

# Teaching Conditional Sentence Using Presentation, Practice, Production (PPP) Technique in Vocational School

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## ABSTRACT

Learning and understanding conditional sentence for the students is something difficult because it needs carefulness and seriousness. Conditional sentence not only consists of the rule to be memorized by students but also consists of meaning that should be understood by students so that many of them feel confused to memorize and understand the rule of a conditional sentence. Looking at those problems, the writer chooses the PPP technique to overcome those problems. Presentation, Practice, Production (PPP) is one of the techniques that can be used by the teacher to teach conditional sentences because looking at the characteristics of PPP, the writer thinks that the PPP technique can overcome those problems.

This study aims to describe how to teach conditional sentences using presentation, practice, and production (PPP). In addition to finding out the advantages and disadvantages of teaching conditional sentences by using the PPP technique. The writer used qualitative method approach. Moreover, the writer used library research to collect many sources from books and the internet to support the discussion.

The implementation of teaching conditional sentences using the PPP technique is done based on three steps, they are pre-teaching, while-teaching and post-teaching. The advantages of teaching conditional sentence using PPP technique are (1) Students can develop their ability in learning conditional sentence, (2) This technique can make students interested in learning process because they are given by the teacher chances to explore their ability (3) The students' understanding about the material is extensive because they are stimulated to find out or to make sentences, (4) The teacher can modify the learning process by looking at the students' condition and the difficulties of the material, (5) This technique is relatively straight forward, and structured enough to be easily understood by both students and teachers.

Keywords: *Teaching Grammar, Conditional Sentence, PPP Technique, Vocational School.*

## A. Introduction

In learning foreign language especially English, language skills and language aspects cannot be separated. Language aspects can complete language skills. To learn English, the learners should be able to use appropriate basic structural patterns, master grammar, and vocabulary. According to Hornby (1995:517), Grammar is a basic pattern to study a foreign language, it is an important aspect to form words become a good sentence in English. And also, it is a basic linguistic ability which is used native speakers to speak. From Chomsky's explanation, grammar is the most important aspect to communicate with other people, because it can show our meaning in communication to make the other people can understand our message easily. There are three theories in linguistic: phonological (sound), morphology (word composition), and syntax (sentence composition). So, foreign learners should understand the theories in grammar to communicate correctly.

Most of the foreign learners still confuse to understand grammar and they still find difficulties in learning grammar. It is central to the teaching and learning of language that also becomes one of the most difficult aspects of language to teach as well as to learn well (<http://www.ncllc.org/>). The students are usually confused about to study of rules in grammar, especially study to use of conditional sentence because there are three types of conditional sentences. They feel difficult to differentiate among each other. Besides, most of the students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching that material, because the teacher just uses a traditional method which makes the students get bored in the classroom activity. It makes the students neglect the grammar lesson. As a result, a lot of students have low scores on the English lesson. It is caused by the failure in mastering grammar.

Techniques that can be used by the teacher to overcome the problem stated above is PPP that stands for Presentation, Practice, and Production. According to Cotter (Sudadi, 2008:10), by this technique, the teacher presents the target language or the materials and allows students to practice them through very controlled activities. Moreover, Harmer (2002:8) states that in the procedures of PPP, the teacher introduces the situation which contextualized the language to be thought.

One point that can be taken from the explanation above is that PPP allows students to practice openly. By given the opportunity to practice in the learning process, students will feel enjoy so that students can understand the materials easily.

Looking at the characteristics of PPP, the writer believes that PPP can overcome the problem above because PPP emphasizes learning by practice and learning in context. Therefore, the writer is interested to write a paper entitled "Teaching Conditional Sentence Using Presentation, Practice, and Production (PPP) in Vocational School".

## **B. Review of the Related Literature**

### **1. Teaching Grammar**

In teaching and learning the English process, grammar is the basic theory to make language correctly. Grammar one of the most difficult aspects of language to teach well because it is a fixed set of word forms and rules of usage. The language teacher should know how to teach grammar clearly to make the student understand. (<http://www.nclrc.org/essentials/grammar/grindex.htm>).

