



**THE USE OF PPP STRATEGY IN TEACHING ELEMENTARY
GRAMMAR CLASS IN SMART ILC, PARE**

UNDERGRADUATE THESIS

BY

EKO ARISTIYO PANDHI

135110507111001



**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2017



**THE USE OF PPP STRATEGY IN TEACHING ELEMENTARY
GRAMMAR CLASS IN SMART ILC, PARE**

UNDERGRADUATE THESIS

**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***

BY

**EKO ARISTIYO PANDHI
NIM 135110507111001**

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURE STUDIES
UNIVERSITAS BRAWIJAYA
2017**

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Eko Aristiyo Pandhi

NIM : 135110507111001

Address : Dr. Soetomo Street 12 Samarinda, Kalimantan Timur

Declare that:

1. This undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. If at a later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Malang, December 22nd 2017



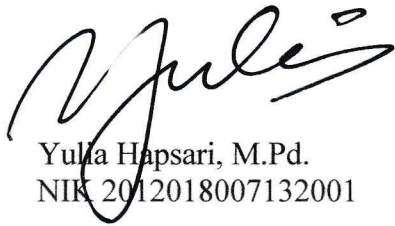
Eko Aristiyo Pandhi
NIM 135110507111001

SUPERVISOR APPROVAL

This is to certify that the undergraduate thesis of Eko Aristiyo Pandhi has been approved by the supervisor.

Malang, December 22nd 2017

Supervisor



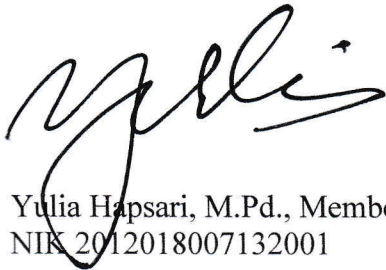
Yulia Hapsari, M.Pd.
NIK 2012018007132001

SUPERVISOR APPROVAL

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*.



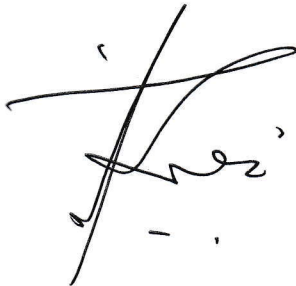
Frida Unsiyah, M.Pd., Chair
NIK 2012018102212001



Yulia Hapsari, M.Pd., Member
NIK 2012018007132001

Acknowledged by,

Head of English Language
Education Program



Dr. Esti Junining, M.Pd.
NIP. 19720604 200212 2 001

Vice Dean of Academic Affairs



Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001



ACKNOWLEDGMENTS

First of all, the researcher would like to thank Allah SWT for His blessing, mercy, and inclusion in writing this undergraduate thesis. Sholawat and Salaam are delivered to the prophet Muhammad SAW, who has guided his followers to the right path of Islam.

The researcher would not be able to finish the undergraduate thesis without the contribution of the various parties. The first gratitude sincerely goes to his supervisor, Ms. Yulia Hapsari, M.Pd, who has patiently guided and taught him to be the real researcher and provided an excellent atmosphere for doing research.

The researcher also gives heartfelt thanks to the examiner, Mrs. Frida Unsiyah, M.Pd. who always gives guidance and precious feedback towards his writing during writing this undergraduate thesis.

Most importantly, none of this would have been possible without the love and patience of his family. Especially, his beloved mother, Sudartik, and father, Wardoyo, and also his two sisters, Rurin Mey Dwidowati and Frisca Noorliana Putri, who always give him support, love, and caring so that he can finish the research well. They are always there cheering him up and stood by him through the good times and bad.

The researcher is also thankful to Mrs. Uun as the Head of SMART ILC, Pare, Kediri who has already given a permission to conduct his research and get an unforgettable experiences at SMART ILC. He would also like to express his



appreciation to the tutors and the students of Elementary Grammar class A and B for their participation and contribution during the research.

Finally, the researcher is grateful to all of his friends, especially Galuh Perdana Putra, Tri Meiliawati, and Latifah Izmil Fauziati who always support him in finishing his undergraduate thesis. He greatly appreciates their friendship and trust.

Malang, December 22nd 2017

The Researcher

ABSTRACT

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.



ABSTRAK

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 program 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 redaksi baru.



TABLE OF CONTENTS

TITLE PAGE i

DECLARATION OF AUTHORSHIP ii

SUPERVISOR’S APPROVAL iii

BOARD OF EXAMINERS’ APPROVAL iv

ACKNOWLEDGEMENTS v

ABSTRACT vii

ABSTRAK viii

TABLE OF CONTENTS ix

LIST OF APPENDICES xi

CHAPTER I INTRODUCTION

 1.1 Background of the Study 1

 1.2 Problems of the Study 5

 1.3 Objectives of the Study 5

 1.4 Significance of the Study 5

 1.5 Definition of Key Terms 5

CHAPTER II REVIEW OF RELATED LITERATURE

 2.1 Theoretical Framework 7

 2.1.1 The Teaching of Grammar 7

 2.1.2 TOEFL Grammar 9

 2.1.2.1 Grammar Class in SMART ILC 12

 2.1.3 Teaching Methodology 13

 2.1.3.1 The PPP Strategy 13

 2.1.3.2 Grammar Translation Method 15

 2.1.3.3 Silent Way 15

 2.1.3.4 Drill and Practice 16

 2.2 Previous Studies 17

CHAPTER III RESEARCH METHOD

 3.1 Research Design 20

 3.2 Data and Source of Data 21

 3.3 Research Procedure 22

 3.4 Research Instruments 23



3.4.1	Observation Checklist.....	24
3.4.2	Field Notes	25
3.4.3	Interview Guide.....	26
3.4.4	Questionnaire	27
3.5	Data Collection	28
3.6	Data Analysis.....	29
3.7	Validity of the Study	31
CHAPTER IV FINDINGS AND DISCUSSIONS		
4.1	Findings	33
4.1.1	The PPP Strategy Used in SMART ILC.....	35
4.1.2	The Strengths of PPP Strategy Used in SMART ILC	39
4.1.3	The Weaknesses of PPP Strategy Used in SMART ILC ..	40
4.2	Discussions	41
4.2.1	The Use of PPP Strategy in Teaching Grammar at SMART ILC	41
4.2.2	Other Strategies Emerging in Teaching Grammar at SMART ILC	45
4.2.2.1	Grammar Translation Method.....	46
4.2.2.2	Silent Way.....	46
4.2.2.3	Drill and Practice.....	47
CHAPTER V CONCLUSION AND SUGGESTIONS		
5.1	Conclusion.....	49
5.2	Suggestions	50
REFERENCES		52
APPENDICES		55



LIST OF APPENDICES

Appendix	Page
1. Observation Checklist	55
2. Field Notes	57
3. Interview Guide.....	58
4. Questionnaire	59
5. The Blueprint of Observation Checklist.....	61
6. The Blueprint of Interview Guideline.....	63
7. The Result of Observation Checklist	65
8. The Result of Field Notes	67
9. The Result of Interview Guide.....	68
10. The Result of Questionnaire.....	71
11. <i>Surat Izin Penelitian</i>	80
12. <i>Lembar Validasi Instrumen</i>	81
13. <i>Berita Acara Bimbingan Skripsi</i>	83

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study that contains background of the study, problem of the study, significances of the study, objective of the study, and definition of key terms.

1.1 Background of The Study

Nowadays, English has been considered as a foreign language in almost the whole part of the world. Many countries use English as their foreign language like Malaysia, Saudi Arabia, and also Indonesia. It happens because English has become international language too. In Indonesia, English is used for many aspects of life such as education, tourism, banking, and so on. It is supported by Brown (2001, p.118) who says that “English has become a tool for International communication in transportation, commerce, banking, tourism, technology, diplomacy, and science”. It shows that English has a broad range of use so people are demanded to master English.

The Test of English as a Foreign Language, or TOEFL, is a large-scale language assessment. Kunnan (2008, p.140) states that “it is arguably the most well-known and widely used large-scale 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 English speakers. Recently, the TOEFL has widely been recognized as a model test and a have-take-test for students, graduate and postgraduate, as well as teachers and researchers in universities and higher



education institutions. As Kunnan (2008, p.141) notes that “Over the years, the TOEFL became mandatory for non-American and non-Canadian native speakers of English applicants to undergraduate and graduate programs in U.S. and Canadian English-medium universities”. It means TOEFL has been a trusted-standardize test for many years and still counting.

TOEFL is designed to measure the English language ability of non-native English speakers. There are three aspects which are tested in TOEFL namely listening, reading, and structure and written expression. What is measured here is 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 is asked to complete and identify underlined words. In this study, the researcher only focuses on grammar structure of TOEFL because grammar structure and written expression parts of TOEFL have their own difficulties where they require the learners to understand the structure of the sentence instead of prior knowledge about the topic.

Teaching and learning language cannot be separated from grammar. The grammar, as well as the linguistics, has given big contribution in teaching and 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 directly implies learning with further implication that language teaching can be defined as the activities which are intended to bring about language learning.



Linguistics, grammatical theories, and features should be accommodated in order to have successful language teaching and learning.

