

**THE INFLUENCE OF USING PRESENTATION, PRACTICE,  
PRODUCTION (PPP) TECHNIQUE TOWARDS STUDENTS' SIMPLE PAST  
TENSE MASTERY AT THE EIGHTH GRADE OF SMPN 1 KATIBUNG  
SOUTH LAMPUNG IN THE ACADEMIC  
YEAR OF 2018/2019**

A Thesis

Submitted in a Partial Fulfillment of The Requirements for S1-Degree

By

**DIAN APRILIANI**

**NPM: 1411040239**

**Study Program : English Education**

**Advisor : Rohmatillah, M.Pd**

**Co-Advisor : M. Ridho Kholid, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE UNIVERSITY OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
2019**

## ABSTRACT

### THE INFLUENCE OF USING PPP TECHNIQUE TOWARDS STUDENTS' SIMPLE PAST TENSE MASTERY AT THE EIGHTH GRADE OF SMPN 1 KATIBUNG IN THE ACADEMIC YEAR OF 2018/2019

By:

**Dian Apriliani**

This research was conducted based on the phenomena taking place in school teaching learning process. There are a lot of students have difficulties about grammar especially simple past tense. The students only learn about the material but less in practice. Therefore, this thesis discussed the influence of using PPP Technique in teaching grammar especially for students' simple past tense mastery. Simple past tense mastery is the students' skill to construct sentences which tell or show definite activity in past time and general truth in the nominal or verbal form positive, negative, interrogative using it particular time signal. The objective of the research was to know whether there is any significant influence PPP technique towards students' simple past tense mastery at the eighth grade of SMPN 1 Katibung Lampung Selatan in the academic year of 2018/2019.

In this research, the writer used quasi experimental design with treatment held in three meetings, 2x 40 minutes for each. The population of the research was the eighth grade of SMPN 1 Katibung Lampung Selatan. The sample of this research was two classes consist of 30 students as experimental class and 30 students as the control class. In the experimental class the writer used PPP technique and translation technique in control class. In collecting the data, the writer used the instruments in multiple choice question of simple past tense. After being tried out the instrument was use for pre-test and post-test.

From the data analysis computed by using SPSS, it was obtained that Sig. (2-tailed) of the equal variance was 0.000, and  $\alpha = 0.05$ .  $H_a$  is accepted if Sig. ( $\rho_{value}$ )  $< \alpha$  0.05 and  $H_o$  is rejected. Based on the computation, it can be concluded that there was a significant influence of using PPP technique towards students' simple past tense mastery at the eighth grade of SMPN 1 Katibung Lampung Selatan in the academic year of 2018/2019.

**Keywords:** *PPP Technique, Simple Past Tense Mastery.*



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. LetkolEndroSuratminSukarame Bandar Lampung Telp. (0721)703289*

**APPROVAL**

**Title : THE INFLUENCE OF USING PPP (PRESENTATION, PRACTICE, PRODUCTION) TECHNIQUE TOWARDS STUDENTS' SIMPLE PAST TENSE MASTERY AT THE EIGHTH GRADE OF SMPN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

**Students' Name : Dian Apriliani  
Students' Number : 1411040239  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State University of Islamic Studies,  
Raden Intan Lampung

**Advisor**

**Rohmatillah, M.Pd  
NIP. 19810508 200710 2 001**

**Co-Advisor**

**M. Ridho Kholid, S.S, M.Pd  
NIP. 19850512 201503 1 004**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd  
NIP: 198005152003122004**



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289*

**ADMISSION**

A thesis entitled: **“THE INFLUENCE OF USING PPP TECHNIQUE TOWARDS STUDENTS’ SIMPLE PAST TENSE MASTERY AT THE EIGHTH GRADE OF SMPN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”**, by: DIAN APRILIANI, NPM: 1411040239, Study Program: English Education, was tested and defended in the examination session held on: Tuesday, April 16<sup>th</sup> 2019.

**Board of examiners:**

The Chairperson	: Meisuri, M.Pd	(.....)
The Secretary	: Sri Suci Suryawati, M.Pd	(.....)
The Primary Examiner	: Fithrah Auliya Ansar, M.Hum	(.....)
The First Co-Examiner	: Rohmatillah, M.Pd	(.....)
The Second Co-Examiner	: M. Ridho Kholid, S.S, M.Pd	(.....)

**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Prof. Dr. H. Chairul Anwar, M.Pd**  
NIP: 195608101987031001

## MOTTO

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا

اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿١٠٠﴾

Let those (disposing of an estate) have the same fear in their minds, as they would have for their own if they had left a helpless family behind: Let them fear Allah and speak words of appropriate (comfort)<sup>1</sup>



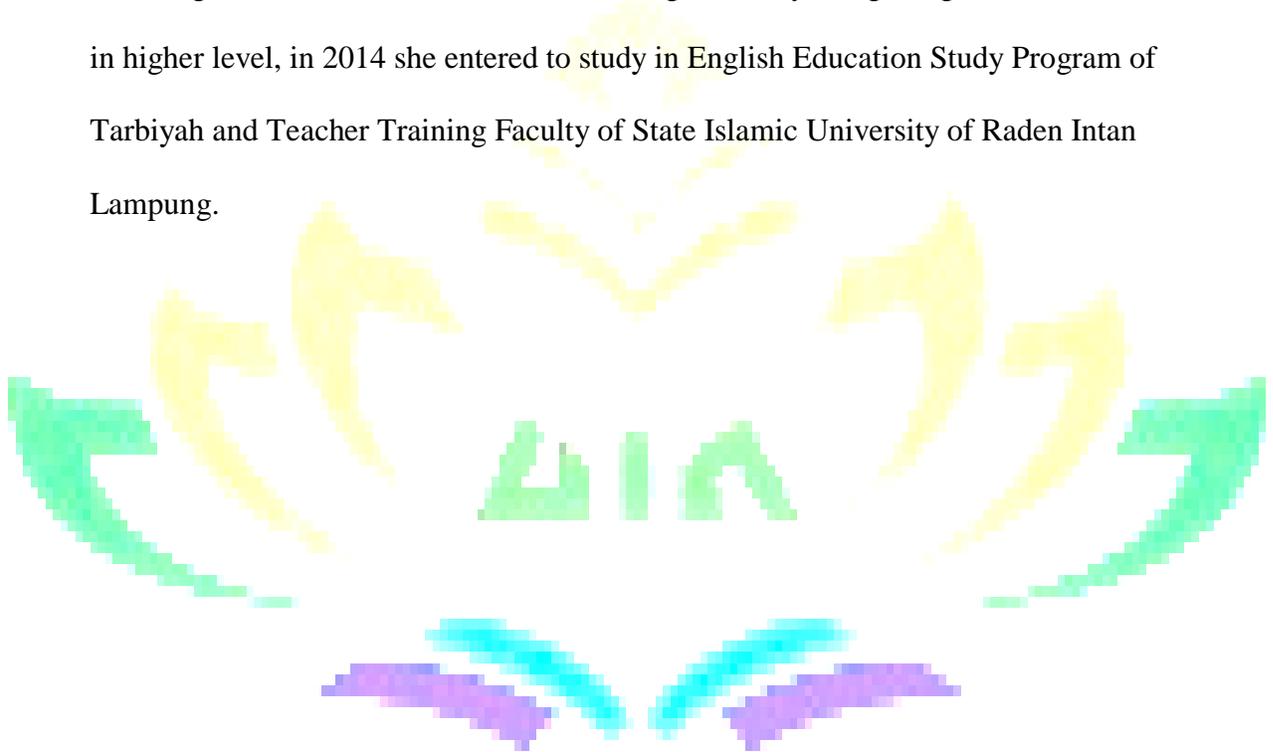
---

<sup>1</sup>The Holy Qur'an English Translation of The Meaning and Commentary King and Holy Qur'an Printing Complex, p. 208.

## **CURRICULUM VITAE**

The name of the researcher is Dian Apriliani whose nickname Dian. She was born in Trans Tanjungan on April 6<sup>th</sup> 1996. She is the first child from Mr. Darmin and Mrs. Sri Rahayu. She has one brother whose name is Fajar Ferdiansyah.

The researcher's educational background: the first, study at Elementary School of SDN 2 Trans Tanjungan graduated in 2008 and then, Junior High School of SMP 17.3 Katibung in 2011. After that, she continued at Senior High School of SMAN 1 Katibung and finished in 2014. After finishing her study, for getting further education in higher level, in 2014 she entered to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic University of Raden Intan Lampung.



## DECLARATION

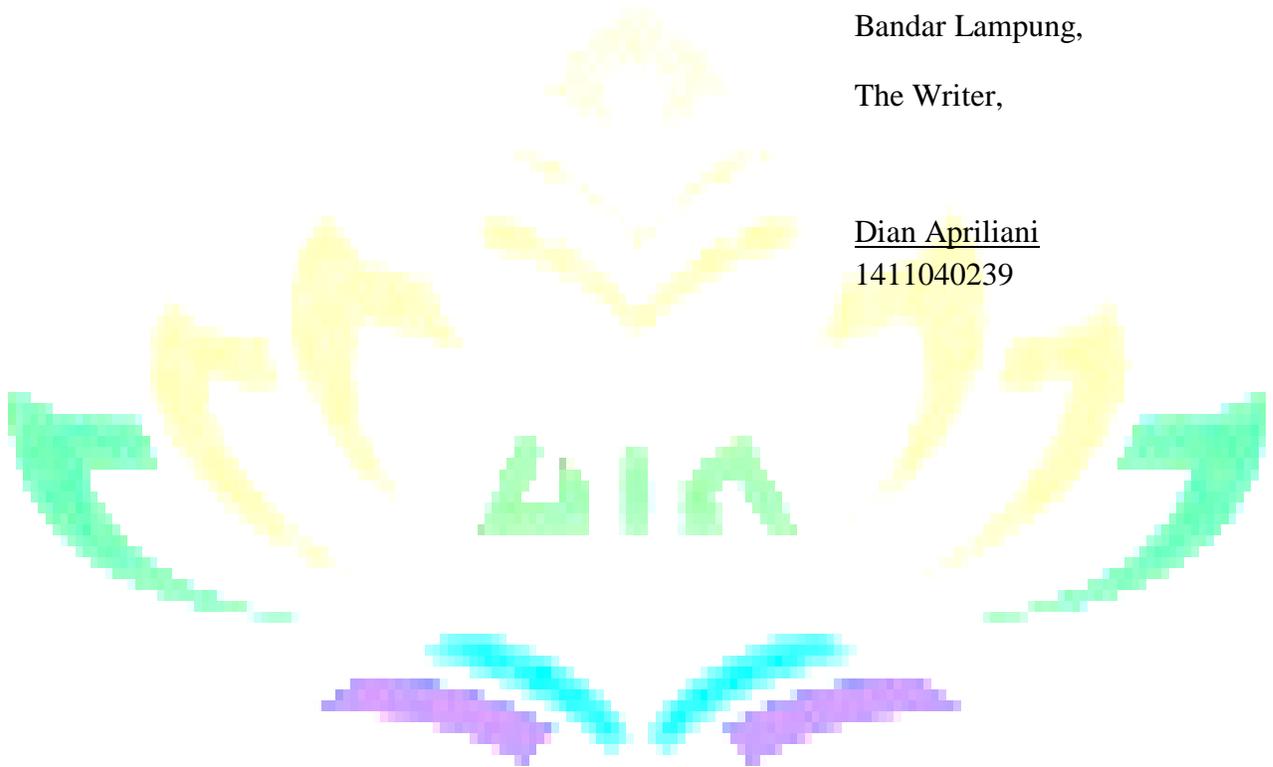
Hereby, I state that this thesis entitled “The Influence of Using PPP Technique Towards Students’ Simple Past Tense Mastery at the Eighth Grade of SMPN 1 Katibung South Lampung in the Academic Year of 2018/2019” is completely my own work. I am very aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung,

