

### **ABSTRACT**

**Lusitasari, Yani**, 2016. Students and Teacher Perception on Teaching Grammar Using PPP (Presentation, Practice, Production) Models. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor: Winantu K.S.A, M.Hum.

**Keywords:** PPP (Presentation, Practice, and Production) Models and Teaching Grammar

PPP model is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. PPP models is applying deductive method. Actually, there is different opinion between students and teacher about teaching grammar using PPP model. Teacher states that deductive method is suitable for morning activity. In contrary, the students state that deductive method is not suitable even for the morning activity, it is difficult to learn grammar using deductive method. That is the researcher reason to conduct this research.

The aim of this research is to describe students and teacher perception on teaching grammar using PPP (Presentation, Practice, and Production) Model. In this research, the researcher wants to know deeply about both students and teacher response and opinion on learning grammar using PPP models'.

This research applied descriptive research design. This research also took place at Ma Wali Songo Ngabar. The source of data in this research came from both third grade students of C and teacher perception. The data was collected through interview, observation, and documentation. The data of this research were analyzed through document analysis, which had three steps: 1) organizing and familiarizing 2) coding and reducing 3) interpreting and representing. Then, to check the validity of the data, the researcher used triangulation.

The researcher analyzed the data and organized the data into several categories. The researcher organized the students perception into five categories included the percentage of each categories, they were 1). Understandable 17,39%, 2) difficult to be understood 13,04%, 3) have a problem in practice 13,04%, 4) enjoy learning grammar through practicing 43,48%, 5) challenging 13,04%. The researcher also organized the teacher perception as bellow: 1) PPP models' an effective way for morning activity, 2) good strategy and less time consumed.

The result of the research, teacher perceives that PPP models is effective for morning activity and also good strategy and less time consumed. While the students perceive that PPP models are understandable, difficult to be understood, have a problem in practice, enjoy with practicing and challenging. In short, there is difference perception between students and teacher perception about teaching grammar using PPP (Presentation, Practice, and Production) model.

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Grammar has multiple meanings, as Larsen-Freeman writes, minimally (grammar seeks) to explain the same phenomena: how words are formed (morphology) and how words are combined (syntax).<sup>1</sup> On the other hand Harmer states, grammar is the way in which word change themselves and group together to make sentences.<sup>2</sup> A statement above shows, grammar is rules about how words change their form and combine with other words to make sentences.

In grammar students learn how to build sentences, types of words, and what sentences. learning grammar is not easy thing. Moreover for ESL class or EFL class, learning grammar such something scared and difficult. Then, it would be better if teacher knows appropriate strategies in teaching grammar.

There are two strategies in teaching process; old and current strategies.<sup>3</sup> The most significant difference between them is on the teaching-learning activity. Teacher centered activity is the main characteristic of old teaching practice while student-centered activity has become the demand of current teaching practice. Teacher-centered activity is very dominant in the old teaching practice. Teacher-centered activity is often called one way communication. The teacher is active in

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<sup>1</sup> David Nunan. Practical English Language Teaching Grammar (New York: McGraw-Hill Education 2003). Page.3

<sup>2</sup> Ibid. 2

<sup>3</sup> Ibid. 2

transferring his knowledge while students become passive and their potentialities are not well developed. Both teacher centered activity and students centered activity has their advantages and disadvantages, so teachers have to know which one more effective for their teaching activity.

Example of old teaching strategies is PPP models. According to Jeremy Harmer, PPP is a method that widely used in teaching simple language at lower levels.<sup>4</sup> PPP uses a classic deductive approach with grammar being explicitly introduced in the presentation stage, the first part of the class. Current thinking in second language acquisition suggest that ‘Presentation, Practice, Production’ PPP approach is totally unjustifiable as a means of teaching. However it not only persists but seems to flourish.<sup>5</sup>

Among many methods, PPP is successful one and is widely used throughout the world by many EFL and ESL teachers. Every PPP lesson has a language aim, which students should fulfill by the end of it. It is modern equivalent of the audio lingualism method, which dates back to the 1940s. Not only can PPP be applied to teach grammar items, but it can also be used to teach functions, vocabulary and even pronunciation.<sup>6</sup> In a PPP lesson there are three stages: first, the teacher presents the target language; then, students practice the new language items; and finally they use their own ideas to talk about themselves.

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<sup>4</sup> Online. Ejournalufmg.blogspot.com /2010/11/ppp-method-presentation practice.and production.html?m=1. Accessed on 4<sup>th</sup> of april 2016. 07.40 AM

<sup>5</sup> David Evans, A Review of PPP. (University of Burmingham, 1999) 1. (online). Accessed on Tuesday, February ,16 ,20165:38:03 AM

<sup>6</sup> Jeremy Harmer. How to Teach 5<sup>th</sup> Edition. (Harlow. Longman. 2009)

Although PPP model is old teaching strategies, some schools are using this old strategy in teaching activities. A PPP model is not only for teaching grammar, but also for teaching vocabulary. Some junior high schools do not teach grammar purely, caused of grammar was included at English lesson. Differently, MA Wali Songo gives grammar lesson to their students since first grade of senior high school. Actually, the school knows how important grammar is. So that, the school decided to give grammar lesson since first teaching and learning process begin. Moreover, MA Wali Songo has a regulation, all of teachers and students must speak Arabic and English for their daily conversation both in learning activity and out of learning activity. Automatically, it is a way in supporting students effort in learning grammar and English.

At MA Wali Songo third class divided into four classes. In this research, the researcher will observe only C class. The reason for choosing C class is among four classes which often taught using PPP models is C class and the time was enable. In the C class, grammar lesson taught at second period and other classes grammar lesson taught at the end of the lesson. As Miss Sumiati said, that PPP models' is good when used at the beginning of the lesson.

In this research, the researcher uses descriptive qualitative research. This research analyzes the students and teacher perception on grammar using PPP models. The goal of the research is to know deeply about students perception on their understanding while they are taught by using PPP models and students and teacher opinion on teaching grammar using PPP models.

According to the researcher observations on 12<sup>th</sup> February 2016, Miss Sumiati as grammar teacher of the third grade of C Students at MA Wali Songo said, there are some strategies which used by the teacher, both old and current method. Sometimes teacher uses PPP models strategies when it is suitable for her lesson. She also said that PPP models is suitable if used at morning lesson. Although some methods are suitable for some lesson and another method does not. Moreover for third grade, they only have little time for active learning in the class, and have some examinations to do after. So, teacher has managed the time properly.

In other hand, the students state there are many ways teacher grammar teaching strategy, both students as active participant and passive participant. the students also state, while they are as passive participant, sometimes they bored, sometimes easier to understand the lesson, also sometimes they difficult to receive the new lesson. Then, they should learn hard and understand well in grammar.

The explanation above shows there was different perceptions between students' and teacher about teaching and learning grammar. Therefore, the researcher is interested to investigate how the students and teacher perception on teaching grammar using PPP models are. Hence, the researcher titles this research "STUDENTS' AND TEACHER PERCEPTIONS ON TEACHING GRAMMAR USING PRESENTATION, PRACTICE, PRODUCTION (PPP) MODELS.

**B. Focus of the Research**

This study focused on students' and teacher perception on teaching grammar using presentation, practice, production (PPP) models for third grade students at MA Wali Songo in academic years 2015/2016.

**C. Statement of the Problem.**

How do the students and teacher perception on teaching grammar using presentation, practice, production (PPP) models?

**D. Objective of the Study**

To describe the students and teacher perception on teaching grammar using presentation, practice, production (PPP) models.

**E. Significances of the Study**

## 1. Theoretical significance

The result of this research hopefully can give contribution of knowledge to develop teaching and learning process especially in grammar lesson. In other hand, also give perspective addition about teaching and learning of English language especially in teaching and learning grammar. Moreover grammar is the root of learning English effectively, both of speaking and writing are need a grammar for the basic knowledge to produce English language orally or written correctly.

## 2. Practical significance

The result of this study is expected to be beneficial for:

### a. Teachers

This study expected to give teachers, particularly English grammar teacher, motivation in teaching and learning process. Although grammar is the most difficult subject for some students, hopefully teachers able to teach effectively and interestingly, then the students will not bored while teaching and learning process. And the students will receive and understand the new knowledge easily.

### b. Students

This study is expected to give students, particularly the students of third grade of MA Wali Songo academic years 2015/2016, knowledge in increasing their competency in English grammar and motivate them for learn English grammar hardly also show them that English grammar is not as difficult as they think.

### c. Readers

This study is expected to give a contribution to reader; particularly the students of English department of STAIN Ponorogo, in enriching references concerned with the students' and teacher perceptions.

d. The researcher

It will add knowledge and experience, so that it can be used as reference in doing the next research.

## **F. Research Methodology.**

There are some items related to the research that employed. They could be described as the following:

### **1. Research Design.**

Research is the process of making claims and then refining or abandoning some of them for other claims more strongly warranted.<sup>7</sup>

The researcher used qualitative approach in this research.

According to Creswell ‘‘Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem, the data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way meaning, and the importance of rendering the complexity of a situation.<sup>8</sup> It means that qualitative research is concerned with the individuals or groups ascribe to a social or human problem.