Nevertheless, teaching grammar for TOEFL has its own strategy, especially for the structure and written expression parts. Both of them have their own difficulties to be figured out. Grammar structure and written expression in TOEFL contain sentences that measure test takers' knowledge of important structural and grammatical elements of standard written English. The test takers need to complete the incomplete sentences and identify the underlined words. 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, culture, art, or literature. However, test takers do not need to have prior knowledge to answer the question but knowledge how the structure of the sentences built.

In this research, the researcher wants to conduct an investigation about the use of PPP (Presentation, Practice, and Production) strategy proposed by Harmer (2007) in teaching grammar where it was conducted in SMART ILC, Pare.

SMART ILC is one of many courses in English village located in Pare. It has been 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



teaching is adapted from the characteristics of TOEFL material, especially for structure and written expression part. There are five levels in the grammar 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 Class (HC).

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 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 and twice for study club. The main class is used to deliver the material and test 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 class. Therefore, the tutor or teacher in main class will be different with the tutor or teacher in study club. The tutor or teacher in Elementary Grammar (EG) level class always uses presentation in delivering the materials, some exercises in practicing, and ended by discussion as the result of students' understanding. It indicates 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 strategy will be worth conducted as the result of this research can be used as a model of the teaching of English grammar, especially for TOEFL.



1.2 Problems of the Study

In line with the background of the study, the problems of this study will be:

1. How is the PPP strategy used by the teachers in teaching grammar in SMART ILC?
2. What are the strengths of the PPP strategy in teaching grammar in SMART ILC?
3. What are the weaknesses of the PPP strategy in teaching grammar in SMART ILC?

1.3 Objectives of the Study

The main objectives of this study is to describe how the PPP strategy in teaching grammar at SMART ILC is conducted by the teachers and what are the strengths and the weaknesses from the strategy in the teaching-learning process.

1.4 Significance of the Study

This study is expected to give a significant contribution in the field of teaching TOEFL grammar, especially in Indonesia. In a more specific way, for English teacher, the discussion or the result of this study can be adapted as the model of teaching TOEFL grammar. Furthermore, for English course developers, this study can give an option on how to develop their English courses regarding SMART ILC as one of their models.

1.5 Definition of Key Terms

The key terms used in this study are defined as follows:



1. **Teaching Grammar** means teaching the set of structural rules governing the composition of words, phrases, and clauses in any given natural language.

Larsen-Freeman cited in Brown (2000) says that grammar is one of three (grammar, semantics, and pragmatics) dimensions of the language that are interconnected each other to make it meaningful.

2. **SMART ILC** is one of the courses located in “Kampung Inggris”, Pare, 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 students with low mastery of grammar. It runs for one month for the teaching 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 there are three times of meeting, once for main class with an hour and a half per class and twice for study club with an hour and a half per meeting. So, the 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. 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 lower level.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present the theoretical framework and the previous studies used in this research. Both of them are useful to be the references of this study.

2.1 Theoretical Framework

This sub-chapter consists of various theories that are related to this study. 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 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 in SMART ILC.

2.1.1 The Teaching of Grammar

In linguistics, grammar is the set of structural rules governing the composition of words, phrases, and clauses in any given natural language. It is so important to be studied especially for those who have goal on mastering or understanding a language. Larsen-Freeman cited in Brown (2000) states that grammar is one of three (grammar, semantics, and pragmatics) dimensions of the language that are interconnected each other to make it meaningful. It is also



needed by people who concern in writing. They must be aware of the rules so that sometimes it makes them feeling safe and know what is right or wrong. It also makes them able to improve their sentences by themselves. Therefore, they must have some kinds of awareness to the components of the sentences and the way they fit together.

According to Brown (2000), the teaching of grammar has been discussed by some professionals in language teaching. There are at least four issues related to how to teach grammar.

1. Whether grammar should be presented inductively or deductively.
2. Should the teachers use grammatical explanation and technical terminology in a CLT classroom?
3. Should grammar be taught in separate “grammar only” classes
4. Should teachers correct grammatical errors?

In the discussion, it has been said that

1. Grammar is more appropriate to be taught using inductive approach because it is more in keeping with natural language acquisition (where rules absorbed subconsciously with little or no conscious focus); it conforms more easily to the concept of interlanguage development in which learners progress, on variable timetables, through stages of rule acquisition, it allows students to get a communicative “feel” for some aspect of language before possibly being overwhelmed by grammatical explanations, and it builds more intrinsic motivation by allowing students to discover rules rather than being told them.

2. In CLT classes, the use of grammatical explanation and terminology must be approached with care. There are some simple rules of thumb will enhance teacher's grammatical explanation: a. keep the explanations brief and simple, b. use charts and other visuals whenever possible to graphically depict grammatical relationships, c. illustrate with clear, unambiguous examples, d. 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 best brought into the picture as a contributor towards these goals.
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-correction, and of sensitively considering the affective and linguistic place the learner is in (Brown, 2000).

Based on those issues above, there are many methods, techniques, and also strategies appear in teaching grammar. Every expert uses the way to teach 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 background. So, it will be improvisation in delivering the strategy.

2.1.2 TOEFL Grammar

In short, TOEFL is a large-scale language assessment. Kunnan (2008, p.140) stated that "it is arguably the most well-known and widely used large-scale 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

English speakers. Kunnan (2008, p.141) adds that “over the years, the TOEFL became mandatory for non-American and non-Canadian native speakers of English applicants to undergraduate and graduate programs in U.S. and Canadian English-medium universities”. It means TOEFL has been a trusted-standardize test for many years and still counting.

TOEFL is designed to measure the English language ability of non-native English speakers. There are three aspects which are tested in TOEFL namely listening, reading, and structure and written expression. It also has scoring rubric. 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 information in a simple way; A2 (Way stage) is an ability to deal with simple, 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 and to deal in a general way with non-routine information; B2 (Vantage) is the 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 capacity to deal with unfamiliar topics; and C2 (Mastery) is the capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker.





What is measured here is how the test takers can understand new information. For example, in structure and written expressions, the test takers are asked to complete and identify underlined words. Structure and written expressions in TOEFL has its own difficulties where it requires the test takers to understand the structure of the sentence instead of prior knowledge about the topic. 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 answers may be grammatically correct independently of the incomplete sentence, 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, C, and D. One of the underlined choices contains an error. The test takers must decide which one is incorrect and mark its corresponding letter on the answer sheet. The error is always one of the underlined words or phrases.

Bekisheva, Gasparyan, and Kovalenko (2014) stated that the strategies to use 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 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, the strategies are: (1) Read the complete sentence, (2) Remember that the error will always be underlined, and (3) Do not correct the sentence.

2.1.2.1 Grammar Class in SMART ILC

In SMART ILC, grammar program is divided into five levels starting from 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 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 Monday until Saturday and each day there will be three times of meeting, twice 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-learning activity in a day. The main class is used to deliver the material and test 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) program. Therefore, the tutor or teacher in each main class will be different, also the tutor or teacher in study club.

There is no certain system of students' enrollment to this EG class as everyone can join the class without any placement test. Thus, this EG class which 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 final exam. The score of the test can be used to continue to the higher level as far as it meets the standardized score. There are two types of test in the final exam

which are oral test and written test. The score of those tests will be accumulated to get the result of the score. While, the material of the oral test is made by the teacher and the material for the written test is adapted from TOEFL material. The oral test is made to measure students' understanding about the materials such as the formula of tenses and how to use it orally, while the written test is made to measure students' understanding in writing a sentence and analyze a sentence.

2.1.3 Teaching Methodology

In teaching activity, teacher should have strategy, technique, or method in order 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, techniques, and methods used to teach grammar such as Presentation, Practice, Production *and* (PPP) strategy, Grammar Translation method, Silent Way, and Drilling technique.

2.1.3.1 The PPP strategy

PPP is considered as a traditional strategy for teaching grammar. 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 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. The students now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentence all

together with the teacher ‘conducting’), individual repetition (where individual students repeat a word, phrase, or sentence at the teacher’s urging), and cue-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’ 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 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 the opportunity for the students to personalize the language learnt by doing less controlled tasks, that is, by using students’ own ideas.

The researcher chooses Presentation, Practice, and Production (PPP) strategy as the theoretical framework because from informal observation it 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 delivering the materials, some exercises in practicing, and ended by discussion as 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.



2.1.3.2 Grammar Translation Method

As much as PPP strategy is indicated to be applied in SMART ILC, other teaching methodologies also have opportunities to be applied in the class, among which is Grammar Translation Method. Translation is a useful device in the learning process of ESL learners, furthermore, it is an aid to enhance foreign 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 language system better. As its name, Grammar Translation Method is a method 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 or vice versa and compare between L1 and L2 in order to know the differences and similarities.

According to Larsen-Freeman (2000), the purpose of the grammar translation method was to help students read and understand foreign language 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 learning easier. A significant role of this method is translating one language into the other and mastery of the grammatical rules and vocabulary knowledge are emphasized.

2.1.3.3 Silent Way

Another method that appeared to support PPP strategy in teaching Elementary Grammar (EG) class in SMART ILC is Silent Way. Silent way is a

method which was introduced by Caleb Gattegno in the 1970s. This method has three basic tenets of the approach are that learning is facilitated if the learner 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 Larsen-Freeman (2000), the word “silent” is based on the premise that the teacher should be as silent as possible. Silence should be 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 method, the teacher acts as silent as he/she can so that the students learn through discovering by themselves.