The students will be bored, if the language teachers just teach grammar by explaining the forms, rules, and then drilling students in the teaching process. The students cannot produce correct forms of exercises and tests. And they will make errors when trying to use the language in context.

Teachers tend not to teach grammar at all in the classroom activity, but the teacher should know the differences between language learning and language acquisition. In Indonesia, students are second learners in studying foreign language especially Study English. They have no overt grammar instruction in the first language, so the students cannot learn their second language the same way. Its difference with the first learners, the students can absorb grammar rules as they hear, read, and use the language in communication activities.

In teaching and learning English, there is a difference in the communicative competence model. By using a good model, it recognizes that overt grammar instruction helps learners study the language more efficiently. So, the teacher can use this model in teaching grammar. (<http://www.teachingenglish.org.uk/think/articles/planning-a-grammar-lesson>)

### **2. Conditional Sentence**

The conditional sentence contains two clauses: a dependent clause beginning with if (or another conjunction performing the general function) and main clause (Wishon et al,

1980:249). The main clause is the result of the if clause. The conditional clause states a condition for a result to happen or not happen.

According to Tumijo (2009:67-69), there are three basic patterns of conditional sentences. Each pattern has a different combination of verb forms, it depends on whether the time is present, past or future, and whether the condition is true or not true.

### 1. Type I

It also called Future Condition. It used to express a wish, hope or plan that may be possible to happen (Tumijo, 2009:67), with the form:

<b>If + Subject + Verb 1, (Present Tense)</b>	<b>Subject + Will + Verb 1 (Future Tense)</b>	Fact: happen or not happen is depend on the <i>if</i> clause
<b>Subject + Will + Verb 1 (Future Tense)</b>	<b>If + Subject + Verb 1 (Present Tense)</b>	

For examples:

- If I pass the examination, I will continue to Gajah Mada University.  
The fact: I pass the examination if I study hard.
- I will continue to Gajah Mada University if I pass the examination.  
The fact: I don't pass on the examination.

### 2. Type II

It is called Present – Unreal Condition. It used to express a wish, hope, plan that Maybe unreal or contrary to the fact (Tumijo, 2009:68), with the form:

<b>If + Subject + Verb 2, (Past Tense)</b>	<b>Subject + Would + Verb 1 (Past Future Tense)</b>	Fact: contrary to the fact
<b>Subject + Would + Verb 1 (Past Future Tense)</b>	<b>If + Subject + Verb 2 (Past Tense)</b>	

For examples:

- If I passed the final examination, I would continue to Gajah Mada University.

The fact: I don't pass the examination now.

- I would continue to Gajah Mada University if I passed the final examination.

The fact: I won't continue to the university.

### 3. Type III

It is called Past-Unreal Condition. It is used to express a wish, hope, or plan that is impossible to happen. This conditional sentence indicates the past time and indicates unreal and unfulfilled situation (Tumijo, 2009:69), with the form:

<p><b>If + Subject + Had + Verb 3,</b> <b>(Past Perfect Tense)</b></p>	<p><b>Subject+Would/Could/Might + Have + Verb 3</b> <b>(Past Future Perfect Tense)</b></p>	<p>Fact: it is contrary to the fact.</p>
<p><b>Subject+Would/Could/Might + Have + Verb 3</b> <b>(Past Future Perfect Tense)</b></p>	<p><b>If + Subject + Had + Verb 3</b> <b>(Past Perfect Tense)</b></p>	

For examples:

- If I had passed the final examination, I would have continued to Gajah Mada University.

The fact: I did not pass the examination.

- I would have continued to Gajah Mada University if I had passed the final examination. The fact: I did not continue to the university.

### 3. PPP Technique

The word 'technique' defines as any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. PPP is one of the techniques that can be used by the teacher to teach the students in the classroom. PPP stands for Presentation, Practice, and Production a common technique to communicate

language teaching that works through the progression of three sequential stages (<http://www.englishraven.com/method PPP.html> at 20:00 on May 01, 2019).

