ENHANCING STUDENTS’ VOCABULARY MASTERY BY USING PPP APPROACH (PRESENTATION, PRACTICE, PRODUCTION)

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Abstract

The PPP stands for presentation, practice, production, and is a good way of structuring the lesson. Although a simple structure, if followed carefully, it is very effective planning tool for teaching English. This classroom action research is aimed to improve students’ vocabulary mastery by using PPP Approach at the fifth grade of SDN Kratonan 3 Surakarta. This research was conducted in 2 cycles. The qualitative data were collected by using observation, interview, field notes, document, photographs, and the quantitative data were collected through test (pre-test and post-test). The research findings show that PPP could improve: (1) students’ vocabulary mastery, in terms of meaning, pronunciation, spelling, and word use, and (2) class situation, in terms of students’ activeness and motivation.

Keywords: vocabulary mastery, PPP Approach

Abstrak

PPP terdiri dari presentasi (presentasi), latihan (latihan), produksi (produksi), dan ini adalah cara terbaik untuk menstruktur pelajarannya. Meskipun dengan struktur yang simpel, jika diikuti baik-baik ini adalah alat perencanaan yang sangat efektif untuk mengajar Bahasa Inggris. Penelitian tindakan kelas ini bertujuan meningkatkan penbendaharaan kata siswa menggunakan PPP Approach di kelas 3 Sekolah Dasar Negri Kratonan 3 Surakarta. Penelitian ini berlangsung selama 2 siklus. Kualitatif data dikumpulkan dengan menggunakan observasi, wawancara, catatan lapangan, dokumen, foto dan kuantitatif data dikumpulkan melalui tes (tes awal dan tes akhir). Hasil penelitian menunjukkan bahwa PPP dapat meningkatkan: (1) penguasaan penbendaharaan kata siswa yang meliputi arti, pelafalan, pengejaan, dan penggunaan kata, dan (2) situasi kelas yang meliputi keaktifan siswa dan motivasi.

Kata kunci: penguasaan penbendaharaan kata, PPP Approach.
At elementary school, teaching English is aimed at the following objectives. First, students have simple listening, speaking, reading, and writing ability focusing on communication ability based on the chosen topic. Second, students have the ability to use correct pronunciation, vocabulary, grammar, spelling, and culture structure.

The elementary school students who are categorized as young learners, have different characteristics with the adult learners. These different characteristics then have consequence on the need of different learning experience. The activities and methods that teacher used in teaching young children should take full account of their relative immaturity, their need for a safe and secure learning environment, their desire for activity and hands-on experience, the value of play and exploration, and the importance of social interaction and talk (Halliwel, 1992). Teaching English for young learners is hard to do, because teaching English for young learners needs a creative teacher that can make joyful, interesting and playful activities.

Through the observation and the interview, it was found that the problems the students have are as follows: (1) the students are bored of the lesson. (2) The students have low vocabulary mastery. (3) The students have low memory of new vocabulary. (4) The students’ are not able to catch the new vocabulary given. (5) The students have difficulty to pronounce the vocabulary. The class situation was not conducive, here as the problems: (1) The students were still ashamed and afraid to practice their English. (2) The students have no motivation to learn English vocabulary. (3) The students were shy to speak English. (4) The class was very noisy.
Based on the description above, the researcher wants to solve the problem that arise and improve the students’ vocabulary by using PPP approach. The Presentation Practice Production model of activity sequencing (PPP) is the traditional activity sequencing pattern on which many Foreign Language Teaching (FLT) course books have relied, and its presence can still be appreciated today. In PPP approach the teachers have three phases that support the students to have an interesting activity. Longman Dictionary of Applied Linguistics has some phases that can be done to learning as follows: a) Presentation stage is the introduction of new items, when their meanings are explained; demonstrated and other necessary information is given. b) Practice stage (also, repetition stage) new items are practiced, either individually or in groups. Practice activities usually move from controlled to less controlled practice. c) Production stage (also, transfer stage, free practice) students use new items more freely with less or little control by the teacher (Longman, 1997: 270).

The general objective of this research is to improve the students’ vocabulary mastery and find out the answers of the problems above. The specific objectives of this research are: 1. To find out whether or not the use of PPP approach can improve the vocabulary mastery of the fifth grade students at SD Negeri Kratonan no.3 Surakarta. 2. To describe the class situation when PPP approach is implemented in teaching vocabulary to the fifth grade students at SD Negeri Kratonan no.3 Surakarta.