2.1.3.4 Drill and Practice

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 as a method of instruction characterized by systematic repetition of concepts, 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 perfecting a skill or procedure. As an instructional strategy, it promotes the acquisition of knowledge or skill through systematic training by multiple repetitions, rehearse, practice, and engages in a rehearsal in order to learn or become proficient. Similar to memorization, drill and practice involves repetition of specific skills, such as spelling or multiplication. To develop or maintain one’s specific skills, the subskills built through drill and practice should become the

building blocks for more meaningful learning (Lim, Tang, and Kor, 2012). Drill technique is associated with behaviorism psychology and structural in linguistics, 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

In this study, there are some previous studies used by the researcher. The previous studies were about the characteristics of English program in Pare, implementation of PPP strategy in teaching English, and standardized test. Some 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 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 starting from Monday-Friday. The Daffodils also has another service to support 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 Teaching of English Speaking Skill at SMART International Language College Pare”. It is also a descriptive qualitative. The research was conducted at SMART ILC Pare, Kediri, especially in speaking program. Speaking program at SMART ILC has three levels, namely Primary Speaking, Secondary Speaking, and Tertiary Speaking. Each level has two different meetings in a day called as main class and study club. It means the students have one meeting in main class to get mostly the



theory of speaking and one meeting in study club to get mostly speaking practice.

From those previous studies, the researcher can state that English program in Pare has a characteristic, namely extra meeting to support the program itself.

Next are the previous studies which conducted to research the PPP strategy. The first is conducted by Izzah (2013) entitled "The Use of PPP (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 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 reach the minimum standard of 75 or in other words the students' score of writing had already met the criteria of success. The second one is conducted by Carrion (2012) entitled "Presentation, Practice, and Production Versus Task Based Learning Using from Focused Tasks". This research was generally conducted to explore an approach other than the Presentation-Practice-Production model, which has always been used in our educational system, not only in foreign language classes, but in the kindergarten, elementary, high school and university levels in 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 Practice stage, and trying to personalize the lesson by giving students a list of question prompts to be asked in Production stage. Meanwhile, in this study, the

researcher found other methods and technique that appeared to support the PPP strategy.

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 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 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.

The template is taken from an online TOEFL preparation material. Meanwhile, 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 material.





CHAPTER III

RESEARCH METHOD

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. The aspects discussed were: research design, data and sources of data, research procedures, research instrument, data collection, data analysis, and validity of the study.

3.1 Research Design

The research design refers to the overall strategy that is chosen to integrate the different components of the study in a coherent and logical way. The design of this 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 the object of a case study is specific, unique, and in a bound system. In this 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 program from other courses such as the strategy in teaching, the material, the 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 also have many times for exercising the materials until the students can understand the materials. The researcher did an in-depth study through observation using observation checklist, interview with three tutors and two

students, field notes, and questionnaire for the students. Thus, case study was a suitable research design in this study.

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 natural setting that describes the fact happening in the field and the researcher is the key instrument in collecting the data in the form of narrative.

In this study, the researcher investigated the use of the PPP strategy in teaching grammar. Firstly, the researcher observed the way the tutors applied the 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 the data using Harmer's theory (2007) about the PPP strategy after the data had 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), interview guide (interviewing three tutors and two students), and questionnaire (from the students).

3.2 Data and Sources of Data

The researcher obtained the data from the interviews, observation checklist, field notes, and questionnaire. The interviews were conducted with three tutors and two students from high achievers of EG class in order to know how the PPP strategy is used in teaching grammar and what the strengths and the weaknesses 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.

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 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 the strengths and the weaknesses of the PPP strategy. The researcher used field 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 using 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' point of view toward the PPP strategy.

3.3 Research Procedure

Research procedure explains how the researcher conducting the research. In this research, the researcher gained the access to the site and participant or 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 researcher gave the letter to the Head of SMART ILC as the permission letter to 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 students to answer the research problems. Next, the researcher designed the instrument, namely observation checklist, field notes, interview guide, and questionnaire for collecting the data. Then, the researcher collected the data by

using the instruments developed based on Harmer's (2007) theory about PPP to answer the research problems. Finally, the researcher analyzed the data by using Miles and Hubberman's (2014) theory.

In analyzing the data, the researcher uses three steps. The first is data condensation that focused on selecting the main information to answer the 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 interpreted the data to answer the research problems. Moreover, the researcher used data triangulation to make sure that the data from different instrument is valid.

3.4 Research Instruments

Research instrument is the tool used by the researcher to help in the process of data collection. Creswell (2011) stated that in qualitative research, research instrument is suggested for a researcher to not use someone else's instrument. This is because every subject of qualitative research has different character. Therefore, an instrument used for one research subject is not suitable for others. Furthermore, in qualitative research, the researcher tends to collect the data with open-ended questions which is designed by the researcher.

In this research, the researcher designed all instruments (observation checklist, interview guide, and questionnaire) by himself based on Harmer's (2007) theory about PPP strategy. To make sure that those instruments are trusted and valid, the researcher asked one of the lecturers of English Language

Education Program in the Faculty of Cultural Studies, Universitas Brawijaya to be the expert validator toward the research instruments. The expert validator is Mrs. Alies Poetri Lintangari, M.Li. The researcher chose her because she has been teaching some courses in English Language Education Program as her experiences. Moreover, the lecturers in English Language Education Program are qualified in TEFL because the lecturer has been teaching the EFL students. So, she is qualified to be the validator of the observation checklist, the interview guide, and the questionnaire.

Firstly, the researcher made the blueprint of observation checklist (Appendix 1), interview guide (Appendix 3), and questionnaire (Appendix 4) then asked the expert validator to get the expert validation. The researcher got many feedback and comments toward the instruments' blueprint. The expert validator asked the researcher to revise the instruments based on feedback and comments from the expert. After revising the instruments, the researcher gave the instruments that had been improved back to the expert validator to be checked. The expert then gave her validation and stated that the instruments are valid to be used. The researcher did not do try-out toward the questionnaire because the class that the researcher used to be observed were going to be done so that the researcher had no more time to do try-out. The instruments which have been validated by the expert validator are mentioned below:

3.4.1 Observation Checklist

This study uses non-participative observation research to collect the data so the researcher was not involved in the teaching and learning process when

observing. Williams (2008) stated that non-participation observation is a relatively unobtrusive qualitative research strategy for gathering primary data about some aspects of the social world without interacting directly with its participants.

In this study, non-participative observation research is used because the researcher wants to preserve everything of the teaching and learning in the 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 of applying PPP strategy. The observation was held in SMART ILC, main class 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 in applying PPP strategy to solve the problem in the class.

3.4.2 Field Notes

Field note is one of the important instruments in conducting research with qualitative research design. It is used contemporaneously as the observation 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 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 semi structured way (using some prior questions that the inquirer wants to know), activities at the research site.

Field notes were used as additional notes of observation checklist for the further elaboration. The researcher used field notes to write down what were in 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 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 class is observing and a blank space for the field notes writing.

3.4.3 Interview Guide

Interview is another powerful instrument in collecting qualitative data. It 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 researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.

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.

The researcher interviewed the three tutors because in the researcher's opinion, each 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



class in order to know student's point of view toward the strategy including the strengths and the weaknesses. The student with high achievement was expected by the researcher to be able to give appropriate information. The researcher did interview when the class activity had finished so that it did not disturb teaching-learning activity. The interview guide for the tutors and student of SMART ILC (See Appendix 3) contains some questions which based on Harmer's (2007) theory about the PPP strategy as its indicators.

3.4.4 Questionnaire

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 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' point of view toward the strategy. It contained some questions based on the PPP 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 researcher distributed the questionnaire after teaching-learning activity, thus it did 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 strengths and the weaknesses of the PPP strategy in teaching EG class.

3.5 Data Collection

The data was collected by using four instruments. They were observation 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, interview 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 qualitative research, the main instrument in this study is human instrument (Bogdan & Biklen, 1998). It means that the researcher is the human instrument who collects, displays, reduces, organizes, analyzes the data, and concludes the observations, interacts with subjects.

In this study, the researcher used observation checklist and field notes in order to collect the data from the phenomenon that happened in every meeting.

Interview guide was used to help the researcher collected more data by doing interview with the tutors and the students of the grammar program. Observation sheets and field notes were used when the teaching process begun. The observation was held in three days in two different classes (main class and study 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 (the strengths and the weaknesses) toward the PPP strategy in teaching grammar

at SMART ILC. The students' answers and point of view were used as a data to support this study. Therefore, the researcher held it in the last day.

3.6 Data Analysis

In analyzing the data, the researcher used the flows of activity presented by Miles and Hubberman (2014). Miles and Hubberman (2014) defined the data analysis process in qualitative approach into three main steps:

1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, 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 and Hubberman (2014) argue that as data collection proceeds, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing or transforming process continues after the fieldwork is over, until a final report is completed.