The presentation represents the introduction to a lesson and necessarily requires the creation of a realistic situation requiring the target language to learn. Study the target language can be achieved by using regalia which helps learners understand the materials easily. The language teachers can use pictures, dialogs, imagination or actual classroom situations to support the learning and teaching process. The teacher gives some pretest to know the students' understanding to make a concept in teaching. Then the teacher gives the language model and engages in choral drills to learn statement, answer and question forms for the target language. It is an important process to give students error correction.

Practice begins with mechanical practice open and closed pair work. It can make students active in communicative practice involving procedures such as information gap activities, dialogue creation, and controlled role plays. The practice is used by the teacher to create the learners become familiarity, confidence in studying the second language, and a measuring stick for accuracy in studying the second language. The teacher gives more opportunities to the students in the classroom which is become more learner-centered.

Production is used by the teacher to facilitate a realistic situation in the classroom. The teacher gives students more time to produce what lesson is studied in the teaching and learning process. And the teacher does not correct unless students directly appeal to him/her to do. So the learners have started to become independent users of the language rather than students of the language. (Cotter in Sudadi, 2008:11 - 12)

#### **4. Vocational High School**

The purpose of national education in Indonesia is to make people educated and intellectual in their life as written in *Pembukaan UUD 45*. By becoming educated and intellectual, they can develop natural source energy in this country. Remembering that nowadays is a global era where there is no limitation among countries, it is a must for the government to improve the education aspect because by improving education this nation can compete in the global era and prepare the people to face the global era.

In Indonesia, vocational education starts in the senior secondary school grades 9, 10, 11, 12. The students who are graduated from twelfth vocational school become tradesmen, craftsmen and represent skilled workers. The rules are made by the minister of education and culture in decree No. 080/U/1993.

According to the rules of curriculum, schools included in secondary vocational schools were launched and introduced steeply implemented at all levels. The vocational education aims to prepare students to get good employment, develop professional skills and choose a carrier.

The implementation of the vocational school education program based on the perceived present and future demands for employment types. And also, the vocational school curriculum program is envisioned to be completed in three to four years. The curriculum is divided into six groups: 1). the agricultural and forestry group, 2). the industrial technology group, 3). the business and management group, 4). the community welfare group, 5). the tourism group, and 6). the arts and handicraft group. ([http://www.englishraven.com/vocational school /HTML](http://www.englishraven.com/vocational%20school/HTML))

### **C. Research Methods**

The research used a qualitative method approach. According to Miles and Huberman, (1985:91), *qualitative research is usually focused on the words and actions of people that occur in a specific context*. The data were analyzed by describing the characteristics of the objects of the data. Besides, the researcher used the library method to explore library sources in physical and online, such as books, journals, and others to support the discussion.

### **D. Discussion**

#### **1. Implementation of Teaching Conditional Sentence Using PPP (presentation, Practice, Production) Technique in Vocational School.**

##### **a. Pre-teaching**

Pre-teaching here means that what the teacher should plan before coming into the classroom. Good planning decides a good result. That may be the expression that describes what very useful preparation is. The teacher, therefore, should plan as well as he/she can.

All teaching activities begin with some kinds of planning. A good teacher has to make a lesson plan to support the teaching-learning process to be successful because it is impossible the teaching-learning process will be successful without a lesson plan. Moreover, he/she has to determine the approach which will be used as viewing to make a lesson plan.

There are two main approaches to teach grammar. They are the deductive and inductive approach. The deductive approach is when the rule is presented and the language is produced based on the rule. On the other hand, the inductive approach is when the rule is inferred through some forms of guided discovery.

The approach that will be used is by combining both approaches. Firstly, the teacher uses the inductive approach, then the deductive approach. By combining both approaches, the writer thinks that it is better than using one approach only because each approach has its advantages. The deductive approach is undoubtedly time-saving and allows more time for practicing the language items, thus making it an effective approach with lower-level students. Besides that, the inductive approach is a beneficial way for the students in learning the language. It can encourage them to work things out for themselves based on their existing knowledge.

PPP is a useful technique to be used by the teacher in the teaching-learning process. By using the PPP (Presentation, Practice, and Production) technique for lesson planning, the teacher will help the student to apply their knowledge. Here are some steps to teach grammar that must be remembered and prepared by the teacher. They are as follows:

- a. The teacher looks for a picture to introduce the materials.
- b. Preparing the material that wants to be thought in the classroom.
- c. Students need to practice the new grammar.
- d. The teacher should make many questions or written exercises of a conditional sentence.

