The Effect Of Presentation Practice Production (Ppp) Technique On Student's English Grammar Competence By Using Computer Assisted Language Learning

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Abstract

This study deals with the effect of presentation practice production on students' English grammar competence by using computer assisted language learning. The objective of this thesis is to find out the effect of presentation practice production on students' English grammar competence by using computer assisted language learning. This study is an experimental research. The population of this study is the student class of X of SMK Parulian 1 MEDAN. The number of students was 100 students. 40 students are taken as the sample. The first group is experimental group which is teach by applying presentation practice production technique on computer assisted language learning. While the second group is control group, it is teach without presentation practice production technique on computer assisted language learning. Multiple choice test is used, as the instrument for collecting the data. These test consisted of two types, namely pre-test and post-test. As the result of the test, t-observed was 3.14 and t-table was 1.686 (p:005) the result of the data analysis show that the value of t-table 3.14 1.686(p:0.05). It means that hypothesis alternative (Ha) is accepted while the null hypothesis (Ho) is rejected, therefore it is concluded that presentation practice production technique on computer assisted language learning significantly affects students' English grammar competence. Based on the explanation above, this research can be chosen as one alternative in teaching learning process.

Keyword: Presentation-Practice-Production Technique, Computer Assisted Language Learning, English Grammar.

1.   Introduction

Language is a tool of communication. Something can be expressed by using language. Therefore without language we cannot do anything. There are thousands languages spoken in the world. Each nation has one or more than language, one of the languages that are used internationally is English.

Every language has two major aspects as its contraction namely the linguistic and non-linguistic aspects. The linguistic aspect covers grammar, vocabulary, idiom, style, function, and discourse. The nonlinguistic one covers speaking skill, reading skill, listening skill, and writing skill.

Based on the writers observation, is not easy for the students to learn grammar well in English. Most of them were bored and lazy in learning, therefore they did not gave full attention and enthusiasm in the process of learning. Although the students has learnt grammar at school, most of them still found difficulties in understanding and using grammar. They think that

grammar has confusing rules and sometimes they feel bored when learning it. Some of students are paid attention but the others were preferred taking to each other during the lesson because they did not understand what the teacher explained.

Many students today were not aware of the importance of studying grammar. They feel bored with the way of teaching in which they are asked to memorize the formula of the grammar. It seems that they needed something different in studying grammar. It is the teachers' duty to find out the way provide the students different style of teaching grammar. The use of different technique and media considered is one of the solutions. One of the technique and media can be used to solutions problem in teaching English is by using Presentation-Practice-Production (PPP) on Computer Assisted Language Learning (CALL) by using this technique will help the students get a new spirit while they are studying grammar and also will motivated students in learning.

Presentation-practice-production (PPP) is a technique for teaching structure for example grammar or vocabulary in foreign language (HosseinNassaji 2011:4). In the PPP model, grammar instruction consists of a structured three-stage sequence: a presentation stage, a practice stage, and a production stage (Harmer 2007, 65-66 in Anggraeni M.S Lagalo).

1. Presentation Stage

The process of presenting the lesson focuses on teacher giving information to the students, the goal of presentation stage is to introduce the new material to the learners. For example short and simple explanations, a brief description of the new topic of the material.

2. Practice Stage

The practice stage is focused on teacher and students working and interacting together to put the new material into practice. By giving exercise on the board worksheet completed with the teacher.

3. Production Stage

The production stage, focuses on students demonstrating their ability to the teacher so the teacher can observe what the individual students have learned and which students need additional support. In this process the teacher is receiving information and indirectly students mistakes, monitoring the students as they complete exercises/ activities that enable them demonstrate comprehension without giving the answers.

Grammar is the support system of communication and we learn it to communicate better. Grammar explains the why and how of language, we learnt it because we just can't do without it (L.G. Alexander 1990:1).

