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SUPERVISOR APPROVAL

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This is to certify that the undergraduate thesis of **Eko Aristiyo Pandhi** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan*.

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Repository Universitas Brawijaya appreciation to the tutors and the students of Elementary Grammar class A and B Reposit for their participation and contribution during the research. ersitas Brawijaya BRAWIJ/ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository U Finally, the researcher is grateful to all of his friends, especially Galuh Repository Universitas Perdana Putra, Tri Meiliawati, and Latifah Izmil Fauziati who always support him Reposition finishing his undergraduate thesis. He greatly appreciates their friendship and Reposittrust. Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Malang, December 22nd 2017 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas The Researcher Repository Universitas Brawijaya BRAWIJ Repository Universitas Brawijaya Repository Universitas Brawijaya

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Pandhi, Eko Aristiyo. 2017., **The Use of PPP Strategy in Teaching Elementary Grammar Class in SMART ILC, Pare.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Yulia Hapsari, M.Pd.

Keywords: PPP strategy, teaching strategy, elementary grammar, SMART ILC. Elementary Grammar (EG) class is one of five grammar programs of SMART ILC in Pare, Kediri that has unique program. It can be seen from its strategy in teaching, the material that adapts structure and written expressions sections of TOEFL test, three meetings in a day, and class division into main class and study club. In delivering material, the tutor used presentation by introducing the words or sentences related to the material which indicates PPP strategy use in SMART ILC. Therefore, this study was conducted to know how the PPP strategy was used in SMART ILC, including what the strengths and weaknesses of the strategy were.

The design of this study was a case study with descriptive qualitative research approach. The subject of this study were three tutors and 16 students of EG class at SMART ILC. The data were obtained by using observation checklist, interview guide, field notes, and questionnaire as instruments which were developed by the researcher based on Harmer's (2007) theory to be further validated by EFL expert. The data were analyzed by using triangulation and described narratively.

The findings showed that the PPP strategy used in teaching EG at SMART ILC applied two stages, namely Presentation and Practice without any Production. The Presentation stage was done by giving some verbs to elicit the students' grammar knowledge. Grammar Translation Method was found in the Presentation stage when the tutor translated sentences to do contrastive analysis. The Practice stage was done by choral repetition, individual repetition, and cue-response drills. Silent Way was found when the tutor pointed the material on white board to guide the students to re-explain the material chorally. The Production stage was not applied in SMART ILC because the students were only asked to analyze the sentence and change the tense to another instead of producing new language.

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Pandhi, Eko Aristiyo. 2017., **Penggunaan Strategi PPP dalam Mengajar Kelas Tata Bahasa Dasar di SMART ILC, Pare.** Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Yulia Hapsari, M.Pd.

Kata kunci: Strategi PPP, strategi pengajaran, tata bahasa dasar, SMART ILC. *Elementary Grammar (EG)* adalah satu dari lima progam tata bahasa SMART ILC di Pare, Kediri yang memiliki program yang unik. Hal tersebut dapat dilihat dari strategi dalam mengajar, materi ajar yang mengadaptasi struktur dan ungkapan bagian tes TOEFL, tiga kali pertemuan dalam sehari, dan pembagian kelas ke dalam *main class* dan *study club*. Dalam memberikan materi, tutor menggunakan presentasi dengan memperkenalkan kata atau kalimat yang berhubungan dengan materi yang akan diberikan. Hal tersebut mengindikasikan penggunaan strategi PPP di SMART ILC. Oleh karena itu, penelitian ini dilakukan untuk mengetahui bagaimana strategi PPP digunakan di SMART ILC, termasuk kekuatan dan kelemahan strategi tersebut.

Penelitian ini menggunakan studi kasus dengan pendekatan kualitatif deskriptif. Subjek penelitian ini adalah tiga tutor dan 16 siswa *Elementary Grammar* di SMART ILC. Data penelitian ini diperoleh dengan menggunakan tabel observasi, pedoman wawancara, catatan lapangan, dan kuesioner sebagai instrumen penelitian. Instrumen penelitian dikembangkan oleh peneliti berdasarkan teori Harmer (2007) untuk selanjutnya divalidasi oleh pakar EFL. Data dianalisis dengan menggunakan triangulasi dan dijelaskan secara naratif.

Temuan penelitian menunjukkan bahwa strategi PPP digunakan dalam pengajaran EG di SMART ILC diterapkan ke dalam dua tahap, yaitu tahap presentasi dan tahap praktik tanpa tahap memproduksi suatu redaksi baru secara tertulis maupun lisan. Tahap presentasi dilakukan dengan memberikan beberapa kata sebagai contoh. Grammar Translation Method ditemukan pada tahap presentasi saat tutor menerjemahkan kalimat untuk melakukan analisis. Tahap praktik meminta siswa untuk mengulang materi secara bersama maupun individu dengan juga memberikan petunjuk. Silent Way ditemukan saat tutor menunjuk materi di papan tulis menggunakan alat tulis untuk membimbing siswa menjelaskan kembali materi secara bersama. Tahap produksi tidak ditemukan karena siswa hanya diminta untuk menganalisis kalimat tanpa memproduksi udakui haru

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Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya² Repository Universitas Brawijaya education institutions. As Kunnan (2008, p.141) notes that "Over the years, the Reposit TOEFL became mandatory for non-American and non-Canadian native speakers Repository Universitas Brawijaya Repository Universitas Brawijaya Repose of English applicants to undergraduate and graduate programs in U.S. and Canadian English-medium universities". It means TOEFL has been a trusted-Reposition standardize test for many years and still counting. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository UTOEFL is designed to measure the English language ability of non-native Repository Universitas Brawijaya English speakers. There are three aspects which are tested in TOEFL namely listening, reading, and structure and written expression. What is measured here is Repository Universitas Brawijaya Reposition how the test takers can understand new information. For example, in reading session, the test takers will be given passages to be read and choose the best choice in multiple choice. Also in structure and written expression, the test taker Reposito Repositis asked to complete and identify underlined words. In this study, the researcher Repository Universitas Brawijaya Repose only focuses on grammar structure of TOEFL because grammar structure and Repository written expression parts of TOEFL have their own difficulties where they require Reposit the learners to understand the structure of the sentence instead of prior knowledge Repository Universitas Brawijaya Repositabout the topic. tas Brawijaya Repository Universitas Brawijaya Teaching and learning language cannot be separated from grammar. The Reposit grammar, as well as the linguistics, has given big contribution in teaching and Reposs learning language. Jufrizal (2009) points out that linguistic theories as well as grammatical concepts have been giving fundamental contributions to language teaching-learning theories and practices. It is important to know that teaching Repository Reposi directly implies learning with further implication that language teaching can be Repose defined as the activities which are intended to bring about language learning. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya³ Repository Universitas Brawijaya Linguistics, grammatical theories, and features should be accommodated in order Reposit to have successful language teaching and learning. Universitias Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Reposition Nevertheless, teaching grammar for TOEFL has its own strategy, especially for the structure and written expression parts. Both of them have their Reposition own difficulties to be figured out. Grammar structure and written expression in Repository Universitas Brawijaya Repose TOEFL contain sentences that measure test takers' knowledge of important Repose structural and grammatical elements of standard written English. The test takers need to complete the incomplete sentences and identify the underlined words. Repository These sentences include a variety of topics and give no particular advantage to individuals in any specific field of study. When the topics are talking about National context, it usually refers to the United States' or Canada's history, Reposi culture, art, or literature. However, test takers do not need to have prior Repository Universitas Brawijaya Repose knowledge to answer the question but knowledge how the structure of the Repository Universitas Brawijaya Reposition sentences built. sitas Brawiiava Repository U In this research, the researcher wants to conduct an investigation about the Repository Universitas Brawijaya Reposituse of PPP (Presentation, Practice, and Production) strategy proposed by Harmer (2007) in teaching grammar where it was conducted in SMART ILC, Pare. Reposit SMART ILC is one of many courses in English village located in Pare. It has been Repose registered on Diknas (Ministry of Education) Kediri regency since 2005. It means that the course has a good standard in teaching supported by the methods or facilities. Furthermore, all programs are tutored by experienced and committed

tutors. Grammar program in SMART ILC is designed for people who want to master grammar, especially for TOEFL. Therefore, the materials which used for

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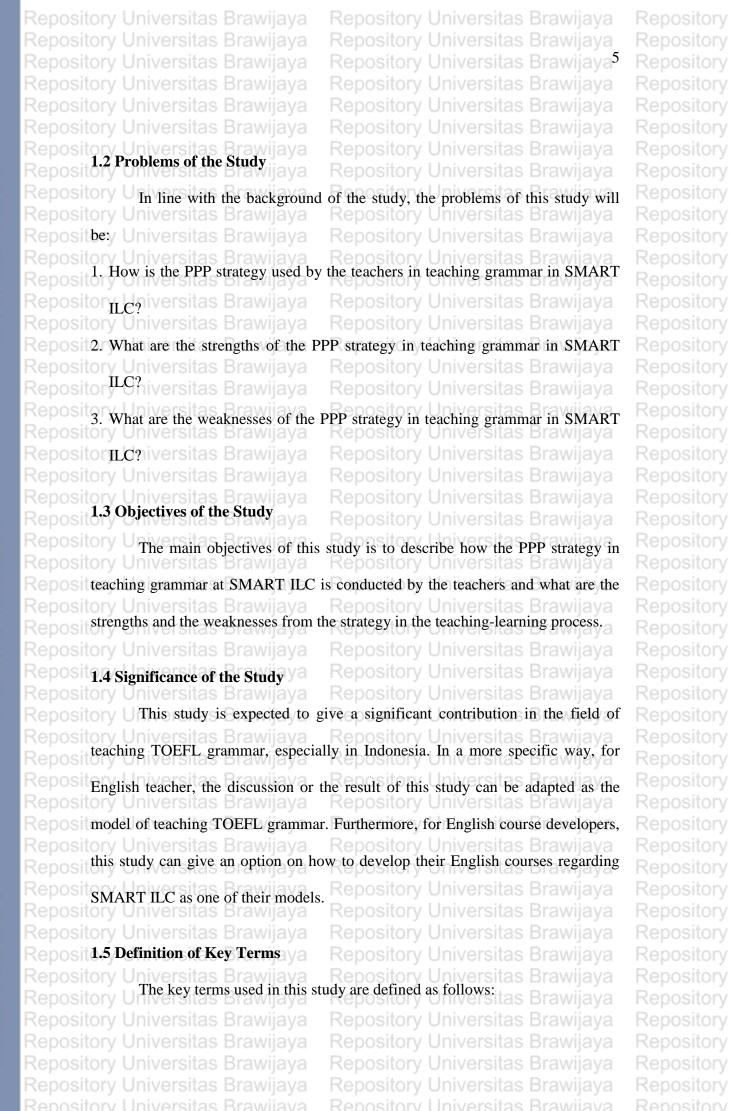


Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya⁴ Repository Universitas Brawijaya teaching is adapted from the characteristics of TOEFL material, especially for Reposi structure and written expression part. There are five levels in the grammar Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit program of SMART ILC starting from low level to high level, namely Elementary Grammar (EG), Pre-Grammar (PG), Pre-Class (PC), Med-Class (MC), and High Reposit Class (HC). ersitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository The researcher only chose one grammar level, namely Elementary Grammar (EG). Elementary grammar is grammar level class in SMART ILC that is designed for people who learn grammar in basic level. Thus, it teaches basic Repository Reposing grammar like word, word order, clauses, tenses, and sentences as its main study. It has different system from other courses. The program starts from Monday until Saturday and each day there will be three times of meeting, once for main class Reposit and twice for study club. The main class is used to deliver the material and test Repository Universitas Brawijaya Repose while study club is used to exercise the materials given in main class. It will be delivered by three different tutors or teachers in Elementary Grammar (EG) level Reposit class. Therefore, the tutor or teacher in main class will be different with the tutor Repository Universitas Brawijaya Repository Universitas Brawijava Repositor teacher in study club. The tutor or teacher in Elementary Grammar (EG) level class always uses presentation in delivering the materials, some exercises in Reposit practicing, and ended by discussion as the result of students' understanding. It Repositindicates that the strategy used by the teacher is PPP strategy. Based on some aspects above, they motivate the researcher to describe the PPP strategy used by the teacher in teaching grammar at SMART ILC. The Repository Reposi strategy will be worth conducted as the result of this research can be used as a Repose model of the teaching of English grammar, especially for TOEFL. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya









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Repository Universitas Brawijaya 1. Teaching Grammar means teaching the set of structural rules governing the Repository composition of words, phrases, and clauses in any given natural language. Repository Universitas Brawijaya Repository Universitas Brawijaya Repositor Larsen-Freeman cited in Brown (2000) says that grammar is one of three (grammar, semantics, and pragmatics) dimensions of the language that are Repositor interconnected each other to make it meaningful. Repose 2. SMART ILC is one of the courses located in "Kampung Inggris", Pare, Repository Universitas Brawijaya Kediri. It has some programs which one of them is Elementary Grammar (EG). 3. Elementary Grammar (EG) is one of grammar programs in SMART ILC for Repository Universitas Brawijaya Repositor students with low mastery of grammar. It runs for one month for the teaching Repositor of basic grammar about words, word order, clauses, tenses, and sentences as its main study. The program starts from Monday until Saturday and each day Repositor there are three times of meeting, once for main class with an hour and a half Repository Universitas Brawijaya Repositor per class and twice for study club with an hour and a half per meeting. So, the Repository Univers total is four hours and a half of teaching-learning activity in a day. **4. PPP strategy** is considered as a traditional strategy for teaching grammar. Repository Universitas Brawijaya Repositor PPP stands for Presentation, Practice, and Production. According to Harmer (2007) the PPP is a method that is widely used in teaching simple language at Repositorylower level. as Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya ory Universitas Brawijaya **CHAPTER II** Repository Universita REVIEW OF RELATED LITERATURE tas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository U<u>ni</u>versitas Brawijaya This chapter will present the theoretical framework and the previous Reposit studies used in this research. Both of them are useful to be the references of this Repository Universitas Brawijaya Repositstudy. Iniversitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya 2.1 Theoretical Framework Repository U This sub-chapter consists of various theories that are related to this study. Repository Universitas Brawijaya Repository Universitas Brawijaya Repose There are main points, namely the teaching of grammar, TOEFL grammar, and the PPP strategy. The teaching of grammar will discuss about the definition of grammar and how to teach grammar, then the TOEFL grammar will discuss about Repository Universitas Brawijaya Repose grammar in TOEFL called as structure and written expression, and the PPP strategy will discuss about the PPP strategy proposed by Harmer (2007) that will further be used to analyze how PPP strategy is used at Elementary Grammar class Repository Universitas Brawijaya Repositin SMART ILC. as Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya **Repose 2.1.1 The Teaching of Grammar** Repository Universitas Brawijaya Repository U In linguistics, grammar is the set of structural rules governing the Reposition of words, phrases, and clauses in any given natural language. It is so Repository Universitas Brawijaya important to be studied especially for those who have goal on mastering or understanding a language. Larsen-Freeman cited in Brown (2000) states that Repository grammar is one of three (grammar, semantics, and pragmatics) dimensions of the Repose language that are interconnected each other to make it meaningful. It is also Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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1 0 0	writing. They must be aware of the rules so that
	safe and know what is right or wrong. It also
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	sentences by themselves. Therefore, they must
have some kinds of awareness to	the components of the sentences and the way
Reposit they fit together. Brawijaya	Repository Universitas Brawijaya
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Repository U According to Brown (2000), the teaching of grammar has been discussed
by some professionals in language	teaching. There are at least four issues related
Reposit to how to teach grammar.	Repository Universitas Brawijaya
to how to teach grammar.	Repository Universitas Brawijaya
	esented inductively or deductively. awaya
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Reposi 2. Should the teachers use gramm	natical explanation and technical terminology in
a CLT classroom?	Repository Universitas Brawijaya
a CLT classroom?	Repository Universitas Brawijaya
	eparate "grammar only" classes Brawijaya
Repository Universitas Brawijaya	Repository Universitas Brawijaya
	atical errors?ory Universitas Brawijaya
Repose In the discussion, it has been said t	Repository Universitas Brawijaya
1. Grammar is more appropriate t	o be taught using inductive approach because it
Repositor is more in keeping with natur	al language acquisition (where rules absorbed
Repository Universitas Brautie or n	o conscious focus); it conforms more easily to
	development in which learners progress, on
Repository Universitas Brawijaya	Repository Universitas Brawijaya
1 V V	ages of rule acquisition, it allows students to get
Repository universitian Bradel" for so	ome aspect of language before possibly being
overwhelmed by grammatica	
Repusitory Universitas Drawijaya	Repusitory Universitas Drawijaya
	s to discover rules rather than being told them.
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Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya 2. In CLT classes, the use of grammatical explanation and terminology must be Repository approached with care. There are some simple rules of thumb will enhance Repository Universitas Brawijaya Repository Universitas Brawijaya Repositor teacher's grammatical explanation: a. keep the explanations brief and simple, b. use charts and other visuals whenever possible to graphically depict Repository grammatical relationships, c. illustrate with clear, unambiguous examples, d. Repository Universitas Brawijaya Repositor try to account for varying cognitive styles among the students, e. do not risk giving false information if no idea how to explain something. 3. Course can help students to pursue relevant language goals, and grammar is Repository Universitas Brawijaya Repository Universitas Brawijaya best brought into the picture as a contributor towards these goals. Repos 4. It is prudent for teachers to engage in such treatment, as long as adhere to principles of maintaining communicative flow, of maximizing student self-Repositor correction, and of sensitively considering the affective and linguistic place the Repository Universitas Brawijaya Repositon learner is in (Brown, 2000). Repository Un Based on those issues above, there are many methods, techniques, and also Reposit strategies appear in teaching grammar. Every expert uses the way to teach Repository Universitas Brawijaya Repost grammar as their point of view. It will be developed by their experience in delivering the strategy because the subject who are taught will have different Bepos background. So, it will be improvisation in delivering the strategy. Repose 2.1.2 TOEFL Grammar Repository Universitas Brawijaya Repository Univ sitory Universitas In short, TOEFL is a large-scale language assessment. Kunnan (2008, Reposit p.140) stated that "it is arguably the most well-known and widely used large-scale Repository Universitas Brawijaya Reposit language assessment in the world". It has been developed in the United States since 1963 to help in the assessment of the language competence of non-native Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya English speakers. Kunnan (2008, p.141) adds that "over the years, the TOEFL Reposit became mandatory for non-American and non-Canadian native speakers of Repository Universitas Brawijaya Repository Universitas Brawijaya Repose English applicants to undergraduate and graduate programs in U.S. and Canadian English-medium universities". It means TOEFL has been a trusted-standardize Repositest for many years and still counting. Repository Universitas Brawijaya Repository UTOEFL is designed to measure the English language ability of non-native Repository Universitas Brawijaya English speakers. There are three aspects which are tested in TOEFL namely listening, reading, and structure and written expression. It also has scoring rubric. Repository Repose Based on The Common European Framework of Reference for Language (CEF or CEFR), there are six level of score, namely A1, A2, B1, B2, C1, and C2. Further explanation, A1 (Breakthrough) is a basic ability to communicate and exchange Reposit information in a simple way; A2 (Way stage) is an ability to deal with simple, Repository Universitas Brawijaya Repose straightforward information and begin to express oneself in familiar contexts; B1 (Threshold) is the ability to express oneself in a limited way in familiar situations Reposit and to deal in a general way with non-routine information; B2 (Vantage) is the Repository Universitas Brawijaya Reposi capacity to achieve most goals and express oneself on a range of topics; C1 (Effective Operational Proficiency) is the ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity, and the Repose capacity to deal with unfamiliar topics; and C2 (Mastery) is the capacity to deal Repositively demanding, and to use language to good effect at a level of performance which may in certain respects be more Repository Universitas Brawijaya Repositadvanced than that of an average native speaker. Universitias Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya What is measured here is how the test takers can understand new Reposit information. For example, in structure and written expressions, the test takers are Repository Universitas Brawijaya Repository Universitas Brawijaya Repose asked to complete and identify underlined words. Structure and written expressions in TOEFL has its own difficulties where it requires the test takers to Repositunderstand the structure of the sentence instead of prior knowledge about the topic. Repository Universitas Brawijaya Reposit They cannot be separated from grammar as the fundamental in making a sentence. Structure in TOEFL is designed as incomplete sentences. The test takers must decide which of four choices best completes the sentence. Although all four Repository Reposition answers may be grammatically correct independently of the incomplete sentence, Repost only one is grammatically correct in the context of the sentence. While in written expressions, each sentence has four words or phrases underlined and labeled A, B, RepositC, and D. One of the underlined choices contains an error. The test takers must Repository Universitas Brawijaya Repose decide which one is incorrect and mark its corresponding letter on the answer ository Universitas Brawijaya sheet. The error is always one of the underlined words or phrases. Repository U Bekisheva, Gasparyan, and Kovalenko (2014) stated that the strategies to Repository Universitas Brawijaya Reposituse for structure and written expressions which are: (1) Remember that the test takers are looking for standard written English, (2) Remember to change tactics, (3) Know what works for you, (4) Answer every item, and (5) Use every second Repositive wisely. In the more specific way, Bekisheva, Gasparyan, and Kovalenko (2014) adds that to do structure, the strategies are: (1) Read the incomplete sentence first, (2) Read all choices, and (3) Use your time wisely. While for written expressions, Repository Universitas Brawijaya Repose the strategies are: (1) Read the complete sentence, (2) Remember that the error will always be underlined, and (3) Do not correct the sentence. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya² Repository Universitas Brawijaya pository Universitas Brawijaya 2.1.2.1 Grammar Class in SMART ILC pository Universitas Brawijaya Repository U In SMART ILC, grammar program is divided into five levels starting from Repository Universitas Brawijaya Repository Universitas Brawijaya Reposition low level to high level, namely Elementary Grammar (EG), Pre-Grammar (PG), Pre-Class (PC), Med-Class (MC), and High Class (HC). In this study, the researcher only focuses on Elementary Grammar (EG) program. Elementary Repository Universitas Brawijaya Reposi grammar is grammar program in SMART ILC that is designed for people who learn grammar in the basic level. Thus, it teaches basic grammar like word, word order, clauses, tenses, and sentences as its main study. The program starts from Repository Repose Monday until Saturday and each day there will be three times of meeting, twice Repose for main class with an hour and a half per class, and once for study club with an hour and a half per meeting. So, the total will be four hours and a half of teaching-Reposit learning activity in a day. The main class is used to deliver the material and test Repository Universitas Brawijaya Repose while study club is used to exercise the materials given in the class. It will be delivered by three different tutors or teachers in elementary grammar (EG) Reposit program. Therefore, the tutor or teacher in each main class will be different, also Repository Universitas Brawijaya Reposit the tutor or teacher in study club. Repository Universitas Brawijaya There is no certain system of students' enrollment to this EG class as Reposit everyone can join the class without any placement test. Thus, this EG class which Repository Universitas Brawijaya Reposit usually contains around fifteen students is heterogeneous. It means the students of EG class will be from different background of education, English proficiency, and also age. The test in this EG class is only held in the end of the program, namely Repository Universitas Brawijaya Repose final exam. The score of the test can be used to continue to the higher level as far Repost as it meets the standardized score. There are two types of test in the final exam Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya which are oral test and written test. The score of those tests will be accumulated to Reposit get the result of the score. While, the material of the oral test is made by the Repository Universitas Brawijaya Repository Universitas Brawijaya Reposite teacher and the material for the written test is adapted from TOEFL material. The Repository oral test is made to measure students' understanding about the materials such as Reposit the formula of tenses and how to use it orally, while the written test is made to Repository Universitas Brawijaya Reposit measure students' understanding in writing a sentence and analyze a sentence. Repository Universitas Brawijaya Repository Universitas Br 2.1.3 Teaching Methodology Repository U In teaching activity, teacher should have strategy, technique, or method in Repository Universitas Brawijaya Repository Universitas Brawijaya Repositorder to make the material of teaching delivered as what the teacher wants. It also helps teacher easy to deliver the material to the students. However, in the teaching of grammar, teacher should have many strategies. There are some strategies, Repository Universitas Brawijaya Repositechniques, and methods used to teach grammar such as Presentation, Practice, Production and (PPP) strategy, Grammar Translation method, Silent Way, and Drilling technique. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repose 2.1.3.1 The PPP strategy Repository Universitas Brawijaya PPP is considered as a traditional strategy for teaching grammar. PPP Reposition stands for Presentation, Practice, and Production. According to Harmer (2007) the Repos PPP is a method that is widely used in teaching simple language at lower level. Harmer (2007) added that in the PPP procedure, the teacher introduces a situation which contextualizes the language to be taught. The language is then presented. Repository The students now practice the language using accurate reproduction techniques Repost such as choral repetition (where the students repeat a word, phrase, or sentence all Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava4 Repository Universitas Brawijaya Repository Universitas Brawijaya together with the teacher 'conducting'), individual repetition (where individual Reposit students repeat a word, phrase, or sentence at the teacher's urging), and cue-Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi response drills (where the teacher gives a cue). PPP is usually started by the Presentation stage which focuses on two steps, namely an introductory activity such as a warm-up or a lead-in, which is an activity intended to raise students Repository Universitas Brawijaya Repose interest in the topic; and an introduction of the target language. Then it is continued by the Practice stage which focuses on the form. The teacher provides opportunities for students to practice the learnt materials in a control way. This is Repository Universitas Brawijaya Repost a chance for the students to use what they have learnt without making mistakes. The students are monitored and all mistakes are corrected by the teacher. It will be ended by the Production stage which focuses on the fluency. The teacher will give Reposit the opportunity for the students to personalize the language learnt by doing less Repository Universitas Brawijaya Reposit controlled tasks, that is, by using students' own ideas. The researcher chooses Presentation, Practice, and Production (PPP) Repositive strategy as the theoretical framework because from informal observation it Repository Universitas Brawijaya Reposit seemed that it has been used by the teachers in SMART ILC to teach grammar in EG level class. The tutor or teacher in EG level class always uses presentation in Reposit delivering the materials, some exercises in practicing, and ended by discussion as Repository Universitas Brawijaya Repose the result of students' understanding. It indicates that the strategy used by the teacher is PPP strategy. Therefore, the researcher wants to know how the teachers of SMART ILC applying the PPP strategy in teaching grammar. Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya 2.1.3.2 Grammar Translation Method Repository U As much as PPP strategy is indicated to be applied in SMART ILC, other Repository Universitas Brawijaya Repository Universitas Brawijaya Reposite teaching methodologies also have opportunities to be applied in the class, among which is Grammar Translation Method. Translation is a useful device in the Reposilearning process of ESL learners, furthermore, it is an aid to enhance foreign Repository Universitas Brawijaya Reposit language proficiency. The Grammar Translation method has a supportive role in foreign language learning, and allows students to notice the differences and similarities between L1 and L2 that will make the students understand the Repository language system better. As its name, Grammar Translation Method is a method Repose which demanding the students to translate and compare one language to another language. So that, in applying this method, the students learn to translate L1 to L2 Repositor vice versa and compare between L1 and L2 in order to know the differences Repository Universitas Brawijaya Repositand similarities. as Brawijava According to Larsen-Freeman (2000), the purpose of the grammar Reposit translation method was to help students read and understand foreign language Repository Universitas Brawijaya Reposi literature. Through focusing on the rules of the grammar of the target language, students would recognize the features of two languages that would make language Reposit learning easier. A significant role of this method is translating one language into Repositive the other and mastery of the grammatical rules and vocabulary knowledge are Repository Universitas Brawijaya Repository Universitas Brawijaya Repositemphasized rsitas Brawijaya Repository Universitas Brawijaya Reposit 2.1.3.3 Silent Way Brawijaya Repository Universitas Brawijaya Another method that appeared to support PPP strategy in teaching Elementary Grammar (EG) class in SMART ILC is Silent Way. Silent way is a Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya method which was introduced by Caleb Gattegno in the 1970s. This method has Reposit three basic tenets of the approach are that learning is facilitated if the learner Repository Universitas Brawijaya Repository Universitas Brawijaya Repose discovers rather than remembers or repeats, that learning is aided by physical objects, and that problem-solving is central to learning. According to Gattegno in Reposit Larsen-Freeman (2000), the word "silent" is based on the premise that the teacher Reposit should be as silent as possible. Silence should is a tool because teacher's silence gives the responsibility to the student. Besides, teacher's silence helps students monitor themselves and improve their own inner criteria. Therefore, in using this Repository Universitas Brawijava Reposition method, the teacher acts as silent as he/she can so that the students learn through Repose discovering by themselves. **Reposit** 2.1.3.4 Drill and Practice Repository In line with Grammar Translation Method and Silent Way, Drill and Practice also appeared as a technique to support PPP strategy in teaching Elementary Grammar (EG) in SMART ILC. The term drill and practice is defined Repository Universitas Brawijaya Repos as a method of instruction characterized by systematic repetition of concepts, Reposs example, and practice problems. Lim, Tang, and Kor (2012) state that drill and practice is a disciplined and repetitious exercise, used as a mean of teaching and Reposito Reposi perfecting a skill or procedure. As an instructional strategy, it promotes the Repose acquisition of knowledge or skill through systematic training by multiple repetitions, rehearse, practice, and engages in a rehearsal in order to learn or Reposit become proficient. Similar to memorization, drill and practice involves repetition Repository Universitas Brawijaya Reposit of specific skills, such as spelling or multiplication. To develop or maintain one's Repository Universitas Br specific skills, the subskills built through drill and practice should become the Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava⁷ Repository Universitas Brawijaya Repository Universitas Brawijaya v Universita building blocks for more meaningful learning (Lim, Tang, and Kor, 2012). Drill Reposit technique is associated with behaviorism psychology and structural in linguistics, Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit which are theoretical bases of the drill technique. Therefore, drill techniques aim at achieving structural patterns by means of repetition, substitution, and so on. 2.2 Previous Studies Repository Universitas Brawijaya Repository U In this study, there are some previous studies used by the researcher. The previous studies were about the characteristics of English program in Pare, Reposit implementation of PPP strategy in teaching English, and standardized test. Some Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi researches about teaching English had been conducted in Pare. The first is conducted by Ubaidillah (2016) entitled "The Teaching Speaking of English for Adult Learners in Non-formal Education (A Descriptive Qualitative at The Repository Universitas Brawijaya Repose Daffodils in Academic Year of 2015/2016)". It is a descriptive qualitative. The research was conducted at The Daffodils Pare, Kediri. The Daffodils has some programs focused on speaking skill. Each program has one meeting per day Repository Universitas Brawijaya Reposition starting from Monday-Friday. The Daffodils also has another service to support Repository Universitas Brawijaya Repository Universitas Brawijaya Reposs the main class, namely Kelas Permintaan where the students can request another class by personal. The second one is conducted by Insani (2015) entitled "The Repository Reposi Teaching of English Speaking Skill at SMART International Language College Repose Pare". It is also a descriptive qualitative. The research was conducted at SMART ILC Pare, Kediri, especially in speaking program. Speaking program at SMART Reposit ILC has three levels, namely Primary Speaking, Secondary Speaking, and Tertiary Reposit Speaking. Each level has two different meetings in a day called as main class and Repository Universitas Braw study club. It means the students have one meeting in main class to get mostly the Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava⁸ Repository Universitas Brawijaya Repository Universitas Brawijaya theory of speaking and one meeting in study club to get mostly speaking practice. Reposit From those previous studies, the researcher can state that English program in Pare Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit has a characteristic, namely extra meeting to support the program itself. Repository Universitas Brawijava Next are the previous studies which conducted to research the PPP strategy. The first is conducted by Izzah (2013) entitled "The Use of PPP Repository Universitas Brawijaya Reposi (Presentation, Practice, Production) Technique to Improve Writing Skill". The research was conducted to the first year students of MA AL MA'ARIF Singosari, Malang. The participants of this study were 49 students. The researcher used Repository niversitas Brawijaya Reposition observation sheet and test (writing test) to collect the data. The result of the study is to know how the implementation of the PPP strategy in teaching writing. She found that after implementing the PPP strategy, the score of the students could Reposito Reposit reach the minimum standard of 75 or in other words the students' score of writing Repository Universitas Brawijaya Repose had already met the criteria of success. The second one is conducted by Carrion (2012) entitled "Presentation, Practice, and Production Versus Task Based Reposit Learning Using from Focused Tasks". This research was generally conducted to Repository Universitas Brawijaya Reposite explore an approach other than the Presentation-Practice-Production model, which has always been used in our educational system, not only in foreign language Reposit classes, but in the kindergarten, elementary, high school and university levels in Repository Universitas Brawijaya general. From those previous studies, the PPP strategy was applied as PPP strategy which were using or drawing a picture to present the material in Presentation stage, using split sentences as a controlled practice activity in Repository Universitas Repose Practice stage, and trying to personalize the lesson by giving students a list of Repose question prompts to be asked in Production stage. Meanwhile, in this study, the Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava9 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas researcher found other methods and technique that appeared to support the PPP Repositerategy. iversitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository The last is previous study which is related to the standardized test. The research was conducted by Kim (2017) entitled "The TOEFL iBT writing: Korean Students' Perceptions of The TOEFL iBT Writing Test". This research was Reposi conducted to find out the strategies that Korean test-takers perceive to be effective for preparing for the TOEFL iBT writing test. From that research, the researcher found some strategies to prepare TOEFL iBT writing test, namely Using Repository Repose Templates, Attending Private Institute, Practicing Writing, Keeping Ideas Notebook, and Others. The most frequently mentioned strategy was the use of templates. It is a fixed format which serves as a framework with stock expressions. Reposit The template is taken from an online TOEFL preparation material. Meanwhile, Repository Universitas Brawijaya Repose SMART ILC adapts the characteristic of TOEFL as its exercises. Thus, there is a similarity between the previous study and SMARL ILC in adapting TOEFL Repository Universitas Brawijaya Repositmaterial. Versitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya ory Universitas Brawijaya **CHAPTER III** Repository Universitas Brawijaya Repository Universitas Brawi RESEARCH METHOD niversitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository U<u>ni</u>versitas Brawijaya This chapter presents the way how the researcher investigated the use of PPP strategy in SMART ILC, the strengths and the weaknesses of the strategy. Reposi The aspects discussed were: research design, data and sources of data, research Repost procedures, research instrument, data collection, data analysis, and validity of the Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repose 3.1 Research Design Repository Universitas Brawijaya The research design refers to the overall strategy that is chosen to integrate Reposit the different components of the study in a coherent and logical way. The design of Repository Universitas Brawijaya Reposithis study is a case study with descriptive qualitative research approach. According to Mertens (2009), case study is a research that explores a single case or phenomenon in-depth. In addition, Stake (2005) in Mertens (2009) stated that Repository Universitas Brawijaya Reposi the object of a case study is specific, unique, and in a bound system. In this Repository Universitas Brawijaya Repository Universitas Brawijaya Repose research, the researcher takes a specific object which is the use of PPP strategy in teaching EG class in SMART ILC. This course is unique because it has different Reposi program from other courses such as the strategy in teaching, the material, the Repose amount of meeting in a day, and class division into main class and study club. Consequently, the students have many chances for meeting the tutor. The students Repositalso have many times for exercising the materials until the students can Repository Universitas Brawijaya Repository Universitas Brawijaya Repost understand the materials. The researcher did an in-depth study through Repository Universitas Brawijava observation using observation checklist, interview with three tutors and two Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava¹ Repository Universitas Brawijaya Repository Universitas Brawijaya students, field notes, and questionnaire for the students. Thus, case study was a Reposition suitable research design in this study. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Qualitative research is a research done in the natural setting. It means the object that was observed runs as the real situation. It is supported by Wulansari (2016) in Sari (2017) that qualitative research is a study which is conducted in Repository Universitas Brawijaya Repositing that describes the fact happening in the field and the researcher is Repository Universitas Brawijaya the key instrument in collecting the data in the form of narrative. Repository U In this study, the researcher investigated the use of the PPP strategy in Repository Universitas Brawijaya Repository Universitas Brawi Repositeaching grammar. Firstly, the researcher observed the way the tutors applied the Repose strategy by sitting in the class without any intervention. Then, the data were described on the form of words rather than in numbers. The researcher analyzed Repositö Reposit the data using Harmer's theory (2007) about the PPP strategy after the data had Repository Universitas Brawijaya Repositive been collected. As the key instrument, the researcher collected the data by using observation checklist (observing in the class), field notes (observing in the class), Reposit interview guide (interviewing three tutors and two students), and questionnaire Repository Universitas Brawijaya Reposit (from the students). Brawijava Repository Universitas Brawijaya 3.2 Data and Sources of Data Repository Universitas Brawijaya Repository U The researcher obtained the data from the interviews, observation checklist, Repos field notes, and questionnaire. The interviews were conducted with three tutors Repository and two students from high achievers of EG class in order to know how the PPP Reposit strategy is used in teaching grammar and what the strengths and the weaknesses Repository Universitas Brawijaya Reposit of the PPP strategy are. Observation checklist was used to observe the strategy applied by the tutors in teaching based on Harmer (2007) theory as the indicator. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav2² Repository Universitas Brawijaya Repository Universitas Brawijaya It was done in the main class and study club because both of class have different purposes but still related each other. The researcher also used field notes to collect Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit the data. It was used to write the process of the teaching which is related how the PPP strategy is used, how the teaching of grammar in EG level class, and also the strategy to do TOEFL structure and written expressions. It was also used to find Repository Universitas Brawijaya Reposi the strengths and the weaknesses of the PPP strategy. The researcher used field Reposition notes in the main class and the study club. The last, questionnaire was used by the researcher to collect data from the students about how the tutors deliver materials Repository Universitas Brawijaya Repositusing the PPP strategy. The researcher also used questionnaire to know students' point of view about what the strengths and the weaknesses of the PPP strategy are. It contained some questions about the strategy used by the tutors and students' Repositpoint of view toward the PPP strategy. epository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya 3.3 Research Procedure Research procedure explains how the researcher conducting the research. Repository Universitas Brawijaya Repose In this research, the researcher gained the access to the site and participant or Repository Universitas Brawijaya Repost research subject by asking permission. The researcher asked a letter to conduct the research from the academic department of Faculty of Cultural Studies. Then, the Reposi researcher gave the letter to the Head of SMART ILC as the permission letter to Reposit conduct the research. After that, the researcher conducted the research in EG class of SMART ILC and collected the data from the head of SMART ILC, tutors, and Reposit students to answer the research problems. Next, the researcher designed the Repossi instrument, namely observation checklist, field notes, interview guide, and questionnaire for collecting the data. Then, the researcher collected the data by Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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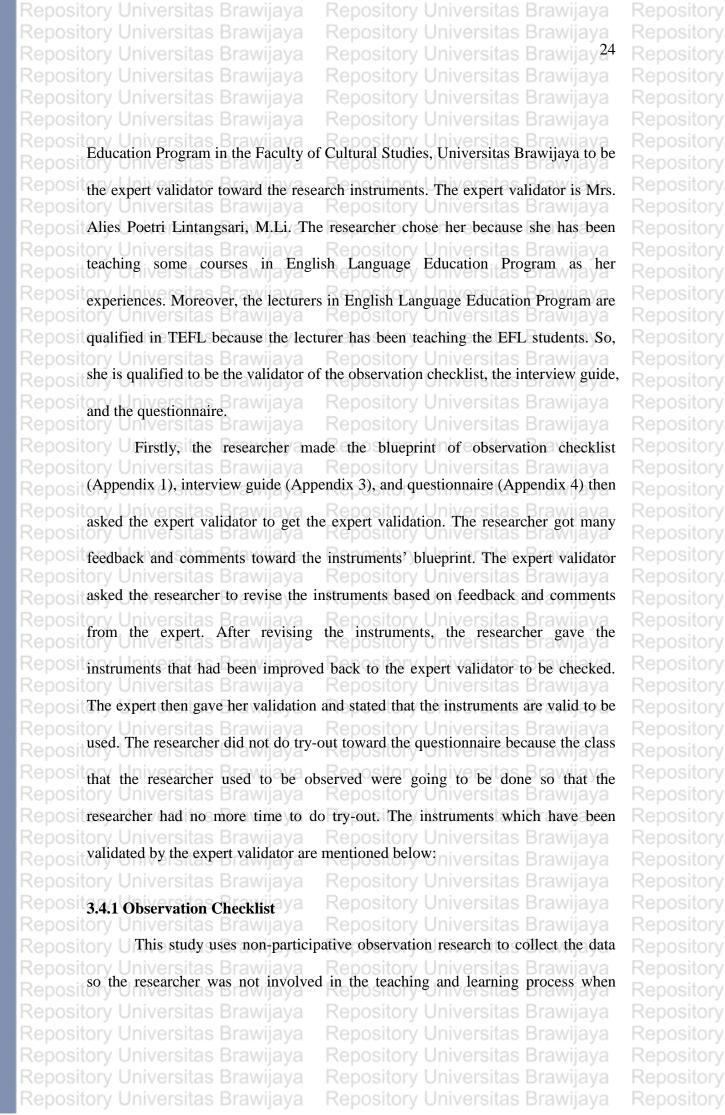
Repository Universitas Brawijaya Repository Universitas Brawijav23 Repository Universitas Brawijaya Repository Universitas Brawijaya using the instruments developed based on Harmer's (2007) theory about PPP to Reposit answer the research problems. Finally, the researcher analyzed the data by using Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit Miles and Hubberman's (2014) theory. epository Universitas Brawijaya Repository Universitas Brawilava In analyzing the data, the researcher uses three steps. The first is data condensation that focused on selecting the main information to answer the Repository Universitas Brawijaya Reposit research problems. The second is data display which the researcher displayed the data in form of word description in order to be easily understood. The last step is drawing and verifying conclusions. In this step, the researcher concluded and Repository U Repositinterpreted the data to answer the research problems. Moreover, the researcher Repose used data triangulation to make sure that the data from different instrument is Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi 3.4 Research Instruments aya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Research instrument is the tool used by the researcher to help in the process of data collection. Creswell (2011) stated that in qualitative research, Repository Universitas Brawijaya Repos research instrument is suggested for a researcher to not use someone else's Repository Universitas Brawijaya Repository Universitas Brawijaya Repos instrument. This is because every subject of qualitative research has different character. Therefore, an instrument used for one research subject is not suitable Reposit for others. Furthermore, in qualitative research, the researcher tends to collect the Repose data with open-ended questions which is designed by the researcher. Repository Univ In this research, the researcher designed all instruments (observation Reposit checklist, interview guide, and questionnaire) by himself based on Harmer's Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit (2007) theory about PPP strategy. To make sure that those instruments are trusted Repository Universitas Brawiia and valid, the researcher asked one of the lecturers of English Language Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav25 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas F observing. Williams (2008) stated that non-participation observation is a relatively Repositunobtrusive qualitative research strategy for gathering primary data about some Repository Universitas Brawijaya Repository Universitas Brawijaya Repose aspects of the social world without interacting directly with its participants. Repository Universitas Brawijava In this study, non-participative observation research is used because the researcher wants to preserve everything of the teaching and learning in the Repository Universitas Brawijaya Reposi classroom going as it is, as usual. Observation checklist (See Appendix 1) was made to help the researcher to do observation. It was made based on Harmer's (2007) theory as the indicators and used to collect the data related to the process Repository Repository Universitas Brawijaya Repose of applying PPP strategy. The observation was held in SMART ILC, main class Repose and study club for three days in order to know the process of teaching in the two different type of classes. It is aimed to find the different situation and tutors' way Repose in applying PPP strategy to solve the problem in the class. Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi 3.4.2 Field Notes Brawlava Field note is one of the important instruments in conducting research with Repos qualitative research design. It is used contemporaneously as the observation Repository Universitas Brawijaya Repository Universitas Brawijaya conducted. The notes can be taken fully as it is or just briefly that can be elaborated on later. The more systematic the field notes, the more reliable the field notes to be extended from the memory of a researcher. It allows a researcher to Repos record many aspects and give comments on the phenomenon. Creswell (2011) stated that field notes, the researcher records, is in the form of an unstructured or Repositive semi structured way (using some prior questions that the inquirer wants to know), Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit activities at the research site. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav26 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawi Field notes were used as additional notes of observation checklist for the Reposit further elaboration. The researcher used field notes to write down what were in Repository Universitas Brawijaya Repository Universitas Brawijaya Repose the teaching process outside the indicators in the observation checklist. The researcher used field notes to find the strengths and the weaknesses of the PPP strategy. Besides, the teaching of grammar and the strategy used for doing Reposi structure and written expressions of TOEFL were recorded by the field notes. The field notes (See Appendix 2) consist of identities which are the order, date, class, and time allotment of the current observation to help the researcher know which Repository Universitas Brawijaya Universitas Brawijaya Reposit class is observing and a blank space for the field notes writing. Las Brawijaya Repose 3.4.3 Interview Guide Repository U Interview is another powerful instrument in collecting qualitative data. It Repository Universitas Brawijaya Repository Universitas Brawijaya Repose will help the researcher to always be on the right consistent track regarding the problems of the study. According to Creswell (2014) interview is when the interviews with participants, telephone researcher conducts face-to-face Repositinterviews, or engages in focus group interviews with six to eight interviewees in Repository Universitas Brawijaya Repository Universitas Brawijaya Repost each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from Repository Universitas Brawijaya Reposit the participants. as Brawijaya Repository Universitas Brawijaya Repository U In this study, the researcher conducted face-to-face interviews with three tutors of SMART ILC class to know how the tutors apply strategy in teaching. Reposit The researcher interviewed the three tutors because in the researcher's opinion, Reposite ach tutor has his/her own way to apply the PPP strategy. The interview was also done with two students from high achievers of Elementary Grammar (EG) level Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav27 Repository Universitas Brawijaya Repository Universitas Brawijaya class in order to know student's point of view toward the strategy including the Reposit strengths and the weaknesses. The student with high achievement was expected Repository Universitas Brawijaya Repository Universitas Brawijaya Repositive by the researcher to be able to give appropriate information. The researcher did Repository interview when the class activity had finished so that it did not disturb teachinglearning activity. The interview guide for the tutors and student of SMART ILC Repository Universitas Brawijaya Repose (See Appendix 3) contains some questions which based on Harmer's (2007) Reposit theory about the PPP strategy as its indicators. Universitas Brawijaya Repository Universitas Brawijaya Reposit 3.4.4 Questionnaire Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository U Questionnaire is another instrument to obtain much information from many subjects at the same time. In line with that statement, Babbie (1990) stated that a questionnaire is defined as a document containing questions and other types Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit of items designed to solicit information appropriate to analysis. The questionnaire for students (See Appendix 4) were distributed at the last meeting in the class because the researcher used this instrument as a complement to know the students' Reposi point of view toward the strategy. It contained some questions based on the PPP Repository Universitas Brawijaya Repository Universitas Brawijaya Repose strategy which demand information needed in order to answer all problems of the study. The subjects were students of Elementary Grammar (EG) level class. The Reposit researcher distributed the questionnaire after teaching-learning activity, thus it did Repose not disturb the teaching-learning activity. The questionnaire were in the form of open-ended questions in order to know students' point of view related to the Reposition strengths and the weaknesses of the PPP strategy in teaching EG class. Repository Universitas Brawijaya Repository Repository Universitas Brawijaya