In this study, the researcher selected the PPP strategy and focused on how the PPP strategy is applied by the tutors. It was simplified based on Harmer's (2007) theory and abstracted in sentences which represent the result of observation checklist, field notes, and questionnaires. The researcher discarded the data which were irrelevant, e.g. the facilities, tutors' and students' activities outside the teaching process,

2. Data Display

Display is an organized, compressed assembly of information that permits conclusion drawing and action. There is no doubt that good displays are a major avenue to valid qualitative analysis (Miles and Hubberman, 2014). There are many different ways of displaying data, namely graphs, charts, and networks. All 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 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.

3. Drawing and Verifying Conclusions

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, but the final conclusion often have been figured from the beginning, even when a researcher claims to have been proceeding inductively (Miles and Hubberman, 2014).

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 and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.

In this research, the researcher drew the conclusion as detail as possible based on the data collected by the researcher. In its process, the researcher used Harmer's (2007) theory about Presentation, Practice, and Production (PPP) strategy, Larsen-Freeman (2000) theory about Grammar Translation Method, Gattegno (1963) theory about Silent Way, and Lim, Tang, and Kor (2012) theory about Drill and Practice.

3.7 Validity of the Study

The researcher needs to validate the accuracy of the findings in order to 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 interpretation accuracy.

The first technique is triangulation and the second is external audit (Creswell, 2012). Triangulation is the process of strengthening evidence from different participants of the research (the tutors, and the students) or instruments 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 help from some experts (the lecturer) to review this writing, communicate what should be added or omitted, and report back the evaluation of the study to the researcher.

In this study, the researcher asked the comments and suggestions to the 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



CHAPTER IV

FINDINGS AND DISCUSSIONS

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 strength of the PPP strategy, and the weakness of the PPP strategy.

4.1 Findings

In this study, the researcher investigated the use of PPP strategy in 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) 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 researcher used observation checklist to observe the way the tutor applied the PPP strategy in Elementary Grammar (EG) classes. Observation checklist was aimed to collect the phenomena during the process of study based on Harmer's (2007) theory, while field notes was used to complete observation checklist out of the indicators. The observation checklist was used to observe two classes, Elementary Grammar (EG) class A with 16 students and Elementary Grammar (EG) class B with 6 students, with the same tutors in three days. The researcher took three days because there was the repetition activity day by day.

Then, the researcher did interview with the three tutors and two students to ask directly about the use of PPP strategy by using interview guideline proposed 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 class. From three meetings (1 main class and 2 study club) in a day, each tutor is responsible for one meeting and the material should be given continuously so that 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 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 researcher asked help to the tutor to choose one student who had high achievement because high achievement student is expected to be able to give appropriate information.

At last, the researcher used questionnaire to collect the data from the 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 researcher concerned if the researcher only took one class with several students, 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 tutor based on the students' point of view.

4.1.1 The PPP Strategy Used in SMART ILC

PPP strategy is a method that is widely used in teaching simple language at lower level (Harmer, 2007). The PPP itself stands for Presentation, Practice, and Production. That is why observation checklist, interview guide, and questionnaire containing PPP strategy indicators are used in this study. Here, the researcher displays the research finding into narrative form and table based on observation checklist, interview guide, questionnaire, and field note.

The researcher found that the tutors started the class by checking the students attendance then prayed. The tutor reviewed the previous material before explaining the new material. After that, the tutor brainstormed the students for preparing the students accepting the material. Then, the tutors introduced what material would be learnt for today's meeting. Actually, the tutors had introduced the whole materials in the first meeting through course overview which is called Forum Contract. In this session, there were some regulations for the whole meeting including the materials that would be learnt, the number of meeting, attendance, and references. Yet in the transition from one material to another material, the tutors introduced the material again in order to make the students ready for the new material. 'Forum Contract' was also used to introduce things about English grammar such as what English grammar is, and the differences between Indonesian grammar and English grammar.

The tutors usually started the new material by giving the students some words related to the material would be given as example. The tutors gave the example in Bahasa Indonesia then compared it with English. In this case, the

tutors compared the meaning and the structure in Bahasa Indonesia and English. It was aimed to help the students understand the material easily because the students 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 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.

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 material slowly when the students had not understood yet. The tutors also tried to explain in different way when the students still did not understand the material. The tutors usually had to take some examples in the students’ mother tongue. In this case, the tutors only use a white board and board marker in different colors as 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 understand the material easily. For example, the tutor wrote a sentence with black 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 chorally what the tutors explained previously by giving questions about the



In teaching grammar, SMART ILC used exercises as the drilling. The students were asked to do some exercises whenever discussion about a material was done. The exercise contained some items that should be analyzed individually and changed the tense of the sentence. The exercise itself was made by the tutors by adapting the characteristic of TOEFL items. In analyzing, each student was expected to fully understand word, phrase, or sentence so that the student knows what the function is of every word or phrase in every sentence. On the other side, it also forced every student to work independently and be responsible for the answer. Meanwhile, change the tense forced the students to memorize every 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 program.

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 explain the item of exercise. Then, the students explained the result of the analysis 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 cue. The tutors used cue to guide the student explain the answer. Thus, the 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.

4.1.2 The Strengths of PPP Strategy Used in SMART ILC

Based on the research findings above, the researcher found some strengths towards the PPP strategy used in SMART ILC. The researcher displayed the strengths of the strategy based on the stage of PPP strategy.

a. Presentation stage

The researcher found that the tutor reviewed the previous the material and brainstormed the students to prepare the students accepting the new material.

Reviewing the previous material helped increasing the students' readiness to follow and understand the material while brainstormed helped the students to bridge the previous material to the next material given. So, the students could understand the material easily.

b. Practice stage

The researcher found that repetition become something emphasized in the PPP strategy used in SMART ILC. By doing repetition, the students can understand more and also remember more about the material. SMART ILC also used exercise in drilling their students in order to help the students master the language by repetition. Error analysis was the main exercise in drilling the students. It happened because SMART ILC adapted structure and written expressions sections of TOEFL test as the material where the students are asked to complete and identify underlined words.

c. Production stage

In this stage, the researcher did not find any strengths of PPP strategy because SMART ILC did not apply the stage in their teaching-learning process.

Thus, reviewing the previous material and brainstorming before going to the main material helped the students more ready to accept the material given while repetition help the students master the language.

4.1.3 The Weaknesses of PPP Strategy Used in SMART ILC

Meanwhile, the researcher also found that the PPP used in SMART ILC has weaknesses. Here, the researcher also displayed the weaknesses of the strategy based on the stage of PPP strategy.

a. Presentation stage

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.

b. Practice stage

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 management became a thing that the tutors should manage. The tutor had to 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 the time so that the material would be done on time.

c. Production stage

In this stage, the researcher also did not find any weaknesses of PPP strategy because SMART ILC did not apply the stage in their teaching-learning process.

Thus, teacher-centered and time management of repetition were the weaknesses of PPP strategy applied in SMART ILC because teacher-centered

made the students get bored and the repetition made the students feel tired and bored so that the tutor should manage the time in teaching-learning process.

4.2 Discussions

In this part, the researcher presents the discussion of research finding. The discussion of the research finding serves further explanation about results of the research and underlying theories in order to answer the research questions. The research finding shows the PPP strategy applied by the tutors of SMART ILC in teaching Elementary Grammar class. It is based on the observation checklist, tutors and students' interview, students' questionnaire, and field notes.

4.2.1 The Use of PPP Strategy in Teaching Grammar at SMART ILC

According to Harmer (2007), PPP strategy is a method that is widely used in teaching simple language at lower level. The PPP itself stands for Presentation, Practice, and Production where there are three stages to apply the strategy. The Presentation stage happens when the teacher introduces a situation which contextualizes the language to be taught and the language, too, is then presented.

The Practice stage is done when the students practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase, or sentence at the teacher's urging), and cue-response drills (where the teacher gives a cue such as cinema, nominates a student by name or by looking or pointing, and the student makes the desired response). The Production stage is done when the students use the new language and make their own sentences.

Based on the research finding, the researcher found that the tutors of SMART ILC applied the PPP strategy in teaching Elementary Grammar. It was applied based on Harmer's (2007) as theory mentioned that the PPP strategy was done in three stages, as follows:

a. Presentation stage

The tutors introduced the new material by giving some words as example and wrote them down on the white board. The tutors gave the material about verb 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) or additional infinitive (Vs/es). The tutors also introduced English grammar, 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 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 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 contextualized to the present tense as the language to be taught. Thus, there is another way to introduce Presentation in PPP strategy, namely giving some words as example instead of giving or showing picture.

Based on explanation above, the researcher found that the tutor dominated more than the students (teacher-centered) in the teaching-learning process. It 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 students can understand the material easily. However, teacher-centered makes the tutor had time to talk too long so the students may get bored and unwilling to participate.

b. Practice stage

According to the research finding, the tutors asked the students to repeat the explanation all together by giving the students question. The tutors asked "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 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 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.

After that, the tutors asked the students individually. The tutors pointed or 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 sentence at the teacher's urging. Here, the question from the tutor itself became

the urging for the student to repeat the tutors' explanation. Thus, the researcher can conclude that the EG tutors of SMART ILC also used individual repetition in slightly different form, namely by using question.

