP method is effective or not in teaching simple past at the second grade class in SMP N 1 Palupuh.

The data of questionnaires were analyzed by incorporating a model analysis used by Likert Scale model in identifying the students' interest. Sugiyono states that Likert scale used to measure attitudes, opinions, and the perception of a person or a group of social phenomena[46]. Every list of question items was arranged based on the indicators of the students' interest in reading.

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[44]Margono, *Metodologi Penelitian Pendidikan,* (Jakarta: Rineka Cipta, 2003), p.157

[45] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1998), p. 236

[46] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D,* (Bandung: Alfabeta, 2006), p. 134

In determining the percentage of variable, in order to clear the data obtained, the questionnaire was developed with gradations from very positive to very negative expressed in words, in the form of always, often, sometimes, seldom, and never which is completed rating scale (4-3-2-1-0). The score of every indicator from the students was arranged in frequency table by using ordinal data.

The step to analyze the data of questionnaires, Arikunto suggested six steps in analyzing the data, as follow[47]:

1. Editing, the researcher would check the respondents' answer in order to know about the data.
2. Coding, the respondents' answer would be coded by the researcher based on their answer.
3. Tabulating, the researcher would account the data and described it in the table.
4. The researcher would use the formula to find out the percentage of each item of questionnaire, the researcher will use the formula that is proposed by Sudjana & Ibrahim as follow[48]:

$$p = \frac{f}{n}\ x\ 100\%$$

[47]Suharsimi Arikunto, *Management Penelitian*, (Jakarta: Rineka Cipta, 2005), p.263

[48]Sudjana, Nana dan Ibrahim,*Penelitian dan Penilaian Pendidikan*, (Bandung: Sinar Baru, 2001), p. 129.

P : the percentage of result

f : the percentage of answer on each question

n : the total amount of the sample

5. After the researcher knew about the result of the percentage of total score that was arranged into the table of rating scale. According to Arikunto, rating scale to describes a numerical value to some kinds of judgment[49]. The researcher would give interpretation of the effectiveness percentage table below:

Table 3.3.The Interpretation of the Effectiveness Percentage

Percentage of the rating scale	Rating quality
90-100%	Very effective
72-89%	Effective
54-71%	Sufficiently effective
36-53%	Not effective
18-35%	Less than effective
0-17 %	Not very effective

Source: Suharsimi Arikunto

[49] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, …*, p. 27

So, the researcher could compare and give interpretation the result to the table above to know the effectiveness of in teaching simple past at the by using PPP method at second grade class in SMP N 1 Palupuh.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this part, the researcher describes finding and discussion about the effectiveness of using PPP method in teaching simple past tense and data analysis of students test result.

A. Findings

This chapter describes about the analysis of the data collected to answer the research questions, as follows: To what extend is Presentation Practice Production (PPP) method effective in teaching simple past tense at the second grade students of SMPN 1 Palupuh Academic Year 2017/2018?

1. Description of the data

In describing and interpreting the data. the researcher used certain formula that suggested by Sudjana to find percentage, and mean of every item by calculating the student's answer that suggested by Subana is $p = \frac{f}{n}\ x\ 100\%$. The description of the data about students' result questionnaire on PPP method toward in teaching simple past tense.

Table 4.1

The Description of Data Frequency.

