

CHAPTER I

INTRODUCTION

A. Background of the Study

English lesson is the study of a language that is universally used by the international community. This lesson helps students to learn various language skills such as listening, speaking, reading, and writing. Through varied learning materials, students are taught grammar, vocabulary and language expressions that are commonly used in everyday situations. Being proficient in English provides a competitive advantage in the world of work, expands educational opportunities, and facilitates interactions with people from various countries. English as the most widely studied foreign language today, making English lessons an inseparable part of the school curriculum in Indonesia..

Grammar teaching has a fundamental component of language learning that directly affects oral and written communication skills. Long (1990 in Thariq, et al., (2021)) stated grammar has an important role in supporting other skills such as listening, speaking, reading and writing skills.. This will have a significant impact on the communication that occurs. Correct grammar will make it easier for the person you are talking to to understand the meaning you want to convey. A deep understanding of language structures and rules helps individuals convey messages clearly and accurately, as well as understand the information received.

Grammar is a crucial aspect that students need to master in order to learn English effectively. This is why understanding English grammar is essential for

easier comprehension of the language. According to Harmer (2007), studying grammar involves understanding how various grammatical components can be combined to form coherent phrases and sentences. In line with the opinion of Thariq, et al., (2021) in learning English, the ability to master grammar is the most important ability.. Mastering grammar is important because it enables students to properly arrange phrases and clauses within sentences, ultimately enhancing their communication skills.

In grammar, proper techniques help students to understand, master and apply grammar more effectively. English has various tenses that include past, present, and future. Many people are often confused about choosing the right tense form according to the context. Nonetheless, many students difficulties in learning grammar, which are caused by the differences between the native language and the target language, ineffective teaching methods, and lack of motivation and interest.

In fact, teaching and learning grammar tended to be regarded as a boring subject. There is a view that the teaching of grammar, teachers only explain the rules while the students listening, memorizing rules and doing exercises English. The problem like that will not arise if the teacher uses appropriate techniques. Teaching grammar is a necessary in language classes, and choosing the best teaching strategy based on the needs of each student is seen to be a crucial consideration. It is in line with what Folse (2004 in Fadila Taslim (2016)) states that since no one knows the subject matter and the classroom situation better than the teachers themselves, they should have a major say in

deciding how much grammar instruction students need, which grammar points to teach, and what kinds of grammar activities are best for them. Furthermore, it is important to adapt teaching techniques to the students' level of ability and needs, as well as create a supportive and inclusive learning environment.

Moreover, grammar is used in the syllabus of teaching English at school. Based on the experience of researchers in schools, and preliminary research in SMP 31 Padang, most students have difficulty in learning simple present tense. The students were still confused in simple present tense correctly in form of verbal nominal sentence in positive, negative, interrogative, and use the time signals.

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**The Student's Simple Present Tense Score at the VII grade of SMP
Negeri 31 Padang**

No	Class	Student's score		Number of Student
		≤ 75	≥ 75	
1	VII.A	19	12	31
2	VII.B	20	11	31
3	VII.C	21	10	31
4	VII.D	18	13	30
5	VII.E	22	9	31
6	VII.F	18	13	31
7	VII.G	22	10	32

8	VII.H	20	12	32
9	VII.I	22	9	31
Total		182	98	280
Percentage		65%	35%	100%

Based on the table above, it can be known that achievement of grammar especially in simple present tense was still optimal yet. There 98 or 35% students that qualified from the KKTP (Kriteria Ketercapaian Tujuan Pembelajaran) score while 65% of them not yet complete. The KKM score is 75. It could be inferred that the students' simple past tense mastery especially in the VII grade at SMP Negeri 31 Padang is low.

To solve the problem and achieve learning objectives, the teacher must use an effective strategy to support grammar mastery. Choosing and applying appropriate learning techniques, teachers can influence student learning outcomes positively. Teaching grammar can be various ways, the effective technique should be used to improve students' understanding in learning simple present tense. Harmer (1998) mentions that many technique can be used, including the Grammar Translation Method, Task-Based Learning, Audiolingualism, PPP, and Communicative Language Teaching.