Then, the tutors also used cue to ask the student to re-explain the tutors' 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 "bare infinitive (V1)" as a cue and the student responded to explain the material about 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 cue-response drills is where the teacher gives a cue such as cinema, nominates a 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.

Based on those explanations above, repetitions become something 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 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 more repeated encounters they have with it- the better chance they have of remembering (and being able to use) it. However, this activity takes more time because the tutor should ensure the students have understood the previous

material before going on to the next material. The students also need more time and energy to follow the tutor so it might make the students bored and tired.

c. Production stage

In this stage, the researcher did not find any Production stage. Based on the research findings, the material always ends by discussing the result of students' 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 sentences. Thus, this stage was not applied in teaching Elementary Grammar (EG) at SMART ILC.

Thus, from the discussion above, the researcher found that in the 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 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 analysis 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 well by analyzing it.

4.2.2 Other Strategies Emerging in Teaching Grammar at SMART ILC

Meanwhile, the researcher found that there were other phenomena emerged in the teaching of Elementary Grammar (EG) class, namely Grammar

Translation method, Silent way, and Drilling and Practice. Those methods and technique emerged to support the PPP strategy itself.

4.2.2.1 Grammar Translation Method

This method appeared in the Presentation stage as the first stage in PPP when the tutors started the new material by giving some words in English or 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 Indonesia and English which is aimed to help the students understand the material 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 read and understand foreign language literature. A significant role of this method is 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 method, the students know the differences and similarities between source and target language by translating and comparing them. Vienne (1998) in Larsen-Freeman (2000) added that translation activities will raise awareness not only of the mother tongue and the foreign language, but also of the two cultures.

4.2.2.2 Silent Way

This method appeared in the Practice stage as the second stage in PPP when the tutors asked the students to re-explain the material chorally. The tutors guided the students in re-explaining the material by pointing the material on the

white board. In this case, the tutor only pointed the pointing the material without any speech out. Gattegno in Larsen-Freeman (2000) stated that the silent way is based on the premise that the teacher should be as silent as possible in the 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-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 side, with minimum help of the teacher, the silent way method may put the students in confuse.

4.2.2.3 Drill and Practice

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 sentence and change one tense to another tense. In analyzing sentence, every 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.

Meanwhile, change the tense forced the students to memorize every single 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 cheating and assure every student did it by himself. According to Lim et al. (2012), drill and practice is a disciplined and repetitious exercise, used as a mean of teaching and perfecting a skill or procedure. Based on the statement, the exercise

had become a drill and practice for the students to perfect the skill or procedure.

This technique is implemented in language teaching in order to train the learners to talk using the particular patterns of structures. Similarly, Dakin (1973, p.48) states “drills are supposed to train the learner to talk by helping him/her master the basic structural patterns of the language”. So that, this technique can help the student to master the language by repetition but on the other side, it can make the students tired and bored.

Thus, the PPP strategy which is used by the tutors of SMART ILC in teaching Elementary Grammar was applied as Harmer’s (2007) theory for the Presentation and Practice stage. There was no Production stage applied in using the PPP strategy. On the other side, there were other methods and technique, namely Grammar Translation Method, Silent Way, and Drill and Practice emerged in teaching Elementary Grammar (EG) at SMART ILC.

In short, the researcher can conclude that the PPP strategy used in teaching Elementary Grammar (EG) class at SMART ILC was applied with collaboration of other methods, namely Grammar Translation Method and Silent Way, and technique, namely Drill and Practice which results a unique teaching-learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion wraps the result of the study and the suggestion is recommendation from the researcher for further researchers and other parties.

5.1 Conclusion

Based on the research findings and discussion, the researcher concludes 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:

a. Presentation stage

The Presentation stage which is used in SMART ILC is applied in slightly different way. It is used by giving some words as example instead of giving or showing picture where the teacher-centered is dominated so the tutor can manage the pace of lesson easily, yet it makes the students feel bored.

b. Practice stage

SMART ILC used choral repetition and individual repetition in repeating the material where the students are asked to re-explain the material. Whilst the 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.

c. Production stage

After the students re-explained the material as what was asked by the tutor, the 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 there were no new language produced by the students but analyzing the sentence and changing one tense to another tense.

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 three stages, namely Presentation and Practice stage, without Production stage. It also combines other methods and technique. Grammar Translation method, Silent way, and Drill and Practice emerged in the teaching-learning process to support the PPP strategy.

5.2 Suggestions

Based on the research findings, the researcher proposes some suggestions related to the research and expected that these suggestions can give beneficial inputs for SMART ILC and further researchers. The suggestions are described as follow:

a. For SMART ILC

The use of strategy at SMART ILC in teaching Elementary Grammar (EG) has been appropriate. *Grammar Translation Method, Silent Way, and Drill and Practice* appeared to support the main strategy which makes the unique teaching-



learning process. However, the tutor need to apply Production stage so that the students can produce their own language instead of analyzing the sentence. The tutor also should improve the way to deliver the material and time management so that the students do not feel bored and tired.

b. For Further Researchers

The last suggestion for the further researcher is to find out the other methods and technique which appeared to support the PPP strategy and the reason why they are related in-depth to enrich the references in teaching-learning process.



REFERENCES

Babbie, Earl. (1990). *Survey Research Methods, Second Edition*. California: Wadsworth Publishing Company.

Bekisheva, T.G. et al. (2014). *TOEFL: Way to success practice tests (student's book)*. Tomsk Polytechnic University. Publishing House.

Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research in education: An introduction to theory and methods (3rd edition.)*. Needham Heights, MA: Allyn & Bacon.

Brown, H. D. (2000). *Teaching by principles (second edition)*. California: Longman.

Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Second Edition. White Plains, NY: Pearson Education.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.

English, E. (2014). *Exam English*. Retrieved on April 10th, 2016, from <https://www.examenglish.com/TOEFL/index.php>

Harmer, J. (2007). *The practice of English language teaching (fourth edition)*. England: Pearson Education Limited.

Harmer, J. (2011). *The practice of English language teaching*. Harlow, UK: Longman.

Insani, S. (2015). *The teaching of speaking skill at SMART ILC*. Undergraduate thesis. Unpublished. Malang. Universitas Brawijaya.

Izzah, A. (2013). *The use of PPP (presentation, practice, production) technique to improve writing skill*. Undergraduate thesis. Unpublished. Malang. Unisma.

Jufrizal. (2009). *Minimizing problems faced by Indonesian students in learning and understanding tense and aspect of English*. Published paper presented at 1st COTEFL international conference. Purwokerto: Universitas Muhammadiyah Purwokerto Press.

Kim, J.E. (2016). *The TOEFL iBT Writing: Korean Students' Perceptions of the TOEFL iBT Writing Test*. ScienceDirect. *Assessing Writing* 33 (2017) 1-11.

Kunnan, A. et al. (2008). Frameworks for a new TOEFL. In C.A. Chapelle, M. K. Enright, & J.M. Jamieson (Eds.) *Building a validity argument for the Test of English as a Foreign Language*. New York: Routledge.

Lamsal, P.C. (2011). *Effectiveness of Oral Drill in Teaching Grammar*. Postgraduate thesis. Unpublished. Kathmandu. Tribhuvan University.

Lim, C.S. et al. (2012). *Drill and Practice in Learning (and Beyond)*. Encyclopedia of the Sciences of Learning. pp 1040-1042.

Larsen-Freeman, D. (2000). *Technique and Principles in Language Teaching*. Oxford: Oxford University Press.

Mertens, D. (200). *Transformative research and evaluation*. New York: The Guilford Press.

Miles, B.B. Huberman, A, M. Saldana, J. (2014). *Qualitative data analysis (third edition): a methods sourcebook*. Arizona State University: Sage Publication, Inc.

Rogers, B. (2011). *The complete guide to the TOEFL test: PBT edition*. Boston: Heinle Cengage Learning.

Sari, L.A. (2017). *Teaching Strategies in Overcoming Students' Problems in Speaking Class*. Undergraduate thesis. Unpublished. Malang. Universitas Brawijaya

Suharni. (2016). *Using Presentation, Practice, and Production Strategy Toward Students' Ability in Comparison and Contrast Paragraph Writing*. Undergraduate thesis. *Jurnal Curricula*. Vol. 1, no. 1



Ubaidillah, F. (2015). *The Teaching Speaking Of English for Adult Learners in Informal Education (A Descriptive Qualitative Study at English Course "The Daffodils" in Academic Year 2015/2016.* Undergraduate thesis. Unpublished. Malang. Universitas Brawijaya



Appendix 1 Observation Checklist

Observation Checklist

No.	Classroom Activity	Yes	No	Notes
1.	The teacher asks the students about the previous materials.			
2.	The teacher introduces the new materials.			
3.	The teacher introduces what English grammar is.			
4.	The teacher gives example about English grammar.			
5.	The teacher introduces the different between English grammar and Indonesian grammar.			
6.	The teacher gives some examples to help the students' understanding the materials.			
7.	The teacher makes sure whether the students have understood or not about the materials.			
8.	The teacher tries to explain in the different way when the students still get difficulties.			
9.	The teacher uses the media (PPT, flashcard, video, etc).			
10.	The teacher uses coral repetition			
11.	The teacher uses individual repetition			
12.	The teacher uses cue-response drills			
13.	The teacher gives the students some exercises to strengthen the students' understanding.			
14.	The teacher monitors the students doing the exercises.			