No	Pernyataan	Jawaban	Hasil	Persen	
	Dari Penjelasan Guru	Selalu	14	50 %	84%

1.	di depan saya mendapatkan kosakata baru untuk membuat kalimat *simple past tense*	Sering	10	36%	
		Kadang-Kadang	4	14%	
		Jarang	0	0%	
		Tidak Pernah	0	0%	
2.	Ketika guru menjelaskan rumus *simple past tense*, saya bisa melihat kesalahan saya	Selalu	10	36%	77%
		Sering	12	43%	
		Kadang-Kadang	4	14%	
		Jarang	2	7%	
		Tidak Pernah	0	0%	
3.	Penjelasan guru dapat menghubungkan dengan dengan pemahaman yang saya miliki tentang *simple past tense*	Selalu	18	64%	85%
		Sering	5	18%	
		Kadang-Kadang	3	11%	
		Jarang	2	7%	
		Tidak Pernah	0	0%	
4.	Penjelasan guru dapat menambah pemahaman saya tentang *simple past tense*	Selalu	20	71%	54%
		Sering	5	18%	
		Kadang-Kadang	3	11%	
		Jarang	0	0%	
		Tidak Pernah	0	0%	
5.	Penjelasan guru membuat saya bisa membuat aturan-aturan dalam *simple past tense*	Selalu	17	61%	87%
		Sering	8	28%	
		Kadang-Kadang	3	12%	
		Jarang	0	0%	
		Tidak Pernah	0	0%	
6.	Jika saya selalu membuat kalimat *simple past tense*maka	Selalu	8	28%	75%
		Sering	7	25%	

	dapat membantu saya dalam mengingat aturan-aturannya	Kadang-Kadang	10	36%	
		Jarang	3	11%	
		Tidak Pernah	0	0%	
7.	Jika saya selalu membuat kalimat *simple past tense* maka dapat menambah kosakata baru	Selalu	10	36%	74%
		Sering	10	36%	
		Kadang-Kadang	5	18%	
		Jarang	3	10%	
		Tidak Pernah	0	0%	
8.	Jika guru memberikan contoh saya dapat membuat dengan konteks yang berbeda	Selalu	17	55%	82%
		Sering	5	26%	
		Kadang-Kadang	3	9%	
		Jarang	3	10%	
		Tidak Pernah	0	0%	
9.	Jika saya sering membuat kalimat simple past tense maka dapat memberikan kesempatan untuk merevisi	Selalu	8	29%	70%
		Sering	12	43%	
		Kadang-Kadang	4	14%	
		Jarang	2	7%	
		Tidak Pernah	2	7%	
10.	Jika saya sering membuat kalimat *simple past tense* maka saya dapat melafalkan ke dalam aturan-aturan yang berbeda	Selalu	9	31%	72%
		Sering	10	35%	
		Kadang-Kadang	6	21%	
		Jarang	3	10%	
		Tidak Pernah	1	3%	
11.	Jika saya sering tampil di depan kelas membuat kalimat *Simple past tense* dapat meningkatkan	Selalu	19	68%	87%
		Sering	5	18%	
		Kadang-Kadang	3	11%	

	percaya diri saya	Jarang	1	3%	
		Tidak Pernah	0	0%	
12.	Dengan *PPP method* dapat mendorong saya untuk menemukan solusi dalam membuat simple past tense	Selalu	7	25%	63%
		Sering	8	28%	
		Kadang-Kadang	8	29%	
		Jarang	3	11%	
		Tidak Pernah	2	7%	
13.	*PPP method* dapat mendorong saya untuk membuat kalimat dengan menggunakan kata-kata saya sendiri	Selalu	9	32%	76%
		Sering	7	25%	
		Kadang-Kadang	10	36%	
		Jarang	2	7%	
		Tidak Pernah	0	0%	
14.	*PPP method* ini dapat membantu saya dalam menghubungkan materi yang telah saya pelajari pada *simple past tense*	Selalu	8	29%	62%
		Sering	6	21%	
		Kadang-Kadang	7	25%	
		Jarang	5	18%	
		Tidak Pernah	2	7%	
15.	*PPP method* ini dapat membantu saya dalam memecahkan kesalahan saya dalam membuat *simple past tense*	Selalu	9	32%	74%
		Sering	7	25%	
		Kadang-Kadang	5	18%	
		Jarang	5	18%	
		Tidak Pernah	2	7%	
Total (p)					**1122**
Mean					**75%**

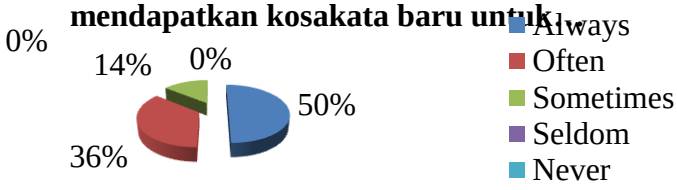
Based on table above, it shows that there are 15statements that answered by 28 students as sample. One statement consists of 5 possible

answers. they are ; *always, often, sometimes, seldom and never*. The mean of all of percentage is 75% In PPP method, there 3 parts that shows the students' statement about PPP method on Simple Past tense. They are; Presentation, Production, and Practice.