Repository Universitas Brawijaya Repository Universitas Brawijav²⁸ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya 3.5 Data Collection Repository U The data was collected by using four instruments. They were observation Repository Universitas Brawijaya Repository Universitas Brawijaya Repose checklist, field notes, interview guides, and questionnaire. The instruments were developed based on Harmer's (2007) theory about PPP. First, the researcher made a blueprint of the instrument that was further developed into observation checklist, Repository Universitas Brawijaya Repositinterview guide, and questionnaire. Then, the instruments were validated to get content validation and face validation from expert validator (the lecturer). The instruments were used when the researcher conducted the research. As a Reposition qualitative research, the main instrument in this study is human instrument Repose (Bogdan & Biklen, 1998). It means that the researcher is the human instrument who collects, displays, reduces, organizes, analyzes the data, and concludes the Repositobservations, interacts with subjects. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository I In this study, the researcher used observation checklist and field notes in Repository order to collect the data from the phenomenon that happened in every meeting. Reposit Interview guide was used to help the researcher collected more data by doing Repository Universitas Brawijaya Repositinterview with the tutors and the students of the grammar program. Observation sheets and field notes were used when the teaching process begun. The Reposition between observation was held in three days in two different classes (main class and study Reposite club) in order to know the teaching strategy used in different situation and the way the tutors solved the problem appeared. Next, the questionnaire were given to the students in the last day of observation in order to know students' point of view Repository Universitas Brawijaya Reposit (the strengths and the weaknesses) toward the PPP strategy in teaching grammar Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav29 Repository Universitas Brawijaya Repository Universitas Brawijaya at SMART ILC. The students' answers and point of view were used as a data to Reposit support this study. Therefore, the researcher held it in the last day. Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit 3.6 Data Analysis Brawlava In analyzing the data, the researcher used the flows of activity presented Repositive by Miles and Hubberman (2014). Miles and Hubberman (2014) defined the data Repository Universitas Brawijaya Repost analysis process in qualitative approach into three main steps: the Brawnava Reposite 1. Data Condensation Data condensation is the process of selecting, focusing, simplifying, Repository Universitas Brawijaya Repository Universitas Brawijaya Repose abstracting, and transforming the data that appear in written-up field notes and transcription. It is a form of analysis that sharpens shorts, focuses, discards, and organizes data in such a way in order to make and verify final conclusion. Miles Repository Universitas Brawijaya Repose and Hubberman (2014) argue that as data collection proceeds, further episodes of Repository Universitas Brawijaya data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing or Repository Universitas Brawijaya Reposi transforming process continues after the fieldwork is over, until a final report is Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit completed. ersitas Brawiiava In this study, the researcher selected the PPP strategy and focused on how Universitas Reposit the PPP strategy is applied by the tutors. It was simplified based on Harmer's Repose (2007) theory and abstracted in sentences which represent the result of observation checklist, field notes, and questionnaires. The researcher discarded Reposit the data which were irrelevant, e.g. the facilities, tutors' and students' activities Repository Universitas Brawijaya Repository Universitas Brawijaya Reposition outside the teaching process. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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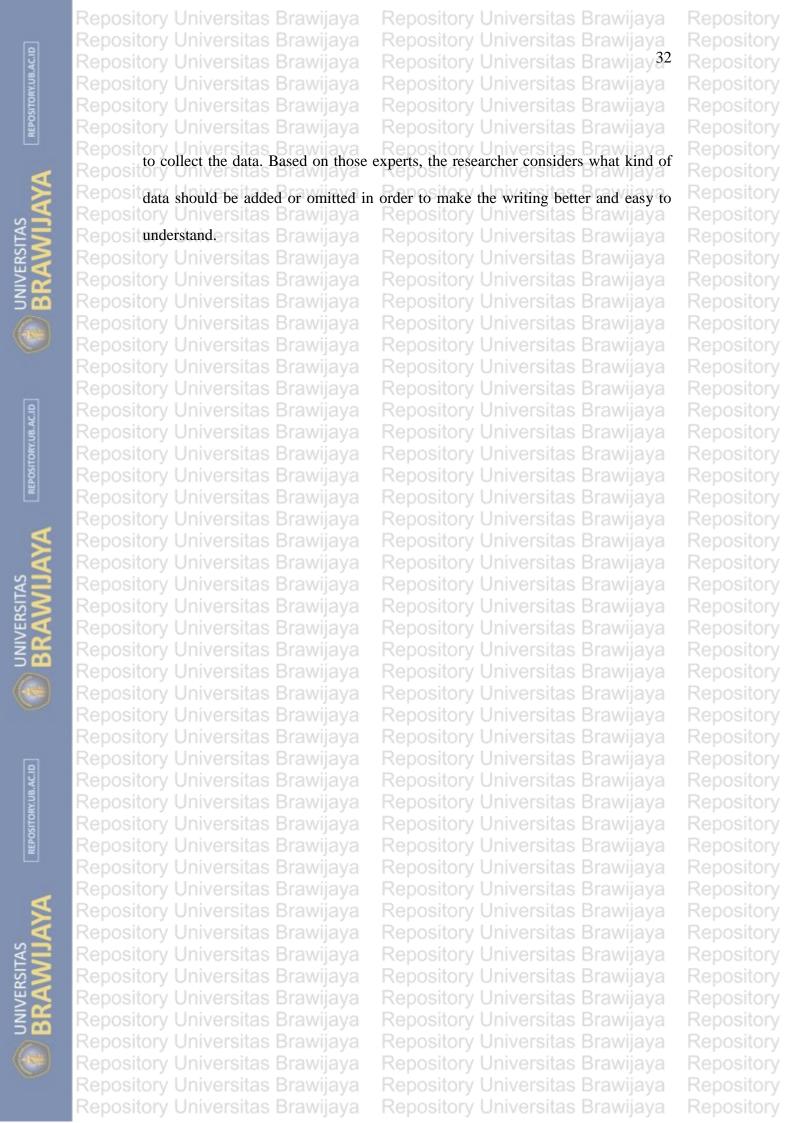
Repository Universitas Brawijaya Repository Universitas Brawijav30 Repository Universitas Brawijaya Repository Universitas Brawijaya Repositor Data Display Brawijaya Repositor Data Display Brawijaya Repository Universitas Brawijaya Repository U Display is an organized, compressed assembly of information that permits Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi conclusion drawing and action. There is no doubt that good displays are a major Repository avenue to valid qualitative analysis (Miles and Hubberman, 2014). There are many different ways of displaying data, namely graphs, charts, and networks. All Repositive are designed to assemble organized information into an immediately accessible data. In qualitative research, the use of data displays is not separated from analysis. In this study, the researcher displayed the data descriptively. The Reposit researcher described the data into a table and narrative description based on what the researcher has in the data condensation. So, it is displayed in the form of table and word description. Reposit3. Drawing and Verifying Conclusions Pository Universitas Brawijaya Repository Universitas Brawijava Repository Final conclusion may not appear until the data is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used, Reposition but the final conclusion often have been figured from the beginning, even when a Repository Universitas Brawijava Repository Universitas Brawijaya Repost researcher claims to have been proceeding inductively (Miles and Hubberman, Reposit²⁰¹⁴⁾ Iniversitas Brawijaya Repository Universitas Brawijaya Repository U Miles and Hubberman (2014) also added that conclusions are also verified as the researcher proceeds. Verification may be as brief as a fleeting second thought crossing the researcher's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate with lengthy argumentation Repository Universitas Brawijaya Repost and review among colleagues to develop "intersubjective consensus" or with Reposite extensive efforts to replicate a finding in another data set. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Repository Universitas Brawijaya