The author chose the PPP technique as a means to solve the problem in grammar learning. According to Harmer (2009:64), PPP is a technique for teaching structures (e.g. grammar or vocabulary) in a foreign language. As its name suggests, PPP is divided into three phases, moving from tight

teacher control towards greater learner freedom. It means that PPP is an effective way that can use to teach grammar in the classroom

Based on previous research Apriliani, (2019) stated students found it easier to gradually construct the simple past tense from their concepts using this technique. then, the PPP technique is used to teach and learn the simple past tense makes student more enthusiasm. Using the PPP technique had a substantial impact on eighth grade students at SMPN 1 Katibung Lampung Selatan's grasp of the simple past tense throughout the 2018–19 academic year.

The second research was conduct by Wahyudi , (2024) in SMP N 3 Ubud, the PPP Technique was then used by the researchers to enhance the tested skills. Results showed a considerable improvement in Cycle I and Cycle II post-tests. Cycle II was more successful than cycle I, which is another inference. At the conclusion of Cycle II, researchers also filled out a questionnaire in order to gather further supporting information. It was demonstrated that when the PPP Technique was used, the students' motivation and attitude improved. In conclusion, the current study demonstrates that the PPP Technique can be used to enhance the writing abilities of seventh-grade students at SMPN 3 Ubud in the academic year 2023/2024.

Several previous research findings show that the PPP technique has a positive impact on students. For the purpose of teaching grammar, the researcher feels it is necessary to conduct research or experiments. Therefore, in this research the author is interested in conducting research using the PPP technique in grammar teaching. Based on the background above, the researcher

decided to conduct research with the title “The Effect of Using Presentation, Practice, Production (PPP) Technique to Students’ Grammar at Seventh Grade of SMP Negeri 31 Padang”.

B. Identification of the Problem

Based on the experience of researchers in schools, found several problems that can be identified:

1. Students are still confused in using the form of verbal and nominal sentences
2. The students have difficulties in changing to positive into negative or interrogative sentence form
3. The students’s motivation and interest in learning grammar is still low, they assumed English was hard to learn.
4. Students still have difficulty using the right time signal
5. The students found difficulties in complementing the sentence by adding -s and -es
6. Many students experience mother tongue interference in learning grammar, which leads to errors in sentence structure or word choice.

C. Limitation of the Problem

Based on the problems identified above, the researcher limited the problems by focusing research on the use of simple present tense, specifically in the form of active simple sentences as well as verbal and nominal sentences at seventh grade of SMP Negeri 31 Padang

D. Formulation of the Problem

Based on the background of the problem, the researcher formulated the problem, as follows : “What is the effect of using presentation, practice, production (PPP) technique to students’ grammar at seventh grade of SMP Negeri 31 Padang?”

E. The Purpose of the Study

In general, the purpose of this research is to find out the effect of using presentation, practice, production (PPP) technique to students’ grammar at seventh grade of SMP Negeri 31 Padang

F. Significance of the study

The significance of this research is: to give information about the effect of using presentation, practice, production (PPP) technique to students’ grammar.

1. For students, it is hoped that this research can help students to motivate the students in studying English grammar so that they are more likely to understand and improve their ability especially in simple present tense.
2. For teachers, this research can be used as a way to make students enthusiastic and can be one of choices to do in teaching language activities.
3. For the readers, that through this research readers will have a deeper understanding of using simple present tense appropriately. so that, the readers can interpret the meaning of the text more accurately and appreciate the beauty of the language used when communicating and others

G. Definition of Key-Term

1. Effectiveness

Richards and Schmidt (2010:190) define effect as a tool of measurement that can be used to measure the effect of a variable on another or a relation between two or more variable. If the calculated size of the effect is strong, that is to say; the independent variable has a strong effect on the dependent variable, the researcher must reject the null hypothesis and attribute the effect to the independent variable

2. Presentation, practice, production (PPP) Technique

Baker and Westrup (2000) stated PPP (Presentation, Practice, Production) is a language teaching technique divided into three phases: Presentation: This phase involves the teacher introducing and explaining new language to students through demonstration and explanation. Practice: In this phase, students engage in various activities to practice using the new language that has been taught. Production: This phase allows students to use the language they have learned in their own phrases.

3. Grammar

Grammar is essentially the structure or system of language, which is one of the fundamental components. Harmer (2007) defines grammar as a set of rules that dictate how words are combined or altered to create meaningful units within a language. Grammar not only influences how these language units are formed but also impacts their meaning. So Grammar is used to

refer to the rules that regulate structure, syntax and grammar in a particular language.

4. Simple present tense

Robby Lou (in Oktaviana (2018) , the simple present tense is a sentence which is of verb forms in relation to the concept of time to state the daily activity, habitual action, regularly activity and true fact.