2. The Analysis of the Data

In order to explain the data clearly, the researcher explained the questionnaire scores above one by one of the each item based on its figures.The table 1 until 5 below is about mean percentage of students' statements of first part PPP method is Presentation. The percentage can be seen in the following diagram below.

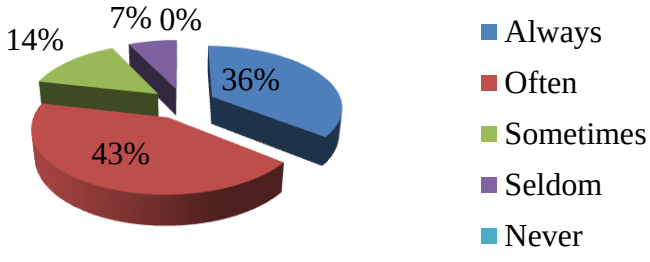
Figure 1
Penjelasan Guru di depan kelas, saya mendapatkan kosakata baru untuk...



The table about present new language in context shows, 14 respondents answered *always* (50%), 10 respondents answered *often* (36%), 4 respondents answered *sometimes* (14%), 0 respondent answered *seldom* (0%) and 0 respondent answered *never* (0%). So, the students' result questionnaire for this item is *always* which has highest percentage 50%. The percentage mean score of

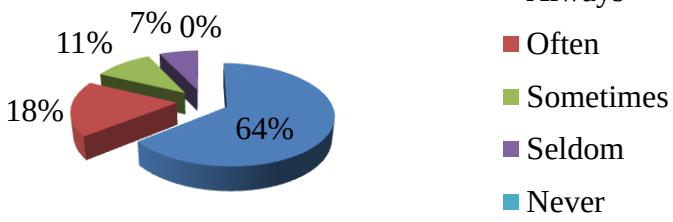
this item was 84 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table)*, the percentage score was in the range of 72% -89% or was in effective category.

Figure 2
Ketika guru menjelaskan rumus *simple past tense*, saya bisa melihat kesalahan saya



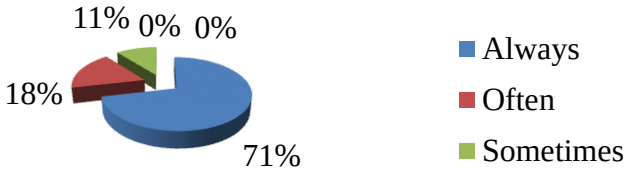
The table about present the new form in natural spoken or written text so that students can see its issue indiscourse, 10 respondents answered *always* (36%), 12 respondents answered *often* (43%), 4 respondents answered *sometimes* (14%), 2 respondent answered *seldom* (2%) and 0 respondent answered *never* (0%). So, the students' result questionnaire for this item is *often* which has highest percentage 43%. The percentage mean score of this item was 77 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table)*, the percentage score was in the range of 72% -89% or was in effective category

Figure 3
Penjelasan guru dapat menghubungkan dengan dengan pemahaman yang saya miliki tentang *simple past tense*



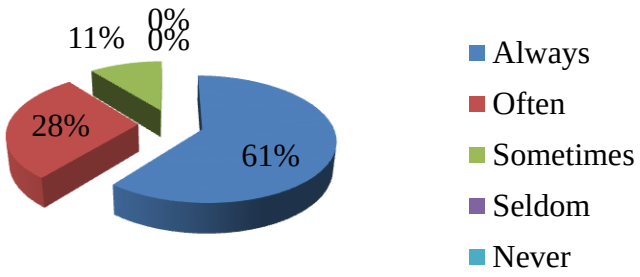
The table about link the new form to what students alreadyknow, 18 respondents answered *always* (64%), 5 respondents answered *often* (18%), 3 respondents answered *sometimes* (11%), 2 respondent answered *seldom* (7%) and 0 respondent answered *never* (0%). So, the students' result questionnaire for this item is *Always* which has highest percentage 64%. The percentage mean score of this item was 85 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table)*, the percentage score was in the range of 72% -89% or was in effective category