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<sup>7</sup> John W. Creswell, Third Edition Research Design Qualitative, Quantitative, And Mixed Approaches (USA: library of cataloging-in-Publication data). Page 7

<sup>8</sup> Ibid. 4



Research design is the researcher's plan of how to proceed or to gain an understanding of some group or some phenomenon in its context.<sup>9</sup> The design of this research was descriptive research. Descriptive research includes surveys and fact finding enquiries of different kind. The major purpose of descriptive research is description of the state of affairs as it exists at present.<sup>10</sup> This research used descriptive method to describe students and teacher perceptions using PPP models on their teaching and learning grammar and how the teacher strategy in teaching grammar and also the students' grammar learning strategies for getting the effective teaching and learning grammar in the class.

## 2. Researcher Role.

Research is not a machine to grind out facts. The main machine in all research is a human researcher or a team of humans. In qualitative research, the human have a lot to do, planning the study, arranging for the situations to observe, interviewing people, examining records, putting patches of ideas together, and writing reports. Human are the researchers, human are being studied, human are the interpreters and

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<sup>9</sup> Donald Ari, et al., Introduction to Research in Education Eight Edition. (Wadsworth, cengage learning, Canada) 426

<sup>10</sup> C.R Kothari, Research Methodology: Methods and Techniques (New Delhi: New Age International (P) Limited,2004), 2.

among them the reader of the reports.<sup>11</sup> In this research, the researcher role was as observer. Researcher interacted with subjects enough to establish rapport but did not really become involved in the behaviors and activities of the group.

Qualitative research is interpretative research, with the inquirer typically involved in a sustained and intensive experience with participant. This introduces a range of strategic, ethical, and personal issues into the qualitative research process.<sup>12</sup> Moreover, the researcher actively worked to minimize the distance between the researcher and those being researched. The researcher observed the students' and teacher perception in learning and teaching grammar.

### 3. Research Location.

This research was taking place at MA Wali Songo which was located Ngabar Siman Ponorogo. MA Wali Songo is located at the area of Wali Songo Islamic boarding school, a modern boarding school that required their students to speak by two languages English language and Arabic language. The reasons for selecting this school are:

- 1) PPP model was used in this school as one method besides other methods.

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<sup>11</sup> Donald Ari, et al., Introduction to Research in Education Eight Edition. (Wadsworth, Cengage Learning, Canada 2010). Page. 424

<sup>12</sup> Ibid. 177

- 2) Not all school have grammar lesson, some schools conduct learning grammar inserted in English lesson. In this school, grammar lesson taught independently, so that the researcher chosen this school for conducting the research.
- 3) The students of MA Wali Songo must practice their grammatical knowledge which they have learnt on their daily conversation which used English and Arabic language. They used Arabic and English language for their daily conversation, changeable a week using English language and a week used Arabic language.

#### 4. Data Source.

In qualitative research, the sources of data are assumed to be homogeneous. Data source is the subject from which the data were obtained. The main sources of data in the qualitative research are the words and actions, the rest are extras such documents and other.<sup>13</sup>

Data can be classified as primary and secondary, and then those explain completely in the following:

##### 1) Primary data

Primary data is written by someone who has had firsthand experience with the phenomenon under study.<sup>14</sup> Primary data can

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<sup>13</sup> Mohammad Adnan Latief, Research Methods on Language Learning an Introduction (Malang, UM Press 2014) page 187

<sup>14</sup> Donald Ari, et al., Introduction to Research in Education Eight Edition. (Wadsworth, cengage learning, Canada) 443

be collected by using experiments, surveys, questionnaires, interviews, and observations.

In this research, the primary data consisted of the third grade of C students and grammar teacher transcript of interview and the researcher's observation transcript. The main data of this research were got from the students' and grammar teacher perceptions or opinions. Then the researcher analyzed using triangulation.

## 2) Secondary data

A secondary source is a secondhand description written by someone who may have heard about an event from others but did not directly experience it.<sup>15</sup> In this research the secondary data consisted of relevant books and some documentation.

## 5. Technique of Data Collection

Data means observations or evidences.<sup>16</sup> The scientific educational researches require the data by means of some standardized research tools or self-designed instrument.<sup>17</sup> The instrument of the study was used to collect the data. In this research, the researcher used observation to observe the teaching activity using PPP models, documentation, and interview to collect the data.

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<sup>15</sup> Ibid. page 443

<sup>16</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*. (New Delhi 2006). Page 212

<sup>17</sup> Ibid. page 213

## 1. Observation

Observation is a generic term to refer the process of data gathering. Observation is a basic method for obtaining data in qualitative research and is more than just ‘‘hanging out’’. Qualitative observation usually takes place over a more extended period of time than quantitative observation.<sup>18</sup> In the observation, the researcher looked at the class teaching process. The researcher observed all the activities from the first up to the end.

Qualitative observations rely on narrative or words to describe the setting the behaviors, and the interactions. The goal is to understand complex interaction in natural setting.<sup>19</sup> In the observation the researcher proved the students perception on PPP models in grammar class and assured that PPP Model’s was surely used at teaching process for the third grade of C students MA Wali Songo.

According to Donald Ari, there are several benefits as well as drawbacks to the use of observation for data collection. Observation may allow the researcher to determine whether what is said actually matches action or may illuminate subtleties that may be outside the consciousness of the person or that person cannot articulate<sup>20</sup>.

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<sup>18</sup> Ibid. page 431

<sup>19</sup> Ibid. page 431

<sup>20</sup> Donald Ari, et al., Introduction to Research in Education Eight Edition. (Wadsworth, cengage learning, Canada)

## 2. Interview

Interview is a data gathering instrument that involves direct verbal interaction between individuals.<sup>21</sup> The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypothesis. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observation.<sup>22</sup> There are two methods of recording the interview; note taking and tape recording. Note taking is done by checking the alternative answers and writing some additional sentences as necessary. The second method is recording the interview using tape recorder.<sup>23</sup>

In this research, the researcher interviewed the informants such grammar teacher and students third grade of C class at MA Wali Songo to ask the information especially about teaching and learning grammar process, their understanding on teaching grammar using PPP models and their difficulties on learning grammar using PPP models.

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<sup>21</sup> Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang, UM Press 2014) page. 200

<sup>22</sup> Donald Ari, et al., *Introduction to Research in Education* Eight Edition. (Wadsworth, cengage learning, Canada). page 438

<sup>23</sup> Ibid 204

### 3. Documentation

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the researcher also uses documentation as one technique in collecting data. Qualitative documents, these may be public documents (e.g., newspaper, minutes of meetings, official report) or private documents (e.g., personal journals and diaries, letters, e-mails).<sup>24</sup> According to Donald.A and his friends, Documents can be classified into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents.<sup>25</sup>

In this research, the researcher used personal documents, the transcripts of students and teacher perceptions along they are learning grammar and their opinion about learning grammar using PPP models written by teacher and third grade of C students of Ma Wali Songo.

### 6. Technique of Data Analysis

Data analysis is the most complex and mysterious phase of qualitative research.<sup>26</sup> In this research, the researcher used document analysis. Document analysis is a research method applied to written or

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<sup>24</sup> John W. Creswell, Third Edition Research Design Qualitative, Quantitative, And Mixed Approaches (USA: library of cataloging-in-Publication data). Page 181

<sup>25</sup> Donald Ari, et al., Introduction to Research in Education Eight Edition. (Wadsworth, cengage learning, Canada) page:442

<sup>26</sup> Ibid. page 481

visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents<sup>27</sup>.

According to Donald Ari the purpose of document analysis are to describe prevailing practice and also to discover the relative importance of, or interest in, certain topics<sup>28</sup>. In this research, the researcher analyzed the students and teacher transcript of their perception about grammar, the difficulties while learning grammar, teacher teaching strategy and teaching grammar using PPP models.

Donald Ari also described the approach of analysis the data into three stages:<sup>29</sup>

- 1) Organizing and familiarizing.

The first stage in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved.<sup>30</sup> Organizing involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the source of

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<sup>27</sup> Ibid. page 457

<sup>28</sup> Ibid. page 457

<sup>29</sup> Ibid. 481

<sup>30</sup> Ibid. 481



information.<sup>31</sup> Familiarizing is a step when the researcher should become familiar with the data through reading and rereading notes and transcript, viewing and reviewing videotapes, and listening repeatedly to audiotapes.<sup>32</sup> Initially, the researcher should become familiar with the data through reading students transcript about their perception on learning grammar using PPP models and listening to audiotapes the recorded of teacher perception.

In this stage, the researcher must be immersed the data, make the transcription of teacher and students perception, and make the transcript of observation. Then, the researcher read and reread the data to organize them into several topics.

## 2) Coding and reducing

After familiarizing and organizing the data, then the next step are coding and reducing process. Coding is about developing concepts from the raw data.<sup>33</sup> Coding is sorting all data sets according to topics, themes, and issues important to the study.<sup>34</sup> In this research, the researcher used open coding. Open coding is the researcher's first step towards gradually making

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<sup>31</sup> John W. Creswell, Third Edition Research Design Qualitative, Quantitative, And Mixed Approaches (USA: library of cataloging-in-Publication data). Page 185

<sup>32</sup> Ibid. 481

<sup>33</sup> Ibid. 483

<sup>34</sup> Robert E Stake, Qualitative Research How Things Work. (London, the Guilford Press 2010 ) page 164.

sense of the data. The technique of open coding is to read the transcript closely and code the data.

After collecting all the data and made it into transcript, the researcher organize the data into many categories. The researcher categorize the transcript into several topic, and each of them has the initial or codes as bellow.