The Writer,

Dian Apriliani

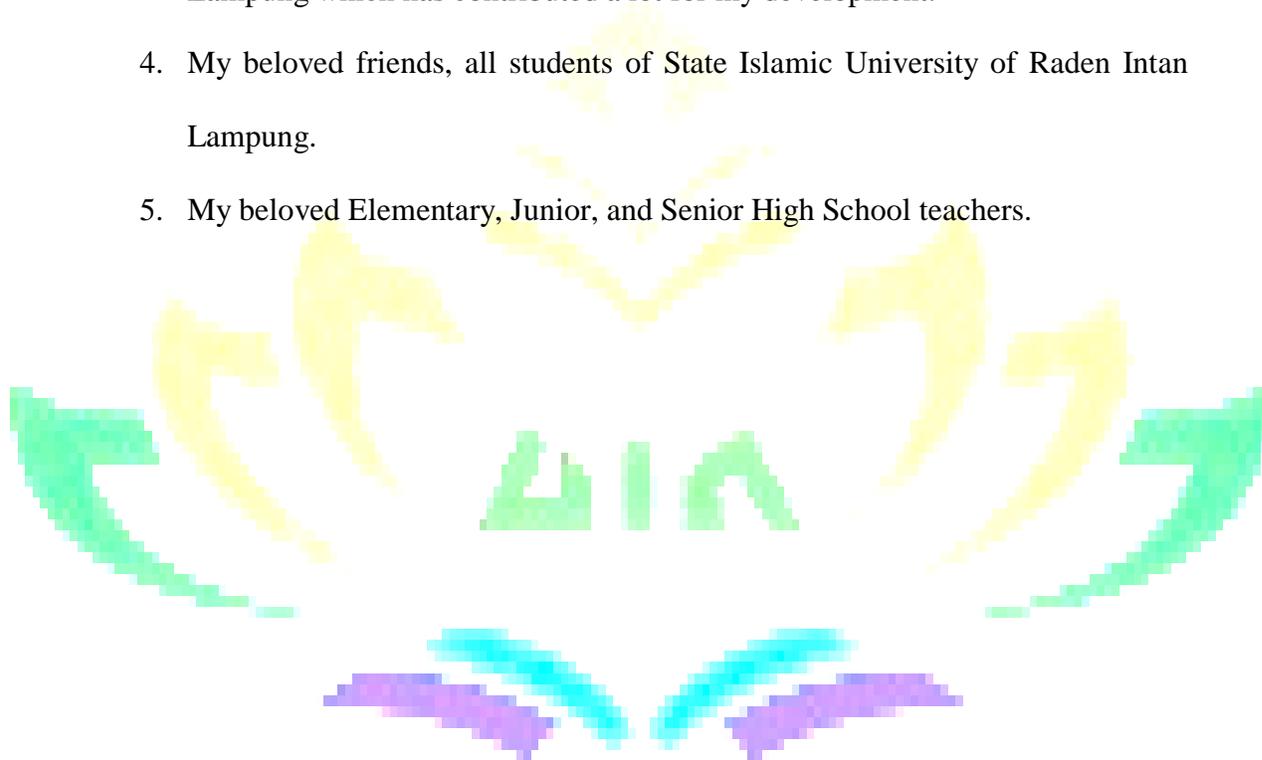
1411040239



## DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents Mr. Darmin and Mrs. Sri Rahayu who always pray, motivate and supported for my success.
2. My beloved brother Fajar Ferdiansyah. Who always care for my study for motivated me to succeed.
3. My beloved Lectures and almamater, State Islamic University of Raden Intan Lampung which has contributed a lot for my development.
4. My beloved friends, all students of State Islamic University of Raden Intan Lampung.
5. My beloved Elementary, Junior, and Senior High School teachers.



## ACKNOWLEDGMENT

Alhamdulillah thanks to Allah the Almighty, for the blessing, Mercy and Kindness. My peace and salutation always be given to the prophet Muhammad SAW who brings us from the darkness to the lightness. Due to Allah, this thesis entitled “The Influence of Using PPP Technique Towards Students’ Simple Past Tense Mastery at the Eighth Grade of SMPN 1 Katibung in the Academic Year of 2018/2019” is handed in as a compulsory fulfillment of the requirement for S1-degree of English Education study program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.

Therefore, the researcher would like to thank the following people for their idea, time and guidance for this thesis.

1. Prof. Dr. H. Chairul Anwar, M.Pd, dean of Tarbiyah Faculty and Teacher Training UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the Chairman of English Study Program of UIN Raden Intan Lampung.
3. Rohmatillah, M.Pd, the advisor for the guidance and help to complete this thesis.
4. M. Ridho Kholid, M.Pd, the co- advisor who has given guidance and supervision, especially in correcting this thesis.
5. All lecturers of English Education Study Program of UIN Raden Intan Lampung who have taught the writer since the first year of her study in UIN Raden Intan Lampung.

6. Mrs. Nurmalasari, S.Pd, the English teacher of SMPN 1 Katibung Lampung Selatan who have helped and given suggestions to the researcher during the research process and the students of eighth grade of SMPN 1 Katibung Lampung Selatan for who have been cooperative during the research.
7. All of her family, especially her beloved parents, her lovely brother, and her lovely grandmother who always gives me love, support, motivation, and advise in accomplishing my study.
8. All students of English Education Study Program from UIN Raden Intan Lampung, especially class D that has given their best motivation on completing this thesis.
9. Dear beloved friends, Ana Lestiana, Agresta Valentina, Desi Kurniasari, Hartini, Voni Windarti, Bayu Abi Bimo N, who always give me motivation on completing this thesis.

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis.

Therefore, the writer sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, January 2019

The Writer

Dian Apriliani

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>APPROVAL.....</b>	<b>iii</b>
<b>ADMISSION.....</b>	<b>iv</b>
<b>DECLARATION.....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>MOTTO .....</b>	<b>vii</b>
<b>CURRICULUM VITAE.....</b>	<b>viii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF APPENDICES.....</b>	<b>xv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Identification of the Problem .....	9
C. Limitation of the Problem .....	9
D. Formulation of the Problem.....	9
E. Objectives of the Research .....	10
F. Use of the Research .....	10
G. Scope of the Research.....	11

## **CHAPTER II: REVIEW OF RELATED LITERATURE**

A. Concept of Teaching English as a Foreign Language .....	12
B. Grammar	
1. Concept of Grammar .....	14
2. Importance of Grammar .....	15
3. Concept of Tense .....	16
C. Simple Past Tense	
1. Concept of Simple Past Tense .....	1
2. The Use of Simple Past Tense .....	17
3. Concept of Simple Past Tense Mastery .....	20
D. PPP Technique	
1. Concept of PPP Technique .....	21
2. Procedure of PPP Technique in Classroom .....	23
3. Procedure of Teaching Simple Past Tense by Using PPP Technique through the Procedure of Baker, Westrup, and Harmer .....	25
4. The Advantages and Disadvantages of PPP Technique .....	26
E. Translation Technique	
1. Concept of Translation Technique .....	28
2. Procedure of Teaching Simple Past Tense by Using Translation Technique .....	29
3. The Advantages and Disadvantages of Translation Technique .....	29
F. Frame of Thinking .....	30
G. Hypothesis .....	32

## **CHAPTER III: RESEARCH METHODOLOGY**

A. Research Design .....	33
B. Variable of the Research .....	34
C. Operational Definition of the Variable .....	35
D. Population, Sample, and Sampling Technique	
1. Population .....	35
2. Sample .....	36
3. Sampling Technique .....	36
E. Data Collecting Technique	
1. Pre-test .....	37
2. Post-test .....	38
F. Research Instrument .....	38
G. Research Procedure .....	42
1. Planning .....	42
2. Application .....	43

3. Reporting .....	45
H. Scoring System .....	45
I. Validity .....	45
J. Reliability .....	47
K. Data Analysis.....	48
L. Hypothetical Test .....	50

**CHAPTER IV: RESULT AND DISCUSSION**

A. Result of the Research	
1. Pre-Test .....	51
2. Post-Test.....	53
3. Gain Score .....	55
B. Data Analysis	
1. The Result of Normality Test .....	55
2. The Result of Homogeneity Test .....	56
3. The Result of Hypothetical Test .....	57
C. Data Description .....	59
D. Discussion.....	62

**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....	63
B. Suggestion	
1. Suggestion for the Teacher .....	64
2. Suggestion for the Students .....	64
3. Suggestion for the School.....	65
4. Suggestion for the Researchers.....	65

**REFERENCES**

**APPENDICES**

## LIST OF TABLES

Table 1	The Students' Score of Simple Past Tense at the Eighth Grade of SMPN 1 Katibung.....	6
Table 2	The Time Signal in the Simple Past Tense .....	17
Table 3	Example of Regular and Irregular Verb.....	19
Table 4	The Total Number of the Students at the Eighth Grade of SMPN 1 Katibung.....	36
Table 5	The Test Specifications of Pre-Test for Try Out Test.....	38
Table 6	The Test Specifications of Post-Test for Try Out Test .....	39
Table 7	The Test Specifications of Pre-Test after Try Out Test .....	40
Table 8	The Test Specifications of Post-Test after Try Out Test .....	41
Table 9	The Normality Test of Experimental and Control Class.....	56
Table 10	The Homogeneity Test of Experimental and Control Class .....	57
Table 11	The Result of Hypothetical Test .....	58



## LIST OF APPENDICES

Appendix 1	Syllabus .....	71
Appendix 2	The Interview for the Teacher .....	74
Appendix 3	The Result of the Interview Students .....	77
Appendix 4	Lesson Plan for Experimental Class.....	79
Appendix 5	Lesson Plan for Control Class .....	100
Appendix 6	Pre-Test Question for Try Out Test.....	114
Appendix 7	Post-Test Question for Try Out Test .....	119
Appendix 8	Pre-Test Question after Try Out Test .....	124
Appendix 9	Post-Test Question after Try Out Test .....	128
Appendix 10	The Answer Sheet Pre-Test for Control Class .....	132
Appendix 11	The Answer Sheet Pre-Test for Experimental Class .....	134
Appendix 12	The Answer Sheet Post-Test for Control Class.....	136
Appendix 13	The Answer Sheet Post-Test for Experimental Class .....	138
Appendix 14	Score Pre-Test and Post-Test in Control Class .....	140
Appendix 15	Score Pre-Test and Post-Test in Experimental Class .....	141
Appendix 16	Result Reliability Test of Post-Test .....	142
Appendix 17	Result Reliability Test of Pre-Test .....	143
Appendix 18	Result Validity Test of Post-Test .....	144
Appendix 19	Result Validity Test of Pre-Test.....	145
Appendix 20	Students' Simple Past Tense Score at the Eighth Grade .....	146
Appendix 21	Validation of Teacher.....	148

Appendix 22	Surat Penelitian.....	149
Appendix 23	Surat Keterangan telah Melakukan Penelitian .....	150
Appendix 24	Documentation of the Research .....	151



## LIST OF FIGURES

Figure 1	Graphs of Pre-Test Result in Control Class.....	51
Figure 2	Graphs of Pre-Test Result in Experimental Class .....	52
Figure 3	Graphs of Post-Test Result in Control Class .....	53
Figure 4	Graphs of Post-Test Result in Experimental Class.....	54



## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Every human being in the world must need other human beings to undergo all the activities that occur, because in essence humans are social beings. Social means the wider community.

Al-Qur'an also says in Q.S. Al-Hujarat: 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

“O mankind! We created you from a single (pair) of a male and female, and made you into nations and tribes, which they may know each other (not that you may despise each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).”<sup>2</sup> (QS. Al-Hujarat: 13)

This verse shows that Islam gives high attention to know each other. In human social interaction creates a relationship that affects individuals or groups. This influence was created because of a communication. Communication is a transmission and reception of messages or news between two or more people so that the message in question can be understood.<sup>3</sup> It is very important also to know that is how humans communicate. It is mentioned by Galderen who states that language is a fundamental human faculty

---

<sup>2</sup> Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an*, (Mayland: Amana Publications, 2001), p. 517.

<sup>3</sup> Jack C. Richards & Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (4<sup>th</sup> Ed, (Edinburg Gate: Pearson Education Limited, 2010), p. 97.

used for created expression, face-to-face communication, scientific inquiry, and many other purposes.<sup>4</sup> Language, then, is a system of communication that relates sounds (or hand and body gestures) with meaning.<sup>5</sup> Also mentioned, that language is a purely human and non instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.<sup>6</sup>

Furthermore, in the opinion of some experts above, it can be concluded that language is an absolute communication tool that can provide a very important effect to communicate. Language is also a unity of various letters and symbols that change into a word used by people to interact through conversation.

Then, the language that will be used by people in the world is very different. Humans can not choose what language they deserve and should use, because humans gain their language skills through the experience they gain. In the world a lot of people use different languages. Every region, every country has their own language. But, there is one language which is called international language that is English. English has become international language nowadays. Leo claimed that English is the international language for communication.<sup>7</sup>

---

<sup>4</sup> Elly Van Gelderen, *A History of English Language*, (Philadelphia: John Benjamin B. V, 2006), p. 1.

<sup>5</sup> Victoria Fromkin, *Introduction to Language*, (Boston: Wadsworth, 2011), p. 36.

<sup>6</sup> Edward Sapir, *Language (An Introduction to the Study of Speech)*, (New York: Harcourt, Brace, 1921), p. 3.

<sup>7</sup> Susanto Leo, *A Challenging Book to Practice Teaching in English*, (Yogyakarta: CV ANDI OFFSET, 2003), p. 7.

Many countries use English as their first language. Most of people use language to interact with each other, Huddleston and Pullum stated that English is probably the most widely used language in the world, with around 400 million native speakers and a similar number of bilingual speakers in several dozen partially English-speaking countries, and hundreds of millions more users in other countries, where English is widely known and used in business, government, or media.<sup>8</sup> It is caused English as an international language. Therefore, the people in the world should learn English.

English as a global/international language nowadays plays an important role in Indonesia's foreign language education, especially to Indonesian children who perceived English as their second language in schools. Some of the children in certain situation obtained sufficient exposure of English from their surroundings that is family and friends. This exposure makes them absorb English instantly. But then, there are not many students who are interested in improving their English communication skill. Therefore, the country stresses on the use of English in school education in order to equip its students with the proficiency of English communication both in spoken and written form. The communicative competence covers four competences namely grammatical, sociolinguistics, discourse and strategic.<sup>9</sup>

---

<sup>8</sup> Rodney Huddleston & Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (UK: Cambridge University Press, 2005), p. 1.

<sup>9</sup> J. S Savignon, *Communicative Competence, Theory and Classroom Practice*, (USA: The Mc Graw-Hill, 1997), p. 40.