Figure 4
Penjelasan guru dapat menambah pemahaman saya tentang *simple past tense*



The table about check comprehension, 20 respondents answered *always* (71%), 5 respondents answered *often* (18%), 3 respondents answered *sometimes* (11%), 0 respondent answered *seldom* (0%) and 0 respondent answered *never* (0%). So, the students' result questionnaire for this item is *Always* which has highest percentage 71%. The percentage mean score of this item was 54 % and if it was consulted to the interpretation of effectiveness percentage in the table (*see table),* the percentage score was in the range of54-71%or was in sufficiently effective category

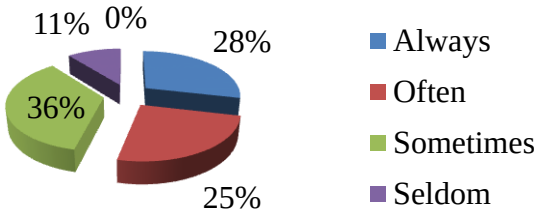
Figure 5
Penjelasan guru membuat saya bisa membuat aturan-aturan dalam *simple past tense*



The table about elicit the form from students where possible and exploit theirexisting knowledge, 17 respondents answered *always* (61%), 8 respondents answered *often* (28%), 3 respondents answered *sometimes* (11%), 0 respondent answered *seldom* (0%) and 0 respondent answered *never* (0%). So, the students' result questionnaire for this item is *Always* which has highest percentage 61%. The percentage mean score of this item was 87 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table)*, the percentage score was in the range of 72% -89% or was in effective category

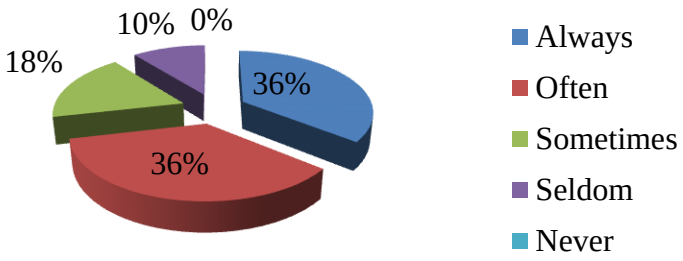
The table 6 until 11 below is about mean percentage of students' statements of second part PPP method is Practice. The percentage can be seen in the following diagram below.

Figure 6
Jika saya selalu membuat kalimat *simple past tense* maka dapat membantu saya dalam mengingat aturan-aturannya



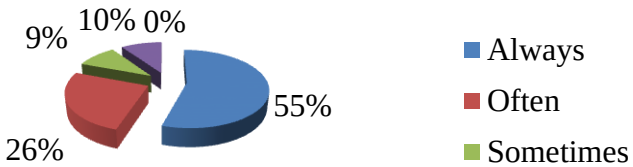
The table about help students memorize theform, 8 respondents answered *always* (28%), 7 respondents answered *often* (25%), 10 respondents answered *sometimes* (36%), 3 respondent answered *seldom* (11%) and 0 respondent answered *never* (0%). So, the students' result questionnaire for this item is *sometime* which has highest percentage 36%. The percentage mean score of this item was 75 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table)*, the percentage score was in the range of 72% -89% or was in effective category

Figure 7
Jika saya selalu membuat kalimat *simple past tense* maka dapat menambah kosakata baru



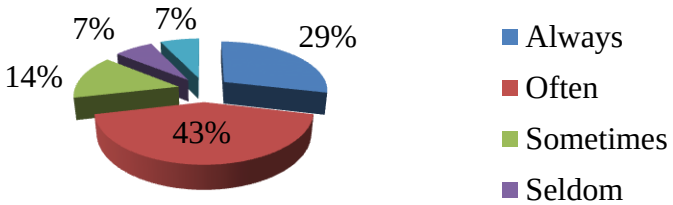
The table about help students produce the wordorder, 10 respondents answered *always* (36%), 10 respondents answered *often* (36%), 5 respondents answered *sometimes* (18%), 3 respondent answered *seldom* (10%) and 0 respondent answered *never* (0%). So, the students' result questionnaire for this item is *Always and often* which has highest percentage 36%. The percentage mean score of this item was 74 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table),* the percentage score was in the range of 72% -89% or was in effective category