The transcript categories	Codes
Understandable	I-1
Enjoy the strategy with practicing	I-2
Have problems in practicing	I-3
Challenging	I-4
Difficult to understand.	I-5
Teacher perception on PPP models	1-6
Observation transcript	O

Data reduction is the transformation of numerical or alphabetical digital information derived empirically or experimentally into a corrected, ordered, and simplified form.<sup>35</sup> It means that in this stage the researcher needs to separate the accurate data from inaccurate data that will be analyzed.

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<sup>35</sup> [https://en.wikipedia.org/wiki/Data\\_reduction](https://en.wikipedia.org/wiki/Data_reduction), accessed at 27<sup>th</sup> July 2016

Through reducing step, the researcher separated the accurate data from the inaccurate data. Which only used is the accurate data, and the inaccurate data was omitted.

### 3) Interpreting and representing.

Interpreting involves reflecting the words and acts of the study's participants and abstracting important understanding from them.<sup>36</sup> Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. The interpretation step involves the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study from her own culture, history and experiences<sup>37</sup>.

Representation involves how the data are presented, can use graphs, pictures, diagrams, figures, or frameworks. The procedure used most frequently by qualitative researchers is to report by themes, topics, or cases and demonstrate these through descriptive detail.<sup>38</sup>

In this stage, the researcher concluded the data according to the researcher interpretation based on the transcript of the data.

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<sup>36</sup> Donald Ari, et al., Introduction To Research in Education Eight Edition. (Wadsworth, cengage learning, Canada) page:490

<sup>37</sup> John W. Creswell, Third Edition Research Design Qualitative, Quantitative, And Mixed Approaches (USA: library of cataloging-in-Publication data). Page 185

<sup>38</sup> Donald Ari, et al., Introduction To Research in Education Eight Edition. (Wadsworth, Cengage Learning, Canada) page 491

The researcher does the interpretation by describing the research finding about students and teacher perception on teaching grammar using PPP models. Through representation, the researcher wants to show the result of the research clearly, and then the researcher decided to represent the result of the research in the form of thesis.

#### 7. Checking of Data Validity

Validity does not carry the same connotations in qualitative research as it does in quantitative research, nor it is a companion of reliability (examining stability or consistency of responses) or generalizability (the external validity of applying results to new settings, people, or samples). Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects.<sup>39</sup>

To guarantee the data validity, the study employs the techniques of data validity that is the extension of participation means that researcher stays in the field of research until data collection saturation is reached. The data said to be valid if there is no differences between the data which is reported by researcher and the data in the field. In this research, the researcher uses triangulation technique with the data source. It

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<sup>39</sup> Ibid. page 190

means that the researcher compares and checks the validity of data from the different informants such as observation of students' perception on teacher strategies in teaching grammar, interview to some students and the teacher, and some related documents to get valid and credible data.

## **8. Research Procedures**

In this research, there are some procedures of research which must be done. They are planning, application and reporting.

### **1. Planning**

Before doing the research activity, the researcher must prepare the research material, these are:

- a) Getting permission letter from the institution.
- b) Getting permission letter and approval from the school that will be researched.
- c) Arranging the research plan
- d) Arranging the research instrument

### **2. Application**

- a. Observing learning grammar activity at third grade of C Ma Wali Songo, interviewing students and teacher perception on their experience through learning grammar using PPP models and documenting the students and teacher perception into a script.
- b. Analyzing data
- c. Making conclusion and suggestion

### 3. Reporting

In this activity researcher writes a research report in form of thesis, writing about the students' and teacher perceptions on teaching grammar using Presentation, Practice, Production (PPP) models for third grade of MA Wali Songo in academic years 2015/2016.

#### **G. Organization of the Thesis.**

This thesis report is organized in five chapters that interact one each others as describes in the following explanations.

##### Chapter I: Introduction

Introduction includes background of the study, focus of the research, statement of the problem, objective of the study, significances of the study and organization of the thesis.

##### Chapter II: Review of related literature.

This chapter contains of theoretical or literature as the basic of the study. It shows the explanation of presentation-practice-production (PPP) models, students and teacher perception, also teaching grammar. It also shows the brave previous study that has relation with presentation-practice-production (PPP) models. Thus the reader getting understand the theory of the study.

##### Chapter III: Data description

This chapter contains the data about the students and teacher perception on teaching grammar using PPP models and the difficulties of teaching grammar using PPP models.

Chapter IV: Discussion.

This chapter contains of data discussion and data interpretation about students and teacher perception

Chapter V: Closing

This chapter consists of conclusion and suggestion for the study.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. The review of related literature have a goal of providing previous studies and information concerned with the research problems, including overview of students' and teacher perception, teaching grammar, PPP (Presentation, Practice and Production) models and previous research findings. All of them are used as guide for presenting this study.

#### **A. Theoretical Background.**

##### 1. Students' and Teacher Perception.

###### a. Students

According to Jeremy Harmer good learner is students who are prepared to take such responsibility for their own learning (by studying in their own time, doing homework, thinking carefully about what would be best for them). Good learners, in other words, don't just wait to be taught.<sup>40</sup>

Harmer also gives some characteristics of good learners in class are:

- 1) A willingness to listen. Good learners listen to what's going on- not just in the sense of paying attention, but also in terms of really listening to the English that is being used, soaking it up with eagerness and intelligence.

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<sup>40</sup> Jeremy Harmer, *How to Teach English* ( Cambridge: Longman, 1998), 8.



- 2) A willingness to experiment. Many good learners are not afraid to 'have a go'. They are prepared to take risks, to try things out and see how it works.
- 3) A willingness to ask questions. Although some teachers can become irritated by students who are constantly asking difficult (and sometimes irrelevant) questions, the urge to find out why is part of a successful learner's equipment.
- 4) A willingness to accept correction. Good learners are prepared to be corrected if it helps them.
- 5) A willingness to think about how to learn. Good learners bring or invent their own study skills when they come to a lesson (and/or when they study on their own)<sup>41</sup>.

Student is one component of teaching system. Student is a learner, or someone who attends an educational institution. Moreover, as component of teaching system, student has their roles such:

- a) Contributing course design. Then learners can research their need, negotiate content, and help monitor the progress of the course
- b) Contributing to activity design. Learners can explore and experiment

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<sup>41</sup> Ibid. Page 10

- c) Developing more independent approaches. Learners can plan, initiate, and organize their own work
- d) Participating in the class activities.<sup>42</sup> Then learners can give question, clarify, suggest and comment.

Those are the role of students, in the teaching and learning process students is not only listening to the teacher explanation. It will be better, while students to be active participant in the teaching and learning process, explore their potentials, and understand what their need so they can search by them self with teacher guidance's.

b. Teacher

Teachers use many metaphors to describe what they do. Sometimes they say they are like actor because they were on the stage, and others think they are like gardeners, because they were plant the seeds and then watch them grow. The range of images that teachers use about themselves indicates the range of views that they have about their profession.<sup>43</sup> Whatever teachers describe what they do, the most important thing is, that teacher should love their job, if teacher do automatically teacher can make the lesson more interesting, and students also more exciting in learning process, indeed the teachers can maximize their role as a teacher.

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<sup>42</sup> Tricia Hedge. Teaching and Learning in the Language Classroom (Oxford: Oxford University Press 2003)

<sup>43</sup> Jeremy Harmer, the Practice of English language Teaching (England: Longman 1991). Page 56

As students has a roles, teacher also has roles such Harmer said teacher as controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions for the pair work; initiating, monitoring, and organizing feedback; as prompter while students are working together; and as resource if students need help with words and structures during the pair work.<sup>44</sup> In other hand, teacher should have a lot of knowledge, except the knowledge the teacher have mastered. Teacher also should have good personality for being good models for their students.

Furthermore, teacher also should control the class, inspire and motivate the students. Good teacher is not only clever or smart but also care with students condition, understand what students want in the learning process, and not forced students follow teacher desires.

c. Perceptions

1) Definition of perception.

There are some theories about perception, and the two major theoretical perspectives are nativism and empiricism. Nativism purposes that perceptual abilities are innate rather than learned. While empirics, process that perceptual abilities are learned through meaningful interaction with environment. There is evidence

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<sup>44</sup> Ibid. 57-61.

supporting both perspectives. The nativism perspective is supported by both ethological studies (studies of animal in their environment) and some observation of newborn humans. In contrast, support is given to an empiricist perspective by observations that restricted sensory experience in young individuals will alter later perceptions.<sup>45</sup>

Different with both nativism which states that perception is innate and empiricism which state that perception is learned. Richard Gregory's theory states that perceptions are hypothesis, which proposes that perceptions are the result of scientific interference process based on the interaction between incoming sensory signals and prior knowledge.<sup>46</sup>

## 2) The principle of perception.

There are many basic principle of perception, as Stephen S. Davis mentioned. One of them, perception is the result of both bottom-up and top-down processes.<sup>47</sup> Bottom-up process occurs when perception dominated from the internal stimuli. On the other hand, top-down process occurs when perception dominated from the external stimuli. Both of the processes also occur to the students

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<sup>45</sup> William F. Buskist and Stephen F. Davis, 21<sup>st</sup> Century Psychology A reference Handbook. (USA: SAGE Publication 2008). 252.

<sup>46</sup> Ibid., 253.

<sup>47</sup> Ibid. 250

and teacher, caused there are internal and external stimuli which affected their perception.

In this research, the researcher focused on the top-down process, where perception is affected from the external stimuli, one of them is teacher teaching strategy.