15.	The teacher helps the students when they get any difficulty.			
16.	The teacher drills the students by using exercises.			
17.	The teacher invites the students to discuss their work.			
18.	The students try to explain their work with their own language.			
19.	The teacher gives feedback to their explanation to complete the explanation.			



Repository Universitas Brawijaya

Repository Universitas Brawijaya

Repository Universitas Brawijaya

Appendix 2 Field Notes

Field Notes

Observation: _____ Date: _____ Class: _____ Time Allotment: _____

Notes:

Repository Universitas Brawijaya

Repository Universitas Brawijaya

Repository Universitas Brawijaya

Appendix 3 Interview Guide

Interview Guide

1. Do you ask the students about the previous materials?
2. Do you introduce the new materials?
3. Do you introduce what English grammar is?
4. Do you give example about English grammar?
5. Do you introduce the different between English grammar and Indonesian grammar?
6. Do you give some examples to ease the students understanding the materials?
7. Do you make sure whether the students have understood or not about the materials?
8. Do you try to explain in the different way when the students still get difficulty?
9. Do you use another media (PPT, flashcard, video, etc.)?
10. Do you ask the students to repeat a word, phrase, or sentence all together with your 'conducting'?
11. Do you ask the students to repeat a word, phrase, or sentence individually at your urging?
12. Do you give a cue to make the desired response of your students?
13. Do you give the students some exercises to strengthen the students' understanding?
14. Do you monitor your students doing the exercises
15. Do you help the students when they get any difficulty?
16. Do you drill your students by using exercises?
17. Do you invite your students to discuss their work?
18. Do you ask your students to explain their work in their own language?
19. Do you give your feedback toward their explanation?
20. What are the strengths of the strategy that you use?
21. What are the weaknesses of the strategy that you used?

Appendix 4 Questionnaire

Kuesioner Siswa

Nama:

Umur: **tahun**

Jenis Kelamin: Laki-laki / Perempuan

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

No.	Pertanyaan	Ya	Tidak	Penjelasan
1.	Apakah tutor bertanya tentang materi sebelumnya?			
2.	Apakah tutor memperkenalkan materi sebelum menjelaskan materi?			
3.	Apakah tutor mengenalkan tentang "English grammar"?			
4.	Apakah tutor memberi contoh tentang "English grammar"?			
5.	Apakah tutor menjelaskan perbedaan antara "English grammar" dan "Indonesian grammar"?			
6.	Apakah tutor memberi contoh untuk memudahkan anda memahami materi?			
7.	Apakah tutor mengecek pemahaman anda terhadap materi ketika menjelaskan materi?			
8.	Apakah tutor menjelaskan materi dengan cara yang berbeda ketika anda masih mengalami kesulitan dalam memahami materi?			
9.	Apakah tutor menggunakan media lain (PPT, flashcard, video, dll.) dalam menjelaskan materi?			

10.	Apakah tutor meminta anda untuk mengulang materi yang telah tutor jelaskan?		
11.	Apakah tutor meminta anda untuk mengulang materi yg telah tutor jelaskan secara mandiri?		
12.	Apakah tutor memberi sebuah "cue" untuk membantu anda memahami materi?		
13.	Apakah tutor memberi latihan untuk menguatkan pemahaman anda terhadap materi?		
14.	Apakah tutor mengawasi anda dalam mengerjakan soal latihan?		
15.	Apakah tutor membantu anda ketika anda mengalami kesulitan dalam mengerjakan soal latihan?		
16.	Apakah tutor selalu memberikan latihan sebagai "drilling"?		
17.	Apakah tutor meminta anda untuk berdiskusi tentang latihan yang telah anda kerjakan?		
18.	Apakah tutor meminta anda untuk menjelaskan hasil latihan anda menurut pemahaman anda?		
19.	Apakah tutor memberikan umpan balik terhadap penjelasan anda?		

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

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



Appendix 5 The Blueprint of Observation Checklist

Blueprint of Observation Checklist

No.	Dimension	Sub Dimension	Classroom Activity
1.	Teaching Grammar Strategy Presentation, Practice, and Production (PPP) strategy (Harmer, 2007)	Presentation: - Teacher introduces a situation which contextualizes the language to be taught. - The language is presented.	1. The teacher asks the students about the previous materials.
			2. The teacher introduces the new materials.
			3. The teacher introduces what English grammar is.
			4. The teacher gives example about English grammar.
			5. The teacher introduces the different between English grammar and Indonesian grammar.
			6. The teacher gives some examples to ease the students' understanding the materials.
			7. The teacher makes sure whether the students have understood or not about the materials.
			8. The teacher tries to explain in the different way when the students still get difficulties.
			9. The teacher uses the media (PPT, flashcard, video, etc).
		Practice: - The students practice the language using accurate reproduction techniques such as coral repetition, individual repetition, and cue-response drills - The teacher provides	10. The teacher uses coral repetition
			11. The teacher uses individual repetition
			12. The teacher uses cue-response drills
			13. The teacher gives the students some exercises to strengthen the students' understanding.
			14. The teacher monitors the students doing the exercises.



	<p>opportunities for students to practice</p> <ul style="list-style-type: none"> - The teacher monitors the students - The teacher corrects all students' mistakes 	<p>15. The teacher helps the students when they get any difficulty.</p>
		<p>16. The teacher drills the students by using exercises.</p>
	<p>Production:</p> <ul style="list-style-type: none"> - The students use the new language to make their own sentence 	<p>17. The teacher invites the students to discuss their work.</p>
		<p>18. The students try to explain their work with their own language.</p>
		<p>19. The teacher gives feedback to their explanation to complete the explanation.</p>

Appendix 6 The Blueprint of Interview Guideline

BLUEPRINT OF INTERVIEW GUIDELINES FOR THE TUTORS OF SMART ILC

No.	Dimension	Sub Dimension	Question Items
1.	Teaching Grammar Strategy Presentation, Practice, and Production (PPP) strategy (Harmer, 2007)	<p>Presentation:</p> <ul style="list-style-type: none"> - Teacher introduces a situation which contextualizes the language to be taught. - The language is presented. <p>Practice:</p> <ul style="list-style-type: none"> - The students practice the language using accurate reproduction techniques such as coral repetition, individual repetition, and cue-response drills - The teacher provides 	<ol style="list-style-type: none"> 1. Do you ask the students about the previous materials? 2. Do you introduce the new materials? 3. Do you introduce what English grammar is? 4. Do you give example about English grammar? 5. Do you introduce the different between English grammar and Indonesian grammar? 6. Do you give some examples to ease the students understanding the materials? 7. Do you make sure whether the students have understood or not about the materials? 8. Do you try to explain in the different way when the students still get difficulty? 9. Do you use another media (PPT, flashcard, video, etc.)? 10. Do you ask the students to repeat a word, phrase, or sentence all together with your 'conducting'? 11. Do you ask the students to repeat a word, phrase, or sentence individually at your urging? 12. Do you give a cue to make the desired response of your students?

	<p>opportunities for students to practice</p> <ul style="list-style-type: none"> - The teacher monitors the students - The teacher corrects all students' mistakes 	<p>13. Do you give the students some exercises to strengthen the students' understanding?</p> <p>14. Do you monitor your students doing the exercises</p> <p>15. Do you help the students when they get any difficulty?</p> <p>16. Do you drill your students by using exercises?</p>
	<p>Production:</p> <ul style="list-style-type: none"> - The students use the new language to make their own sentence 	<p>17. Do you invite your students to discuss their work?</p> <p>18. Do you ask your students to explain their work in their own language?</p> <p>19. Do you give your feedback toward their explanation?</p>
	<p>Strengths and Weaknesses</p>	<p>20. What are the strengths of the strategy that you use?</p> <p>21. What are the weaknesses of the strategy that you used?</p>

Appendix 7 The Result of Observation Checklist

Blueprint of Observation Checklist

No.	Classroom Activity	Yes	No	Notes
1.	The teacher asks the students about the previous materials.	√		Oral review
2.	The teacher introduces the new materials.	√		
3.	The teacher introduces what English grammar is.	√		
4.	The teacher gives example about English grammar.	√		
5.	The teacher introduces the different between English grammar and Indonesian grammar.	√		Tutor gives analogy in forming the sentence
6.	The teacher gives some examples to ease the students' understanding the materials.	√		
7.	The teacher makes sure whether the students have understood or not about the materials.	√		Tutor asks students to check their understanding
8.	The teacher tries to explain in the different way when the students still get difficulties.	√		
9.	The teacher uses the media (PPT, flashcard, video, etc).		√	Using white board only
10.	The teacher uses coral repetition	√		The students are asked to repeat the material together
11.	The teacher uses individual repetition	√		The student is asked to repeat the material individually
12.	The teacher uses cue-response drills	√		The tutor gives a cue to make students' response
13.	The teacher gives the students some exercises to strengthen the students' understanding.	√		
14.	The teacher monitors the students doing the exercises.	√		It is done to avoid cheating