The true, that language is a unity of various letters and symbols that change into a word used by people to interact through conversation , Sapir also revealed that significant elements of language are generally sequences of sounds that are either words, significant parts of words, or word groupings.<sup>10</sup> Then, Grammar which deals with the form of sentences and smaller units: clauses, phrases and words.<sup>11</sup> It proves that language and grammar is closely related, where grammar is an essential language element.

Students need to have a good grammar foundation to communicate effectively in English.<sup>12</sup> Ur states that a person who knows grammar is one who can express himself or herself in what would be considered as acceptable language forms.<sup>13</sup> In KTSP (School Based Curriculum of Indonesia), grammar is one of essential language elements taught to support the mastery of four skills namely listening, reading, speaking and writing. Besides, to achieve the standard and basic competence, the students need to understand grammar, vocabulary, spelling and pronunciation.

In the case, the writer would like to focus her research in grammar, especially in simple past tense. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking. Grammar is called as organization words are combined into sentence to express thought and feeling or to express the

---

<sup>10</sup> Edward Sapir, *Op.Cit*, p. 10.

<sup>11</sup> Rodney Huddleston & Geoffrey K. Pullum, *Loc.Cit*.

<sup>12</sup> S. McKay, *Teaching Grammar: Form, Function and Technique*, (United Kingdom: Prentice Hall, 1987), p. 17.

<sup>13</sup> Penny Ur, *Grammar Practice Activities*, (Cambridge: Cambridge University Press, 1990), p. 3.

idea in written. The student need to master grammar because by mastering grammar student will be able to speak and write English correctly.

In order to gain basic information about students' problem in simple past tense the writer conducted preliminary research at SMPN 1 Katibung. The writer found the problem that the students were difficult to understand in using past tense. Based on interviewed with the English teacher of SMPN 1 Katibung, Nurmalasari, S. Pd about the result of teaching grammar especially in simple past tense. She said that, most of eighth grade students of SMPN 1 Katibung got difficulties to make a sentence using simple past tense correctly. Besides that, the students find difficulties to remember the formula specifically in learning past tense verb are formed by adding -ed to a verb and they also feel difficulties to remember the irregular and regular verb.<sup>14</sup> The writer also interviewed some students of the eighth grade of SMPN 1 Katibung. Based on the result of interview, it was found that they also felt difficult how to remember the written of English words. Because the teacher just used the same method to teach the material. The teacher just explains then gives students exercise. The writer thinks it can not prove students' understanding in material. It makes students felt bored and not interest in the study.

In doing preliminary research the writer got the data of simple past tense scores the eighth grade of SMPN 1 Katibung. It was described in the table 1 below:

---

<sup>14</sup> Nurmalasari, *An English Teacher of SMPN 1 Katibung, An Interview*, February 17<sup>th</sup> 2018.

**Table 1**  
**The Students' Score of Simple Past Tense in the eighth Grade at SMPN 1**  
**Katibung**

No	Score	Class				The number of Students	Percentage
		A	B	C	D		
1	$\geq 72$	10	15	11	14	50	32%
2	$\leq 72$	20	17	19	18	74	68%
Total		30	32	30	32	124	100%

Source: The Data of Simple Past Tense Score in The Eighth Grade of SMPN 1 Katibung in The Academic Year of 2018/2019.

Based on the table above, the criteria minimum mastery (KKM) was 72 and there were many students who got the score under 72. There were 50 students passed the criteria and 74 students failed. It means that students who got difficulty in simple past tense were 83%. It could be inferred that the students' simple past tense mastery especially in the eighth grade at SMPN 1 Katibung is low. This case should be solved because it can arise further difficulties to the next grammar lesson if their low degree is not improved soon. Moreover, student certainly cannot pass the minimum score of English subject determined of the school.

To solve the problem, the teacher needs an appropriate technique to help students' simple past tense mastery. There are many ways to teach grammar. To facilitate students in study of simple past tense, the effective technique should be used to improve students' understanding in simple past tense. Harmer states that many techniques that can be applied; they are Grammar Translation Method, Audio-lingualism, PPP, Task-Based Learning and Communicative Language Teaching.<sup>15</sup>

---

<sup>15</sup> Jeremy Harmer, *How to Teach English*, (Edinburg Gate: Longman, 1998), p. 30.

Realizing the problem which may happen, the English teacher of SMPN 1 Katibung agrees with the importance to create a new atmosphere. For the sake improving students on grammar, especially simple past tense, the writer offers PPP technique as a means of solving all the problems in learning grammar. According to Harmer, that PPP is a technique for teaching structure (e.g. grammar or vocabulary) in a foreign language. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom.<sup>16</sup> It means that PPP is an effective way that can use to teach grammar in the classroom.

Based on the previous research in Education Journal with the title The Influence of Using PPP Technique to Improve Writing Skill by Izzah on 2013 in Singosari, Malang. This research showed that PPP technique can improve students' writing skill especially for students MA AL MA'ARIF Singosari Malang for first year class X-2 which consist of 48 students. The researcher applied the entire steps well and the result of the research shown. The average students could achieve 77.5 in their writing score with the KKM 75. It can be conclude that PPP technique can solve the problem in teaching writing.<sup>17</sup>

The second research was conducted by Lagalo in Batuda on 2013 with the title The Application of Presentation, Practice, and Production (PPP) Technique to Increase Students' Speaking Ability (A Research Conducted at The Tenth Grade Students of

---

<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching* (4<sup>th</sup> Ed), (Harlow: Longman, 2009), p. 64

<sup>17</sup>Alfiatul Izzah, "The Use of PPP Technique to Improve Writing Skill", *Educational Journal* 3, Volume 1, No. 12, 2013.

MAN Batuda in 2012/2013 Academic Year), thesis of English Departement Faculty of Letter and Culture State University of Gorontalo. This research showed that presentation, practice and production (PPP) technique can increase students' ability in speaking. The mean score of students' ability in speaking before treatment is 67.17 and the mean after treatment is 77.83.<sup>18</sup>

Those two previous research findings showed that PPP technique gives the positive impact for students. However, there are the differences among these previous studies with this research. The both previous researches focused on teaching writing and speaking. Therefore, in this research the writer interested in doing a research by using PPP technique in teaching simple past tense not only in writing and speaking but also teaching grammar especially in simple past tense, and this research is entitled: "The Influence of Using PPP technique towards students' simple past tense mastery at the eighth grade of SMPN 1 Katibung in the academic year of 2018/2019"

---

<sup>18</sup>Anggraeni M.S Lagalo, *Thesis: The Application of Presentation, Practice, and Production (PPP) Technique to Increase the Students' Speaking Ability*, (English Departement Faculty of Letter and Culture State University of Gorontalo, 2013), p. 40.

## **B. Identification of the Problem**

Based on the background of the problem as mentioned, the researcher identified the problems as follows:

1. The students have difficulty in learning simple past tense, because the students still confused in using simple past tense correctly in form of verbal and nominal sentence in positive, negative, interrogative and time signals.
2. The students' motivation in learning simple past tense is still low, they assumed English is hard to learn.
3. The teacher does not use effective and interesting technique to teach simple past tense.

## **C. Limitation of the Problem**

Based on identification above, the writer was focused on the influence of using PPP technique towards students' simple past tense mastery at the eighth grade of SMPN 1 Katibung Lampung Selatan in the academic year of 2018/2019.

## **D. Formulation of the Problem**

The writer formulated the problem as follows:

Is there any significant influence of using PPP technique towards students' simple past tense mastery in at the eighth grade of SMPN 1 Katibung Lampung Selatan in the academic year of 2018/2019?

### **E. Objectives of the Research**

Accordance to the formulation of the problem, the objective of the research was to know whether there is any significant influence PPP technique towards students' simple past tense mastery at the second semester of the eighth grade of SMPN 1 Katibung Lampung Selatan in the academic year of 2018/2019.

### **F. Use of the Research**

The uses of the research are:

1. Theoretically, to give information about the influence of using PPP technique towards students' simple past tense mastery.
2. Practically
  - a. For the teacher, it is expected that they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom.
  - b. For the students, to motivate the students at the eighth grade of SMPN 1 Katibung in studying English grammar, especially in simple past tense and it is expect that they will enjoy in learning process.
  - c. For the school: this research to motivate for the school to observe in teaching English, especially in teaching simple past tense.

## **G. Scope of the Research**

The scope of the research as follows:

### 1. Subject of the research

The subject of the research was the students in eighth grade of SMPN 1 Katibung Lampung Selatan in the academic year of 2018/2019.

### 2. Object of the research

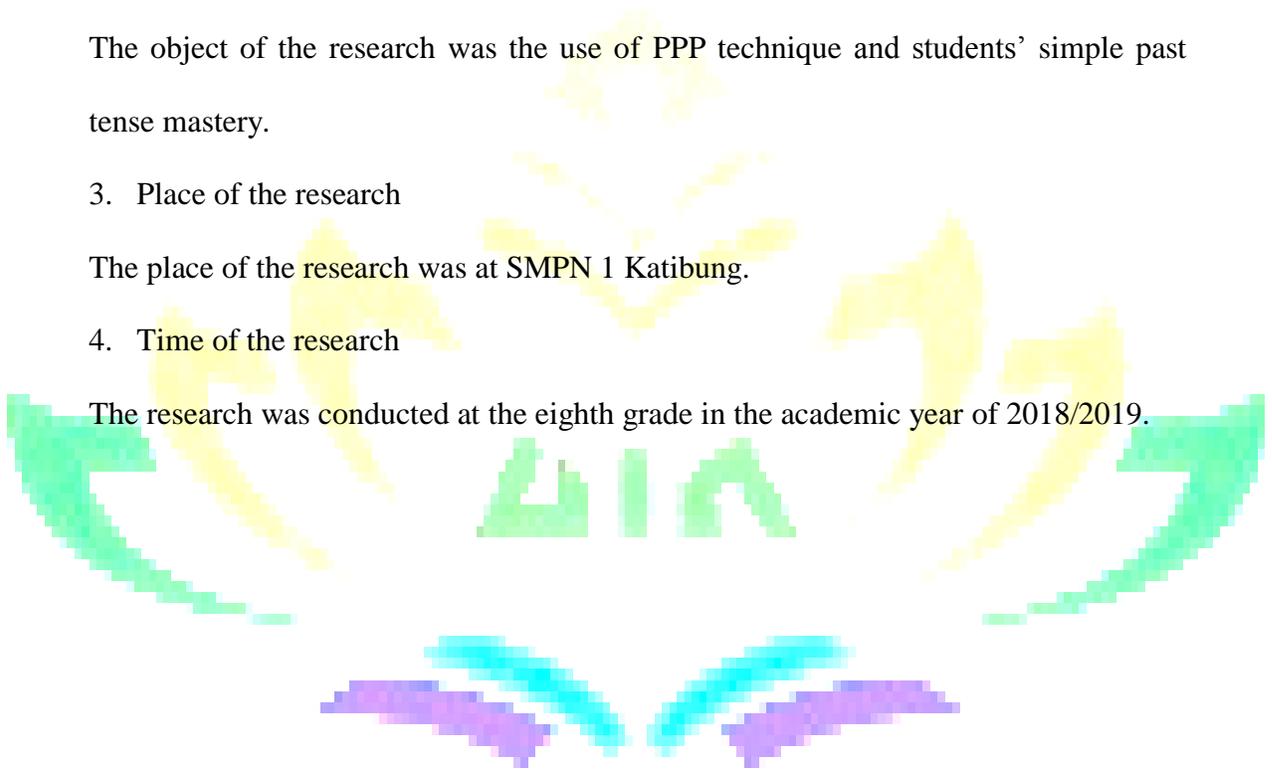
The object of the research was the use of PPP technique and students' simple past tense mastery.

### 3. Place of the research

The place of the research was at SMPN 1 Katibung.

### 4. Time of the research

The research was conducted at the eighth grade in the academic year of 2018/2019.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Teaching English as a Foreign Language

English as one of the international languages become important language in this world because almost all countries use English as a communication tool as a native language, a second language, and foreign language. People who are able to communicate in English will get easier to gain more information and knowledge. Today, millions of people want to improve their command of English by different ways such as formal or informal instruction through studying abroad, media, and internet. In fact English should be taught in the school especially in Indonesia.

In Indonesia, English is known as a foreign language. As stated in Al-Qur'an in verse 22 of Surah Ar-Rum that about every country have different language:

Al-Qur'an surah Ar-Rum: 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَاللُّغَاتِ لِلْعَالَمِينَ

“And among His signs is the creation of the heaven and the earth, and the different of your language and colors, indeed in this are signs for people who know.”<sup>19</sup> (QS. Ar-Rum: 22).

---

<sup>19</sup> Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an*, (Mayland: Amana Publications, 2001), p. 184-185.

In surah above refers to the language that important. People use many languages in this world included Indonesia, in Indonesia English just foreign language. The term foreign language in the field of language teaching is different from the second language. English must be taught in order to the students are able to compete in the global era. Many of the requirements, like getting jobs, and continuing studying, need English skill. As harmer states that English as a foreign language is generally taken to apply the students who are studying general English at the school and institutes in their own country or as transitory visitors in a target language country.<sup>20</sup> Thus, the purpose of teaching English as a foreign language in order to create the situation that the students can use English to communication both oral and written.