Another basic principle of the perception is perception can be altered by attention.<sup>48</sup> When attention is focused on a specific stimulus, the neural response to that stimulus is increased even though nothing else about stimulus has changed. Then, the difference attention and focus from each of the students will make different perception each of them, which also make different understanding for each of the students.

### 3) Students and teacher perception.

This research using the definition that perception incorporating rules, memories and schemata in order to create an assumption about the perceived stimulus and making hypothesis with the purposes that perceptions are the result of scientific interference process based on the interaction between incoming sensory signals and prior knowledge.

Student perception is something that has meaningful to students and has integrated activity to understand the class

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<sup>48</sup> Ibid. 249

circumstances around students. It can use to assess for teacher and student's behavior, such as study habits, motivations, discipline, social behavior, and desire to learn. Similar with student perception, teacher perception is how teacher minds, views, and opinions through teacher experience while doing such activities such teaching, interacting with the students and managing the class. And among those, the researcher focused on teacher teaching strategy on teaching grammar using PPP models.

Perception about experiences is more needed in the process of learning. Experience about what the senses do in the past is more influences on students view or opinion rather than what will students faced in the future. These are, the researcher interested on students perception, for knowing the students view or opinion related their experience on grammar learning activities.

## **2. Teaching Grammar**

### **a. Definition of Grammar.**

The term grammar has multiple meanings. It is used to refer both subconscious internal linguistic system and linguistic attempts to explicitly codify or describe that system. As Larsen-Freeman writes, minimally (grammar seeks) to explain the same phenomena: how words are formed (morphology) and how words are combined (syntax). From these definitions, it seems that grammar has to do with the ways in

which units of language combine together to form sentences. Such sentences are acceptable, or grammatically true, if they follow the rules specified by grammarians.

In other hand, J. Harmer states that grammar of a language is the description of the ways in which words can change their forms and can be combined in two sentences in that language.<sup>49</sup> In example word “exercise” in sentence ‘she exercises most evening usually by a running, a word exercise stand as a verb (to do physical activities to make your body strong and healthy), but in this sentence you really should take more exercise, In this sentence, word exercise stand as a noun (physical activity that you do to make your body strong and healthy). In the example above, the word “exercise” stand both as verb and noun, those are the example of changing of word.

b. Teaching Grammar.

According to David Nunan there are two basic approaches to the teaching of grammar, deductively and inductively. In deductive approach, teacher presents the grammar rule and then gives the students exercises in which they apply the rule. In contrary, inductive approach teacher presents samples of language, and students have to come to an

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<sup>49</sup> Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman, 1991)

intuitive understanding of the rule.<sup>50</sup> In example, while teaching grammar uses deductive approach teacher begin by giving an example of sentence using present tense, then students with teacher guidance point out the formula of the sentence. While using inductive approach, the first step, teacher presents the material about present tenses, then explains the material and lastly ask the student produce an example of the tenses.

Actually, each of the approaches has their advantages and disadvantages, such the advantage of deductive approach are:

- 1) It gets straight to the point and can therefore be time saving. Many rules can be more quickly explained than elicited, thereby allowing more time for practice and application.
- 2) It respects the intelligence and maturity of many students and acknowledges the role of cognitive processes in language acquisition.
- 3) It allows for teachers to deal with language points as they come up, rather than having anticipated them and prepare for them in advance.<sup>51</sup>

In other hand, deductive approaches also have disadvantages such as;

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<sup>50</sup> David Nunan, Practical English Language Teaching Grammar (New York: McGraw Hill Education, 2003). Page15

<sup>51</sup> Ibid. page 16-17



- 1) Starting the lesson with a grammar explanation may be frustrating for some students, especially the younger one. They may not be able to understand the concept involved.
- 2) Grammar explanation encourages a teacher-fronted, transmission style classroom.
- 3) Explanation is seldom as memorable as other forms of presentation, such as demonstration.

Actually, every approach has their strength and weakness; there is no better one or more appropriate one among them. Like deductive approach, inductive approaches also have its advantages and disadvantages as Thronburry points out the disadvantages are:

- 1) A major disadvantage of inductive learning is that it takes longer for the students to arrive at an understanding of a rule that has been explained to them by their teacher.
- 2) Another disadvantage is that the students may in fact come to the wrong conclusion about a particular grammatical principle.
- 3) Also, time and energy spent working out rules may mislead students into believing that rules are the objective of language learning.

Beside its disadvantages, the advantages of inductive approach are:

- 1) Students are more actively involved in the learning process and are therefore likely to be more attentive and motivated.

- 2) If the problem solving is collaboratively in the target language, learners get extra language practice.
- 3) Rules learners discover for themselves are more likely to fit their existing mental structures, making them more meaningful, memorable and serviceable.<sup>52</sup>

Those are the advantages and disadvantages of inductive and deductive approach, then teacher have to choose the appropriate ones for their teaching approach.

### **3. Presentation, Practice, Production (PPP) Models.**

#### a. Definition of PPP models.

A widely prevailing approach to the teaching of grammar, which developed in the 1970s and 1980s and still popular with many teachers, is to present a grammatical structure to learners, to ask them to practice it in controlled activities which focus on accurate reproduction of the structure, and then to set up freer activities in which students produce the target form, or known as PPP models.<sup>53</sup> PPP models, which stand for Presentation, Practice, Production is a variation on Audio-lingualism in British-based teaching.<sup>54</sup> Then, according to Crookes and Chaudron, "the PPP is what many teachers conceive of as a basic lesson structure

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<sup>52</sup> Ibid. 16-17

<sup>53</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press 2003), 164.

<sup>54</sup> Jeremy Harmer, *The Practice of English Language Teaching*. (England: Longman), 80.

in many current second language classrooms.<sup>55</sup> Those some theories related to PPP models. Presentation, practice, production, or PPP models, is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. PPP uses a classic deductive approach with grammar being explicitly introduced in the presentation stage the first part of the class, and practice what was present before, and finally product or some trainers have called ‘‘immediate creativity’’. The students are asked to do exercises or product sentence.

b. PPP models procedure.

According to Michael and Chaterine PPP models has three stages, those are; first stage an understanding of the grammar point is provided, sometimes by pointing out the differences between L1 and L2. In the second stage, students practice the grammar structure using oral drills and written exercises. In the third stage, students are given ‘‘frequent opportunities for communicative use of the grammar to promote automatic and accurate use’’.<sup>56</sup> In other hand, Hossein Nassaji and Sandra Fotos structured three stages of PPP models as follows:

- 1) Presentation stage: the new grammar rule or structure is introduced.

The main purpose of this stage is to help students become familiar

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<sup>55</sup> Hossein Nassaji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms*. (New York: Taylor and Francis e-Library 2011), 3-4.

<sup>56</sup> *Ibid.*, 523.

with the new grammatical structure and keep it in their short term memory.

- 2) Practice stage: students are given various kinds of written and spoken exercises to repeat, manipulate, or reproduce the new forms. The practice stage is typically divided into two sections, controlled and freer. In controlled practice the student is involved in mechanical production, simply repeating the target, without needing to think about when use it. In freer practice the student decides how the target is used and may be required to manipulate the form.

The assumption here is that the learners understand the forms of the target language, but needs practice to internalize the structure. The aim of practice stage is to help students gain control of the knowledge introduced in the presentation stage, to take it in, and to move it from their short term memory to their long-term memory.

- 3) Production stage: learners are encouraged to use the rules they have learned in the presentation and practice stages more freely and in more communicative activities. The aim of this stage is to fully master the new form by enabling learners to internalize the rules and use them automatically and spontaneously.<sup>57</sup>

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<sup>57</sup> Hossein Nassaji and Sandra Fotos, Teaching Grammar in second language classrooms. (New York Francis e-Library 2011), 3-4.

Actually, both experts have similarities stage on teaching using PPP models. And here is the example lesson plan using PPP models, included the purposes of activity and teacher roles: In this table, Tricia hedge explained clearly the purposes of each stage in PPP models and the teacher roles in every stage as below.<sup>58</sup>

Stage	Purpose	Teacher's role
Presentation	<ul style="list-style-type: none"> <li>• To present new language in context so that meaning is clear</li> <li>• To present the new form in natural spoken or written text so that students can see its issue in discourse</li> <li>• To link the new form to what students already know</li> <li>• To check comprehension</li> <li>• To elicit the form from students where possible and exploit their existing</li> </ul>	<ul style="list-style-type: none"> <li>❖ Instructor</li> <li>❖ Corrector</li> </ul>

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<sup>58</sup> Tricia Hedge, Teaching and Learning in the Language Classroom (Oxford: Oxford University Press 2003), 166.

	knowledge.	
Practice	<ul style="list-style-type: none"> <li>• To help students memorize the form</li> <li>• To help students produce the word order</li> <li>• To give intensive practice through repetition</li> <li>• To provide opportunities for feedback and error correction</li> <li>• To give practice in pronouncing new forms</li> <li>• To develop confidence.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Manager</li> <li>❖ Evaluator</li> <li>❖ Corrector</li> </ul>
Production	<ul style="list-style-type: none"> <li>• To reduce control and encourage students to find out what they can do</li> <li>• To encourage students to use the forms in expressing their own content</li> <li>• To help students see usefulness of what they</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monitor</li> <li>❖ Resource</li> <li>❖ Diagnose.</li> </ul>

	<p>have learned</p> <ul style="list-style-type: none"> <li>• To check what has been learned and diagnose problems.</li> </ul>	
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## B. Previous Research Findings.