Figure 8
Jika guru memberikan contoh saya dapat membuat dengan konteks yang berbeda



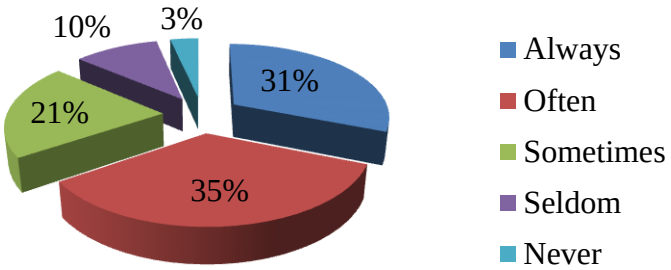
The table about give intensive practice throughrepetition, 17 respondents answered *always* (55%), 5 respondents answered *often* (26%), 3 respondents answered *sometimes* (9%), 3 respondent answered *seldom* (10%) and 0 respondent answered *never* (0%). So, the students' result questionnaire for this item is *Always and often* which has highest percentage 55%. The percentage mean score of this item was 82 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table)*, the percentage score was in the range of 72% -89% or was in effective category

Figure 9
Jika saya sering membuat kalimat simple past tense maka dapat memberikan kesempatan untuk merevisi

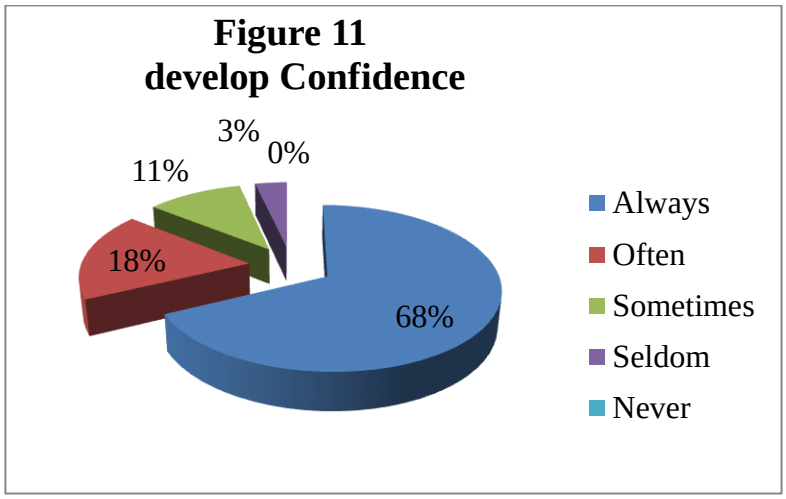


The table about to provide opportunities for feedback and error correction, 8 respondents answered *always* (29%), 12 respondents answered *often* (43%), 4 respondents answered *sometimes* (14%), 2 respondent answered *seldom* (7%) and 2 respondents answered *never* (0%). So, the students' result questionnaire for this item is *often* which has highest percentage 43%. The percentage mean score of this item was 70 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table),* the percentage score was in the range of 54% -71% or was in sufficiently effective category

Figure 10
To give practice in pronouncing new forms



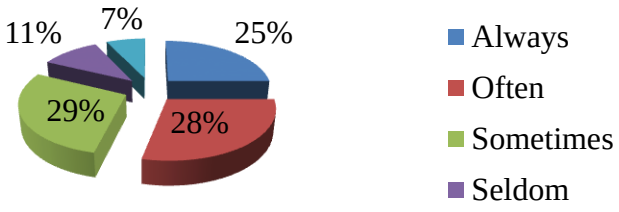
The table about To give practice in pronouncing new forms, 9 respondents answered *always* (31%), 10 respondents answered *often* (35%), 6 respondents answered *sometimes* (21%), 3 respondent answered *seldom* (10%) and 1 respondent answered *never* (3%). So, the students' result questionnaire for this item is *often* which has highest percentage 35%. The percentage mean score of this item was 72 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table)*, the percentage score was in the range of 72% -89% or was in effective category