The foreign language provides the students with the skills which enable to communicate orally with the teachers or others people who have learned the language. Richard said that there are three processes in learning a language, a professor who had taught in Indonesia explained that the three processes are receiving the knowledge or materials, fixing in the memory by repetition, and using it in actual practice until it becomes it personal skill.<sup>21</sup> It implies that from the transferring process the materials, students who learn a language are expected to be a person have a lot of knowledge.

---

<sup>20</sup> Jeremy Harmer, *The Practice of English Language Teaching* (3<sup>rd</sup>Ed), (London: Longman Group UK Limited, 1991), p. 39.

<sup>21</sup> Jack Richards, *Approach and Methods in Language Teaching*, (2<sup>nd</sup>Ed), (New York: Cambridge University Press, 2001), p. 41.

## B. Grammar

### 1. Concept of Grammar

Grammar is one of component in language, because basically grammar is the structure and meaning system of language. All languages have grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language, which means the rules of grammar making meaning, as Swan explains that Grammar is the rules that say how words changed to show different meaning, and they combine into sentence.<sup>22</sup> According to Thornbury in Longman's Active Study Dictionary, grammar is described as the rules by which words change their forms and are combined into sentences.<sup>23</sup> Also Bruder and Paulston give a similar definition of grammar; it is described as the possible forms and arrangements of words in phrase and sentences.<sup>24</sup> It is also supported by Larsen quoted who argues that grammar is one of the three dimensions of language that is interconnected.<sup>25</sup> People associate grammar with errors and correctness. But knowing about grammar also help to understand what about make a sentence, paragraphs clear, interesting and precis.

We can see that grammar is a study about pattern or rule to make a good sentence.

With grammar mastery the students will be able to construct some words to be new

---

<sup>22</sup> M. Swan, *Practical English Usage*, (London: Oxford University Press, 1998), p. 19.

<sup>23</sup> Thornbury, *Uncovering Grammar*, (Oxford: MacMillan Education, 2005), p.1.

<sup>24</sup> Bruder & Paulston, *Teaching English as a Second Language: Techniques and Procedures*, (Cambridge: Massachussets, 1976), p. 13.

<sup>25</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New Jersey: Practice Hall Regents Eaglewood Cliff, 1994), p. 361.

sentences or utterances easily. Students must learn how to build the correct grammar before they speak and write, so that the message they want to convey can be understood clearly. Grammar is one of the skills that must be mastered by students to learn English because the grammatical rules of Indonesian language are different from English. That is why, learning English grammar is very important to students.

## 2. Importance of Grammar

When teaching a language, teachers actually have two purposes that are insure fluency and accuracy in all language skill. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structure, such as the using of verb forms correctly, phrasal verbs, prepositions, etc. According to Ur, grammar does not only affect how units of language are combine in order to look right, it also affect their meaning.<sup>26</sup> Supporting his opinion, Knapp and Watkins, argue that grammar is a name for the resources available to users of a language system for producing texts. The two authors also claim that a knowledge of grammar by speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text.<sup>27</sup> From that statement it is clear that grammar is one of the important things in English, because it is not just to make a sentence good but also it will refer to its meaning.

---

<sup>26</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1991), p. 76.

<sup>27</sup> Peter Knapp & Megan Watkins, *Genre, TEXT, Grammar, Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales Press Limited, 2005), p. 32.

### 3. Concept of Tense

Tense is one of important parts of structure in English. Commonly, people think that tenses are the same as time. Wishon argues that tense means time. However it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tenses in actual usage refers consistently only to grammatical form. Often tense and time do not correspond at all.<sup>28</sup> It can be concluded that the criteria of a good sentences is that they have a good grammatical form.

According to Sam, English has one of important parts of structure that is tense. Tense usually use in make a good sentence, because tense is a verb form that used in certain time.<sup>29</sup> Tense has sixteen parts, they are simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense, and past future perfect continuous tense.

---

<sup>28</sup> George E. Wishon, Julia M. Burks, *Let's Write English*, (New York: Litton Education, 1980), p. 192.

<sup>29</sup> A. Susanto Mahfan Sam, *Complete English Grammar*, (Jakarta: Sandro Jaya, 2005), p. 152.

## C. Simple Past Tense

### 1. Concept of Simple Past Tense

The simple past tense is used to indicate complete in the past without indicating any connection with the present. Azar claims that simple past tense is an activity or situation began and ended at a particular time in the past.<sup>30</sup> Besides that George says that simple past tense is used to report a state or activity which can be ascribed to a definite past time.<sup>31</sup> It suggests that, simple past tense is used to express idea that happens, activity or event in the past time.

In simple past tense, we must use the specific verb. Verb in the past time also called Verb-2, the transformation of present. The verb in simple past tense can be divided into two parts, are regular and irregular verb.<sup>32</sup>

### 2. The Uses of Simple Past Tense

In its use, simple past tense has several functions as follows:

- a. To indicate the completed activity in the past even and time known.

For example: Mr. Tori lived in Palembang for two years.

- b. To indicate the activity or situation began and ended at a particularly time in past.

For example: Rava visited me in a few minute ago.

- c. To indicate the habitual action in the past time.

For example: Celina never drank coffee.<sup>33</sup>

---

<sup>30</sup> Betty Azar Schramper, *Understanding and Using English Grammar* (New Jersey: Practice Hall Regents, 1989), p. 24.

<sup>31</sup> George Wishon, Julia M. burks, *Op. Cit*, p. 195.

<sup>32</sup> Pardiyono, *Bahasa Inggris 16 Tenses*, (Yogyakarta, Andi Publisher, 2007), p. 59.

The simple past tense is used to express idea that an action started and finished at specific time in the past. There is some example of time signal of simple past tense:

**Table 2**  
**The Time Signal in the Simple Past Tense**

Yesterday	An hour ago	This morning
Last week	Several days ago	In 2000
Last year	A year ago	A few minutes ago
Last night	A month ago	A few days ago
Two days ago	A moment ago	A week ago

*Source: Betty Schramper Azar, Fundamental of English Grammar, 2003.*

From the explanation above it can be concluded that the formula of verbal and nominal sentences as follows:

### 1) Verbal Sentence

#### a) Positive Form

Formulas: Subject + Past Tense (Verb 2) + O.

For example: I / You / She / He / It / They / We **worked** yesterday.

#### b) Negative Form

Formulas: Subject + did not + Infinitive (verb 1) + O.

For example: I / You / She / He / It / They / We **did not** work together.

#### c) Interrogative

Formulas: Did + Subject + Infinitive (verb 1) + O.

For example: **Did** I / You / She / He / It / They / We work yesterday?

---

<sup>33</sup> Betty Azar Schramper, *Fundamental of English Grammar* (3<sup>rd</sup>Ed), (Washington: Longman, 2003), p. 25.



base form (V1). The example of the past form and base form for regular and irregular verbs are in the following chart.<sup>35</sup>

**Table 3**  
**Example of Regular and Irregular Verb**

	<b>Simple Form</b>	<b>Simple Past</b>	<b>Past Participle</b>	<b>Past Participle</b>
<b>Regular Verb</b>	Hope Stop Listen Study Start	Hoped Stopped Listened Studied Started	Hoped Listened Studied Started	Hoping Stopping Listening Studying Starting
<b>Irregular Verb</b>	Break Come Find Hit Swim	Broke Came Found Hit Swam	Broke Came Found Hit Swam	Breaking Coming Finding Hitting Swimming

*Source: Betty Schampfer Azar, Understanding and Using English Grammar, 1999.*

### 3. Concept of Simple Past Tense Mastery

Mastery is comprehension or performance that use for knowledge, skill, and etc.

Fullan defines that mastery is obviously necessary for effectiveness, but it is also a means for achieving deeper understanding.<sup>36</sup> It means that mastery is a complete of having control over something superiority in through knowledge of a subject.

According to Wishon, past tense is used to report a state or activity which can be ascribed to a definite past time.<sup>37</sup> Past tense is used to talk about activities or

---

<sup>35</sup> Betty Schampfer Azar, *Understanding and Using English Grammar*, (3<sup>rd</sup> Ed), (New York: Longman, 2003), p. 19.

<sup>36</sup> Michael G. Fullan, *Loc. Cit.*

<sup>37</sup> George E. Wishon, *Op. Cit.* p. 195.

situations that began and ended at a particular time in the past.<sup>38</sup> Simple past tense has time expression, and two categories of verb, namely; Regular and Irregular Verb. To be (was, were) followed by adjective, adverb or noun. In form of negative, we need to use auxiliary verb *didn't*. To make interrogative sentence, auxiliary *did, was, were* is in front of the sentence, while the Verb 2 is formed to Verb.<sup>39</sup> It suggests that, simple past tense is used to express idea that happens, activity or event in the past time.

From those explanations, it can be concluded that simple past mastery is the students' skill to construct sentences which tell or show definite activity in past time and general truth in the nominal or verbal form positive, negative, interrogative using it particular time signal.

#### **4. PPP Technique**

##### **1. Concept of PPP Technique**

PPP is a three-part teaching paradigm: Presentation, Practice and Production; based on behaviorist theory which states that learning a language is just like learning any other skill. The high degree of teacher control which characterizes the first and second stages of this method lessens as the class proceeds, allowing the learner to gradually move away from the teacher's support towards more automatic production and understanding.<sup>40</sup> Presentation, practice, production, or PPP, is a technique for

---

<sup>38</sup> Betty Schampfer Azar, *Op. Cit.* p. 32.

<sup>39</sup> Betty Schampfer Azar, *Ibid.*

<sup>40</sup> Penny, Ur. *A course in language teaching: Practice and theory.* (Cambridge: Cambridge University Press, 1996), p. 19.

teaching structures (e.g. grammar or vocabulary) in a foreign language. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom.<sup>41</sup> From those definition indicates that PPP Technique which consist of three phase, presentation, practice, and production.

Presentation, practice, and production (PPP) in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for presentation, practice and production. In this procedure the teacher introduces a situation with contextualizes the language to be taught. The language, too, presented. Later the students using the new language make sentence of their own, and this is referred to as production.<sup>42</sup> In other hand, PPP Technique consist of three steps/phases; presentation, practice, and production, this procedure the teacher presented, then the students practice the language using accurate reproduction technique. It is a good place to start in terms of applying good communicative language teaching in the classroom.

Harmer mentioned PPP stands for presentation, practice, and production; in other words, it has three stages in language teaching. The three steps, presentation, practice and production, can be described as follows:

**a. Presentation**, in this step, lecturer presents the material as creative and interesting as possible to attract the students' attention. This step is the starting point that is

---

<sup>41</sup> Jeremy Harmer, *The Practice of English Language Teaching* (4<sup>th</sup>Ed), (Harlow: Longman, 2009), p. 64.

<sup>42</sup>*Ibid.* p. 63.

intended to direct or focus the students' attention to the materials which are going to be discussed. It can be done through brainstorming or asking some questions that relate and direct the students to the learning material to be taught so that the students are ready to continue to the next phase.

**b. Practice**, this stage is the segment where reinforcement is conducted by giving the students practices. When the teacher gives the students practices, teacher should correct the students' mistake without humiliating them and guide them to study English correctly.

**c. Production** is last stage of the PPP technique in which the students are given a chance to practice or use the material taught. In other words, the students should be more active while the lecturer just pays attention to them during they do the practices and note the students' mistakes so that it could be generally corrected at the end of the practices.<sup>43</sup>

## **2. Procedure of PPP Technique in Classroom**

According Baker and Westrup, PPP technique consists of three stages such as presentation, practice and production. The following are succinct and concise descriptions of each stages PPP technique that can be used in teaching English:

### **a. Presentation**

1) Teacher presents the material by giving some examples, makes sure that the students understand. It can be carried out by using brainstorming, objects or realia or drawing the objects.

---

<sup>43</sup> Jeremy Harmer, *Op. Cit.*, p.

- 2) The teacher tells the students about situation which demonstrates the meaning of the new language.
- 3) The students read a text or listen to a tape which contains examples of the new language. This can be a story or a dialogue.
- 4) Teacher fixes every student's mistake straight away after they give response, of course, without humiliating them but motivating them to study.

#### **b. Practice**

The following are some activities that can be implemented during the practice stage:

- 1) Teacher gives practices. The process of giving practices is suggested the teacher manage and control everything in that practice while the students only do the practices (controlled practice). Next teacher may give only initiates or direct the students in doing practice related to the material (free practice).
- 2) This might involve drills, controlled written and speaking activities
- 3) Teacher starts to loosen the control especially when they carry out the practices in order to give them enough space to practice the material taught.
- 4) Teacher corrects the students' mistakes and guides the usage correctly.

#### **c. Production**

In addition, Baker and Westrup state that in production phase the students need time to use the new language that they have learned in communication.<sup>44</sup> It is suggested that when teacher gives the chance to perform the material, it should be put in its contextual use.

---

<sup>44</sup> Baker & Westrup, *Ibid*, p. 24.

During the production stage, it is recommended not to cut and correct the students' mistake teacher allows the other students to do correction. Some of these activities can be applied in production stage:

- 1) Teacher gives the students chance to use or perform the material that has been taught so that the students will understand the material contextually.
- 2) Students use and practice or perform English based on the material which they have learned.
- 3) Teacher does silent control that is a control which is silently conducted by the teacher to avoid embarrassment of being corrected.
- 4) Teacher notes every mistake made by students; however, it is better not to correct them straight away, and it can be done at the end of the performance (general correction).