There are two previous research studies which are related with this research. The first is a thesis by Ellys Mahiroh entitled ‘‘The Students’ and Teacher Perception on English Teaching Method at SMK PGRI 2 Ponorogo’’. She concluded that the students of SMK PGRI 2 Ponorogo are aware and understand that the lecturing and question method can makes the learning process of English lesson become more organized and can focus on increasing speaking, reading, writing and listening ability for the students. Furthermore, the teacher at SMK PGRI 2 Ponorogo perceive that lecturing method and question answer method are used in teaching English lesson to determine the extent of achievement of students’ skill.<sup>59</sup>

The difference between Ellys Mahiroh’s thesis and this research is that study concerned on students and teacher perception on teaching method in English class. While this research concerns on students and teacher perception on

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<sup>59</sup> Ellys Mahhiroh The *Students’* and Teacher Perception on English Teaching Method at SMK PGRI 2 Ponorogo (Ponorogo, 2013)

students and teacher perception on teaching grammar using PPP (Presentation, Practice, and Production) models at third grade of MA Wali Songo. The researcher analyses the students and teacher perception on teaching grammar using PPP models, the difficulties which are faced by the teacher and the students respond to teaching grammar using PPP models.

The similarities of both researches, they are concerned on students and teacher perception. Both of those research analyses are perception, students and teachers respond according their learning activities. So, the researcher decided to take Elly Mahiroh's thesis as the related study.

The second previous study is a journal entitled ‘‘a study of teacher and students perceptions concerning grammar-translation method and communicative language teaching’’ written by Pinjuwang. The purpose of that journal is to investigate teacher and students perception concerning Grammar-Translation Method and Communicative Language Teaching. The aims of that journal are to investigate teacher beliefs regarding the role of explicit grammar study and error correction of Grammar-Translation Method and what are their perceptions of CLT-based learning environment in Taiwan, and also College English majors' belief pertaining the role of explicit grammar study and error correction of Grammar-Translation Method and what are their perceptions of CLT-based learning environment in Taiwan.<sup>60</sup>

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<sup>60</sup>Pin Ju Wang, A Study of Teacher and Student Perceptions Concerning Grammar-Translation Method and Communicative Language Teaching (Nanya Institute of Technology) page 148



According to the aims of that research above, he concluded that there are different perceptions concerning Grammar Translation Method and Communicative Language Teaching between teachers and students. Such that in general teachers in the study agree that form focused instruction is important, while the students agree that grammar exercises and drill is important. In the other hand, teacher perceptions of current CLT-based classroom find that negotiation of meaning is very important while the students find that fluency and accuracy which are important.

The difference between Pinjuwang's journal and this research is at journal concerned on students and teacher perceptions concerning Grammar Translation Method and Communicative Language Teaching, while this research concerned on students and teacher perceptions on teaching and learning grammar using PPP (Presentation, Practice, and Production) models.

On the other hand, the similarities are both concerned on students and teacher perception. This research investigates the students and teacher perception, students and teacher responds on their experienced according their teaching and learning process. So, the researcher decided to take Pinjuwang's journal as the related study.

### **CHAPTER III**

#### **RESEARCH FINDING**

This chapter presents research findings that have been collected. In this research, collecting data was conducted through interview, observation, and documentation. The respondents of the interview were third grade of C students at MA Wali Songo and the teacher whom taught third grade of C at MA Wali Songo. The observation was conducted by observing grammar learning activity used PPP models at the third grade of MA Wali Songo. The documentation was conducted to document the students and teacher perceptions on teaching grammar using PPP models into a script.

#### **A. General Data**

##### **1. Historical Background of MA Wali Songo Islamic Boarding School Ngabar Ponorogo (PPWS)**

This is the historical convey of Wali Songo Islamic boarding school, Ngabar Ponorogo. The history started a long time back since the Republic Indonesia was wholly under the Dutch occupation for about three half centuries. Since then, most Indonesians lived under poverty, backward and uneducated situation. There was no glance of hope, future or even tomorrow. What was left only sadness and sorrow.

Emerged among situation a pious Mohammed Thoyyib from small village namely Ngabar, southern Ponorogo district. He was well known with his determination, consistency, and insistence to guide people into

the right path, religion Islam. He committed that the best way to improve quality of people was through education. He believed that when people create institutions, institution would shape people. Realizing that he finally enrolled some of his kids too so called Islamic Traditional Boarding School in Joresan and Tegalsari, and completed higher education in Darussalam Islamic Modern Institute of Gontor.

Latter in 1946, the genuine struggle was started with erection of the first Islamic institution in Ngabar under supervision of Ahmad Thoyyid, Ibrahim Thoyyib, Imam Badri and many others. The institution was called Madrasah Diniyah and later become Madrasah Ibtidaiyah for elementary school. In 1985, the first medium and high institution was established and after three years formally denounced as “Wali Songo” Islamic Boarding School on April 4, 1961. The word Wali Songo was initially taken from the number of students who learned in the school for the first time and presumably the hope that students of institution will come after the step of Wali Songo Islamic preacher who brought Islam to Java.

In short, Wali Songo Islamic Boarding School of Ngabar is especially designed to meet the diverse of students wishing to seek Islamic knowledge and build Muslim character to be able to meet a better life in the near future. Therefore, the institution is not affiliated to any political parties or governmental interest for its recent development. Ngabar has

been attempting to fulfill all basic need by creating. Hence, in the sense, Ngabar is for and above any affiliation.

2. Geographical location, educational system and educational grade of wali songo Islamic boarding school

a. Geographical location

Wali Songo Islamic boarding school (PPWS) is located at Ngabar village ponorogo regency. It was seventy kilometer from Ponorogo town square.

b. Educational system

The learning and teaching program at Wali Songo Islamic Boarding School have been performed on formal combined system include religion of Islam, state curriculum, and social mass communication, supported with intensive care and guardian for 24 hour continuously. More over most of the teachers and educators are graduates of Wali Songo Ngabar, Darussalam Modern Islamic Boarding School of Gontor, and other institution or out of country.

c. Educational role

Wali Songo Islamic boarding school is constituted on formal education with class system. Students of institution will benefit religious education as well as informal education. The levels of education at Wali Songo Ngabar are:

- 1) Pre School Tarbiyatul Athfal Al-manar

- 2) Elementary School of Madrasah Ibtidaiyah Mamba'ul Huda.
- 3) Primary and Senior High School of Tarbiyatul Mu'allimin Al-Islamiyah (Islamic Male Teachers Education)
- 4) Primary and Senior High School of Tarbiyatul Mu'allimat Al-Islamiyah (Islamic Female Teachers Education)
- 5) Islamic Institute of Riyadlotul Mujahidin (University level)

3. Vision, Mission and Objective Vision of MA Wali Songo Islamic Boarding School

a. Vision

Featured institutions realization that rests on Islam, sciences, social and spirited boarding school.

b. Educational oriented

- 1) Implement a balanced learning program between public science and region.
- 2) Preparing citizens who have akhlakul karimah and patriotism.

c. Purposes

- 1) Establish students who qualified with five principle of Islamic boarding school.
- 2) People are militant cadres print
- 3) Produce a human being who has soul sincerity, simplicity, self-help, Islamic brother hood and freedom.

#### 4. Curriculum and learning activities

Tarbiyatul Mu'allimat Al-Islamiyah (Islamic Female Teachers' Education) in which include Junior High School and Senior High School in Wali Songo Islamic Boarding School is the Institute of Islamic education in which religious materials and general materials are balanced. Hope that students being seeded in the field of science and technology by not leaving the vision, mission and educational goals of Wali Songo Islamic Boarding School are imbued with soul of five pillars of Islamic Boarding School. Long education in MA Wali Songo is three years and recommended to the students to continue to the Islamic Institute of Riyadlotul Mujahidin, Ngabar Ponorogo and universities as Indonesia or abroad.

Learning system that is used in this school is curriculum integration system combined with the boarding school system, making it possible to achieve the objectives of school education. In addition to formal curricular activities that already exist and referring to the curriculum religious affairs and ministry of education is also added and reinforced by the hidden curriculum (extra-curricular). The activities are:

1. Speech 3 languages (English, Arabic, and Indonesian)
2. Scouting
3. Sports (Volley, Table Tennis, Badminton, Gymnastic)
4. Calligraphy

5. Read the guidance of the Qur'an (Qiro'ah)
6. Drum Band
7. Music Art
8. Qosidah
9. Theater
10. Improved Arabic and English
11. Teacher Training TPA
12. Female Activies

#### B. Specific Data

The researcher gets the data from third grade students of C at MA Wali Songo and the teacher who taught grammar lesson. The data are interview transcript about students' and teacher perceptions on teacher teaching strategy using PPP models. The researcher interviewed then documented as a transcription.