Vocabulary as an important aspect in second language learning, in fact, many believe just as significant as the main skills of listening, reading, speaking and
writing. Vocabulary is also related with the words, meaning, and dictionary. Quirk, et al. (1991: 1177) state that vocabulary is a list of words, usually in alphabetical order and with explanation of their meaning, less complete than dictionary. According to Crystal (2003: 2), the vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences. Another linguist states that vocabulary can be defined, roughly, as the words we teach in the foreign language. (Ur, 1996: 60).

It is important for the students to understand the vocabulary in order to be able to master the four language skills, listening, speaking, reading and writing. By mastering the vocabulary is to entrance learning a language, so the students will be easy to learn a language if they have a sufficient vocabulary. Mastery means natural or acquired facility in a specific activity. It is a possession of skill, ability and technique in conducting a certain activity.

Julian Swan (1994: 656) states mastery is comprehensive knowledge. Hornby (1995: 721) states that mastery is complete knowledge or great skill. River (1994: 125) also assumes that vocabulary mastery refers to the great skill in processing words of language. Vocabulary mastery means an ability of students to use all the words of language in conducting communication including understanding the meanings of words, the spelling of the words, the pronunciation, and the using of those words.
Ur (1996: 60 – 62) states that there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, as follow: a. Form: pronunciation and spelling; b. Grammar; c. Meaning: denotation, connotation, appropriateness; c. Meaning: meaning relationship; d. Word formation.

PPP will effective if used in lower level, in this case is elementary school. PPP will push the students to used english, although they not know about english. The PPP stands for presentation, practice and production and is a clearly structured lesson method. The new language is presented and described and is followed by controlled practice activities designed to enable learners to produce the language under supervision; both of these activity types focus on accurate reproduction of the new language aim (Skehan, 1996:17). In the later production stage learners are given opportunities to consolidate and use the language in more open and personal ways.

Dekeyser (at Natsuko Shintani, 2011:28) state that, PPP roughly corresponds to Anderson’s proceduralization stage, entailing (1) presenting learners with explicit information about a target feature to establish declarative knowledge, (2) providing ‘practice’ in the form of controlled production activities to develop ‘procedural knowledge’, and (3) engaging learners in free-production activities (e.g. situational grammar exercises) to enable them to automatize their production rules.

There are several assumptions about the nature of language, which underlie the PPP method. Firstly, language should be placed in clear situational contexts
(Harmer, 2007:64). The manifestation of this assumption can be seen, for example, in the PPP lesson structure (presentation-practice-production). The teacher introduces the situation which contextualizes the language to be taught at this particular lesson.

Secondly, language is a system of rule-governed structures hierarchically arranged (Richards and Rodgers, 2001:55; Nunan, 2004:182). The TL can be learned by a series of grammatical rules, presented according to notions of simplicity and complexity.

Thirdly, grammar is an essential resource in making meaning (Halliday, 1994). The PPP method suggests that grammar instruction and focus on form has a positive effect on language development, especially on the early stages of the learning process (Nunan, 2004:22).

Criado (2013: 99 – 100) states that PPP consists of the three following phases, there are: a) An initial presentation phase (P1) in which the teacher highly controls the teaching / learning process. The materials in this phase contain all the targeted linguistic items and structures in the unit. This presentation can take a deductive or an inductive mode. In the former, the teacher / textbook models the target structure or lexical items and offers the explanation behind the construction of such structures or the meaning of the words. In the latter, also called “discovery learning”, students themselves are provided by the teacher / materials with sample structures and / or vocabulary contextualised in aural or written texts. Students have to include the underlying rules and meanings. b) A practice phase (P2), which still reflects a high
level of teacher control in the sense that he / she checks his / her students’ correct understanding of the items presented in the first stage. These activities are aimed at achieving accuracy of forms so that fluency can be later achieved in production activities. The activities are aimed at achieving the linguistic targets presented in the initial phase (P1), following the models to which the learners must adjust. “Drills” (whose origins are to be found in the Audio lingual method) embody the most common type of practice activities – but by no means the only one. c) A production stage (P3), which aims at increasing fluency in linguistic use, precisely through “autonomous and more creative activities”. The strategies for achieving such a goal are based on a freer use of the targeted structures. The kinds of activities in the production stage may imply discussions, debates, role plays, problem solving activities, opinion and information gaps, etc.