### **3. Teaching Simple Past Tense by Using PPP Technique through the Procedure of Baker, Westrup and Harmer**

In teaching simple past tense by using PPP Technique, the researcher constructs the procedure:

#### **a. Presentation**

- 1) Teacher begins the class with brainstorming, and asks the question that relate to the material.
- 2) Teacher writes down the students' answer on the whiteboard that have been answered by them.

- 3) Teacher explains the material about simple past tense in positive, negative and interrogative.
- 4) The students pay attention to the teacher and ask if they find difficulties.

#### **b. Practice**

- 1) After finished the presentation stage, the teacher gives practice to the students
- 2) Students practice saying or writing the language structure correctly. Typical practice activities include drills.
- 3) Teacher controls all of activities in practice, students just do the practice
- 4) The teacher's role is to direct the activities, to provide positive feedback to students, correct mistakes and model the correct form.

#### **c. Production**

- 1) Teacher gives students opportunity to make a product
- 2) In this phase the students can make a pair or group and also individual
- 3) Teacher gives some activities for example dialogues, oral presentation, sentence or paragraph about simple past tense. Teacher does silent control when the students doing production phase.
- 4) After finished the all of steps the teacher notes every mistakes made by students and make a summary about the material.

### **4. The Advantages and Disadvantages of PPP Technique**

#### **a. The Advantages of PPP Technique**

The following are some advantages of implementing PPP technique in teaching English components:

- 1) It can be used by teachers' candidate or new teacher as guidance in teaching English components.
- 2) It will help the teacher in presenting the material as simply as possible.
- 3) It will attract the students' attention and also avoid them from being bored.
- 4) It can be used to balance teacher talking time and the students' activities.
- 5) It will give the students enough time to practice and to perform the material taught so that they will be able to use the language accurately and fluently.
- 6) It can be utilized to elicit or to motivate the students to be more active in teaching learning process.
- 7) It can be used to assist in improving their skills in English<sup>45</sup>

#### **b. The Disadvantages of PPP Technique**

The disadvantages of PPP technique are:

1. PPP technique is kind of old technique to teach grammar.
2. PPP technique is need much time, because the three steps (presentation, practice and production) requires a lot of time to prepare.<sup>46</sup>

---

<sup>45</sup> I Komang Budiarta, *A Procedural And Effective Language Teaching-Learning Through Ppp Technique*, Journal of Santiaji Education, Vol. 5 No. 2, September 2015, p. 11.

<sup>46</sup> Parvis Maftoon, "A Critical Look at the Presentation, Practice and Production (PPP) Approach: Challenges and Promise for ELT", Journal Volume 3, Issue 4, (December, 2012).

The researcher conducted some ways in reducing the weakness at PPP the teacher can carried out by using media or game to get students interests' and limit for the students activities in every step.

## **E. Translation Technique**

### **1. The Concept of Translation Technique**

Nation in Cameron listed basic techniques by which teachers can explain the meanings of new words, all of which can be used in the learner classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.<sup>47</sup> It means that translation can be defined as a technique of teaching English especially for grammar. It is support by Gracia, he says that the translation can also be an appropriate technique to introduce a new words or even to explore the obscure nuances between terms.<sup>48</sup> From the explanation above, it can be concluded that the translation can be classified as a technique in teaching and learning English in the class.

The word translation itself may be defined as the replacement of textual material in one language (source language) by equivalent material in another language (target language). Larson says that the translation is done by going from the form of the first language to the form of a second language by way of semantic structure. It is

---

<sup>47</sup> Lynne Cameron, *Teaching Language to Young Learners* (New York: University Press, 2001), p. 85.

<sup>48</sup> Roberto A. Valdeon Garcia, *A New Approach to the Use of Translation in the Teaching of L2*, *Revista Alicantina de Estudios Ingleses Volume 8, 1995* (Universidad de Oviedo, 1995), p. 241, available at: [https://rua.ua.es/dspace/bistream/10045/5424/1/RAEI\\_08\\_20.pdf](https://rua.ua.es/dspace/bistream/10045/5424/1/RAEI_08_20.pdf). accessed on October 11<sup>st</sup>, 2018

meaning which the translation is made will be called the source language and the form into which it is to be changed will be called receptor language.<sup>49</sup> It means that the translation technique should be emphasized on replacement one material type by paying the equivalent changed.

## **2. Procedure of Teaching Simple Past Tense by Using Translation Technique**

There are some procedures of teaching simple past by using translation technique as follows:

- a. In class activities are introduced explicitly at the beginning and included discussion on the definition of translation, and what the translator needs to translate from one language to another.
- b. Translation is integrate into reading activities
- c. Translation is conducted at both sentence (English to Indonesian) and passage (Indonesian to English) levels.
- d. Feedback is provided in the following week by 1) correcting individual translation work and, 2) presenting common mistakes/errors in class.<sup>50</sup>

## **3. The Advantages and Disadvantages of Translation Technique**

### **a. The advantages of using translation technique:**

---

<sup>49</sup> M. L. Larson, *Meaning-based Translation*

<sup>50</sup> Sayuki Machida, *A Step Forward to Using Translation to Teach a Foreign/Second Language*, *Electronic Journal of Foreign Language Teaching*, Vol. 5, Suppl. 1, (Nation University of Singapore, 2008), p. 144. Available at [https://www.researchgate.net/publication/25930837\\_A\\_Step\\_Forward\\_to\\_Using\\_Translation\\_to\\_Teach\\_ForeignSecond\\_Language](https://www.researchgate.net/publication/25930837_A_Step_Forward_to_Using_Translation_to_Teach_ForeignSecond_Language). Accessed on October 12<sup>nd</sup>, 2018.

According to Mehta, translation technique is not as terrible as it appears to be and Duff in Mehta gives reason for considering translation very advantageous:

- 1) Invites speculation and discussion
- 2) Develops qualities that are essential to all language: accuracy, clarity, and flexibility.
- 3) The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
- 4) Lets students practice a variety of style and registers.<sup>51</sup>

It can be concluded that the advantages of translation technique are invites speculation and discussion, develops qualities, the students can see the links between language usage and grammar, and students practice a variety of style and register.

**b. The disadvantages of using translation technique:**

- 1) Encourages thinking in one language and transference into another with interference.
- 2) Deprives from learning within only one language
- 3) Gives false credence of word-to-word equivalence
- 4) Does not allow achievement of generally accepted teaching aims: emphasis on spoken fluency.
- 5) Not desirable, since it uses the mother tongue.<sup>52</sup>

---

<sup>51</sup> Naveen K. Mehta, *English Language Teaching through the Translation Method (A Practical Approach to Teaching Mongolian CPAs)*, Volume 14, No. 1, January 2010. Available at: <http://translationjournal.net/journal/51mongolian>. Accessed on October 12<sup>nd</sup>, 2017.

<sup>52</sup> *Ibid.*

## **F. Frame of Thinking**

Consistent with the writer, grammar is one of the language components, which plays very important roles for people who want to learn English language. Students are taught about grammar in their English class because the teacher knows that grammar still takes an important role in learning English. To learn and able to communicate in English, students have to know how people usually use this language, put words into sentences and use them in communication. Meanwhile, tense is a verb shows the time of an event or action, it is very important in constructing a sentence and it should be mastered by the learners. Tense is one of important thing of structure in English. Simple past tense is a kind of tense that gives idea that occurred in a past time.

In teaching and learning simple past tense, teacher usually uses the monotonous technique, it makes students feel bored in learning English, especially in simple past tense, so that the students will not bored and unmotivated. In this research will find whether the influence of the technique by using PPP to increase and give motivation the students.

PPP or presentation, practice and production is a kind of organization typical of many published English language teaching course. Or an oral lesson which aimed to teach new structure of function is often divided into three stages, commonly known as the presentation stage, the practice stage, and the production stage.<sup>53</sup> Presentation,

---

<sup>53</sup> Jeremy Harmer, *The Practice of English Language Teaching* (3<sup>rd</sup> Ed), (Edinburgh Gate: Longman), p. 80.

practice, production, or PPP, is a technique for teaching structures (e.g. grammar or vocabulary) in a foreign language.

As the topic of this study, is attempted to reveal whether any significant influence of using PPP Technique towards students' simple past tense mastery of the eighth grade of SMPN 1 Katibung Lampung Selatan in the academic year of 3018/2019. Therefore, it will conduct to find out the possible influence between two variables.

### **G. Hypothesis**

Based on the theories and the frame of thinking, the writer formulated the hypotheses of as follows:

Ho = There is no significant influence of using PPP technique towards students' simple past tense mastery in at the eighth grade of SMPN 1 Katibung in the academic Year of 2018/2019.

Ha = There is any significant influence of using PPP Technique towards students' simple past tense mastery in at the eighth grade of SMPN 1 Katibung in the academic Year of 2018/2019.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher used experimental design of quantitative method study in order to know the influence of using PPP technique towards students' achievement in grammar especially in simple past tense. Experimental design also called interventions studies or group comparison studies are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants. Setiyadi points out that in experimental design there are some criteria, including control class are chosen randomly, pre-test was given to know the students achievement before treatment.<sup>54</sup>

In experimental design, the researcher used quasi experimental research. Quasi experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiments.<sup>55</sup> In this case, the writer conducted an experiment by giving a certain treatment and using PPP technique to the certain grade to measure the significant influence of this model instruction. The researcher also took two classes as sample of this research consisting of an experimental class and a control class. The experimental

---

<sup>54</sup> Bambang Setiyadi, *Teaching English as a Foreign Language*, (1<sup>st</sup> Ed), (Jakarta: Bina Aksara, 2006), p. 141.

<sup>55</sup> John W. Creswell. *Educational Research: planning, conducting and evaluating Quantitative and Qualitative research*, New York: Pearson Education, (4<sup>th</sup> ed), 2012. p.309

class was taught by using PPP technique and another class was the translation technique.

The variety of quasi experimental design can be divided in two main categories, they are pre-test only control groups design and post-test group design. In this research, the writers apply quasi-experimental pretest – posttest group design. Creswell states that we can apply the pre-test and post-test approach to quasi-experimental design.<sup>56</sup>

The research design of the research described as follows:

G1 = T1 X T2

G2 = T1 O T2

Notes:

G1 : experimental class

G2 : control class

T1 : pre-test

T2 : post-test

X : treatment by using PPP technique

O : treatment by using Translation technique

The writer was employed two classes of students, one class as the experimental class and the other as the control class. In this research, the students in experimental class give treatment by using PPP technique and the students in control class by translation technique. The pre-test and post-test are conducted for control and experimental class.

## **B. Variable of the Research**

---

<sup>56</sup>*Ibid.* p. 310.

In this research, there were two variables that are investigation, they are:

1. Independent variable is using PPP technique (X)
2. Dependent variable is students' simple past tense mastery (Y)

### **C. Operational Definition of the Variable**

The operational definition of variable described the characteristics of the variable that was investigated, as follows:

#### **1. Independent Variable (X)**

PPP technique is a technique that is consist of three steps/phases, presentation, practice and production, this procedure the teacher presented, then the students practice the language using accurate reproduction technique.

#### **2. Dependent Variable (Y)**

Simple past tense mastery is the students' skill to construct sentences which tell or show definite activity in past time and general truth in the nominal or verbal form positive, negative, interrogative using it particular time signal.

### **D. Population, Sample, and Sampling Technique**

#### **1. Population**

Population is the total number of students' research.<sup>57</sup>In this research, the population was the all the students of SMPN 1 Katibung the eighth grade of the academic year of

---

<sup>57</sup> Suharsimi Arikunto, *Prosedur Penelitian Sesuatu Pendekatan Praktek*, (Jakarta: Renika Cipta, 2010), p. 172.

2018/2019. The total number of population was 124 students consist of 4 classes.

**Table 4**  
**The Total Number of the Students at the Eight Grade of SMPN 1 Katibung in 2018/2019 Academic Year**

No.	Class	Total of Students		Total
		Male	Female	
1.	VIII A	10	20	30
2.	VIII B	15	17	32
3.	VIII C	17	13	30
4.	VIII D	15	17	32

*Source: The Data of The Total Number of the Students at the Eighth Grade of SMPN 1 Katibung in the Academic Year of 2017/2018.*

## 2. Sample

The sample of participants for study is part of the population, and all process of characteristics that make them members of sample group. Bordens and Abbot claim that a sample is a small sub group chosen for the larger population. This research was chose two classes as sample. They are one class as control class and another class as experimental class.

## 3. Sampling Technique

Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected.<sup>58</sup> In taking the sample cluster random sampling was used in this research. In cluster random sampling the unit of sampling was used when it more feasible to select group or individual rather than individuals from a defined population. Setiyadi adds that, determine sample in cluster sample can be done by using sample random or systematic sample.<sup>59</sup> The researcher used Cluster Random Sampling technique because the population is in groups and homogenous.

The ways to determine the experimental and control class in cluster random sampling the researcher took the sample from group of class. Steps in determining the experimental class and control class are as follows:

1. The first, the writer provided five pieces of papers, each piece of paper contains the name of classes (class VIII A, VIII B, VIII C and class VIII D).
2. The papers are rolled.
3. Then, the writer put into box after that the box shaken and the writer took the first class as experimental class, and then the second class as the control class.