## **b. Whilst teaching**

### **1) Procedures of Teaching in Lesson Plan**

We know that there are many components of a lesson plan or in Indonesia, we can say *RPP*. The writer wants to explain the steps of teaching conditional sentences using the PPP technique. One of the procedures of teaching in the lesson plan that might be used in teaching conditional sentence using the PPP technique is:

Steps	Teacher's activities	Students' activities	time
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Presentation	<ol style="list-style-type: none"> <li>1. The picture is shown by the teacher to stimulate students' minds.</li> <li>2. Presented by explaining material about conditional sentence type 1, 2, and 3.</li> <li>3. The teacher gives some examples of conditional sentence type 1, 2, and 3.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students look at the picture shown by the teacher.</li> <li>2. Students listen to the teacher's presentation.</li> <li>3. Students look at the examples given by the teacher.</li> </ol>	<p>5 minutes</p> <p>25 minutes</p> <p>10 minutes</p>
Practice	<ol style="list-style-type: none"> <li>1. The teacher gives students some questions or written exercises.</li> <li>2. The teacher asks some students to answer the questions or written exercises in front of the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students answer the questions given by the teacher.</li> <li>2. Some students come in front of the class.</li> </ol>	<p>15 minutes</p> <p>10 minutes</p>
production	<ol style="list-style-type: none"> <li>1. The teacher asks students to make examples of conditional sentence type 1, 2, and 3 by giving the context.</li> <li>2. The teacher examines carefully students' work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students make examples of the conditional sentence as the context given by the teacher.</li> <li>2. Students discuss each other.</li> </ol>	<p>15 minutes</p> <p>10 minutes</p>

## 2) Activities of Teaching Conditional Sentence Using PPP technique in Vocational School

In this section, the writer wants to explain the activities of teaching conditional sentences using the PPP technique in a vocational school. The explanation of those activities is based on the procedures of teaching as written above. We know that PPP stands for presentation, practice, and production so that the writer wants to give an explanation based on those.

## 1). Presentation

Presentation is used by the teacher to introduce a lesson and necessarily requires the creation of a realistic situation of requiring the target language to be learned. The teacher uses pictures, dialogs, imagination or actual classroom situations to make the learning process easier. In presentation introduces a lesson by giving a picture to bring students to the core material, for example:



In that picture, there is a man who is imagining something. Then, the teacher asks students to discuss the picture by giving the question, "What is he doing? Does he have a car? And does he have much money?" Those are the questions that might be used by the teacher to stimulate students' minds and to bring students into the core material, which is a conditional sentence. After that, the teacher presents and explains the material to students about conditional sentence type 1, 2, and 3 by giving each example.

After presenting and explaining the material to students, the teacher asks students to discuss or ask a question about that material. The teacher should make sure that students have understood that material. One of the ways that can be used by the teacher to know whether students have understood or not is by discussing and stimulating students to ask some questions. If the teacher is sure that students have understood the material, the teacher then continues the next section.

## 2). Practice

Practice begins with what is termed 'mechanical practice' – open and closed pair work. Students gradually move into more 'communicative practice' involving procedures such as information gap activities, dialogue creation, and controlled role plays.

In this section, the teacher emphasizes practice. The teacher should give more practice to the students rather than a presentation or explanation. Practice here means that the teacher gives and asks students to answer many exercises about conditional sentence type 1, 2, and 3. The exercises that might be used by the teacher are like the examples below (Taken from:

(<http://www.usingenglish.com/weblog/archieve/000411.html>):

### a. Conditional sentence type 1

Choose the correct form:

For example, (Riyanto, 2007:42).

If we go (go, goes, will go) to London, we will visit (visit, visits, will visit) the tower.