According to (Jame Scriverner in SitiInayah), grammar are:

1.   Rules about sentence formation, tenses, verb patterns, etc in reference book.

2.   The moment by moment structuring of what we say s it being spoken.

3.   Exercises (fill in the gap, multiple choices, etc) about tenses, etc.

4.   Our internal database as to what are possible or impossible sentences.

Computer Assisted language learning is accommodates its changing nature is any process in which a learner uses a computer and as a result improves his or her language (Ken Beatty 2003:7). Computer Assisted Language Learning (CALL) is often perceived as an approach to language teaching and learning in which the computer is used as an aid to the presentation,

reinforcement, and assessment of material going to be learned (Rahimi&Yadollahi, 2011 in Farima Talebi 2013).

The program 'Hot Potatoes', produced by Half-Baked Software, are designed to let instructors make interactive, Web-based exercises that can be easily accessed by learners at any place through connection with internet with any standard Web browsers.

Hot Potatoes has the capability of producing six different kinds of web based exercises which can stand alone or be connected to other exercises or activities to create a sequence of tasks. Hot Potatoes is actually a software suite consisted of six different programs, referred to as modules in the present study.

One of the type of test is JQuiz, this program design create open-ended questions, which differ from multiple choice questions in that the students type the answer in a text field, rather than choosing from a list of options.

2. Methodology

This research used experimental quantitative research. This design was used because this study has relation with the classroom environment and the study directed to implement the teaching media in the specific class in order to find out solutions so the classroom problems in the teaching of English grammar.

Table 3.1. Experimental Research Design

Experimental	√	
Technique on CALL		
Control √	Without using PPP	√

This research is conducted at SMK Parulian 1 Medan, in grade tenth at the academic year 2015/2016. The populations of this research was 100 students (X AP, X TKJ, X RPL, X ADM). The sample teach 40 students, taken from two classes namely X AP (20 students) and X TKJ (20 students). X AP was the experimental class, and X TKJ was control class.

The date collected by quantitative data. The quantitative data collected by using multiple choice test made by teacher. The data collected by giving test; pre-test and post-test both of groups, the experimental group and the control group. Pre-test is a test conducted before giving the treatment post-test is test conducted after conducting the treatment. Both of group got the same test either in pre-test and post-test. The writer asked the students to answer multiple choice questions based on the lessons already teach.

Table 2. Teaching Procedure for the Experimental and Control Groups

Opening phase   1. Teacher greets the students to open the

class (introduction).

2. Teacher motivates the students and *Main activities*   gives instruction to the students before the test.   **Pre-Test**

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40 minutes.   40 minutes

2. Teacher collects the students' answer sheet. 2. Teacher collects the students' answer sheet.

Closing activity

Closing activity Teacher

gives conclusion about the lesson.

Teacher gives conclusion about the lesson.

2.

Second meeting	**Main Activities**
	1. Teacher greets the students to open the class (introduction).
Main activities	2. Teacher motivates the students.
Pre-Test	
1. Teacher gives pre-test to the students by giving multiple choice question consist twenty question. Times given	
Opening phase	
1. Teacher gives pre-test to the students by giving multiple choice question consist forty question. Times given *Opening phase*	

1. Teacher greets the students to open the class (introduction). *Main Activities*

Treatment 2. Teacher motivates the students and gives instruction to the students before 1. Teacher explains about simple past the test. tense and the teacher will try to teach with PPP on CALL.

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2. Teacher explains about the part of simple past tense, such as definition and formula.

3. Teacher explains about PPP on CALL.

4. Teacher asks the student to focus on teacher explanation.

5. Teacher asks the students to answer the multiple choice question based on explanation before.

6. Teacher collect the task and give the right answer

7. Teacher cheek their works and then scores them.

Closing activity

Teacher and students make summary about the material that they have **Treatment** Teacher asks the students to open their book to get information about simple past tense.

1. Teacher explains simple past tense and simple past continuous tense.

2. Teacher explains about the part of simple past tense, such as definition and formula.

3. Teacher asks the students to answer the multiple choice question based on explanation before.

Closing activity

Teacher and students make summary about the material that they have learned.