#### **E. Data Collecting Techniques**

---

<sup>58</sup> L. R. Gay, Educational Research: *Competencies for Analysis and Application*, 3<sup>rd</sup>Ed, (Columbus Ohio: Merrill Publishing Company, 1987), p. 101.

<sup>59</sup> Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kualitatif dan Kuantitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 42.

In this research, the writer was need some ways or techniques to collect the data for doing the purpose namely the test. The researcher conducted the objectives test of simple past tense mastery in collecting the data.

### **1. Pre-test**

The researcher takes the students' score to know their knowledge of simple past tense by giving them pre-test before applying the technique of understanding of PPP Technique.

### **2. Post-test**

The writer was conducted the post test after doing the treatment. The post-test was conducted for the students' control and experimental class in order to know the influence of the treatment.

### **F. Research Instrument**

In this research, the instrument was given by a test. As Arikunto says, instrument is a tool that used in collecting the data.<sup>60</sup> The test of pre-test and post-test was consisted of 80 items for pre-test and post-test before validity, the research was multiple choice test with 4 options a, b, c, and d. The test call simple past tense of nominal and verbal inform positive, negative, and interrogative sentence and also time signals. The purpose of the test is to measure their influence of using PPP technique towards

---

<sup>60</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p. 62.

students' simple past tense mastery. The writer prepares the instrument in the form of multiple choice question. The specification try out before validity test can be seen in table 5:

**Table 5**  
**The Test Specifications of Pre-Test for Try Out Test**

No	Aspect	Try Out Items						Total
		Odd			Event			
		+	-	?	+	-	?	
1.	Were	5,7	1, 25	13	20, 6	16	2, 26	10
2.	Was	15, 3	35,17	33	28, 24	18	10,22	10
3.	Verbal	21,31	27, 29	23	34, 36	30	12, 38	10
4.	Time signal	9	11, 19	37, 39	8, 14	32,40	4	10
		Total						40

Based on the table, there are classifications of the test items, in nominal were 10 items (were in positive: 4 items, were in negative: 3 items, were in interrogative: 3 items), in odd numbers there were 1, 5, 7, 13, 25 and in even numbers there were 2, 6, 16, 20, 26. Then, in nominal was: 10 items (was in positive: 4 items, was in negative: 3 items, was in interrogative: 3 items), in odd numbers there were 3, 15, 17, 33, 35 and even numbers there were 12, 30, 34, 36, 38. Then, there are in verbal: 10 items (verbal in positive: 4 items, verbal in negative: 3 items, verbal in interrogative: 3 items), in odd numbers there were 21, 23, 27, 29, 31 and even numbers there were 12, 30, 34, 36, 38. Then, in time signal: 10 items (time signal in positive: 3 items, time signal in negative: 4 items, time signal in interrogative: 3 items), in odd numbers there were 9, 11, 19, 37, 39 and in even numbers there were 4, 8, 14, 32, 40. The total numbers of the test items were 40 items.

**Table 6**  
**The Test Specifications of Post-Test for Try Out Test**

No	Aspect	Try Out Items						Total
		Odd			Event			
		+	-	?	+	-	?	
1.	Were	7, 23	5	27, 25	34, 20	24,32	26	10
2.	Was	33, 37	39	9, 17	4, 36	6, 30	22	10
3.	Verbal	29, 21	31, 35	1, 11	28	38,40	10	10
4.	Time signal	3, 15	19	13	14, 18	2,12	8, 16	10
Total								40

Based on the table, there are classifications of the test items, in nominal were: 10 items (were in positive: 4 items, were in negative: 3 items, were in interrogative: 3 items), in odd numbers there were 5, 7, 23, 25, 27 and in even numbers there were 20, 24, 26, 32, 34. Then, in nominal was: 10 items (was in positive: 4 items, was in negative: 3 items, was in interrogative: 3 items), in odd numbers there were 9, 17, 33, 37, 39 and in even numbers there were 4, 6, 22, 30, 36. In verbal were 10 items (verbal in positive: 3 items, verbal in negative: 4 items, verbal in interrogative: 3 items), in odd numbers there were 1, 11, 21, 29, 31, 35 and in even numbers there are 10, 28, 38, 40. Then, in time signal consist of 10 items (time signal in positive: 4 items, time signal in negative: 3 items, time signal in interrogative: 3 items), in odd numbers there were 3, 13, 15, 19 and in even numbers there are 2, 8, 12, 14, 16. The total numbers of the test were 40 items.

**Table 7**  
**The Test Specifications of Pre-Test after Try Out Test**

No	Aspect	Try Out Items						Total
		Odd			Event			
		+	-	?	+	-	?	
1.	Were	5,7	-	-	20, 6	-	2, 26	6
2.	Was	15, 3	-	33	28, 24	18	22	7
3.	Verbal	21	27	23	34	30	-	5
4.	Time signal	-	19	37, 39	8, 14	32	4	7
Total								25

On the table above there are classifications of the test items after validity, in nominal were 6 items (were in positive: 4 items, were in interrogative: 2 items), in odd numbers there were 5, 7 and in even numbers there were 2, 6, 20, 26. Then, in nominal was: 7 items (was in positive: 4 items, was in negative: 1 item, was in interrogative: 2 items), in odd numbers there were 3, 15, 33 and even numbers there were 18, 22, 24, 28. Then, there are in verbal: 5 items (verbal in positive: 2 items, verbal in negative: 2 items, verbal in interrogative: 1 item), in odd numbers there were 21, 23, 27 and even numbers there were 30, 34. Then, in time signal: 7 items (time signal in positive: 2 items, time signal in negative: 2 items, time signal in interrogative: 3 items), in odd numbers there were 19, 37, 39 and in even numbers there were 4, 8, 14, 32. The total numbers of the test items were 25 items.

**Table 8**  
**The Test Specifications of Post-Test after Try Out Test**

No	Aspect	Try Out Items						Total
		Odd			Event			
		+	-	?	+	-	?	
1.	Were	7, 23	-	25	20	24	-	5
2.	Was	-	-	9	4, 36	6	22	5

3.	Verbal	21	-	1, 11	28	38,40	10	7
4.	Time signal	15	19	13	14, 18	2,12	8	8
	Total							25

Based on the table, there are classifications of test after validity test, in nominal were: 5 items (were in positive: 3 items, were in negative: 1 item, were in interrogative: 1 item), in odd numbers there were 7, 23, 25 and in even numbers there were 20, 24. Then, in nominal was: 5 items (was in positive: 2 items, was in negative: 1 item, was in interrogative: 2 items), in odd numbers there were 9 and in even numbers there were 4, 6, 22, 36. In verbal were 7 items (verbal in positive: 2 items, verbal in negative: 2 items, verbal in interrogative: 3 items), in odd numbers there were 1, 11, 21 and in even numbers there are 10, 28, 38, 40. Then, in time signal consist of 8 items (time signal in positive: 3 items, time signal in negative: 3 items, time signal in interrogative: 2 items), in odd numbers there were 13, 15, 19 and in even numbers there are 2, 8, 12, 14, 18. The total numbers of the test were 25 items.

### **G. Research Procedure**

The research procedure was conducted in the eighth grade 2018. Before conducting the research, the writer asks the permission to the headmaster and the English teacher at the school. After she has the permission, the writer conducted through the following steps:

#### **1. Planning**

Before the writer applies the research procedure, the writer makes some planning to run the application well. There are some steps that should be plan by the writer. The procedures of making planning are as follows:

**a. Determining the subject**

The writer chose the eighth grade of SMPN 1 Katibung as the subject of the research.

**b. Determining the sample**

In taking the sample of the research, the research was used cluster random sampling.

The writer chooses two classes as the sample of the research

**c. Selecting the material that would be given**

The writer selects the material based on curriculum for Junior High School.

**d. Preparing the try out**

The writer prepared a kind of try out test that given to the students. The writer prepares try out test for pre-test and post-test, the total number of test was 40 number items. Then, the writer evaluates the test items to get good items that tested in pre-test and post-test.

**e. Preparing pre-test to get the data**

The writer gave the students pre-test in the control class and experimental class in order to find out the students' simple past tense mastery before the treatment.

**f. Conducting the treatment**

In this research, the writer gave the treatment in three times for the experimental class. As the treatment, teacher was taught the students by using PPP Technique in

the experimental class. Meanwhile, in the control class, the students was taught by translation technique.

**g. Doing the post-test to get the data**

In this research, it was conducted the post-test after the treatment. By giving the post-test, the writer knew the students improve their simple past tense mastery or not. The test includes the written and oral test.

**h. Analyzing the result of post test**

In analyzing the result, the writer went to compare the result post-test between experimental and control class to see whether the post-test's score of experimental class is higher than control class.

**2. Application**

After making the planning, the writer tried to apply the research procedure has been already planned. There are some steps in doing this research:

**a. Try Out to the Test**

In the first meeting the writer was gave the try out, this test was multiple choices that consist of 40 items with 4 options a, b, c, and d. there are two instruments to be tried out, there are pre-test and post-test instruments given to the students outside of sample but in the same population.

**b. Administering the Pre-test**

In the second meeting, the writer was gave pre-test, the test was multiple choice with 4 options a, b, c, and d. the total number of the test items is determined by the validity

and reliability analysis of the try out. It means that only the valid and reliable test items used in pre-test.

**c. Giving the treatment**

After giving the pre-test to the students, the writer conducts the treatment. There are three meetings in control class and three meetings in experimental class. The writer was conducted the meeting by using PPP technique in one class as experimental class. While, in other one as a control class by using translation technique.

**d. In the last meeting the writer was gave the post-test.**

The test was multiple choices that consist of 25 items with 4 options a, b, c, and d. The total number of the test items was determined by the validity and reliability analysis of the try out. By giving the post-test, the writer knew whether the students improved their simple past tense mastery or not.

**3. Reporting**

The last point is in the research procedure is reporting. There are three steps which done in reporting:

- a. Analyzing the data that are already receive from try out
- b. Analyzing the data that are already received from pre-test and post-test
- c. Making a report on the findings

**H. Scoring System**

Before getting the score, the writer determines the procedure to be used in scoring the students' work. In order to do that, the writer uses Arikunto's formulas. The ideal highest score is 100. The scores of pre-test and post-test was calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

*S*: The score of the test

*r*: The total of the high answer

*n*: the total items<sup>61</sup>

## **I. Validity**

Fraenkel and Wallen, state that validity refers to appropriateness, meaningfulness, correctness, and usefulness, of the interference of researcher makes.<sup>62</sup> It proves that validity is the most important idea to consider when preparing or selecting an instrument for use.

In can be concluded that the test must have good validity, so that the test can measure the aspects which would be measured. In this research was used content and construct validity.

### **a. Content Validity**

---

<sup>61</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 2013), p. 272.

<sup>62</sup> Jack R. Fraenkel & Norman E. Wallen, *How to Design and Evaluate Research in Education* (7<sup>th</sup>Ed), (New York: Mc Graw Hill, 2009), p. 150.

Best and Khan defines that content validity refers to the degree to which the test actually measure, or is specifically related to, the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabus, objectives, and the judgments, of subject matters specialist.<sup>63</sup> It indicates that the content validity is based on the material, and the material is agreement with the objective of learning.

In the case of this research, the instrument of the test has agreement with the objective of learning in the school which it were based on the syllabus because the test to measure the students' grammar mastery at the eighth grade of junior high school.

#### **b. Construct Validity**

Construct validity is a second category of validity that the teacher must be aware of in considering language test. It means that the items should really show whether they have mastered in simple past tense or not. The test items should measure the students' in simple past tense mastery. An instrument can be called valid when it can measure what is wanted. To measure the validity of the instrument, the writer was used construct validity.

#### **c. Item validity**

Item validity is use to measure whether the items of the test are valid or not. In this research, *Point Biseral Correlation* is use to calculates the data.

---

<sup>63</sup> John W. Best & James V. Kahn, *Research in Education* (7<sup>th</sup>Ed), (New Delhi: Practice-Hall, 1995), p. 219.

The formula for the validity is as follows:

$$R_{pbis} = \frac{(Mp - Mi)}{SDt} = \sqrt{\frac{p}{q}}$$

Where:

- Rpbis = coefficient of validity item  
Mp = the average score of the right answer  
Mt = the average of total score  
SDt = standard deviation of total score  
p = proportional of the students who get right answer  
q = proportional of the students who get wrong score.<sup>64</sup>

## J. Reliability

Reliability means that scores from an instrument are stable and consistent.<sup>65</sup> A test reliable if the test is able to give constant result even though the test is given repeatedly to the same individual sample. Reliability test consistent and dependable.

The issue of reliability of a test may best be addressed by considering a numbers of factors that may contribute to the unreliability of a test. In this research, *Cronbach Alpha* was used to calculate the reliability of the test.

Here is the formula:

$$R11 = \left( \frac{k}{k-1} \right) + \left( \frac{Vt - \sum pq}{Vt} \right)$$

Where:

- R11 = reliability of the test  
k = total items  
Vt = total of variance

<sup>64</sup> Anas Sudjiono, *Pengantar Evaluasi Pendidikan*, Jakarta Rajawali Press, 2006), p 185.

<sup>65</sup> John Creswell, *Op. Cit.* p. 159.