Repository Universitas Brawijaya Repository Universitas Brawijava¹ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas B In this research, the researcher drew the conclusion as detail as possible Reposit based on the data collected by the researcher. In its process, the researcher used Repository Universitas Brawijaya Repository Universitas Brawijaya Repose Harmer's (2007) theory about Presentation, Practice, and Production (PPP) Repository strategy, Larsen-Freeman (2000) theory about Grammar Translation Method, Gattegno (1963) theory about Silent Way, and Lim, Tang, and Kor (2012) theory Repository Universitas Brawijaya Repositabout Drill and Practice. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas awilaya 3.7 Validity of the Study Repository U The researcher needs to validate the accuracy of the findings in order to Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi make sure that the findings and interpretations are accurate and credible. The more accurate and credible it is the better the study will be. There are some techniques used by the researcher in validating the research's findings and Repository Universitas Brawijaya Repositinterpretation accuracy. and available Repository Universitas Brawijaya Repository The first technique is triangulation and the second is external audit (Creswell, 2012). Triangulation is the process of strengthening evidence from Repository Reposi different participants of the research (the tutors, and the students) or instruments Repository Universitas Brawijaya Repository Universitas Brawijaya Repost used by the researcher to collect the data (questionnaires, field notes, interview result) in order to support a theme. External audit is where the researcher asks for Reposithelp from some experts (the lecturer) to review this writing, communicate what Repose should be added or omitted, and report back the evaluation of the study to the Repository Universitas Brawijaya Repository Universitas Brawijaya Repositiversitas Brawijaya Repository U In this study, the researcher asked the comments and suggestions to the Repository Universitas Brawijaya Repository Universitas Brawijaya Repose supervisor as the expert to review the researcher's writing. The researcher also communicated to the expert validator to validate the instruments which were used Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