3. **Third Meeting** **Third Meeting**

1. Teacher gives the direction related 1. Teacher gives the direction related to the test. to the test.

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2.   Teacher gives post-test   2. Teacher gives post-test

After applying treatment post test was find out differences in the mean of experimental group and control group. The teacher gave a post test to students after treatment in the ten grade of SMK

Parulian 1 Medan. Both of experimental groups and control groups. It's mean to find out the mean score of experimental groups and control groups. The writer used the post test to know the effect

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of using presentation practice production by using computer assisted language learning on students English grammar competence.

3.   **Data Analysis**

The data in this research are the scores of the students both in experimental group and in control group. The following table shows the result of the pre-test and post test of the two groups, experimental and control group.

After administering the test given by the teacher to both groups, experimental and control were given multiple choice test form in pre-test and post-test. After that, their answers were scored, and their score were tabulated. The result of the test could be seen in appendix.

The Result of Experimental Group

1.	Y	2.	60	3.	70
4.	VH	5.	55	6.	65
7.	TS	8.	50	9.	65
10.	SM	11.	70	12.	85
13.	R	14.	70	15.	80
16.	RMK	17.	50	18.	65
19.	PRS	20.	70	21.	80
22.	MS	23.	50	24.	70
25.	M	26.	60	27.	75
28.	LT	29.	75	30.	85
31.	J	32.	55	33.	65
34.	EP	35.	55	36.	75
37.	DH	38.	60	39.	75
14.	DP	55	75		
15.	CMAN		65		75

16.	AS			70	80
17.	JPS			65	75
18.	MMS			60	75
19.	RPS			60	75
20.	RS			75	90
	TOTAL			**1.230**	**1.500**
	Mean	**61.5**	**75**		

From the table above, it has shown that in experimental group the total score in pre-test is 1.230

and the mean score is 61.5. The lowest score for pre-test is 50 and the highest is 70. While in post-test, the total score is 1500 and the mean score is 75. The lowest score is 65 and the highest is 90.

The Result of Control Group

No	Students' Initial Name	Pre-Test (y1)	Post-Test (y2)
1.	P 60	65	
2.	FP 55	60	
3.	MISP 70	80	
4.	KKH 60	70	
5.	NPZ 50	60	
18.	DMH	55	75
	6. PS	50	60
19.	AFP	50	60
20.	AMK	60	70
	7. SP	50	60
8.	MJH 55	65	

9.	DS	10.	50	11.	65
12.	J	13.	65	14.	70
15.	JJM	16.	60	17.	70
18.	R	19.	60	20.	70
21.	BB	22.	65	23.	80
24.	MT	25.	55	26.	65
27.	EM	28.	50	29.	60
30.	EA	31.	60	32.	70
33.	YZ	34.	50	35.	65

	TOTAL	1.135	1.340	Mean	56.7	67

From the table above, it has shown that in control group the total score in pre-test is 1.135 and the mean score is 56.7. The lowest score for pre-test is 50 and the highest is 60. While in post-test, the total score is 1.340 and the mean score is 67. The lowest score is 60 and the highest is 80.

Result of Paired Sample

In this research score pre-test of the experimental class (1.230) and the total score pre-test of the control class (1.135) can be concluded that the achievement of both group was the same. After getting the treatment (taught English grammar by Presentation Practice Production (PPP) technique on

Computer Assisted Language Learning), the total score post-test of the experimental (1500) was higher than the total score post-test of the control class (1.340) which did not get the treatment. It can be said that teaching Presentation Practice Production (PPP) technique on Computer Assisted Language Learning gave positive effect on the students' English grammar achievement.

4.   Conclusions

The result of this research shows that presentation practice production on computer assisted language learning significantly affect to improve the students' ability in English grammar competence. It can be seen at the conclusion of this thesis that is:

1. There is affect positive of using presentation-practice-production on computer assisted language learning to improves students' ability in English grammar competence of the first grade students of SMK Parulian 1 Medan in the academic year of 2016/2017

2. There is any significant effect of using presentation-practice-production on computer assisted language learning to improve student's ability in English grammar competence of the first grade students of SMK Parulian 1 Medan the academic years of 2016/2017.

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