15.	The teacher helps the students when they get any difficulty.	√	By giving cue
16.	The teacher drills the students by using exercises.	√	There will be exercise after giving material
17.	The teacher invites the students to discuss their work.	√	After doing task, they discuss about the result
18.	The students try to explain their work with their own language.	√	
19.	The teacher gives feedback to their explanation to complete the explanation.	√	To complete students' explanation



Appendix 8 The Result of Field Notes

The Result of Field Notes

1. The tutor checked attendance then prayed
2. The next tutor the material of the previous tutor
3. The tutor brainstormed the students to prepare the students for the next material
4. The students brought oxford dictionary as a guidance in looking for the word (function, word class, word form, etc.)
5. The tutor continued the material after the students had understood
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 right form
7. The tutor asked the students to memorize irregular verbs

Appendix 9 The Result of Interview Guide

The Result of Interview Guide

No.	Question	Answer		Notes
		Yes	No	
1.	Do you ask the students about the previous materials?	3		The tutors reviewed the previous material in the beginning of the class.
2.	Do you introduce the new materials?	3		The tutors introduced the materials when doing "forum contract" in the very first meeting. It will be explained about all activity that will be done including introducing material will be given, the number of meeting, and references.
3.	Do you introduce what English grammar is?	2	1	Two of three tutors usually introduced more in the next meeting while another tutor introduced in "forum contract" only.
4.	Do you give example about English grammar?	3		The tutors always gave example to introduce English grammar.
5.	Do you introduce the different between English grammar and Indonesian grammar?	3		The tutors usually gave some words in Indonesian grammar then comparing it with English grammar.
6.	Do you give some examples to ease the students' understanding the materials?	3		The tutors gave example which related to students' daily life. The tutors gave some words that the students usually used in students' daily life.
7.	Do you make sure whether the students have understood or not about the materials?	3		The tutors gave some questions to the students in checking students' understanding.
8.	Do you try to explain in the different way when the students still get difficulties?	3		The tutors re-explained the material two until three times or until the students had understood.

9.	Do you use the media (PPT, flashcard, video, etc)?		3	The tutors only used white board as the media
10.	Do you ask the students to repeat the explanation all together?	3		The tutors asked the students to repeat the explanation all together by giving them questions and guiding them by pointing the material on the white board.
11.	Do you ask the student to repeat the explanation individually?	3		The tutors pointed the students one by one to re-explain the material by giving questions.
12.	Do you give cue to make the students' desired response?	3		The tutors gave a cue to help the students explaining and thinking more. Cue was also used to make the students' desired response.
13.	Do you give the students some exercises to strengthen the students' understanding?	3		The tutors always gave exercise after finishing the material.
14.	Do you monitor the students doing the exercises?	3		The tutors monitored the students to avoid cheating. Each student was expected to be responsible with their own choice.
15.	Do you help the students when they get any difficulty?	3		The tutors gave cue to help students when the students got difficulty. During the exercise, the tutors only helped the students understanding the item of exercise.
16.	Do you drill the students by using exercises?	3		The tutors used exercises as the drilling. It was done every after finishing the material.
17.	Do you invite the students to discuss their work?	3		The tutors always invited the students to discuss the students' work by pointing them one by one.
18.	Do the students try to explain their work with their own language?	3		The tutors let the students go with the students' own words in explaining the material based on the students' understanding.

19.	Do you give feedback to the students' explanation to complete the explanation?	3	The tutors gave feedback to complete students' explanation when it was needed.
No.	Question	Answer	
20.	What are the strengths of the strategy that you use?	1. The materials are explained in detail so the students understand what it is, how to use, and why it is used.	
21.	What are the weaknesses of the strategy that you use?	2. Time management became something that should be managed well because the tutors should adjust the material with the students' competence. The tutors could not go to the next material when the student had not understood the material.	

Notes : The number mentioned in yes/no column is the number of the tutor who answered the question.



Appendix 10 The Result of Questionnaire

Kuesioner siswa

Nama: Tri Oktarina .

Umur: 21 tahun

Jenis Kelamin: Laki-laki/ Perempuan

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

No.	Pertanyaan	Ya	Tidak	Penjelasan
1.	Apakah tutor bertanya tentang materi sebelumnya?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Setiap hari oral materi kalau dikasih materi baru.
2.	Apakah tutor memperkenalkan materi sebelum menjelaskan materi?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, itu ada di kontak forum.
3.	Apakah tutor mengenalkan tentang "English grammar"?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya tepersi aha s dan v
4.	Apakah tutor memberi contoh tentang "English grammar"?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya seperti Tim studying + keluarga be ^{to} past Pt → AV gram. arx PP → PV
5.	Apakah tutor menjelaskan perbedaan antara "English grammar" dan "Indonesian grammar"?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Kalau English grammar s dan v bedanya Indonesian grammar s dan p.
6.	Apakah tutor memberi contoh untuk memudahkan anda memahami materi?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya sendah tutor ngasih materi itu pasti dikasih contohnya.
7.	Apakah tutor mengecek pemahaman anda terhadap materi ketika menjelaskan materi?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Iya, jika ada yg tidak paham, maka tutor akan mengulangnya lagi sampai paham.

8.	Apakah tutor menjelaskan materi dengan cara yang berbeda ketika anda masih mengalami kesulitan dalam memahami materi?	✓	✓	Ya tutor akan mengulangi dengan cara yg berbeda, seperti ngasih contoh soal yg lain.
9.	Apakah tutor menggunakan media lain (PPT, flashcard, video, dll.) dalam menjelaskan materi?	✓	✓	tutor tidak menggunakan alat apapun. Materi yg diberikan secara spontan tanpa media.
10.	Apakah tutor meminta anda untuk mengulang materi yang telah tutor jelaskan?	✓	✓	setiap hari ... dilatuekan.
11.	Apakah tutor meminta anda untuk mengulang materi yg telah tutor jelaskan secara mandiri?	✓	✓	Ya, jika tidak ada kita tidak belajar materi maka kita di suruh hapalan di kelas lain.
12.	Apakah tutor memberi sebuah "cue" untuk membantu anda memahami materi?	✓	✓	Ya, jika kita kesulitan dalam memahami maka tutor akan mengasih contoh yg mudah kemateri.
13.	Apakah tutor memberi latihan untuk menguatkan pemahaman anda terhadap materi?	✓	✓	setiap hari, setelah selesai materi maka tutor akan memberi soal, dan waktu di gabati. Jika melawati waktu maka akan dapat -5.
14.	Apakah tutor mengawasi anda dalam mengerjakan soal latihan?	✓	✓	Ya tutor akan selalu mengawasi
15.	Apakah tutor membantu anda ketika anda mengalami kesulitan dalam mengerjakan soal latihan?	✓	✓	Ya, tutor akan membantu ketika kita sulit untuk membuat memahami soal
16.	Apakah tutor selalu memberikan latihan sebagai "drilling"?	✓	✓	Ya, tapi di campur dengan latihan materi yg baru.
17.	Apakah tutor meminta anda untuk			



	berdiskusi tentang latihan yang telah anda kerjakan?	✓		Setelah selesai kita mengerjakan soal maka kita akan membahasnya bersama - sama.
18.	Apakah tutor meminta anda untuk menjelaskan hasil latihan anda menurut pemahaman anda?	✓		Iya. Jika kita tidak paham maka tutor akan membantu sampai kita paham.
19.	Apakah tutor memberikan umpan balik terhadap penjelasan anda?	✓		Iya dia akan memberikan umpan balik.

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

kelebihannya → disingkat kita dituntut harus benar belajar dengan keras. Kalau mulai kita dibantu
 maka kita maka sentrifugal talk dan di berikan. ya
 kita punya dorongan sendiri untuk belajar.

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

~~tidak~~ tidak ada kekurangan.



Kuesioner siswa

Nama: Diana

Umur: 22 tahun

Jenis Kelamin: Laki-laki / Perempuan

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

No.	Pertanyaan	Ya	Tidak	Penjelasan
1.	Apakah tutor bertanya tentang materi sebelumnya?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sehapp hari per guru mereview pelajaran sebelumnya pd jam pertama secara oral.
2.	Apakah tutor memperkenalkan materi sebelum menjelaskan materi?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	tutor brainstorming dulu sebelum ke materi.
3.	Apakah tutor mengenalkan tentang "English grammar"?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Karena kita kelas grammar
4.	Apakah tutor memberi contoh tentang "English grammar"?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ya dengan memberikan contoh secara detail
5.	Apakah tutor menjelaskan perbedaan antara "English grammar" dan "Indonesian grammar"?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Lonoh balam menterjemahkan
6.	Apakah tutor memberi contoh untuk memudahkan anda memahami materi?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	dengan sem selalu membuka oxford maka kita bisa menjawab contoh-lonoh.
7.	Apakah tutor mengecek pemahaman anda terhadap materi ketika menjelaskan materi?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	dengan saat mengoreksi soal yg dibenarkan tutor menunjuk kata per kata untuk menganalisis jawaban