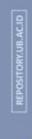
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Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya ory Universitas Brawijaya **CHAPTER IV** Repository Universitas Brawijaya tory Universitas Brawijaya Repository Universitas Brindings and Discussionsersitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository U<u>ni</u>versitas Brawijaya Repository This chapter presents the finding of the study. Those are related to the research problems, namely how the use of PPP strategy at SMART ILC is, the Repository Universitas Brawijaya Reposi strength of the PPP strategy, and the weakness of the PPP strategy. Repository Universitas Brawijaya Repository Universitas Brawijaya 4.1 Findings Repository Findings Repository U In this study, the researcher investigated the use of PPP strategy in Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit teaching strategy in Elementary Grammar at SMART ILC, including the strengths and weaknesses of the strategy. The participants of the study were three tutors of Elementary Grammar (EG) and 16 students of two Elementary Grammar (EG) Repository Universitas Brawijaya Repose classes. The finding of the study was obtained by using four instruments. They are observation checklist, field notes, interview guide, and questionnaire. As what the researcher has elaborated in the previous chapter, the Reposit researcher used observation checklist to observe the way the tutor applied the PPP Repository Universitas Brawijaya Repository Universitas Brawijaya Repose strategy in Elementary Grammar (EG) classes. Observation checklist was aimed to collect the phenomena during the process of study based on Harmer's (2007) Reposit theory, while field notes was used to complete observation checklist out of the Repost indicators. The observation checklist was used to observe two classes, Elementary Grammar (EG) class A with 16 students and Elementary Grammar (EG) class B Reposit with 6 students, with the same tutors in three days. The researcher took three days Repository Universitas Brawijaya Reposit because there was the repetition activity day by day. Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav34 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Br Then, the researcher did interview with the three tutors and two students to Reposit ask directly about the use of PPP strategy by using interview guideline proposed Repository Universitas Brawijaya Repository Universitas Brawijaya Repose by Harmer's (2007) theory. The researcher interviewed three tutors because the three tutors taught the same classes. It means there are three tutors handle one Reposit class. From three meetings (1 main class and 2 study club) in a day, each tutor is Repository Universitas Brawijaya Reposit responsible for one meeting and the material should be given continuously so that Repos the three tutors had to communicate each other to avoid miss communication. Each tutor has different style in teaching and different way to solve problems in Repository Repository Universitas Brawijaya Repose the class, thus the three tutors should be related well one another. Meanwhile, the researcher chose two students from two classes (each class one student as a representation) purposely helped by the tutor who was teaching at that time. The Reposi researcher asked help to the tutor to choose one student who had high Repository Universitas Brawijaya Repos achievement because high achievement student is expected to be able to give appropriate information. Brawijava Repository U At last, the researcher used questionnaire to collect the data from the Repository Universitas Brawijaya Reposit students. There were 16 students from two classes (10 students from class A and 6 students from class B). The researcher chose those two classes because the Reposit researcher concerned if the researcher only took one class with several students, Repose the data would be unreliable due to the lack of respondent. So, the researcher merged the two classes to be the research's subject. From the questionnaire, the researcher expected data about the process of applying the PPP strategy by the Repository Universitas Brawijaya Repositutor based on the students' point of view. Ository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav²⁶ Repository Universitas Brawijaya Repository Universitas Brawijaya tutors compared the meaning and the structure in Bahasa Indonesia and English. It Reposit was aimed to help the students understand the material easily because the students Repository Universitas Brawijaya Repository Universitas Brawijaya Reposs know grammar form in English and grammar form in Bahasa Indonesia. In SMART ILC, especially Elementary Grammar (EG) class, every student should bring a dictionary (oxford) to check the word. Oxford dictionary was used Repository Universitas Brawijaya Reposit because oxford has full definition started from the definition of word itself, word class, form of word, etc. So, the students should open the dictionary when getting difficult word instead of asking the tutors. Universitas Brawijaya Repository Universitas Brawijaya Repository The tutors never forgot to make sure that the materials given are understood well by checking the students understanding whilst explaining. The tutors usually asked "understood?" or "so far so good?" then re-explained the Repositor Reposition material slowly when the students had not understood yet. The tutors also tried to Repository Universitas Brawijaya Repose explain in different way when the students still did not understand the material. Reposito The tutors usually had to take some examples in the students' mother tongue. In Reposit this case, the tutors only use a white board and board marker in different colors as Repository Universitas Brawijaya Repost media. The use of board marker in different colors is aimed to help the students get visual aids and differentiate what the tutor write so that the student can Repositunderstand the material easily. For example, the tutor wrote a sentence with black Reposition board marker and using other board markers (red, blue, and green colors) to write the analysis. Then, the tutors wrote the materials on the white board and let the students write down on the book. Next, the researcher found that the tutors asked the students to repeat Reposit chorally what the tutors explained previously by giving questions about the Repository oniversitas pravijaya ιχορυσιιστή υπινοτοιίαο υτανήαγα Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya



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Reposit materials that need to be answered by the students based on the material given. It Reposit was done in order to repeat the material given and check students' readiness Reposit toward the material after tutor's transition. The tutors pointed the white board to Reposit guide the students while they were explaining the material so that the students Reposit were on the track in explaining. Then, the tutors also pointed some students to be Repositasked individually to check student's understanding so that the tutor know Reposit whether or not the material should continue. The pointed student was asked to Reposit answer the tutors' questions and re-explain the material given. This activity was Repositalso done when the tutors asked the students about the previous material in Reposit starting the class by asking like "what did we learn yesterday?" or using the Reposit question that related to the previous material. The tutors pointed some students to Repositexplain what the tutors had explained in the previous meeting while the other Repositstudents were listening. There was a consequence when the students could not answer or explain the previous material. The consequence was that the student Reposit who could not answer the tutor's question needed to ask other people outside the Reposit class. During this activity, the tutors helped the students by giving them cue to Reposit elicit the correct response from the student. For example, when the student tried to Reposit explain material about present tense and got stuck, the tutor would give a cue such Reposit as "bare infinitive", "V1/Vs/es", or a keyword that related to the present tense. By Reposit giving a cue, the students tried to respond actively and make the students Reposit understand more. It happened because what the student explained is the result of Reposit the student's thought so it would stick more in the students' mind.

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Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawilava In teaching grammar, SMART ILC used exercises as the drilling. The

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Reposit students were asked to do some exercises whenever discussion about a material

Reposit was done. The exercise contained some items that should be analyzed individually

Reposit and changed the tense of the sentence. The exercise itself was made by the tutors

Reposit by adapting the characteristic of TOEFL items. In analyzing, each student was

Repositexpected to fully understand word, phrase, or sentence so that the student knows

Reposit what the function is of every word or phrase in every sentence. On the other side,

Reposit it also forced every student to work independently and be responsible for the

Repositanswer. Meanwhile, change the tense forced the students to memorize every

Reposit single formula of the tenses. The exercise was adaptation of TOEFL characteristic

to prepare the students face the TOEFL as the main goal of SMART ILC grammar

Reposit program.

Repository U Then, the researcher also found that the tutors asked the students to discuss after they finished the exercise. The tutors pointed the students one by one to Reposite explain the item of exercise. Then, the students explained the result of the analysis Repository Universitas Brawijaya Repost and change the tense of the sentence based on the student's understanding. The tutors helped the student when the student got difficulty in explaining by giving Repositcue. The tutors used cue to guide the student explain the answer. Thus, the Repose students would think harder and be independent in thinking. At last, the tutors completed what was less from the students' explanation and the lesson of that day was done so that there were no unclear explanation from the students. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya







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4.1.2 The Strengths of PPP Strategy Used in SMART ILC	Brawijaya	Repository
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Reposi towards the PPP strategy used in SMART ILC. The researcher of		Repository
strengths of the strategy based on the stage of PPP strategy.	srawijaya i	Repository
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Reviewing the previous material helped increasing the students'	1 N N	Repository
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Reposi follow and understand the material while brainstormed helped the		Repository
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Repose bridge the previous material to the next material given. So, the st		Repository
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strategy used in SMART ILC. By doing repetition, the students ca	n understand	Repository
Reposition more and also remember more about the material. SMART ILC also		Repository
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Repositin drilling their students in order to help the students master the		Repository
repetition. Error analysis was the main exercise in drilling the	students. It	Repository Repository
Repose happened because SMART ILC adapted structure and written		Repository
Reposition because SMART ILC adapted structure and written	Brawlava	Repository
Reposit sections of TOEFL test as the material where the students are asked		Repository
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Reposit and identify underlined words. Repository Universitas E		Repository
c. Production stage Brawijaya Repository Universitas P	N P	Repository
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Repositor In this stage, the researcher did not find any strengths of PPP stra	0.	Repository
SMART ILC did not apply the stage in their teaching-learning proces	srawijaya	Repository
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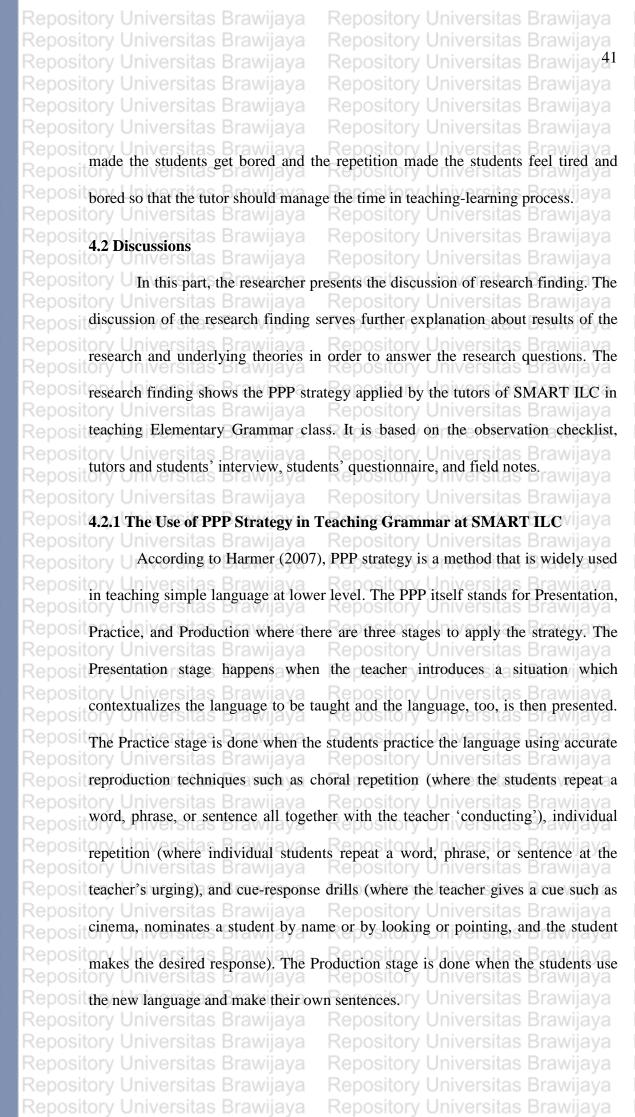
Repository Universitas Brawijaya Repository Universitas Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya Thus, reviewing the previous material and brainstorming before going to the Reposition material helped the students more ready to accept the material given while Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit repetition help the students master the language. ny Universitas Brawijaya Repository Universitas Brawijaya Repository 4.1.3 The Weaknesses of PPP Strategy Used in SMART ILC Repository Repository U Meanwhile, the researcher also found that the PPP used in SMART ILC Repos has weaknesses. Here, the researcher also displayed the weaknesses of the strategy based on the stage of PPP strategy. Reposita. Presentation stage Repository Universitas Brawijaya Repositor The researcher found that tutor dominated more (teacher-centered) in explaining the material than the students. Teacher-centered makes the tutor had time to talk too long so the students may get bored and unwilling to participate. Repository Universitas Brawijaya Reposit b. Practice stage s Brawlaya Repository Universitas Brawijaya Repository Universitas Brawilava The researcher found that repetition in Practice stage made the tutor consumed more time and energy so that the students may feel bored and tired. Thus, time Repository Repose management became a thing that the tutors should manage. The tutor had to Repository Universitas Brawijaya Repost explain the material as detail as possible and made sure that every student could understand before going on to the next material. It made the tutor should manage Reposit the time so that the material would be done on time. Universitias Brawijaya Reposite. Production stage Brawlaya Repository Un In this stage, the researcher also did not find any weaknesses of PPP strategy Reposit because SMART ILC did not apply the stage in their teaching-learning process. Repository Universitas Brawijaya Repositor Thus, teacher-centered and time management of repetition were the weaknesses of PPP strategy applied in SMART ILC because teacher-centered Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava² Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawi Based on the research finding, the researcher found that the tutors of Reposi SMART ILC applied the PPP strategy in teaching Elementary Grammar. It was Repository Universitas Brawijaya Repository Universitas Brawijaya Repose applied based on Harmer's (2007) as theory mentioned that the PPP strategy was Repository Reposition done in three stages, as follows: **Repose a. Presentation stage** The tutors introduced the new material by giving some words as example Repository Univ Reposit and wrote them down on the white board. The tutors gave the material about verb Repository Universitas Brawijaya Repository Reposit which is used in the present tense. Before explaining the main material, the tutors gave some verb which are related to the present tense, namely bare infinitive (V1) Repositor additional infinitive (Vs/es). The tutors also introduced English grammar, Repost including what it is and how to use it. It means that the tutors gave explanation about what verb is and how to use verb in English grammar. During explanation, the tutors checked the students' understanding by giving question. It was done to Reposi make sure that the students had understood what the tutors explained. Harmer (2007) said that Presentation stage is when the teacher introduces a situation which contextualizes the language to be taught and the language, too, is then Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi presented. It shows that the Presentation stage that was done by the tutors is suitable with Harmer's (2007) theory. It can be seen when the tutors introduced some bare infinitive (V1) and additional infinitive (Vs/es) words which were Reposit contextualized to the present tense as the language to be taught. Thus, there is Repository Universitas Brawijaya Repose another way to introduce Presentation in PPP strategy, namely giving some words as example instead of giving or showing picture. ry Universitas Brawijaya Repository Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav43 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brav Based on explanation above, the researcher found that the tutor dominated Reposit more than the students (teacher-centered) in the teaching-learning process. It Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit shows that the tutor's role is very clear so that the tutor can easily control the pace of the lesson. Thus, the tutor can give the materials more manageable and the Repositive students can understand the material easily. However, teacher-centered makes the Repository Universitas Brawijaya Reposi tutor had time to talk too long so the students may get bored and unwilling to Repository Universitas Brawijaya Reposit participate ersitas Brawijaya **B**eposite **b**. **Practice stage B**rawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya According to the research finding, the tutors asked the students to repeat Reposit the explanation all together by giving the students question. The tutors asked Reposi "what is verb?", "how to use verb in sentence?" then the students answered based on the tutor explanation all together. Harmer (2007) said that practice is done when the student practice the language using accurate reproduction technique Repository Universitas Brawijaya Repost such as choral repetition. From this theory, the tutors gave question which is answered all together by the students. So, it can be concluded that the EG tutors of SMART ILC used choral repetition in slightly different form by using question to Repository Universitas Brawijaya ory Universitas Brawijava conduct the students. It was different because the tutors of SMART ILC using question to conduct the students while in PPP strategy the students only repeat what exactly tutor said. Repository Universitas Brawijaya Repository U After that, the tutors asked the students individually. The tutors pointed or Repository Universitas Brawijaya Repose called a name to answer the tutors' question. In line with Harmer (2007), individual repetition is done where individual student repeat a word, phrase, or Reposit sentence at the teacher's urging. Here, the question from the tutor itself became Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav44 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas B the urging for the student to repeat the tutors' explanation. Thus, the researcher Reposit can conclude that the EG tutors of SMART ILC also used individual repetition in Repository Universitas Brawijaya Reposit slightly different form, namely by using question. Universitas Brawijava Repository Universitas Brawijaya Repository U Then, the tutors also used cue to ask the student to re-explain the tutors' Repose explanation. The cue itself was the question. For example, as the tutors wanted the students to re-explain the material about verb in present tense, the tutors only said Repository Reposit "bare infinitive (V1)" as a cue and the student responded to explain the material Repository Universitas Brawijaya Repositabout verb which is used in present tense. The tutors also used cue to help the students when getting stuck in explaining the material. Harmer (2007) stated the Reposit cue-response drills is where the teacher gives a cue such as cinema, nominates a Repose student by name or looking or pointing, and the student makes the desired response. Thus, the researcher concluded that in doing cue-response drills, the tutors used a cue as the question itself. epository Universitas Brawijaya Repository Universitas Brawijaya Repository Based on those explanations above, repetitions become something Repository Universitas Brawijaya emphasized in the PPP strategy. The repetition itself is aimed to the material can be delivered well because the students have understood the previous material before moving to the next material. By doing repetition, the students will Repos understand more and also remember more about the material. In line with Harmer's (2007, p. 56) statement, "the more they come across this language -the Reposito Reposit more repeated encounters they have with it- the better chance they have of Repost remembering (and being able to use) it. However, this activity takes more time because the tutor should ensure the students have understood the previous Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav45 Repository Universitas Brawijaya Repository Universitas Brawijaya material before going on to the next material. The students also need more time Reposit and energy to follow the tutor so it might make the students bored and tired. Repository Universitas Brawijaya Repository Universitas Brawijaya Reposite. Production stage rawijaya In this stage, the researcher did not find any Production stage. Based on Reposit the research findings, the material always ends by discussing the result of students? Repository Universitas Brawijaya Reposi exercise where the students should analyze the sentence. So, there were no new language produced by students found. Harmer's (2007) stated the Production stage is done when the students use the new language and make their own Repository Universitas Brawijaya Reposition sentences. Thus, this stage was not applied in teaching Elementary Grammar (EG) Repositat SMART ILC. as Brawijava Repository Thus, from the discussion above, the researcher found that in the Repository Universitas Brawijava Presentation and Practice stage were done based on Harmer's (2007) theory but in slightly different way such as giving words as example in presenting the material Repository Universitas Brawijaya Repos and giving question as to ask the students repeat the material. Whereas in Production stage, the researcher found that the tutors did not apply the stage because there were no any new language created by the students but some Repositionallysis of the sentence. This happened because the purpose of teaching grammar in SMART ILC is for the student to be able to understand how to form a sentence Iniversitas Brawijaya well by analyzing it. Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit 4.2.2 Other Strategies Emerging in Teaching Grammar at SMART ILC ava Repository Universitas Brawijaya Repository Meanwhile, the researcher found that there were other phenomena emerged in the teaching of Elementary Grammar (EG) class, namely Grammar Repository Universitas Bra Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav⁴⁶ Repository Universitas Brawijaya Repository Universitas Brawijaya Translation method, Silent way, and Drilling and Practice. Those methods and Reposit technique emerged to support the PPP strategy itself. Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit 4.2.2.1 Grammar Translation Method pository Universitas Brawijaya This method appeared in the Presentation stage as the first stage in PPP Repositive when the tutors started the new material by giving some words in English or Repost Indonesia then translate it to compare the use of the word in each language. In this case, the tutors translated and compared the meaning and the structure in Bahasa Reposit Indonesia and English which is aimed to help the students understand the material Repository Universitas Brawijaya Repository Universitas Brawijaya Reposite easily by knowing the grammar for from each language. Larsen-Freeman (2000) stated that the purpose of the grammar translation method was to help students Reposit read and understand foreign language literature. A significant role of this method Repository Universitas Brawijaya Repositis translating one language into the other. Based on the theory, the researcher can conclude that the tutors applied the grammar translation method to help the students learn words by translating into the students' language. By using this Repository Universitas Brawijaya Reposimethod, the students know the differences and similarities between source and Repository Universitas Brawijaya Repository Universitas Brawijaya Reposs target language by translating and comparing them. Vienne (1998) in Larsen-Freeman (2000) added that translation activities will raise awareness not only of Reposit the mother tongue and the foreign language, but also of the two cultures. Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit 4.2.2.2 Silent Way Brawlava This method appeared in the Practice stage as the second stage in PPP Repository Universitas Brawijaya Universitas Brawijaya Repositive when the tutors asked the students to re-explain the material chorally. The tutors Repose guided the students in re-explaining the material by pointing the material on the Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya







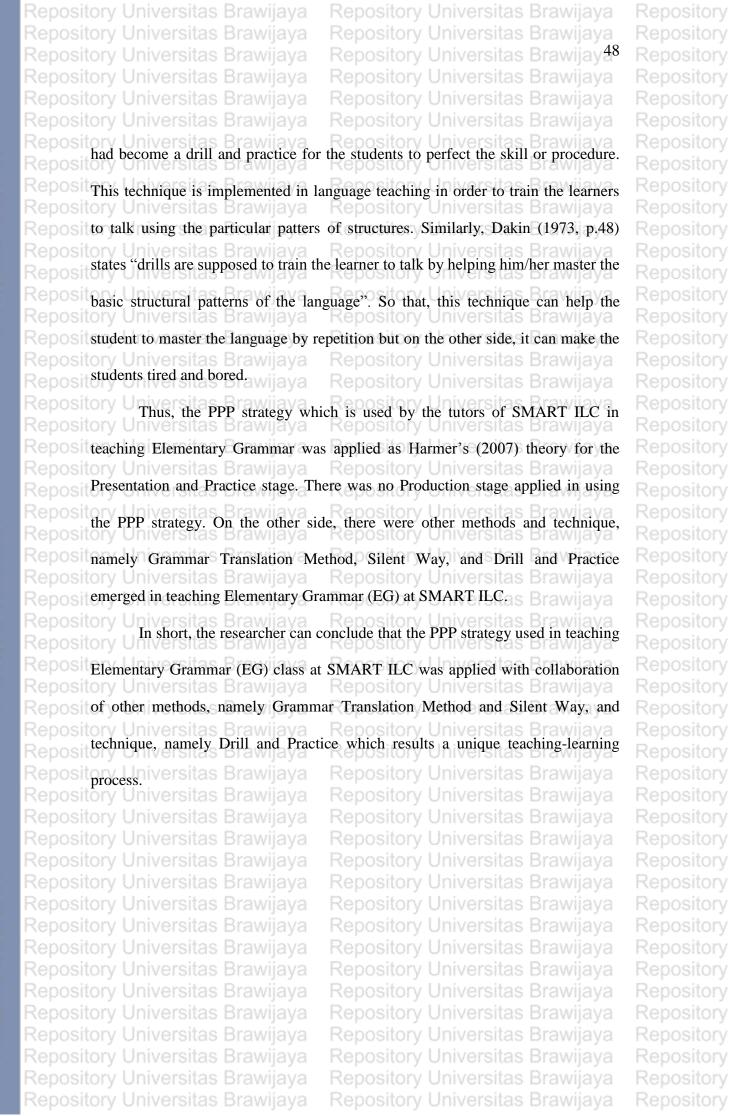


Repository Universitas Brawijaya Repository Universitas Brawijava7 Repository Universitas Brawijaya Repository Universitas Brawijaya white board. In this case, the tutor only pointed the pointing the material without Repository any speech out. Gattegno in Larsen-Freeman (2000) stated that the silent way is Repository Universitas Brawijaya Repository Universitas Brawijaya Repose based on the premise that the teacher should be as silent as possible in the Repository classroom in order to encourage the learner to produce as much language as possible. It happened in SMART ILC when the tutors asked the students to re-Repository Universitas Brawijaya Reposite explain the material while pointing the material on the white board in silent. This method helps the students to learn through problem solving that fosters creativity, discovery, increase in intelligent potency, and long term memory. On the other Repository Universitas Brawi Repositively, with minimum help of the teacher, the silent way method may put the Reposit students in confuse. Brawijava **Reposit** 4.2.2.3 Drill and Practice Repository U This technique was used by the tutors in the Practice stage as the second stage in PPP to strengthen the material in exercise. The exercise was given every after finishing the material. In this exercise, the students were asked to analyze the Repository Universitas Brawijaya Reposi sentence and change one tense to another tense. In analyzing sentence, every Repository Universitas Brawijaya Repos student is expected to fully understand word, phrase, or sentence so that the student know what the function is of every word or phrase in every sentence. Repose Meanwhile, change the tense forced the students to memorize every single Repost formula of the tenses. Giving exercise could be done for two until three times for every material. During the exercise, the tutors monitored the students to avoid Reposit cheating and assure every student did it by himself. According to Lim et al. (2012), Repository Universitas Brawijaya Reposs drill and practice is a disciplined and repetitious exercise, used as a mean of Repository Universitas Brawi teaching and perfecting a skill or procedure. Based on the statement, the exercise Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository

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Repository Universitas Brawijaya CHAPTER V Universitas Brawijaya ory Universitas Brawijaya Repository Universitas CONCLUSION AND SUGGESTION SITAS Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijava This chapter presents the conclusion and suggestion of the study. The conclusion wraps the result of the study and the suggestion is recommendation Repository Universitas Brawijaya Reposi from the researcher for further researchers and other parties. Sitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya 5.1 Conclusion Repository U Based on the research findings and discussion, the researcher concludes Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi that the use of PPP strategy in teaching Elementary Grammar (EG) at SMART ILC was applied in two stages which are suitable with the Harmer's (2007) theory and one stage which is not suitable with the theory, as follow: Repository Universitas Brawijaya Repository Universitas Brawijaya Repositor Presentation stage Repository Universitas Brawijaya Repositor The Presentation stage which is used in SMART ILC is applied in slightly Repose different way. It is used by giving some words as example instead of giving or Repository showing picture where the teacher-centered is dominated so the tutor can manage Reposit the pace of lesson easily, yet it makes the students feel bored. Sitas Brawijaya Repository Universitas Brawijaya Reposit b. Practice stage s Brawilava Repository Universitas Brawijaya SMART ILC used choral repetition and individual repetition in repeating the material where the students are asked to re-explain the material. Whilst the Repository Universitas Brawijaya Repository Universitas Brawijaya Reposed students are explaining, the tutor used cue to help the student so that the student is still on the track of explanation. Thus, this activity makes the students understand the material well but it consumes more time and energy. Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repositor, Production stage Brawijaya Reposito. Repository Universitas Brawijaya RepositoryAfter the students re-explained the material as what was asked by the tutor, the Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi students were asked to analyze sentence structurally and change the sentences from a certain tense to another. Therefore, Production stage was not applied in using the PPP strategy. The researcher did not find any Production stage because Reposit there were no new language produced by the students but analyzing the sentence Reposit and changing one tense to another tense. pository Universitas Brawijaya Repositor According to Harmer's (2007) theory about the PPP strategy, SMART ILC does not apply the strategy as the PPP strategy. SMART ILC applied only two of Reposit three stages, namely Presentation and Practice stage, without Production stage. It Repose also combines other methods and technique. Grammar Translation method, Silent way, and Drill and Practice emerged in the teaching-learning process to support Reposit the PPP strategy. S Brawijaya Repository Universitas Brawijaya Reposit 5.2 Suggestions as Brawijava Repository Universitas Brawijaya Repository Universitas Braw Based on the research findings, the researcher proposes some suggestions Repository U Reposit related to the research and expected that these suggestions can give beneficial Repository Universitas Brawijaya Repose inputs for SMART ILC and further researchers. The suggestions are described as Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit^{follow:}niversitas Brawijava Repose a. For SMART ILC The use of strategy at SMART ILC in teaching Elementary Grammar (EG) Reposit has been appropriate. Grammar Translation Method, Silent Way, and Drill and Repos Practice appeared to support the main strategy which makes the unique teaching-Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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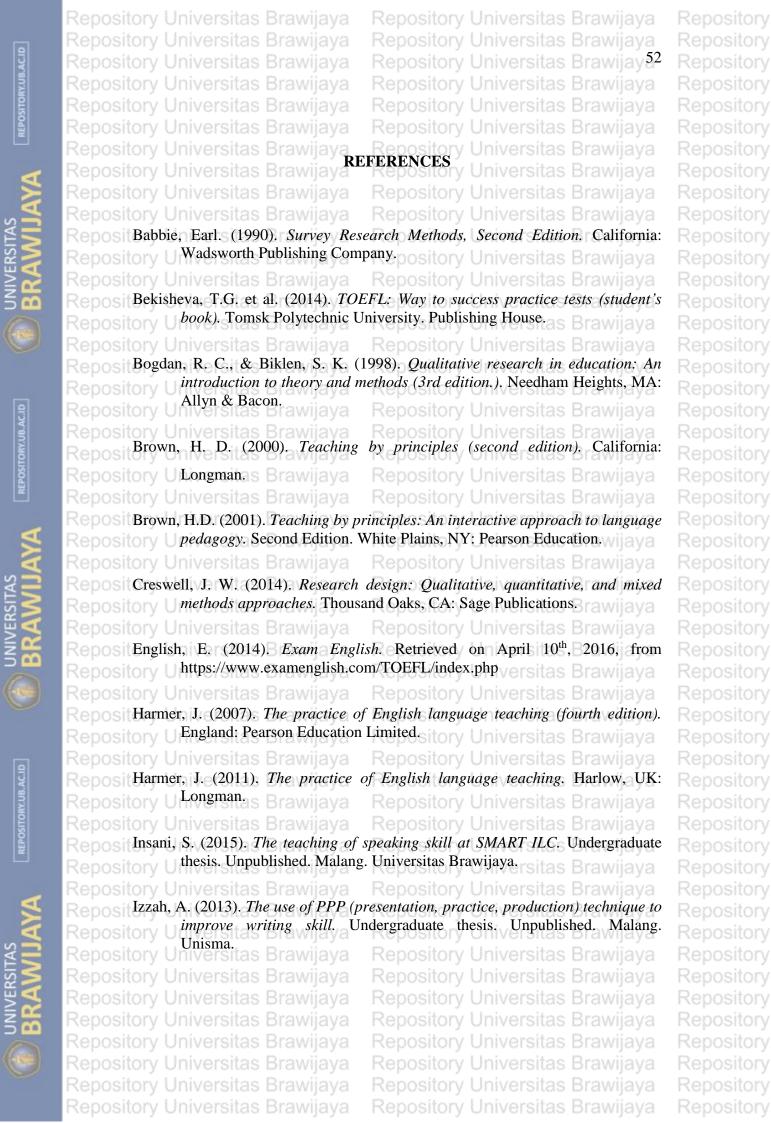
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		support the PPP strategy and the reason why	Rep
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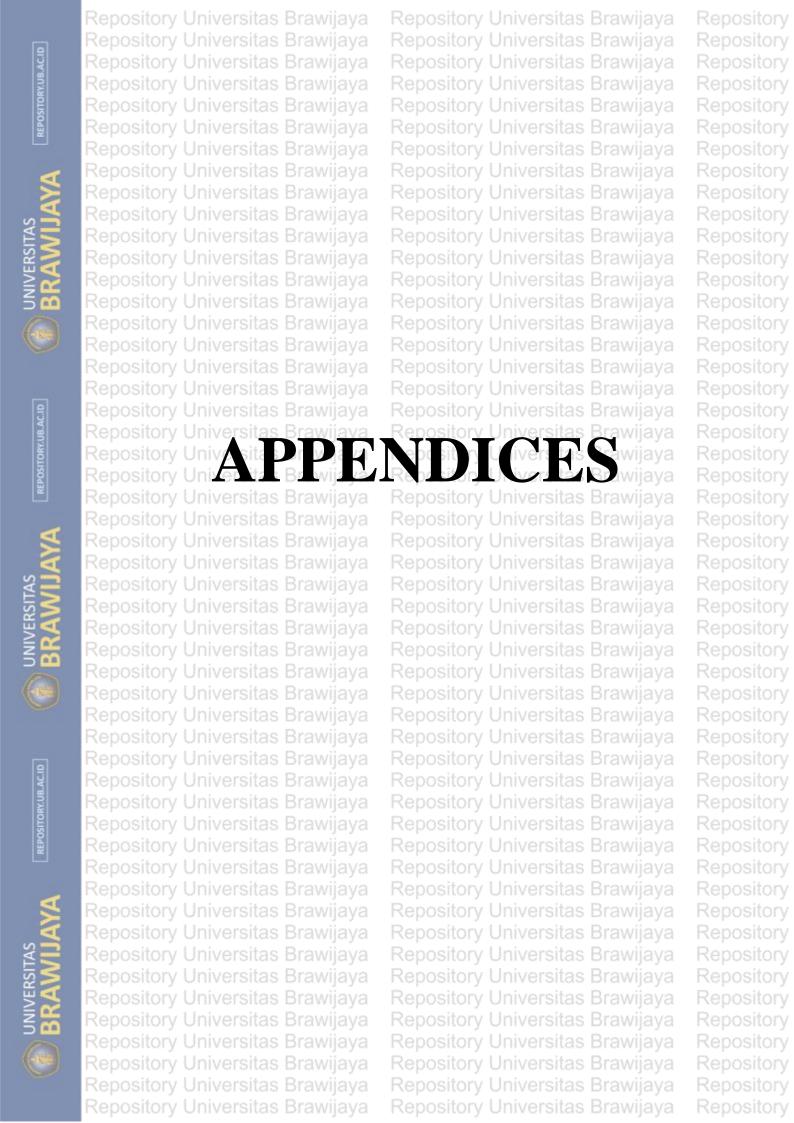


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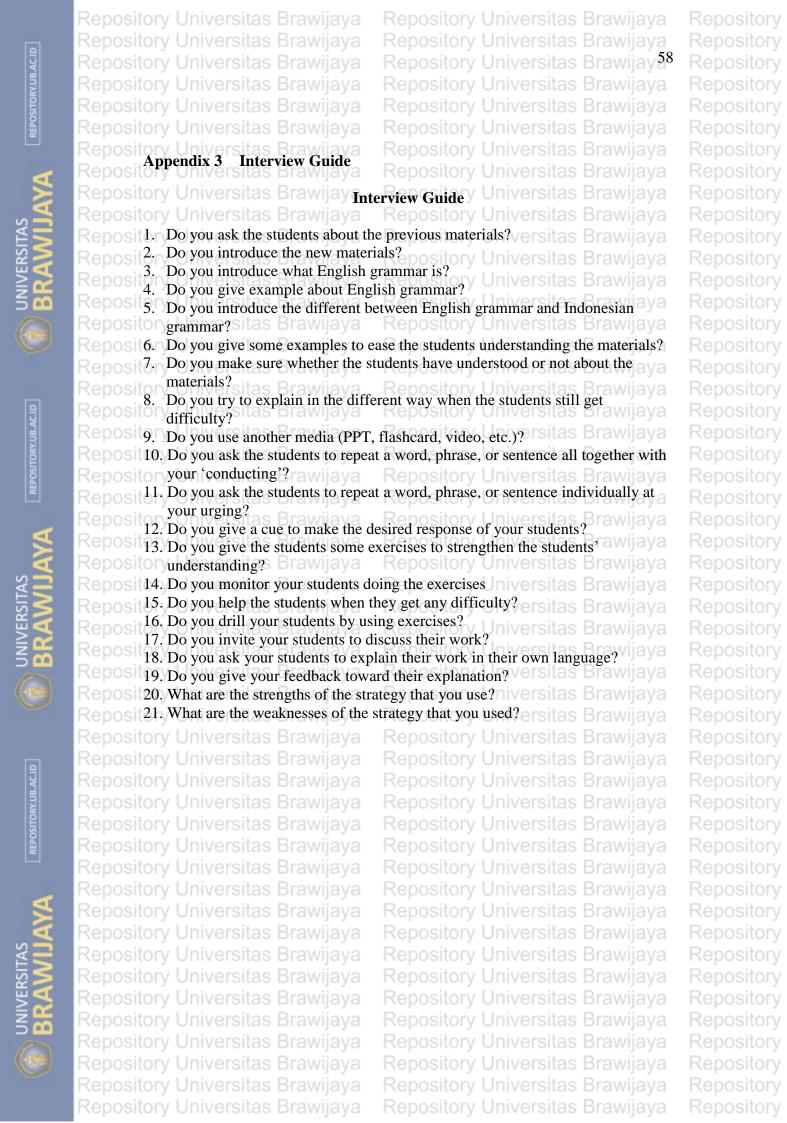