The table about to developconfidence, 19 respondents answered *always* (68%), 5 respondents answered *often* (18%), 3 respondents answered *sometimes* (11%), 1 respondent answered *seldom* (3%) and 0 respondent answered *never* (0%). So, the students' result questionnaire for this item is *Always* which has highest percentage 68%. The percentage mean score of this item was 87 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table)*, the percentage score was in the range of 72% -89% or was in effective category

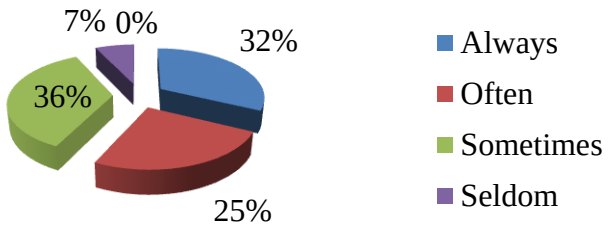
The table 12 until 15 below is about mean percentage of students' statements of third part PPP method is Production. The percentage can be seen in the following diagram below.

Figure 12
Dengan *PPP method* dapat mendorong saya untuk menemukan solusi dalam membuat simple past tense



The table about to reduce control and encourage students to find out what they cando, 7 respondents answered *always* (25%), 8 respondents answered *often* (28%), 8 respondents answered *sometimes* (29%), 3 respondents answered *seldom* (11%) and 2 respondent answered *never* (7%). So, the students' result questionnaire for this item is *often* which has highest percentage 29%. The percentage mean score of this item was 63 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table),* the percentage score was in the range of 54% -71% or was in sufficiently effective category

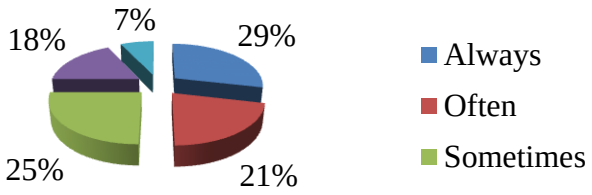
Figure 13
***PPP method* dapat mendorong saya untuk membuat kalimat dengan menggunakan kata-kata saya sendiri**



The table about to encourage students to use the forms in expressing their owncontent, 9 respondents answered *always* (32%), 7 respondents answered *often* (25%), 10 respondents answered *sometimes* (36%), 2 respondents answered *seldom* (7%) and 0 respondent answered *never* (0%). So, the students' result questionnaire for this item is *sometimes* which has highest percentage 36%.The percentage mean score of this item was 76 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table),* the percentage score was in the range of 72% -89% or was in effective category

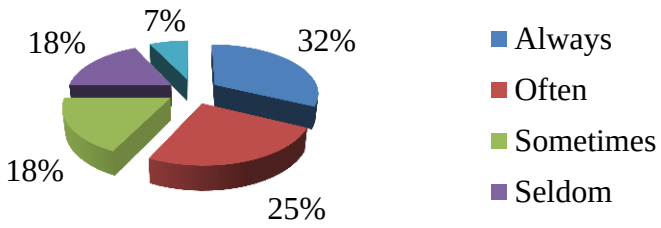
Figure 14

PPP method* ini dapat membantu saya dalam menghubungkan materi yang telah saya pelajari pada *simple past tense



The table about help students see usefulness of whatthey have learned, 8 respondents answered *always* (29%), 6 respondents answered *often* (21%), 7 respondents answered *sometimes* (25%), 5 respondents answered *seldom* (18%) and 2 respondent answered *never* (7%). So, the students' result questionnaire for this item is *always* which has highest percentage 29%. The percentage mean score of this item was 62 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table),* the percentage score was in the range of 54% -71% or was in sufficiently effective category

Figure 15
PPP method* ini dapat membantu saya dalam memecahkan kesalahan saya dalam membuat *simple past tense