Third class of C consists of 23 students. And here the data

STTB	Name	Codes
8494	Fauziah Kusumastuti	18-4/1/9/V/2016
8521	Devi Merina Tuz Sa'diyah	21-5/1/9/V/2016
8748	Narita Dewi Cahyani	2-1/1/9/V/2016
8817	Meliza Putri	8-3/1/9/V/2016
8754	Alfi Farhati	4-1/1/9/V/2016
8480	Nur Afifah Alfiani	17-4/1/9/V/2016
8482	Dyah Mawaridlotus S.H	16-4/1/9/V/2016

8527	Siti Nur Hijjatin	19-4/1/9/V/2016
8490	Belanopiya	1-1/1/9/V/2016
8551	Nur Alma Afiani	6-2/1/9/V/2016
8508	Cindy Ayu Kharisma	9-3/1/9/V/2016
8516	Nurmaulidia Zamzami	12-4/1/9/V/2016
8763	Yeni Khoirun Nisa'	3-4/1/9/V/2016
8499	Endri Putika Sari	10-4/1/9/V/2016
8798	Kunti Uswatun H	13-4/1/9/V/2016
8704	Siti Nuzulul Fitriana	15-4/1/9/V/2016
8503	Novita Andriani	14-4/1/9/V/2016
8511	Yeti Rukmana	20-4/1/9/V/2016
8847	Wilda Ashofa	7-2/1/9/V/2016
8789	Amanatul Mu'amanah	23-5/1/9/V/2016
8749	Nirmala Tri Damayanti	5-2/1/9/V/2016
8542	Rukiah	11-4/1/9/V/2016
8553	Anisa Jasmine	22-5/1/9/V/2016

**A. Students' and Teacher Perception on Teaching Grammar Using PPP (Presentation, Practice and Production) Models at MA Wali Songo.**

MA Wali Songo is a school which located at Wali Songo Islamic boarding school circles. With the motto "language is our crown", it obligated the students to speak in English and Arabic language as their daily conversation. MA Wali Songo is a school which teaches grammar



independently or apart of English lesson, then students practice their grammar knowledge intensively on their daily conversation.

There are many strategies that used by the teacher for teaching grammar and one of them was PPP models. PPP models which stand for presentation, practice, and production was one of teaching strategy which focus on teacher centered strategy. And in this research the researcher was curious with the students' and teacher perception on teaching grammar using PPP models.

#### 1. Students perception on teaching grammar

In this research, the researcher conducted interview with the third grade students of C class at MA Wali Songo to know deeply about students' perception on grammar teacher teaching strategy using PPP models. Before interviewing the students, the researcher explained to the students about the definition of PPP models. The researcher organized students' perception into several categories, they are:

##### 1) Understandable.

One of the students' perceptions about teaching grammar using PPP models was easy to be understood, as Bella nopiya stated below:

'According to my opinion, learning grammar using PPP models is good. This strategy is easy to understand, learning grammar is easier when I know how to practice and I get it when teacher teaching using this strategy.'<sup>61</sup>

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<sup>61</sup> Look at Transcript of Interview coding 1-1/I/9/V/2016

Narita also stated below:

‘‘Sometimes teacher explains too fast and unclear or complicated. So that, it is rather difficult to catch what the teacher explained. Sometimes teacher explains with giving the formula and sometimes not. But at all, I like the teacher ways to explain and teach grammar lesson it is easy to understand.’’<sup>62</sup>

On the other hand, Yeni’s statement also indicated that she felt easy to understand when taught using PPP models:

‘‘As I know it is often that teacher teaches begin with presenting the material then gives the example also asks the students to makes other examples and lastly give task or exercises to the students. I was enjoy the teacher strategy, also I don’t have problem with this strategy.’’<sup>63</sup>

Alfi Farhati’s statement bellows also shows that she enjoys learn grammar using PPP models.

‘‘I think a PPP model is good enough. Teacher present the new material clearly about tenses or clause then the students make another example with the teacher as corrector and the last the students do the task or exercises. It is effective strategy according me, and I like this strategy.’’<sup>64</sup>

From the statements above, it can be seen that when the students learnt grammar using PPP models they understand easily. They felt that teacher’s explanation was clear enough,

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<sup>62</sup> Look at Transcript of Interview coding 2-1/1/9/V/2016

<sup>63</sup> Look at Transcript of Interview coding 3-1/1/9/V/2016

<sup>64</sup> Look at Transcript of Interview coding 4-1/1/9/V/2016

and they said that they didn't have any problem with teacher's teaching strategy.

## 2) Difficult to be understood

Different with the previous statements above, these three students felt that learning grammar which was taught using PPP models was difficult, as Niramala said below:

‘‘In my opinion, this strategy is good. But, I feel that this strategy is difficult to understand. Then I also have problem when do the exercises or task that are given by the teacher.’’<sup>65</sup>

Nirmala was not only the one who felt that teaching grammar using PPP models was difficult to understand, Nur Alma and Wilda also felt it, as her statement below:

‘‘The teacher often begins the lesson with giving an example and explains the main topic. It is simple for me. Sometimes, it is easy to be understood but sometimes also difficult.’’<sup>66</sup>

‘‘Actually grammar is a difficult lesson for me. Honestly I cannot understand well with the teacher's explanation, although others said that teacher explanation is very clear. Sometimes I ask my friend explains to me, when I don't understand.’’<sup>67</sup>

The statements above showed students perception on learning grammar which taught using PPP models. Based on

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<sup>65</sup> Look at Transcript of Interview coding 5-2/1/9/V/2016

<sup>66</sup> Look at Transcript of Interview coding 6-2/1/9/V/2016

<sup>67</sup> Look at Transcript of Interview coding 7-2/1/9/V/2016

their opinion, teacher's explanation or presentation is unclear.

It made them couldn't understand the lesson well.

### 3) Have problem in practice

While Nirmala, Nur Alma, and Wilda had difficulties in understanding teacher's explanation, different with Meliza, Cindi Ayu and Endri who felt difficult to practice the pattern, as their statements below.

"According to me, this strategy is easy to be understood but difficult in practicing. I don't have problem with teacher's explanation but when I do the task or exercise its feel difficult."<sup>68</sup>

"In my opinion when the teacher uses PPP models is easy to understand, teacher explanation was very clear then I can understand easily although some time I have problem when doing the task that given by the teacher."<sup>69</sup>

"In my opinion, teacher strategy sometimes understandable and sometimes is not. I think because I don't like grammar too much, that's why it is rather difficult for me to practice the new lesson that given by the teacher. With this method, I have problem at practicing and producing. Occasionally, I understand well the teacher explanation or presentation, but my difficulties was practicing moreover to producing or doing exercises."<sup>70</sup>

The statements above looked that the student's difficulties in learning grammar is practicing the new pattern given by the

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<sup>68</sup> Look at Transcript of Interview coding 8-3/1/9/V/2016

<sup>69</sup> Look at Transcript of Interview coding 9-3/1/9/V/2016

<sup>70</sup> Look at Transcript of Interview coding 10-3/1/9/V/2016

teacher. Although they have good understanding about the new lesson, it doesn't mean that they can do the exercise or task given by the teacher at the end of the lesson.

4) Enjoy learning grammar through practicing.

Not all of the students have problem when taught using PPP models, some of them also have good perception about this strategy. As they stated below.

“Learning grammar is such a complicated thing, and it will be easier when I know how to practice it, such PPP models which I can practice directly the new pattern with the teacher as the corrector. The teacher also often asks to the students for practicing the new pattern through making or producing other examples in a sentences.”<sup>71</sup>

“Grammar teacher is often teaches us begin with explanation and then gives an example and orders the students to make another example and also gives task related with the new material. And I like that strategy. In my opinion, the best way to learn grammar is through practicing, because with practicing I know the use of the pattern and I understand easily.”<sup>72</sup>

From Rukiyah's and Nur Maulidia's statements above, showed that at their opinion learning grammar with practice is easier to understand, and even more Nur Maulidia and others stated that learning grammar through practice is the best way to learn grammar.

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<sup>71</sup> Look at Transcript of Interview coding 11-4/1/9/V/2016

<sup>72</sup> Look at Transcript of Interview coding 12-4/1/9/V/2016

“Grammar is usually using practice after explanation, and I like this strategy. It is easier to be understood when I know the use of formula/pattern in grammar. Sometimes I am confuse and cannot catch the lesson well because of less explanation. But, generally I like the teacher ways to teach us.”<sup>73</sup>

“It is often, teacher begins the lesson with presentation about the new lesson then teacher explains and the last gives question about the new lesson. It is good strategy, and I enjoy it. I know how to practice the pattern, and I can practice it directly.”<sup>74</sup>

“In my opinion, I like the teacher teaching ways use PPP models strategy, because it is meaningless when I understand well the theory but I don’t know how to use it and when to use it. With this strategy I can practice it, with the teacher as the corrector.”<sup>75</sup>

“Teacher teaching strategy is good and understandable. I can directly practice the pattern in a sentence and when I am confuse also directly I ask the explanation more.”<sup>76</sup>

“It is pleased, and I enjoy I also directly can ask the lesson when the teacher used that strategy. I can practice the knowledge directly, and I can understand grammar after doing the exercise. I think it is better to use PPP models.”<sup>77</sup>

“For me, it is good strategy. Besides, explain the new lesson, teacher gives an example and asks us (student) to practice it in another sentence and sometimes we are asked to do some exercise at the end of the lesson. For me, the best way to learn grammar is by practicing the pattern for more understanding.”<sup>78</sup>

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<sup>73</sup> Look at Transcript of Interview coding 13-4/1/9/V/2016

<sup>74</sup> Look at Transcript of Interview coding 14-4/1/9/V/2016

<sup>75</sup> Look at Transcript of Interview coding 15-4/1/9/V/2016

<sup>76</sup> Look at Transcript of Interview coding 16-4/1/9/V/2016

<sup>77</sup> Look at Transcript of Interview coding 17-4/1/9/V/2016

<sup>78</sup> Look at Transcript of Interview coding 18-4/1/9/V/2016

“Because grammar has many patterns, I like when the teacher using strategy which is directly give the example and practice the new pattern. Then, I can directly use it in my daily conversation or English writing. Because, based on my experience, the best way to learn grammar is by applying or practicing at the English speaking or writing.”<sup>79</sup>

“According to me, it is good and effective. Because the students able to practice the new grammatical directly with the teacher as the corrector. I feel that I do not have problem with this method.”<sup>80</sup>

Actually all of the statements above showed that the students were enjoying learning grammar through practicing. Most of them stated that learning through practicing is the best way in learning grammar. By practicing, the students knew how to use the pattern. When the students have to use the pattern and directly put the pattern at the sentence as an example with the teacher as corrector.