1. If the shop ... (is, will, will be) open, I ... (buy, will buy, bought) a souvenir.
2. If she ... (miss, will miss, misses) the bus, she ... (won't get, will get, get) here on time.
3. He ... (helps, will help, help) me if he ... (will know, knows, know) the answer.
4. Jane ... (lets, will let, let) you in if I .... (am not, will be, will) here.
5. If you (eat, eats, will eat) ..... an Ice-cream. I (have, will have, has)..... a hot chocolate.
6. If she ( need, needs, will needs) ... a computer, her brother (give, gives, will give)...her computer.
7. If we (have not, has not, will have)....time this afternoon, we (meet, meets, will meet).....tomorrow.
8. He (talk, talks, will talk).....to her if you (don't want, doesn't want, will not want).....to do it.
9. You(don't win, doesn't win, won't win)....the game if you(doesn't know, don't know, won't know) .....the rules.

b. Conditional sentence type II

Complete the conditional sentence type II

For example, (Riyanto, 2007:43)

If you (wash) washed the dishes, I (cook) would cook dinner last night.

1. If my dad (have).....time last week, we (paint).....my room.
2. You (learn).....a lot about American history if you (visit).....the exhibition.
3. If the weather (be/not).....there on time if we (catch/not).....the bus.
4. If I (have)...more time, I (learn).....to play the guitar.
5. If she (study).....harder, she (get).....better mark.
6. If we (know).....more about history, we (be/not).....afraid of the test.
7. I (go)..... jogging with Tom and Sue if they (be).....here this week.
8. It (surprise) .....me if she (help/not).....you.

c. Conditional sentence type III

Complete the conditional sentence type III

For example, (Riyanto, 2007:44)

If you (go) had gone out with your friends last night, I (watch) could have watched the football matches on TV.

1. I (was).....a lot of money if I (get).....that job.
2. If she (hurry/not)....., we (miss)...the bus.
3. If he (try).....harder, he (reach).....his goal.
4. I (buy).....these shoes if they (fit).....
5. It (surprise/not).....me if he (know/not).....the answer.
6. If you (listen).....to the radio, we (hear).....the news.
7. If you (switch).....on the lights, you (fall/not).....over the chair.
8. She (come).....to our party if she (be/not).....on holiday.

After giving the exercises, the teacher then asks some students to answer those questions in front of the class. The teacher appoints students randomly to answer those questions. The teacher should make sure that students answer the question by their abilities. It means that the teacher makes sure that there is no cheating among them.

Then, the teacher together with all students discusses the answers given by some students appointed by the teacher. In discussing the answers, the teacher

should involve students. They are stimulated to discuss the answer and make them right if there is a mistake. The teacher should not answer the students' tasks by himself but should involve students. This way is used to make students active.

The teacher then continues the next section which is production. However, before continuing the next section, the teacher gives a chance for students to ask some questions about conditional sentence type 1, 2, and 3.

### 3). Production

Production is used by the teacher to facilitate a realistic situation in the classroom. The teacher gives students more time to produce what lesson is studied in the teaching and learning process. And the teacher does not correct unless students directly appeal to him/her to do. So the learners have started to become independent users of the language rather than students of the language

One point that we can get from the theory above is that in the production section the teacher considers students as independent users of the language. It means that the teacher should give many chances for students to explore or show their abilities about the material by producing something.

Producing something here, if we relate to conditional sentences, means producing sentences by their creations but the teacher should give the context before. Giving context before is very important because by giving context the concept of sentences will be clear for students. The context can be dialogues or pictures. The results of students' production are a measure of success in the teaching-learning process. Therefore, the teacher should pay attention to this section.

### **c. Post teaching**

Post teaching relates to the production stage. It means that post teaching is a place where students should produce sentences by their creation. The teacher, however, gives the context before to make students clear or understand what they should do.

The examples of production are like the following exercises (Murphy, 1994:75):  
Answer the questions in the way shown.

A. For example

Andi: Shall we catch the 10.30 train?

- Beni : No. (Arrive / too early) If we caught the 10.30 train, we'd arrive too early.
- B. Susi : Is Ken going to take the examination?  
 Vita : No. (Fail) If he .....
- C. Ari : Why don't we stay at a hotel?  
 Budi : No. (Cost too much money) If .....
- D. Andin : is Sally going to apply for the job?  
 Bono : No. (Not/get it) If .....
- E. Aira : Let's tell them the truth.  
 Bella : No. (Not/believe us) If .....
- F. Aska : Why don't we invite Bill to the party?  
 Betty : No. (Have to invite his friends too).....
- G.