$\Sigma pq$  = sum of p time q  
p = total of the students who get right in the test  
q = total of the students who get wrong in the test (q= 1-p)

Below are the criteria of reliability test:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low<sup>66</sup>

From the criteria of reliability above, it can be drawn conclusion that the result of reliability for pre-test has a high reliability since it amounts 1.00 and the result of reliability for post-test has a high reliability because it amounts to 0.86. It means that reliability of the test in this research are reliable.

## **K. Data Analysis**

To analyze the result of the data from pre-test and post-test, it was used the following steps:

### **a. Normality Test**

The normality test was used to measure whether the data in the experimental class and control class are normally distributed or not.<sup>67</sup> In this study the writer use

---

<sup>66</sup> John W. Best & James V. Kahn, *Op. Cit*, p. 308.

<sup>67</sup> Budiyo, *Statistika Untuk Penelitian*, (Surakarta: 11 maret University Press, 2004), p.

statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The test of normality employ are Kolmogorov – Smirnov and Saphiro – Wilk.

The hypothesis formulas are:

$H_0$  = the data have normal distribution

$H_a$  = the data do not have normal distribution

While the criteria for acceptance of the normality test is as follows:

$H_0$  is accepted if Sig. (Pvalue)  $> \alpha = 0.05$

$H_a$  is accepted if Sig. (Pvalue)  $< \alpha = 0.05$

#### **b. Homogeneity test**

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not. In this study the writer uses statistical computation by using SPSS (Statistical Package of the Social Science) for homogeneity of test. The test of homogeneity employing Levene's Test.

The hypotheses are:

$H_0$  = the variance of the data is homogeneous

$H_a$  = the variance of the data is not homogeneous

While the criteria for acceptance of the homogeneity test is as follows:

$H_0$  is accepted if Sig. (Pvalue)  $> \alpha = 0.05$

$H_a$  is accepted is Sig. (Pvalue)  $< \alpha = 0.05$

## L. Hypothetical Test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the writer was used t-test. In this case, the writer uses statistical computation by using SPSS (Statistical Package of the Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

Ha : There is significant influence of using PPP Technique Toward Students' Simple Past Tense Mastery at the Eighth Grade of SMPN 1 Katibung Lampung Selatan in the Academic Year of 2018/2019.

Ho : There is no significant influence of using PPP Technique Toward Students' Simple Past Tense Mastery at the Eighth Grade of SMPN 1 Katibung Lampung Selatan in the Academic Year of 2018/2019 .

While the criteria of acceptance or rejections of hypotheses are:

Ha is accepted if Sig.  $< \alpha = 0.05$

Ho is not accepted if Sig.  $> \alpha = 0.05$

## CHAPTER IV

### RESULT AND DISCUSSION

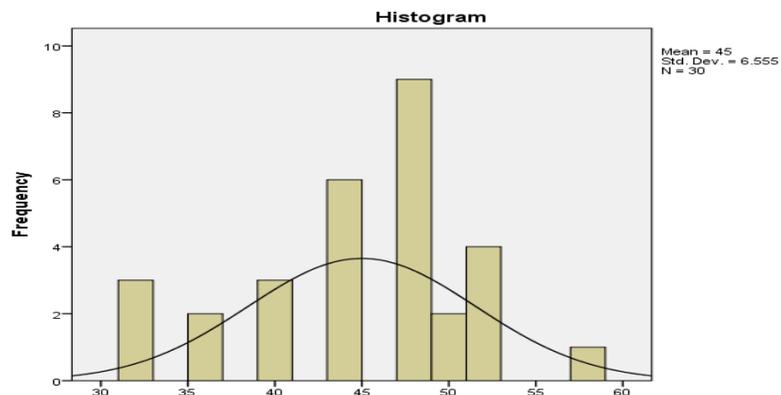
#### A. Result of the Research

##### 1. Pre-Test

##### a. Control Class

The researcher conducted pre-test in order to see the students' simple past tense mastery before the treatment. The pre-test was administered on November 16<sup>th</sup> 2018, at 08.00 AM – 09.30 AM for class VIII A. It was the first meeting where the researcher conducted pre-test in order to know the students' simple past tense mastery before the treatment. The score of the students' simple past tense mastery that were tested in pre-test in control class and it can be seen in Figure 1.

**Figure 1**  
**Graphs of Pre-Test result in Control Class**



Based on the figure 1 the minimum score was 32 and the maximum score was 58.

There was 1 students who got the score 58 and 3 students who got the score 32, 36 students who got the score lower than 58. The mean score was 45. Standard deviation

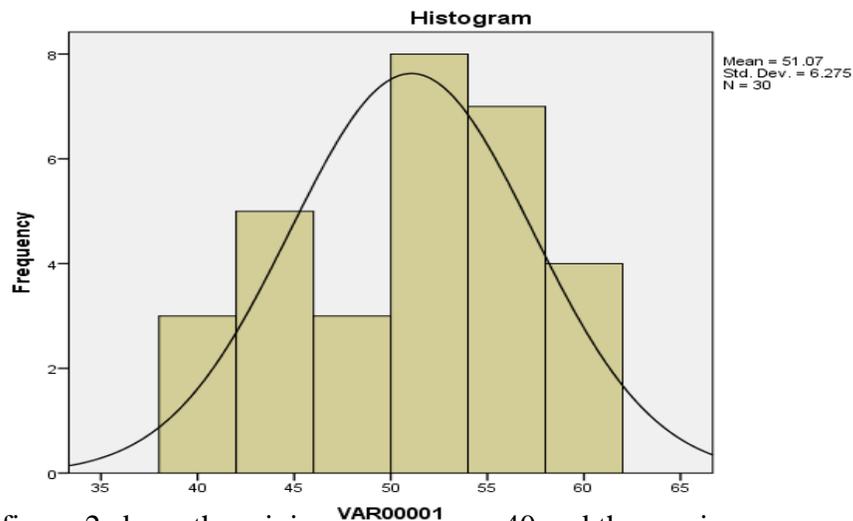
was 6.5 and variance was 42.97. The median score was 48 and the mode score was 48.

### b. Experimental Class

The researcher conducted pre-test in order to see the students' simple past tense mastery before the treatment. The pre-test was administered on November 16<sup>th</sup> 2018, at 10.25 AM – 11.45 AM for class VIII C. It was the first meeting where the researcher conducted pre-test in order to know the students' simple past tense mastery before the treatment. The score of the students' simple past tense mastery that were tested in pre-test in experimental class and it can be seen in Figure 2.

**Figure 2**

#### **Graphs of Pre-Test result in Experimental Class**



Based on the figure 2 above the minimum score was 40 and the maximum score was 60. There were 3 students who got the score 40 and 3 students who got the score 60, 24 students who got the score lower than 60. The mean of pre-test was 51.07.

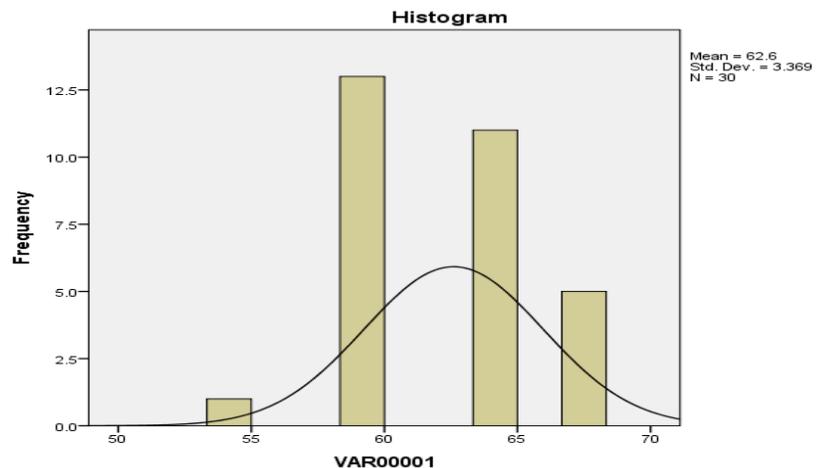
Standard deviation was 6.27 and variance was 39.37. The median score was 52 and the mode score was 52.

## 2. Post Test

### a. Control Class

The researcher also conducted post-test in order to know students' simple past tense mastery after the treatment. The post test was administered on December 14<sup>th</sup> 2018, at 08.00 AM – 09.30 AM for class VIII A the researcher conducted post-test in order to know the students' simple past tense mastery after the treatment. The score of the students' simple past tense mastery that were tested in post-test can be seen in Figure 3.

**Figure 3**  
**Graphs of Post-Test result in Control Class**



Based on the figure 3 the minimum score was 54 and the maximum score was 68.

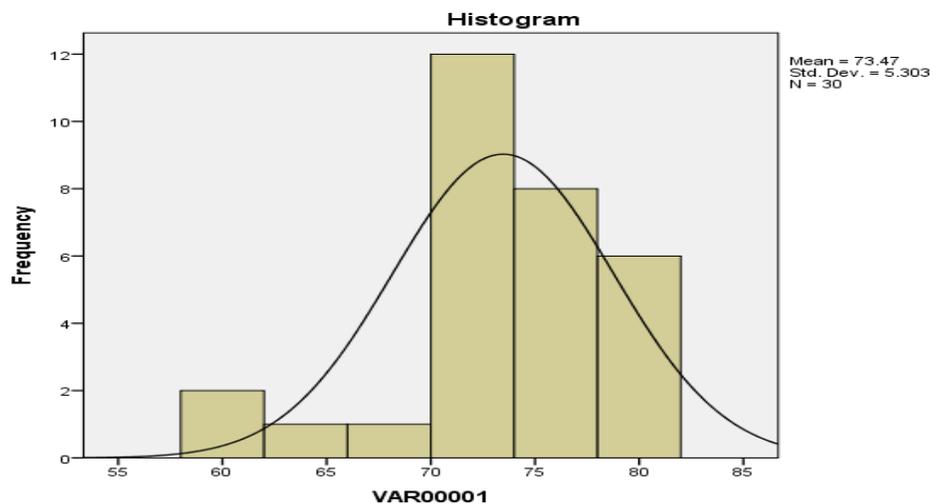
There were 1 student who got the score 54 and 5 students who got the score 68, 24 students who got the score lower than 68. The mean of post-test was 62.60. Standard

deviation was 3.37 and variance was 11.35. The median score was 64 and the mode score was 60.

### b. Experimental Class

The researcher also conducted post-test in order to know students' simple past tense mastery after the treatment. The post-test was administered on December 14<sup>th</sup> 2018, at 10.25 AM – 11.45 AM for class VIII C. The researcher conducted post-test in order to know the students' simple past tense mastery after the treatment. The score of the students' simple past tense mastery that were tested in post-test can be seen in Figure 4.

**Figure 4**  
**Graphs of Post-Test result in Experimental Class**



Based on the figure 4 the minimum score was 60 and the maximum score was 80. There were 2 students who got the score 60 and 6 students who got score 80, 22 students who got the score lower than 80. The mean of the post-test was 73.47. Standard deviation was 5.3. The median score was 72 and the mode score was 72.

### 3. Gain Score

The researcher got the gain score from pre-test and post-test score. Gain score was used to analyze normality, homogeneity and independent sample t-test. If gain score in this manner positive gain score indicates that post-test score was higher than pre-test score. A negative gain score indicates that the post-test less than pretest score.

The mean of gain score of experimental class was 22.4, whereas the mean of gain in control class was 17.6. It showed that the gain in experimental class was higher than gain score in control class.

## B. Data Analysis

### 1. The Result of Normality Test

The researcher tested normality test after got score of the students' simple past tense mastery pre-test and post-test using SPSS:

The hypotheses are:

Ho : the data have normal distribution

Ha : the data do not have normal distribution

While the criteria for the normality test are as follows:

Ho : is accepted if Sig. ( $\rho_{\text{value}}$ )  $>$   $\alpha = 0.05$

Ha : is accepted if Sig. ( $\rho_{\text{value}}$ )  $<$   $\alpha = 0.05$

**Table 9**

## The Normality Test of Experimental and Control Class

<b>Tests of Normality</b>						
SCORE	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EXPERIMENTAL CLASS	.195	30	.058	.939	30	.183
CONTROL CLASS	.157	30	.005	.951	30	.084

a. Lilliefors Significance Correction

Based on the table, it can be seen that Sig. ( $\rho_{\text{value}}$ ) in the table Kolmogorov-Smirnov was 0.58 and  $\alpha = 0.05$ . It means that  $\text{Sig}(\rho_{\text{value}}) > \alpha$  and  $H_0$  is accepted. The conclusion is that the population is in the normal distribution. The calculation based on of experimental and control class.

### 2. The Result of Homogeneity Test

The researcher did her normality test to know whether the data are homogenous or not. The hypotheses for the homogeneity test are as follow:

$H_0$  : the variance of the data are homogenous.

$H_a$  : the variance of the data are not homogenous.

While the criteria of homogeneity test are as follow:

$H_0$  : is accepted if  $\text{Sig.}(\rho_{\text{value}}) > \alpha = 0.05$

$H_a$  : is accepted if  $\text{Sig.}(\rho_{\text{value}}) < \alpha = 0.05$

**Table 10**  
**The Homogeneity Test of Experimental and Control Class**

**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
1.243	1	58	.269

Based on the table above, it can be seen that Sig ( $\rho_{\text{value}}$ ) based on mean was 0.269 and  $\alpha = 0.05$ . it means that Sig ( $\rho_{\text{value}}$ )  $> \alpha$  and  $H_0$  is accepted. The conclusion is that the data has same variance or homogenous. It is calculated based on the gain of the experimental and control class.