The students also stated, although they understand the teacher’s explanation well, if they cannot practice it both in oral and written it is meaningless. On the other hand, the researcher found the interested thing about learning grammar taught using PPP model is at the practice stage, the students

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<sup>79</sup> Look at Transcript of Interview coding 19-4/1/9/V/2016

<sup>80</sup> Look at Transcript of Interview coding 20-4/1/9/V/2016

enjoy the teaching and learning process by practicing the pattern both in oral practice and written exercise.

#### 5) Challenging

Many students also felt that learning grammar using PPP models was challenging, as Devi Merina and Annisa Jasmine stated as bellow.

“Based on my experience, learning grammar using PPP models is challenging. Because we must focus on the teacher explanation or presentation although we bored or sleepy and if we are not, then we can’t answer teacher question. Then, we must give attention to the teacher for getting good understanding of the whole teacher explanation.”<sup>81</sup>

“In my opinion, PPP models’ is challenging. Honestly I cannot seriously listen to the teacher’s explanation but I must able to answer when the teacher asks me. That’s really challenge me, how to answer teacher’s question correctly.”<sup>82</sup>

“Learning grammar is exciting for me. It is very challenging. Grammar has a lot of tenses with each tenses, and I must memorize them also understand the use of each tenses, knowing the use in active and passive sentence. It is very hard for me, but I must do it. However, learning grammar using PPP models is more challenging when practicing the pattern in a sentence, luckily I can practice the pattern directly after the teacher explain and the teacher also directly corrects my sentence.”<sup>83</sup>

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<sup>81</sup> Look at Transcript of Interview coding 21-5/1/9/V/2016

<sup>82</sup> Look at Transcript of Interview coding 22-5/1/9/V/2016

<sup>83</sup> Look at Transcript of Interview coding 23-5/1/9/V/2016



The statements above showed that the students' perception of learning grammar through PPP models was challenging. They felt excited. Actually, they could not seriously give an attention to the teacher's explanation but they must able to answer the task when the teacher gave an exercise or task.

From all of the statements above, it can be seen that the most students perceived enjoy with practice stage in learning grammar taught using PPP models.

## 2. Teacher perception on teaching grammar.

Besides describing students' perception about teaching grammar using PPP models, the researcher also wanted to describe teacher's perception on teaching grammar using PPP models. Furthermore, teacher is also one of teaching and learning process components. In this research, the researcher interviewed miss Sumiati Hayat S.Pd as grammar teacher of the third grade of C. Actually, Miss Sumiati Hayat S.Pd had taught grammar for 15 years, then many strategies has tried by the teacher and PPP models one of them. Teacher's perception about teaching grammar using PPP models is as bellow:

- 1) PPP models' is effective way for morning activity.

According to the teacher, PPP models' is effective when it was used at the beginning of the lesson. As she stated as bellow:

“In my opinion, teaching grammar using PPP models is very effective if it is used at the beginning of the lesson, and it is not effective if it is used at the end of the lesson. Because, PPP models is teacher centered. If it is used at the end of the lesson the students will not focus anymore, they have tired.

In this class, grammar lesson is at the second period. I often used this strategy and the students are very happy.”<sup>84</sup>

From the teacher statements above, it can be seen she thought PPP models is effective if only it was used at the beginning of the lesson, and luckily at the third grade of C grammar is at second period then she felt it is good strategy.

Actually, PPP model is a strategy which focused on the teacher centered, then students is only as passive participant. That's make were not effective when used at the end of the lesson, because the students not focus anymore and they felt bore which made learning process doesn't maximize.

## 2) Good strategy and less time consumed.

PPP models' is a teaching strategy which is focused on teacher centered, as miss Sumiati Hayat S.Pd stated below:

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<sup>84</sup> Look at Interview Transcript coding I-6/I/2/V/2016

“I have some strategies which I used during teaching grammar both inductive and deductive. Actually, I cannot decide the strategies totally, it depends on the topic, time and students desire. Based on my thought, teaching grammar mostly using teacher centered strategies and student often say that it bored, difficult, cannot understand, etc. that’s why teacher must be clever in looking the situation. If with one strategy doesn’t maximize, try another strategy. For third class, because they don’t have enough time, I decided to explain clearly about the new topic, then make an example of the pattern or topic and lastly I gave them the task or exercises that usually called PPP models. As long as I thought them, it is good and they are excited with this method.”<sup>85</sup>

From the statement above we can see that according to teacher perception, PPP models’ was a good strategy although teacher centered strategy, and also students respond well. Although it was not always used, PPP models’ is often used by teacher, moreover if it is possible. Teacher also said that third grade is not have enough time, they have lots of examination to do, then teach them used PPP models was good choice.

To assure the statements above, the researcher also observed the learning process of the third grade, the result of observation as below:

“Grammar schedule today is at second period, it is about 07.45 am. Grammar teacher of the third grade of C, Miss Sumiyati Hayat S.Pd is entering the class at her time. The

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<sup>85</sup> Look at Interview Transcript coding I-6/I/2/V/2016

students who are busy with their activities give their attention to the teacher. The teacher gives her greeting and begins the lesson with apperception about the lesson before. Enough with her apperception, teacher begins the new lesson and it is about clause.

At the day, teacher used PPP models as her teaching strategy. PPP models have three steps; Presentation, Practice and Production. At the first step, it is looked that everything going be alright. Teacher explains the new lesson about clause and writes the new material on the whiteboard also gives the example of clause (dependent clause and independent clause). While teacher explains about the new material, looked that the students focus on teacher explanation and give their attention in it. Next step is practice, in this step looked that teacher asks students to practice the new knowledge by making another example of clause with their own words. And the last stage is production, teacher gives task about clause and the students must differentiate between dependent and independent clause.

The students respond along teaching and learning activity is good, they give attention on teacher explanation, they ask to the teacher when they don't understand with the teacher's explanation. And the students also enjoy the learning activity it's looked when they respond teacher question.<sup>86</sup>

From the transcript of observation above, it can be seen that the students' respond during teaching and learning process is good. They also enjoyed every second in the class to learn and pay attention to the teacher's explanation. Those all the data found by the researcher, both are from the students and teacher.

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<sup>86</sup> Look at Observation Transcript number 1/O/ 2/V/2016

## CHAPTER IV

### DISCUSSION

In this chapter the researcher discuss the result of research. The discussion gives explanation for the problem of research that has been stated in chapter I, the problem as follow.

#### **A. Analysis of Students and Teacher Perception on Teaching Grammar Using PPP (Presentation, Practice and Production) Models.**

Teaching is a process of presenting and delivering new knowledge that students have never experienced and understand before. In the case of presenting and delivering the new knowledge, the teacher needs a strategy or method which supported teaching activity. And one of methods or strategies which used by grammar teacher at the third grade of C at MA Wali Songo is PPP models. PPP models is teaching strategy which used teacher centered or deductive approach.

Teaching cannot be defined apart from learning.<sup>87</sup> Teaching is helping someone to learn how to do something, giving the instruction and guiding in the process of learning. On the other hand, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.<sup>88</sup> Then, in the end of the learning processes, each student are able to: (1) understands the condition in the class when the teacher was explaining the lesson; (2)

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<sup>87</sup> H. Douglas Brown, Fifth Edition Principles of Language Learning and Teaching. (San Francisco State University, New York 2007). Page 8

<sup>88</sup> Ibid. page 7

measures their understanding about the lesson; and (3) enjoys the learning process and gives feedback and opinion based on their experience. As Douglas Brown defines that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Actually, after following the lesson each of students has different perception with others, as Richard Gregory's theory says that "perception is hypothesis".<sup>89</sup> Perception is the result of both bottom-up and top-down processes.<sup>90</sup> Bottom-up process occurs when perception dominated from the internal stimuli. On the other hand, top-down process occurs when perception dominated from the external stimuli. Both of the processes also occur to the students and teacher, caused there are internal and external stimuli which affected their perception. They have different perception each other, as the researcher will analyze bellow.

1. Analysis students' perception on teaching grammar using PPP models.

There are 23 students at the third grade of C class of MA Wali Songo who are interviewed by the researcher; each of them gave their own perception about teaching grammar using PPP models. Based on Ellys Mahiroh, students' perception is a process of assessing a teaching ability to recognize objects and mean something that exists in their class environment by means of the senses and knowledge of the means. Here, the researcher will analyze the detailed students'

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<sup>89</sup> William F. Buskist and Stephen F. Davis, 21<sup>st</sup> Century Psychology A reference Handbook. (Sage reference publication 2008). Page. 253.

<sup>90</sup> Ibid. page 250

assessment about teacher grammar teaching strategy using PPP models.

1) Understandable.

Understanding the teacher explanation is the first step to assure that the students was following the learning process very well. Easy in understanding the lesson also indicated that the students mastering the lesson well and the teacher also mastered well the lesson and having good strategy in delivering the lesson.