8.	Apakah tutor menjelaskan materi dengan cara yang berbeda ketika anda masih mengalami kesulitan dalam memahami materi?	✓	dengan menyuruh membuka Oxford
9.	Apakah tutor menggunakan media lain (PPT, flashcard, video, dll.) dalam menjelaskan materi?	✓	hanya menulis di papan tulis
10.	Apakah tutor meminta anda untuk mengulang materi yang telah tutor jelaskan?	✓	setiap pertemuan pertemuan jam pertama di pagi hari tapi hanya menunjuk beberapa siswa
11.	Apakah tutor meminta anda untuk mengulang materi yg telah tutor jelaskan secara mandiri?	✓	Hanya beberapa siswa ditunjuk secara lisan
12.	Apakah tutor memberi sebuah "cue" untuk membantu anda memahami materi?	✓	memberikan contoh-contoh
13.	Apakah tutor memberi latihan untuk menguatkan pemahaman anda terhadap materi?	✓	setiap hari latihan soal
14.	Apakah tutor mengawasi anda dalam mengerjakan soal latihan?	✓	ada waktu yg limit saat mengerjakan dan harus mengerjakan sendiri tidak boleh bertanya
15.	Apakah tutor membantu anda ketika anda mengalami kesulitan dalam mengerjakan soal latihan?	✓	tutor hanya membantu jika perntanya kurang ditanya di pahami, bukan memberikan jawaban
16.	Apakah tutor selalu memberikan latihan sebagai "drilling"?	✓	setiap hari . terkadang sekali, kadang dua kali
17.	Apakah tutor meminta anda untuk	✓	dengan adanya study club . mandiri dia



	berdiskusi tentang latihan yang telah anda kerjakan?		Kali Salam seminggu -
18.	Apakah tutor meminta anda untuk menjelaskan hasil latihan anda menurut pemahaman anda?	✓	Kita harus menganalisis soal
19.	Apakah tutor memberikan umpan balik terhadap penjelasan anda?	✓	menjelaskan lagi jika ada yang Kurang paham.

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

- Mengajarkan Kita untuk tidak bergantung pada Kamus elektronik tapi harus membuka Oxford sehingga secara tidak langsung menambah vocabularies
- Diplin dalam ujian Karena banyak Konsekuensi jika kita melanggarnya

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

- Tidak ada kekurangannya Dalam strategi mengajar hanya saja terkadang cara menyampaikan complicated sehingga membuatku bingung.



Kuesioner siswa

Nama: *Robbi Hussalanda*Umur: *22* tahunJenis Kelamin: *Laki-laki* / Perempuan

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

No.	Pertanyaan	Ya	Tidak	Penjelasan
1.	Apakah tutor bertanya tentang materi sebelumnya?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Iya, setiap pagi setelah pelajaran di tangki besar ngr.</i>
2.	Apakah tutor memperkenalkan materi sebelum menjelaskan materi?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Iya, sbt di kontrak forum.</i>
3.	Apakah tutor mengenalkan tentang "English grammar"?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Iya, u - u -</i>
4.	Apakah tutor memberi contoh tentang "English grammar"?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Setiap hari / materi.</i>
5.	Apakah tutor menjelaskan perbedaan antara "English grammar" dan "Indonesian grammar"?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Iya, belum di berikan perbedaan Indonesia sama english.</i>
6.	Apakah tutor memberi contoh untuk memudahkan anda memahami materi?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Iya, setiap materi di beri contoh. b. info terlebih dahulu.</i>
7.	Apakah tutor mengecek pemahaman anda terhadap materi ketika menjelaskan materi?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Jelas, setiap siswa di perhatikan. ya) sekiranya belum paham di jelaskan barulang.</i>



8.	Apakah tutor menjelaskan materi dengan cara yang berbeda ketika anda masih mengalami kesulitan dalam memahami materi?	✓	Ya, selalu mungkin di beri contoh dari sumber agar kami lebih memahami.
9.	Apakah tutor menggunakan media lain (PPT, flashcard, video, dll.) dalam menjelaskan materi?	✓	Ya, karena setiap pengajaran sudah di plus sambil gambar.
10.	Apakah tutor meminta anda untuk mengulang materi yang telah tutor jelaskan?	✓	Ya, biasanya sudah pembater materi.
11.	Apakah tutor meminta anda untuk mengulang materi yg telah tutor jelaskan secara mandiri?	✓	Ya, setiap hari, setiap jam pelajaran berikutnya.
12.	Apakah tutor memberi sebuah "cue" untuk membantu anda memahami materi?	✓	Ya, ketika kami bingung guru bertanya :
13.	Apakah tutor memberi latihan untuk menguatkan pemahaman anda terhadap materi?	✓	Setiap hari di kasih soal, untuk menyiapkan
14.	Apakah tutor mengawasi anda dalam mengerjakan soal latihan?	✓	Ya, diawasi saja.
15.	Apakah tutor membantu anda ketika anda mengalami kesulitan dalam mengerjakan soal latihan?	✓	Ya, pertanyakan yg sulit biar welcome menjelaskan.
16.	Apakah tutor selalu memberikan latihan sebagai "drilling"?	✓	
17.	Apakah tutor meminta anda untuk	✓	Setiap latihan bingung di beri latihan sama.



	berdiskusi tentang latihan yang telah anda kerjakan?			satu persatu.
18.	Apakah tutor meminta anda untuk menjelaskan hasil latihan anda menurut pemahaman anda?	✓		ya, karena satu persatu dari kita salah & salah jawab.
19.	Apakah tutor memberikan umpan balik terhadap penjelasan anda?	✓		ya, setiap di jawab di berikan tanggap.

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

di berikan materi dulu besarnya di oral. terus di kerjakan soal setiap hari untuk pengujian pemahaman & belajar satu persatu.

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

Appendix 11 Surat Izin Penelitian



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia,
Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - <http://www.fib.ub.ac.id>

Nomor : 1215 /UN10.F12/PN/2017
Lampiran : 1 (satu) lembar
Hal : Permohonan Ijin Penelitian

09 JUN 2017

Yth. Pimpinan Smart International Language Collage
Jalan Cempaka Nomor 9A, Tegal Sari, Tulungrejo
Kediri, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

nama : Eko Aristyo Pandhi
NIM : 135110507111001
semester : VIII (Delapan)
program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

THE USE OF PRESENTATION, PRACTICE, PRODUCTION (PPP) STRATEGY IN TEACHING ELEMENTARY GRAMMAR CLASS IN SMART INTERNATIONAL LANGUAGE COLLEGE (ILC) PARE

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Dekan,
Prof. Ir. Ratya Anindita, MS., Ph.D.
NIP 196109081986011001

Appendix 12 Lembar Validasi Instrumen

Surat Keterangan Validasi Ahli Instrumen Penelitian

Yang bertanda tangan dibawah ini :

Nama : Alies Poetri Lintangari, M.Li.
Instansi : Fakultas Ilmu Budaya, Universitas Brawijaya
Jabatan : Dosen

Telah membaca instrumen penelitian berupa pedoman wawancara, observasi, dan kuisisioner 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 :

Memor diperbaiki sesuai catatan saya.

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

Malang, 28 April 2017

Validator,

[Handwritten Signature]

Alies Poetri Lintangari, M.Li.

NIP. 201701870910 2001



Validation Form for The Result of the Research

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

Items	Indicators	Validation	
		Valid	Invalid
Observation Checklist	Classroom activity (16 activities)	✓	
Interview Guide for head master and teacher of SMART ILC	Question items (19 questions)	✓	
Interview Guide for student	Question items (30 questions)	✓	
Questionnaire	Question items (31 questions)	✓	

Comments and Suggestions:

- 7 Foreign words should be written italic.
- 7 Rense if according to note.

Expert Validator,

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





BERITA ACARA BIMBINGAN SKRIPSI

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.	<i>[Signature]</i>
2.	2 Maret 2017	Pengajuan Bab I, II, dan III	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
3.	17 Maret 2017	Revisi Bab I, II, dan III	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
4.	2 Mei 2017	ACC Seminar Proposal	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
5.	17 Mei 2017	Seminar Proposal	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
6.	19 Sept 2017	Pengajuan Bab IV	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
7.	17 Okt 2017	Revisi Bab IV	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
8.	31 Okt 2017	Revisi Bab IV dan V	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
9.	20 Nov 2017	ACC Seminar Hasil	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
10.	27 Nov 2017	Seminar Hasil	Yulia Hapsari, M.Pd.	<i>[Signature]</i>

11.	4 Des 2017	ACC Ujian Akhir	Yulia Hapsari, M.Pd.	<i>Yulia</i>
12.	11 Des 2017	Ujian Akhir	Yulia Hapsari, M.Pd.	<i>Yulia</i>
13.	22 Des 2017	ACC Jilid	Yulia Hapsari, M.Pd.	<i>Yulia</i>

10. Telah dievaluasi dan diuji dengan nilai :

B+

Malang, December 22nd 2017

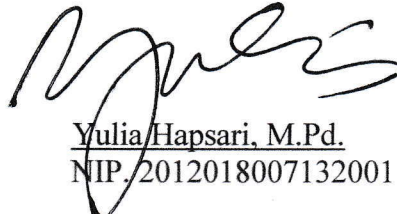
Mengetahui,

Wakil Dekan I



Syariful Muttaqin, M.Si
 NIP. 19751101 200312 1 001

Dosen Pembimbing


Yulia Hapsari, M.Pd.
 NIP. 2012018007132001