She didn't have a laptop, but she is imagining if she has a Laptop. Please make a conditional sentence. "If I .... Laptop, I would .... In the park"

H.



He is driving an old car but actually, he wants to drive a new car. Please make a conditional sentence based on that context. "If I ..... a new car, I would..... to Jakarta".

I.



She is in a hurry to go to the office because she rides public transport. She is imagining if she has a car. "If I .....a car, I would not ..... in a hurry to go to the office".

J.



Sarno is meeting with his client. He feels difficult to explain his ideas because there is no Slamet, who usually helps him in presenting his ideas. He is imagining. "If there..... Slamet, I would not ..... difficult in presenting my idea".

## 2. Advantages and Disadvantages of Teaching Conditional Sentence Using PPP (presentation, practice, production) Technique in Vocational High School.

### A. Advantages of teaching conditional sentence using PPP

Teaching conditional sentences using PPP has several advantages based on its applications. They are as follows:

- 1) Students can develop their ability in learning conditional sentences.
- 2) This technique can make students interested in the learning process because they are given the teacher chances to explore their abilities.
- 3) The students' understanding of the material is extensive because they are stimulated to find out or to make sentences.
- 4) The teacher can modify the learning process by looking at the students' condition and the difficulties of the material.
- 5) The PPP approach is relatively straight forward, and structured enough to be easily understood by both students and new or emerging teachers.

### B. Disadvantages of teaching conditional sentence using PPP

Teaching conditional sentences using PPP has several disadvantages based on its applications. They are as follows:

- 1) This technique is too teacher-centered.

- 2) For the lazy students, this technique can make them bored because it emphasizes practice and production.
- 3) The slow students will be difficult to adapt to this technique because they need more guidance from the teacher

## **E. Conclusion**

In this stage, the writer wants to conclude what has been discussed in the previous chapter. As stated before, two problems have been discussed. They are the way to teach conditional sentences using Presentation, Practice, and Production (PPP) technique and advantages and disadvantages of teaching conditional sentences using the PPP technique. Therefore, the writer wants to conclude them in this chapter.

The first is the way to teach conditional sentences using Presentation, Practice, and Production (PPP) technique and advantages and disadvantages of teaching conditional sentences using the PPP technique. PPP technique stands for presentation practice and production, so the teacher should begin the teaching-learning process from the presentation stage. In this stage, the teacher emphasizes on presenting the material. Firstly the teacher shows the picture to students to stimulate their mind. Then, the teacher presents and explains the material to students.

After the presentation, the teacher continues the next stage, the practice stage. In this stage, the teacher emphasizes practice. The teacher gives exercises to students and asks them to answer the exercises in front of the class randomly. Practice here means that the teacher not only gives exercises but also still gives an explanation of what has been answered by students. The teacher together with the students discusses what has been answered by some students in front of the class. This way is used to make students understand more.

The last stage of the PPP technique is production. In this stage, the teacher asks students to produce sentences on their creations. Before asking students to produce sentences, the teacher gives the contexts to narrow down and to make them easily understand what they should do.

The second is the advantages and disadvantages of teaching conditional sentences using the PPP technique. There are several advantages of teaching conditional sentences using



PPP. They are (1) students can develop their ability in learning conditional sentence, (2) this technique can make students interested in learning process because they are given by the teacher chances to explore their ability, (3) the students' understanding about the material is extensive because they are stimulated to find out or to produce something that is sentences, (4) the teacher can modify the learning process by looking at the students' condition and the difficulties of the material, and (5) the technique is relatively straight forward and structured enough to be easily understood by both students and teachers.

Besides having advantages, teaching conditional sentences using PPP also has several disadvantages. They are (1) this technique is too teacher-centered, (2) for the lazy students this technique can make them bored because it emphasizes practice and production, and (3) the slow students will be difficult to adapt this technique because they need more guidance from the teacher.

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