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<u>N</u>	Repository7	Uni	The teacher makes sure whether the	~	Univ	ersita	Tutor asks studen	tsRepository
E E	Repository l	Uni	students have understood or not al the materials.	out	Univ	ersita	to check their understanding	Repository
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Repository Universitas Brawijaya Repository Universitas Brawijay Repository Universitas Brawijaya Appendix 8 The Result of Field Notes Repository Universitas Brawijaya epository Universitas Brawijava Repository Universitas Braw The Result of Field Notes niversitas Brawijaya Repository Repository Universitas Brawijaya Reposit1. The tutor checked attendance then prayed itory Universitas Brawijaya 2. The next tutor the material of the previous tutor Repository Universitas Brawijaya Repos 3. The tutor brainstormed the students to prepare the students for the next Repositor material risitas Brawijava Repository Universitas Brawijaya 4. The students brought oxford dictionary as a guidance in looking for the word Repository (function, word class, word form, etc.) Reposition 5. The tutor continued the material after the students had understood and available Repose 6. The tutor wrote anything that students mentioned even though it was wrong then made it right. It was aimed to tell the students the wrong form and the Repository Universitas Brawijaya Repository Universitas Brawijaya Repositoryright formsitas Brawijaya Reposit7. The tutor asked the students to memorize irregular verbs sitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Repository Repository Repository Universitas Brawijaya Repository Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Repository Universitas Brawijaya











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	Reposit	ory l	new materials? rawijay	a l	Repo	when doing "forum contract" in the	
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	Reposit	6	Do you give some	3	Repo	The tutors gave example which related	Repository
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	Reposit	9.	Do you use the media	2	3		The tutors only used white board as the	Repository
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ž	Reposit	17	together?	12	Rep	203	pointing the material on the white	Repository
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Appendix 10 The Result of Questionnaire

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Nama: Thi oktarina .

Umur: 24 tahun

Jenis Kelamin: Laki-laki/ Perempuan

Berilah tanda centang pada kolom ya/tidak berdasarkan pertanyaan dan berikan penjelasan secara singkat!

No.	Pertanyaan	Ya Tidak	k Penjelasan
	Apakah tutor bertanya tentang materi sebelumnya?	2	Setiap hari oral materi balau ditasih materi baru.
5	Apakah tutor memperkenalkan materi sebelum menjelaskan materi?	2	176, it's also of bontuck forum.
3.	Apakah tutor mengenalkan tentang "English grammar"?	7	the depending and show V
4.	Apakah tutor memberi contoh tentang "English grammar"?	7	is separa I'm studying + Kluaga be to per fit + 140
5.	Apakah tutor menjelaskan perbedaan antara "English grammar" dan "Indonesian grammar"?	2	kalau english grainwar & den V Kellangkan Indunetran grammar S dan P.
6.	Apakah tutor memberi contoh untuk memudahkan anda memahami materi?	2	199 servelat tutor roasili Priateri itu pasti chikasili contrinnya.
7.	Apakah tutor mengecek pemahaman anda terhadap materi ketika menjelaskan materi?	2	1%4, jiki ade %5 tolak faham, waka tutor akan Irensulansinya kasy, sampai Paham.

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×.	Apakah tutor menjelaskan materi dengan cara yang berbeda ketika anda masih mengalami kesulitan dalam memahami materi?	>	10	isa tutor atan wunyukmisi dengan cara 23 berbeda, seferti margil contoli boal 35 lain.
.6	Apakah tutor menggunakan media lain (PPT, flashcard, video, dll.) dalam menjelaskan materi?		2	tutor tidak mengyunakkan alak appun. Naterior 5 Otieerkan Secara strutan tanjag medra.
10.	Apakah tutor meminta anda untuk mengulang materi yang telah tutor jelaskan?	2		schiap hari, dı laku çan .
11.	Apakah tutor meminta anda untuk mengulang materi yg telah tutor jelaskan secara mandiri?	7		tys, "Jik <mark>a kétet nye zkizistiskék berfed herten malea Peter istornu hapalan di kelas lalni.</mark>
12.	Apakah tutor memberi sebuah "cue" untuk membantu anda memahami materi?	7		1xa, jika tri keruhan dalam nemalami mata tutor atan mengasih contoa zo nsanah kemateni.
13.	Apakah tutor memberi latihan untuk menguatkan pemahaman anda terhadap materi?	. 7		Setar hari, setelar selestai vater mata totor alar memberi toan dan water di batasi. Ika melewati wata dala akan dapat -5.
14.	Apakah tutor mengawasi anda dalam mengerjakan soal latihan?	7		ly then afan delalu mensawahi
15.		2	(<mark>)</mark>	Vartur akan wensann Kenka Frà Buit Vartus bembar menahani daal
16.	1	2		1/2. the di counter dersan lutinon mater's ben.
17.	17. Apakah tutor meminta anda untuk			

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	19. Apakah tutor memberikan umpan balik terhadap penjelasan anda?	aan balik	7	is dis star memberitar	uman bauk.	rawij rawij rawij rawij rawij
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ory U	21. Menurut anda, apa yang menjadi kekurangan dari strategi mengajar tutor?	kekurang	an dari strategi n	nengajar tutor?		ory U ory U ory U ory U ory U ory U
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No.	Pertanyaan	Ya	Tidak	Penjelasan
Ι.	Apakah tutor bertanya tentang materi sebelumnya?	7		schiop harriperte guru mereview pelgaran sebelum. Nya pol Jam pertama secara oral.
5	Apakah tutor memperkenalkan materi sebelum menjelaskan materi?	2		tutor brainstorming dulu sebelum ke materi
ю.	Apakah tutor mengenalkan tentang "English grammar"?	7		Karena kita Kelas grammar
4	Apakah tutor memberi contolh tentang "English grammar"?	7		Ya dengan memberikan contrib secara detai l
s.	Apakah tutor menjelaskan perbedaan antara "English grammar" dan "Indonesian grammar"?	7		tontah Balam Menterjemahkan
6.	Apakah tutor memberi contoh untuk memudahkan anda memahami materi?	7		dengan versi selali membuka oxford maka kita bisa menjawab controh-controh.
7.	Apakah tutor mengecek pemahaman anda terhadap materi ketika menjelaskan materi?	7		deugan saat mengoreksi boal yo Bibenkan tubor menunjuk fatu persahu untuk munganaliru Jawaban

Kuesioner siswa

Nama: Diana

Umur: 22 tahun

Jenis Kelamin: Laki-laki / Perempuan

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Ι.	Apakah tutor bertanya tentang materi sebelumnya?	>		liga, setting proji setelets pelogram ditensor becompting.
5	Apakah tutor memperkenalkan materi sebelum menjelaskan materi?	>		by, alt B. Kentrak form.
3.	Apakah tutor mengenalkan tentang "English grammar"?	2		llga, u — u
4.	Apakah tutor memberi contoh tentang "English grammar"?	>		Seturp henri Inverteri.
5.	Apakah tutor menjelaskan perbedaan antara "English grammar" dan "Indonesian grammar"?	>		The, Selvin di berkan perbedan Inforesu
6.	Apakah tutor memberi contoli untuk memudahkan anda memahami materi?	>		liga, setter proctery dibeti contan. b-intro terrebile detur
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9.	Apakah tutor menggunakan media lain (PPT, flashcard, video, dll.) dalam menjelaskan materi?	>	, there, leavent scheep pergerson served di thus soutil glandog.
10.	Apakah tutor meminta anda untuk mengulang materi yang telah tutor jelaskan?	>	lige, besolenge retach pendertron moteri.
11.	Apakah tutor meminta anda untuk mengulang materi yg telah tutor jelaskan secara mandiri?	>	lyer, setup how, setting your geligeren bonkuttinge.
12.	Apakah tutor memberi sebuah "cue" untuk membantu anda memahami materi?	>	te, testile tend burgers zowag gesturgen !
13.	Apakah tutor memberi latihan untuk menguatkan pemahaman anda terhadap materi?	`>	setting hart & leagth food, where menyucon
14.	14. Apakah tutor mengawasi anda dalam mengerjakan soal latihan?	>	for, Bi cauchi sales .
15.	Apakah tutor membantu anda ketika anda mengalami kesulitan dalam mengerjakan soal latihan?	>	Uyer, pertourgeourg sulit buter welcome merzelesser
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 berdiskusi tentang latihan yang telah anda kerjakan?		sals persals.
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 Apakah tutor memberikan umpan balik terhadap penjelasan anda? 	>	lyon setting di gaunto di berthoan transpop.

20. Menurut anda, apa yang menjadi kelebihan dari strategi mengajar tutor?

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21. Menurut anda, apa yang menjadi kekurangan dari strategi mengajar tutor?

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Appendix 12 Lembar Validasi Instrumen

Surat Keterangan Validasi Ahli Instrumen Penelitian

Yang bertanda tangan dibawah ini :

Nama : Alies Poetri Lintangsari, M.Li.

Instansi : Fakultas Ilmu Budaya, Universitas Brawijaya

Jabatan : Dosen

Telah membaca instrumen penelitian berupa pedoman wawancara, observasi, dan kuisioner yang akan digunakan dalam penelitian skripsi dengan judul "THE USE OF PPP STRATEGY IN TEACHING ELEMENTARY GRAMMAR CLASS IN SMART ILC, PARE" oleh peneliti :

Nama : Eko Aristiyo Pandhi

NIM: 135110507111001

Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah :

monov diperbaiki sesvai catatan saya

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Malang, 28 April 2017

Validator,

Alies Poetri Lintangsari, M.Li.

NIP. 201701870910 2001

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Validation Form for The Result of the Research

Put the checklist symbol (\checkmark) to the column Valid if the instrument is valid and put the checklist symbol (\checkmark) to the column Invalid if the instrument is invalid!

Items	Indicators	Valie	dation
		Valid	Invalid
Observation Checklist	Classroom activity (16 activities)	\checkmark	
Interview Guide for head master and teacher of SMART ILC	Question items (19 questions)	~	
Interview Guide for student	Question items (30 questions)	\checkmark ,	
Questionnaire	Question items (31 questions)	\checkmark	

Comments and Suggestions: 7 Foreign woords should be written Halic. 7 Revise if according to note.

Expert Validator,

Alies Poetri Lintangsari, M.Li. NIP. 201701870910 2001

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1. Nama	: Eko Aristiyo Pandhi
2. NIM	: 135110507111001
3. Program Studi	: S1 Pendidikan Bahasa Inggris
4. Bidang Kajian	: Pendidikan
5. Judul Skripsi	: The Use of PPP Strategy in Teaching Elementary Grammar Class in SMART ILC, Pare

- 6. Tanggal Mengajukan : 20 Februari 2017
- 7. Tanggal Selesai Revisi : 22 Desember 2017
- 8. Nama Pembimbing : Yulia Hapsari, M.Pd
- 9. Keterangan Konsultasi :

No.	Tanggal	Uraian Kegiatan	Pembimbing	Paraf
1.	20 Feb 2017	Konsultasi Tema dan Judul	Yulia Hapsari, M.Pd.	mes
2.	2 Maret 2017	Pengajuan Bab I, II, dan III	Yulia Hapsari, M.Pd.	gulis
3.	17 Maret 2017	Revisi Bab I, II, dan III	Yulia Hapsari, M.Pd.	ynlis
4.	2 Mei 2017	ACC Seminar Proposal	Yulia Hapsari, M.Pd.	ngoly
5.	17 Mei 2017	Seminar Proposal	Yulia Hapsari, M.Pd.	gols
6.	19 Sept 2017	Pengajuan Bab IV	Yulia Hapsari, M.Pd.	Pares
7.	17 Okt 2017	Revisi Bab IV	Yulia Hapsari, M.Pd.	aprils
8.	31 Okt 2017	Revisi Bab IV dan V	Yulia Hapsari, M.Pd.	gres
9.	20 Nov 2017	ACC Seminar Hasil	Yulia Hapsari, M.Pd.	Types
10.	27 Nov 2017	Seminar Hasil	Yulia Hapsari, M.Pd.	Thes

11.	4 Des 2017	ACC Ujian Akhir	Yulia Hapsari, M.Pd.	yours
12.	11 Des 2017	Ujian Akhir	Yulia Hapsari, M.Pd.	Ques
13.	22 Des 2017	ACC Jilid	Yulia Hapsari, M.Pd.	Kares

10. Telah dievaluasi dan diuji dengan nilai :



Malang, December 22nd 2017

Mengetahui, Wakil Dekan 01 200312 N 51 001

Dosen Pembimbing

<u>Yulia/Hapsari, M.Pd.</u> IP./2012018007132001