The table about To check what has been learned and diagnose problems, 9 respondents answered *always* (32%), 7 respondents answered *often* (25%), 5 respondents answered *sometimes* (18%), 5 respondents answered *seldom* (18%) and 2 respondent answered *never* (7%). So, the students' result questionnaire for this item is *always* which has highest percentage 32%. The percentage mean score of this item was 74 % and if it was consulted to the interpretation of the effectiveness percentage in the table (*see table)*, the percentage score was in the range of 72% -89% or was in effective category,

B. Discussion

Presentation Practice Production (PPP) is one of the most common teaching methodologies for English second language that appeared in the middle of the 1960's. It appeared after grammar translation, direct method and audioligualism has lack, so PPP method appeared to solve the problems which

happened in these methods before. The lack of these methods can be described by following, in grammar translation method teacher asks the students to translate the target language to students' first language, so that the students cannot use the language in context. In direct method, the teacher and the students only speak together based on forms of object and pictures so that students do not know the form of a sentence.

According to the finding of the research, the researcher found the students' results questionnaire of PPP method in SMP N 1 Palupuh on simple past tense at second grade in academic year 2017/2018. There are 3 parts of PPP method they are; Presentation, production and Practice.

Based on the data in the previous pages, the highest perception given by students of first part PPP method is Presentation with highest score is 87% between **72-89%**with rating effectiveness basic principles of is *effective*. Then, The highest results given by students about second part PPP method on Practice with highest score is 87% between **72-89%** with rating effectiveness basic principles of is *effective*. The highest results given by the students of last part PPP method on Production highest score is 76% between **72-89%** with rating effectiveness basic principles of is *effective*.

The researcher interpreted the highest of mean data percentage into rating quality effectiveness that suggested by *Suharsimi Arikunto* that devide into five rating quality; Very Effective (90% ─ 100%), Effective (72% ─ 89%), Sufficiently Effective (54% ─ 71%), Not Effective (36% ─ 53%), Less

than Effective (18% ─ 35%) and Not very Effective (0% ─ 17%). Based on the findings the data, the researcher made conclusion about the students' results questionnaire of PPP Method simple past tense perception at second grade students of SMP N 1 Palupuh based on the highest mean percentage of each parts of PPP method.

In summary, the researcher indicated that the students' mean results of questionnaire of PPP method on simple past tense at Second grade students of SMP N 1 Palupuh academic year 2017/2018 in rating quality effectiveness of *Effective* by mean score 75%. Over all, the students' results in using PPP method on simple past tense SMP N 1 Palupuh at second grade students academic year 2017/2018 is *effective* quality.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion that have been presented in the previous chapter, the researcher conclude that this research focuses on the effectiveness of PPP method in teaching simple past tense at the second grade of SMP N 1 Palupuh in academic year 2017/2018. It is related three aspect, they are; Presentation, Practice, Production.

The researcher interpreted the highest of mean data percentage into rating quality effectiveness that suggested by *Suharsimi Arikunto* that devide into five rating quality; Very Effective (90% ─ 100%), Effective (72% ─ 89%), Sufficiently Effective (54% ─ 71%), Not Effective (36% ─ 53%), Less than Effective (18% ─ 35%) and Not very Effective (0% ─ 17%). In summary, the researcher indicated that the students' mean results of questionnaire of PPP method on simple past tense at Second grade students of SMP N 1 Palupuh academic year 2017/2018 in rating quality effectiveness of *Effective* by mean score 75%. Over all, the students' results in using PPP method on simple past tense SMP N 1 Palupuh at second grade students academic year 2017/2018 is *effective* interpretation.

B. Suggestion

The suggestion is mostly addressed to: it is expected that the English teachers can consider and use of PPP method in teaching simple past tense, If the teachers want to obtain the learning goals successfully, so they need to grow and improve students' interest firstly especially on making sentence at the classroom because interest is very important factor for students in learning teaching process. This research is an input or consideration for many people especially who concerns in English education section and other educational institutions. And Since this research is only a beginning research, so it still needs more revision and following up discussion.