### **3. The Result of Hypothetical Test**

After the researcher knew the data were normal and homogenous, the data were analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses are:

$H_a$  : There is a significant influence of using PPP technique towards students' simple past tense mastery in the eighth grade of SMPN 1 Katibung South Lampung in the academic year of 2018/2019.

$H_0$  : There is no a significant influence of using PPP technique towards students' simple past tense mastery in the eighth grade of SMPN 1 Katibung South Lampung in the academic year of 2018/2019.

While, the criteria for acceptance and rejection of the hypothesis are:

Ho is accepted if Sig. ( $\rho_{\text{value}}$ )  $> \alpha = 0.05$

Ha is accepted if Sig. ( $\rho_{\text{value}}$ )  $< \alpha = 0.05$

**Table 11**  
**The Result of Hypothesis Test**

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
result Equal variances assumed	3.758	.057	9.311	58	.000	10.800	1.160	8.478	13.122
Equal variances not assumed			9.311	48.683	.000	10.800	1.160	8.469	13.131

Based on the result obtained in the table above, it is clear that value of significant generated Sig. ( $\rho_{\text{value}}$ ) or Sig. (2-tailed) of the equal variance assumed = 0.000 and  $\alpha = 0.05$ . It means that Sig. ( $\rho_{\text{value}}$ )  $< \alpha = 0.05$ . So, Ho is rejected and Ha is accepted.

Based on the comparison, it can be concluded that there was influence of using PPP technique on the students' simple past tense mastery in the eighth grade of SMPN 1 Katibung in the academic year of 2018/2019.

### C. Data Description

This research was conducted on November 16<sup>th</sup> 2018 to December 14<sup>th</sup> 2018. They involved pre-test, three meetings treatments, and post-test. In the experimental class

the writer gave three meetings treatments by using PPP Technique. Meanwhile, in the control class the writer gave translation technique that usually used by the teacher there. The writer identified several result, they were: the score of the students before treatments in pre-test and score of the students after treatments in post-test.

At the beginning the writer gave pre-test, on Friday, November 16<sup>th</sup> 2018, in control class (VIII A) at 08.00 AM – 09.30 AM and at 10.25 AM – 11.45 AM in the experimental class (VIII C) in the same day. In experimental class consisted of 30 students and in the control class which consisted of 30 students. When the writer gave the pre-test, all the students followed the test. After the writer gave the pre-test, the writer gave the treatments for both classes.

### **1. Description of the First Treatment**

The first treatment was conducted on Friday, November 23<sup>rd</sup>, 2018. In the first treatment, the students felt surprised to see new teacher. The lesson was started by greeting and giving introduction which caused the students felt curious to know the next steps of teaching learning process. After that, they were given explanation about the material taught where they listed some information that were related to simple past tense. The writer asked to the students what simple past tense was. Most of them did not know how to change from positive into negative or interrogative form.

Knowing this situation, the writer gave the technique in teaching simple past tense, which was PPP technique. After that, the writer explained the students about simple past tense in verbal. The teacher gave the material about simple past tense in nominal

and information to the students what to do. Then, the teacher gave practice to the students with made group work, she distributed a random word and gave it to the students then asked them to arrange it into the correct sentence to find the subject, verb, object/complement and time signal. The teacher asked to make the generalization of the sentence after doing that, the teacher asked them to write the answer on the board and discuss their answer together.

## **2. Description of the Second Treatment**

The writer gave the second treatment on Friday, November 30<sup>th</sup>, 2018. The students were taught through the similar model. The writer starting the teaching learning process by explaining more about the simple past tense, it was in nominal sentence.

The teacher explained about the material that is simple past tense in nominal in positive, negative and interrogative. As in previous treatment, she also gave a random word and gave it to the students then asked them to arrange it into the correct sentence to find the subject, verb, object/complement and time signal especially in nominal sentence. After that, the teacher asked to the students to write on the board and discuss more about the material. In this session, the students looked so enthusiastically in teaching learning process.

## **3. Description of the Third Treatment**

The writer gave the third treatment on Friday, December 7<sup>th</sup>, 2018. In this treatment, it was better than the second or first treatment, because the students felt in accustomed to teaching learning process through PPP technique. And the students felt

enjoyable with the materials of simple past tense, both the meaning and kinds of it. The writer started the teaching learning process with made group work. Then, she gave the students text and asked them to underline the simple past tense in verbal and nominal sentence. And the teacher asked to gave the differences about those sentences in positive, negative and also in interrogative. After that, one of the students come in front of class to write on board and we discuss together. At last, the writer asked the students to made dialogue about simple past tense to the students and practice in front of class. In this final treatment, the participation of the students and simple past tense used had increased. It was in accordance with the ideas related to their life. The teaching learning process would be meaningful if the students were actively engaged in their own learning and connected the material taught to what they already know, because the simple past tense contained their memories about past time that they have done.

For the last meeting, the writer gave the post-test on Friday, December 14<sup>th</sup> 2018, in experimental class at 08.00 AM – 09.30 AM and in the control class at 10.25 AM – 11.45 AM. It was given to measure the improvement the students' simple past tense mastery both classes after treatment.

#### **D. Discussion**

Based on the finding of the research, the students found difficulties to learning simple past tense especially to remember the formula and make a sentence correctly. The writer also got information about the students' simple past mastery by doing

interview with some students of the eighth grade. They said that they felt difficult and less motivated to learn grammar especially in simple past tense. Consequently, the writer think that the teacher must have many new technique and also media to teach them in teaching learning process in order to students can be more active and have motivation to learn grammar.

The first pre-test was administered to know the students' achievement in simple past tense before they were given the treatments by writer. The score showed that the mean in pre-test score of control class was 45 and in the experimental class was 51.07.

In order to know the influence of using PPP technique towards students' simple past tense mastery, the writers did three treatments. In the first treatment held on Friday, November 23<sup>rd</sup> 2018. The second treatment held on Friday, November 30<sup>th</sup>, 2018.

While the third treatment held on Friday, December 7<sup>th</sup>, 2018.

In this research, there were three treatments. The writer started the teaching learning process by explaining more about the material in nominal sentence, in practice stage the teacher gave the students opportunity to work in group, she gave some random words and asked them to arrange into right sentence. After that, the teacher asked to the students to make a sentence in verbal and practice in front of class. Then, she gave the students dialog and asked them to make the dialog by using simple past tense and it was done in pairs. And it was of course better than the second treatment,

because in the third treatment the students felt accustomed in teaching learning process through PPP technique. And the students felt enjoyable with the materials of simple past tense. The teacher and the students cooperate well in teaching learning process.

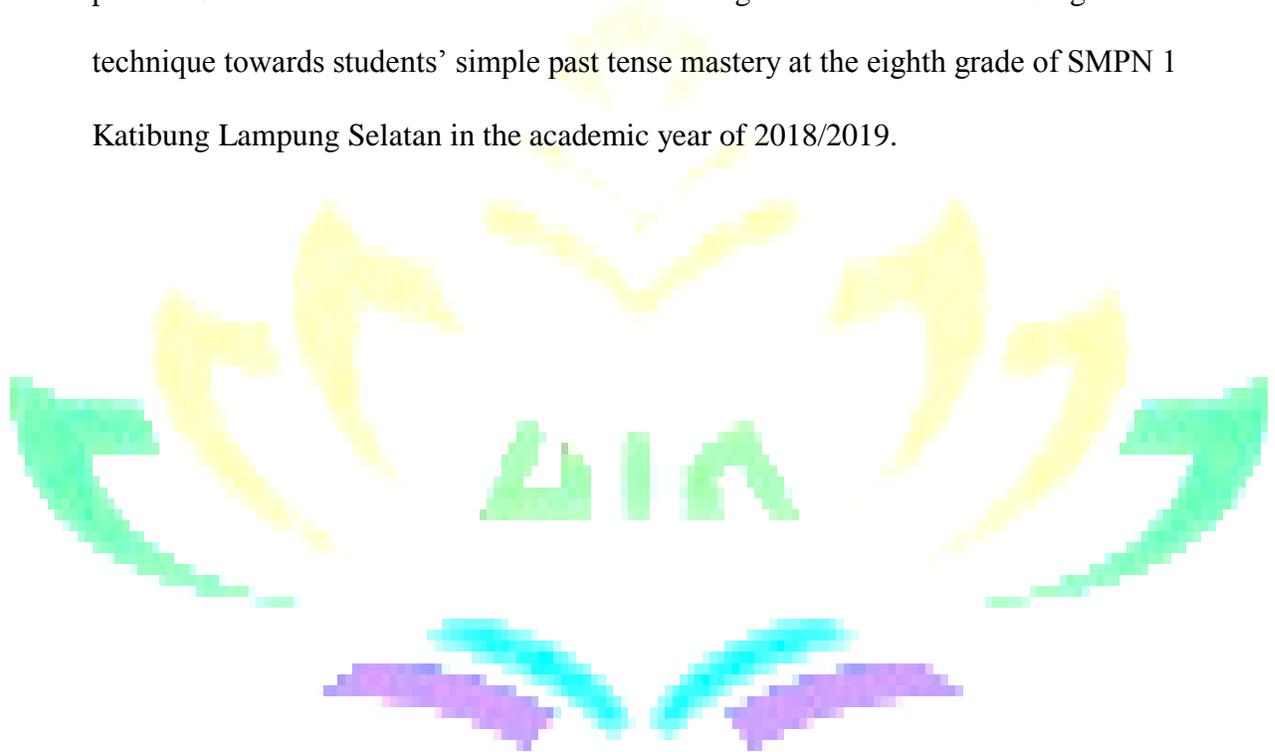
After conducting the treatments, the writer did post-test to know students' simple past tense mastery. The scores showed that the mean of post-test in experimental class was 73.47, while in the control class was 62.6. There were differences in the students' outcome that was taught using PPP technique between those taught without PPP technique. When the writer taught using PPP technique, she made the students more active in teaching and learning process. It can be concluded that the students' post-test score in experimental class is higher than students' post-test score in control class.

In general, the teaching and learning process ran well, the students were enjoyed to follow the step. Based on the analysis of the data that Sig. (2-tailed) of the equal variance was 0.000 is lower than  $\alpha = 0.05$ . It means that the testing of hypothesis null ( $H_0$ ) was rejected and the hypothesis alternative ( $H_a$ ) was accepted. From the analysis above we knew that the students using PPP technique teaching simple past tense could improve students' simple past tense mastery.

Based on the result of the students' score after treatment by using PPP technique in teaching simple past tense seemed to be applicable for the eighth grade of SMPN 1 Katibung. The technique made students easier to construct simple past tense from

their ideas step by step. Then, the students are enthusiastic through teaching and learning simple past tense by using PPP technique. It was supported by the previous research conduct by Izzah about The Influence of Using PPP Technique to Improve Writing Skill on 2013 in Singosari, Malang. This research showed that PPP technique can improve students' writing skill especially for students MA AL MA'ARIF Singosari Malang for first year.

From these explanations, the writers' assumptions and supporting theory were proved. So the writer concluded that there was a significant influence of using PPP technique towards students' simple past tense mastery at the eighth grade of SMPN 1 Katibung Lampung Selatan in the academic year of 2018/2019.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

After conducting the research and analyzing the data, the researcher drew a conclusion as follows: There is a significant influence of using PPP technique towards students' simple past tense mastery. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, It means that the researcher's assumptions true that is to say, PPP technique can give a significant influence to improve students' simple past tense mastery.

It can be seen from the scores achieved by those students in which they got higher scores after the researcher gave the treatment by using PPP technique in teaching simple past tense. It could be showed by a mean score of pre-test in experimental class was 51.07 and post-test in experimental class was 70.67 and the mean score pre-test in control class was 43.13 and post-test in control class was 62.60. it showed that the students' pre-test and post-test score in experimental class were higher than students' post-test score in control class.

Based on the result the data analysis, the researcher concluded that there was influence of using PPP technique towards students' simple past tense mastery in the

eighth grade of SMPN 1 Katibung South of Lampung in the academic year of 2018/2019.

## **B. Suggestion**

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

### **1. Suggestion for the teacher**

- a. PPP technique is alternative technique of the teaching learning process especially in simple past tense, is a good way to be applied in the eighth grade of SMPN 1 Katibung South of Lampung.
- b. The teacher should give more chances to the students to be more active that they are able to do those activities by themselves.
- c. The English teacher can help students to increase simple past tense mastery by using the other relevant technique.

### **2. Suggestion for the Students**

- a. The students should learn and be more seriously in learning English in order that the students can improve their mastery in simple past tense.
- b. The students had to manage time in learning process because learning simple past tense need long time to do.

### **3. Suggestion for the School**

- a. The school provides more English books and media in teaching learning English such as cassette, CD, and the other related media so that the students can practice the media to increase their knowledge.
- b. The school should provide other facilities like multimedia room and language laboratory for students to practice their English competency.
- c. The school should provide another program of English for students such as English club or English course for students to practice their English competency.
- d. The school should provide another facility for students to practice their English competency.

#### **4. Suggestion for the other Researchers**

- a. The researcher can apply PPP technique to increase students' simple past tense mastery. In this research, the treatments were done in six meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.
- b. In this research, the researcher used PPP technique to help students of junior high school. The next researcher can do it in the different level.