The PPP lesson model encourages learners to practice and produce the TL with a concern for this specific target form and gives opportunities to use this form in a communicative context on the last – productive stage (Willis, 1996).

Ksenia (2011: 11) suggest that the PPP method proposes that the skills are to be worked upon in sequence from the receptive (reading and listening) to the productive (writing and speaking). It shows that the PPP method can minimize the mistake on the stage when learning process.

RESEARCH METHODS

This research was conducted at SD Negeri Kratonan No. 3 Surakarta, Central Java, which is located in Jl. Madukoro 22, Serengan, Surakarta. It was be carried
out in the first semester, at the academic year of 2014/2015. The first cycle was held on 26, 27, 28 August 2014 with the topic *telling time*. The second cycle was conducted on 2, 3, 4 September 2014 with the topic *daily activities*. Action research is the study of social situation with a view to improve the quality of action within it. It aimed to feel practical situations and the validity of the theories or hypothesis. It generates depends not so much on scientific test of truth, as on their usefulness in helping people to act more intelligently and skillfully.

McNiff as quoted from Carr and Kemmis (1996: 56) defined that action research was a form of a self-reflective enquiry undertaken by participants (teacher, students or principals) in social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practices, (b) their understanding of their practice, (c) the situation and institution in which these practices are carried out.

According to Teacher Education Institute, 2003, action research is “A specific process for problem solving, verification, and discovery, the process can be used by an individual, teacher or student, but experience indicates the process works best through cooperation and collaboration”.

In this research, action research is undertaken in order to improve the students’ vocabulary mastery by using PPP approach, develop teacher’s creativity in teaching vocabulary and improve teacher’s professionalism in teaching English. It is also aimed at giving positive changes of the social and educational situation on the fifth grade students of Elementary School.
There are two kinds of data collected in this research: Qualitative and Quantitative. The qualitative data derived from using observation, notes, photographs, interviews, and document. Meanwhile, the quantitative data are collected using test (pre-test and post-test) measuring skills, knowledge, intelligences, capacities of aptitudes or an individual or group.

RESEARCH FINDINGS

The researcher gave vocabulary test to know the students’ vocabulary mastery before starting the action research. There were 30 students in the class. The pre-test was conducted on August 19, 2014 and all the students did the exams. The students had to answer 8 oral test, 8 written test, and 16 multiple choices. The mean of pre-test is 58.02. The highest score is 78 and the lowest score is 34.

The implementation was conducted in two cycles. Each cycle consisted of three meetings and each meeting spent 70 minutes. The researcher chose the topic based on the curriculum from the government. The first cycle was held on 26, 27, 28 August 2014 with the topic telling time. The second cycle was conducted on 2, 3, 4 September 2014 with the topic daily activities.

Before implementing the action, the class situation was not conducive, most students felt bored during the teaching and they chose to played or chatted to doing or paying attention to the other materials. But, at the implementing the action, only few students who felt bored or played or chatted.

The students’ improvement on vocabulary mastery could be seen from the result of the post-test 1, in which the mean score was higher compared to the
students’ mean score of the pre-test. The mean score of the pre-test was 58.02, while the mean score of the post-test 1 was 73.75.

The class situation is conducive while this cycle used videos as a media for the first time for them. The students focused and practiced the words by repeating after the videos, spelling the words, guessing the meaning and using the words at sentences.

<table>
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<th></th>
<th>Pronounce</th>
<th>Spelling</th>
<th>Meaning</th>
<th>Using</th>
<th>Mean score</th>
<th>Improvement</th>
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<td>Pre-test</td>
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<td>57.92</td>
<td>61.25</td>
<td>47.50</td>
<td>58.02</td>
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<td>80.42</td>
<td>82.92</td>
<td>73.75</td>
<td>81.35</td>
<td>7.60</td>
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The students’ involvement before the cycle 1 is that the students were still ashamed and afraid to practice their English and after cycle 1 some students were not afraid to make mistake and after cycle 2 the students were active in the classroom. The students’ motivation before cycle 1 is that they have no motivation to learn English vocabulary, after the cycle 1 some students have motivation to learn English vocabulary in order that they can use the words in daily communication, and after cycle 2 the students have high motivation to learn English vocabulary and they can use the words in daily communication. The students’ self confidence before cycle 1 is that the students were shy to speak English, after cycle 1 some students were able to speak English, and after cycle 2 the students were able to speak English. Class management before cycle 1 is that the class was very noisy, after cycle 1 the diminution of students’ point (stars) and giving reward by cooperation with the teacher, and after cycle 2 the diminution of students’ point.
(stars) and giving reward by cooperation with the teacher so the students were easier to control.