Based on the students perception, some of them felt that teacher explanation while presenting the lesson is clear enough then they can understood easily. Presenting the new grammatical means introduce the new grammatical with the purposes to make familiar with new lesson. As Hossein Nassaji and Sandra Fotos point out that presentation is a step which new grammar rule or structure is introduce. The purpose of presentation is to help students become familiar with the new grammatical structure and keep it at their short term memory.<sup>91</sup> Then, when the students are able to understand the teacher explanation, the purpose of the presentation was successful.

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<sup>91</sup> Hossein Nassaji and Sandra Fotos, Teaching Grammar in Second Language Classroom (New York,2011).34

Among 23 students, 4 of them are included in this perception. It can be percentage that there are 17,39% students whom stated that PPP models is understandable.

2) Difficult to understand.

Understanding the lesson means, catching the entire point of the lesson. Understanding also intellection is a psychological process related to an abstract or psychical object, such as a person, situation, or message whereby one is able to think about it and concept to deal adequately with that object.<sup>92</sup>

Based on the data were found at the research finding, some students were felt that understanding English explanation was difficult thing to do, there are some reasons of their difficulties in understanding such as, the teacher explanation was not clear enough, the teacher explanation was too fast, and they did not mastery the English vocabulary well.

If the students did not understand the teacher's explanation or presentation, they would have difficulty in following the next step of the learning process.

Actually, for many students beginning the day with English grammar explanation is bored activity which possible makes them

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<sup>92</sup> <https://en.m.wikipedia.org/wiki/understanding>. Accessed on Saturday, September 3, 2016. 03.25 P.M.



frustrating. As David Nunan stated that starting the lesson with grammar explanation may be frustrating for some students they may not be able to understand the concept.<sup>93</sup> In this case, the teacher were able to replay the presentation or explanation of the lesson till the students were really understand or the teacher also able to give example first then continue to explain the related lesson. As Donn Byrne suggested, that teacher and students can decide at which stage to enter procedure between Presentation, Practice and Production.<sup>94</sup> Among 23 students, 3 of them are included in this perception. It can be percentage that there are 13,04% students whom stated that PPP models is difficult to be understood.

### 3) Have difficulty in practice

Practicing the grammatical correctly can be the measurement of the students understanding about the grammar lesson. Actually, understanding the grammatical well doesn't mean can practice the grammatical correctly, both of written such in doing the task or writes English written correctly and orally such as speak English correctly.

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<sup>93</sup> David Nunan, Practical English Language Teaching Grammar (Singapore 2005). Page15

<sup>94</sup> Jeremy Harmer, The Practice of English Language Teaching. (Cambridge , UK.), 80.

Learning grammar at the bilingual circles looks doesn't makes learning grammar easier for some student, can be seen that other student's perception about teaching grammar using PPP models is difficult in practice. One of the stages at PPP models is also practice stage which the purpose to gain of the knowledge, to take it in, and move it from their short term memory to their long term memory.<sup>95</sup> It means that some students did not catch the purpose of PPP models. Both students and teacher can solve the problem with return to the presentation stage as Keith Johnson point out "the teacher can see if there is problem during production phase and return to either presentation or practice".<sup>96</sup> As Keith Johnson said, in this case, the teacher needs to re-explain the lesson till the students really understood with the teacher explanation and then the teacher guide the students to practice correctly.

Among 23 students, 3 of them are included in this perception. It can be percentage that there are 13,04% students whom stated that PPP models is difficult in practice.

4) Enjoy with practicing the new pattern.

Teacher activity at the practice stage was given various kinds of written and spoken exercises to repeat, manipulate or reproduce

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<sup>95</sup> Hossein Nassaji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms*. (New York, 2011)

<sup>96</sup> Jeremy Harmer, *The Practice of English Language Teaching*. (Cambridge , UK.), 80.

the new form. In this stage, teacher asks to the students to practice the new material by making another example of the pattern. While students give the example were made, the teacher correct the student example and improve their grammatical ability.

While some students have problem with practicing the new pattern, many of them are enjoy learning grammar through practicing. Their reason for enjoying learning through practice, on their perception it was meaningless when they understand the explanation and cannot doing the exercises or task. The students also can measure their ability in practicing their grammatical with the teacher as a corrector.

Enjoying learning grammar through practice, is also match with practice stage purpose that Tricia Hedge point out to give intensive practice through repetition, to provide opportunities for feedback and error correction and to help students memorize the form.<sup>97</sup> In the other hand, practice stage also can contribute to explicit knowledge about language forms and begin the process of learners gradually developing the ability to use a rule accurately and automatically in production.<sup>98</sup>

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<sup>97</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom*. (New York: Oxford University Press 2003),166.

<sup>98</sup> *Ibid.* 167

Among 23 students, 3 of them are included in this perception. It can be percentage that there are 43,48% students whom stated that they enjoy learning grammar through practicing in PPP models.

5) Challenging.

Everyone knows that grammar has a lot of pattern that must mastered by the grammar learners. In the other, learning grammar was can't be apart each other. Learners should not forget the previous knowledge when they get the new knowledge. They need to be able to understand well of each patterns, also both in using pattern and the function. Such what happened to the some of the students at the third grade of C class at MA Wali Songo, they felt that learn grammar was such challenging thing. Besides, they felt that learn grammar was something bored, but the students were needed to learn the grammar well. They also asked to memorize all the grammatical patterns, understand the use of the pattern and also the function of the pattern.

This case, prove that the students are challenge to produce the grammatical well. Such the purpose of production stage which Tricia Hedge point out to reduce control and encourage students

to find out what they can do and also to check what has been learned and diagnosed problems.<sup>99</sup>

Among 23 students, 3 of them are included in this perception. It can be percentage that there are 13,04% students whom stated that PPP models is challenging.

## 2. Analysis teacher perception on teaching grammar using PPP models.

Teacher is a main component of teaching and learning process, during the learning process, can be assure that the teacher was understand and assess about the component of the teaching and learning process, its effectiveness, its usefulness and the students respond about it. In the other words, teacher able to give her perception about teaching and learning grammar process which have done, with the teacher own taught and also based on her experience during teaching grammar using PPP models. The researcher will analyze as below:

### 1) PPP models' is effective for morning activity.

PPP model is a teaching strategy where the teacher dominating the class or deductive approach. PPP model made the teacher as the active participant in the class, but suggested the students also active in the class. Although the students taught used deductive approach, there are many ways for students to be active

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<sup>99</sup> Ibid.166

participant in the class, such as; ask to the teacher when the student didn't understand the lesson, answer the teacher question, respond the stimulus and also attractive.

Moreover, according to the teacher, most of the students were active at the morning activity. Because, the students were full of energy, they also have high of concentration, and they didn't have subject to think over before.

Actually, PPP model is good when used for morning activity, but will different if used for the last lesson. The students have tired, they do not focus anymore then learning grammar is only for knowing the formula or rules. Such David Nunan point out that one of disadvantage deductive approach is such an approach encourages the belief that learning language is simply a case of knowing the rules.<sup>100</sup>

2) Good strategy and less time consumed.

For some students, they like teacher teaching strategy which to the point, and did not needed much of explanation. Because, they have difficulty in understanding the explanation that given by the teacher, also that was made most of the students like learning grammar through practicing.

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<sup>100</sup> David Nunan, Practical English Language Teaching Grammar. (New York-Mcgraw Hill 2005). Page 16.

Moreover, third grade of C at Ma Wali Songo didn't have enough time in learning in the class effectively. They have many of examination have waiting for them. Then, it was good choice. Using PPP models as their teaching strategy, because they could maximize their learning process with simple and meaningful explanation, having good practice with the teacher as guidance and as corrector, and also doing the production stage properly with the teacher as corrector. Besides, they can maximize the learning and teaching process, they also able to save the time.

Teaching grammar using deductive approach is saving the time, the teacher explains the point of the lesson in a presentation stage, and then there is lot time for doing the exercises or task also for more explanation. As David Nunan stated at the advantages of deductive approach is it gets straight to the point and can therefore be time saving. Many rules can be more quickly explained than elicited, thereby allowing more time for practice and application.<sup>101</sup>

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<sup>101</sup> Ibid.16.

## CHAPTER V

### CLOSING

#### A. Conclusion

After completing the discussion of the data analysis, the researcher comes to the final step of this thesis. In this chapter, the researcher concludes that based on the research finding and analysis, the researcher divides the students perception into 5 categories with the percentage of each categories. Those are: understandable 17,39%, difficult to be understood 13,04%, have problem in practice 13,04%, enjoy learning grammar through practicing 43,48%, and challenging 13,04%.

On the other hand, based on the data that was found, teacher perceptions on teaching grammar using PPP model are: PPP models' is effective for morning activity and PPP model is good strategy and less time consumed.

In short, the researcher concludes that there are difference perceptions between students and teacher about teaching grammar using PPP models.

#### B. Recommendation

From the conclusion above, the researcher would like to give some suggestions.

1. For grammar teacher
  - a. Have well prepared before teaching.



- b. Give motivation and apperceptions to the students before starting the lesson.
  - c. Use many strategies or methods and create the class as interested as possible.
  - d. Give chance to the students to ask or deliver their opinions about the lesson.
2. For the student.
- a. Students must keep their attentions to the teacher's explanation
  - b. Students have to review the lesson before.
  - c. Students need to try to use the grammatical at their English conversation
  - d. Students need to practice the grammatical that they have known while practicing conversation.

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