DISCUSSION

According to skill acquisition theory, PPP is effective because this theory implies that learners acquire language well in three consecutive stages: the cognitive, associative and autonomous stage (De Keyser, 1998). Ellis (1988) state, the presentation stage helps the learner to acquire linguistic knowledge as well as to restructure it. In the next lessons, new language is presented related to appropriate taught earlier. It is believed that learners will learn effectively in order (Skehan, 1998).

PPP approach is the easiest way to build students mastering the vocabulary, such as: the first is presentation, here the students who haven’t known about the material will get much information about the material, because the teacher is giving the material briefly and enough to the students to know about the material. The teacher also gives example by using the real object. As the beginning for mastering the vocabulary the students repeat to say the vocabulary after the teacher says.

Second is practice, the students will learn all aspects of vocabulary mastery, such as: pronouncing, spelling, writing and using the words. The main point in this stage is the students will be guided by the teacher; the teacher will guide one by one in all aspects before the students use the words by their selves. To improve the pronunciation, the teacher asks to the students to repeat the vocabulary after the teacher, the teacher also using Cambridge Digital Dictionary to correct the wrong
pronounce. To improve the spelling, the teacher writes the vocabulary on the board, then teacher and students say the letters one by one. To improve the meaning, the students give the meaning after they have been pronouncing and spelling the vocabulary, to gives the meaning the students have been guide by the teacher. To improve the use of words, the students make a simple sentence and simple dialog by guiding the teacher.

On production stage, the students will use the words by their selves. After knowing about the material and practicing with the teacher. In last stage the students now can use those words of the material in role play and writing sentences.

PPP is keeping recurrent organizational procedures in teaching materials apparently benefit foreign language students in the sense that recurrence of classroom action patterns includes the feeling of security in their minds (Sancez, on Criado, 2013) and “The fact that students, consciously or not, feel that future events in classroom organisation are predictable and expected, triggers a feeling of security which favours a positive attitude in their learning potential. In other words, students who do not worry about what is going to come next are better prepared to react and can therefore generate a more attitude towards language learning.” (Criado, 2013)

According to Vystavelova (2009: 30) there are some advantages for PPP methods. The first advantages that PPP lessons provide clear and simple. As a second positive point teacher said that such a lesson is easy to prepare because the material used for the lesson are ordered from the simplest to the most difficult. And types of activities are arranged from the most controlled to the feast controlled.
Several teachers also wrote that this approach is relatively easy for beginner students that communication is effective.

Nunan (2008) said that PPP method is relatively straightforward, and structured enough to be easily understood by both students and new or new emerging teachers. It showed that this technique suitable for student which difficult received new material. It is also to make easier for the teacher make some plan step by step to make more understand for the students.

CONCLUSION

The researcher concluded that the use of PPP approach improves students’ vocabulary mastery. It could be proved from the result of the students’ vocabulary got improvement mean score in every cycle. In the pre-test, the students get 58.2, in the post-test 1 the mean score increase become 73.75, and in the post-test 2 the mean score increase up to 81.35. The students’ vocabulary mastery increased in all aspects. The students got the effective strategies in learning process and the media to understand and memorize the meaning of words by using flash card or pictures and watching video, they got better in spelling the words oral or written and they could use the words in a simple sentence.

Having been taught by using PPP approach, the students should be bored if the teacher only used the traditional technique without using a media, and most of the three stages are practice and under teacher controlled to the teacher. The students would not get so much chance to communicate freely and independently in using their English.
But, in this research there are improvements on the students’ class situation during teaching and learning. In the implementation of the action, the students become more active and focus than before. Teaching by using PPP approach should be fun because the teacher can add the media, games or another technique to add in stages.

REFERENCES


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