THE EFFECTIVENESS OF PPP (PRESENTATION, PRACTICE, PRODUCTION) METHOD IN TEACHING ENGLISH VOCABULARY

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Abstract. *The scattered of English throughout the world signaled the language significance. Thus, the current study aims to improve junior high school vocabulary mastery in TEFL. A random sampling technique under pre-experimental design was employed to select one class out of the eight classes. The study then recruited 21 students. Vocabulary test in the form of multiple choices was implemented as the instrument of the study, consisted of 50 items. The test was administrated twice. The first test was pre-test and the second test was post-test to see the method significance difference. Moreover, the results of the pre-test and post-test were analyzed by using t-test. Based on the study, the data analysis on the students' score in pre-test unpacked that the mean score of the pre-test was 45.61, the mean score of post-tests was 67.52, the t-value was 79.56, and the t-value in the table was 17.25. Therefore, the finding of the research showed that the use of PPP method may increase EFL vocabulary mastery, indicating accepted hypothesis.*

Keywords: *PPP, vocabulary mastery, English Language Teaching.*

1. INTRODUCTION

In daily life every people always communicates with others for some purposes or just talking. Of course they use language. Talking about language, English is one of the international languages used as a means of communication among people in the world nowadays. English has become an important subject, since it plays an important role in society. As an international language, every country in the globalization era needs to communicate each other by using English as their medium of communication. Therefore, it is taught as a compulsory subject in Elementary school, Junior high school, Senior high school and higher Educational level in particular English as a foreign language in Indonesia. Considering the importance of English degree of minister in Educational and culture of Republic Indonesia No. 0487/U/1992 which mention that Elementary School may add local content subject that are relevant to its local content condition and their characteristic.

Teaching English vocabulary is an important area worthy of effort and investigation. Vocabulary is essential for successful second language use, because without an intensive vocabulary we will be enable to use the structure and function we may have learned for comprehensible communication [1, 2]. In addition, in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately [3, 4]. Besides that, vocabulary is an important part to master English well [5, 6].

2. RESEARCH METHODS

This research use Experimental Research Design. [7] said that Experimental Research is one of research designs that manipulates and controls the cause variable and proceeds to observe the change in the effect variable. There are several types of Experimental Research, they are: True experimental, Quasi experimental, and Pre- experimental.

The researcher plans to use pre-experimental research, one group pre-test post-test, which is conducted without the control group. It is aimed to get a valid result of the research since it only focuses on testing and manipulating one group. In this study, the effectiveness of the instructional treatment is measured by comparing the average score of the pre-test and post-test of the group [7].

This study is aimed to describe the effectiveness of PPP as the strategy in teaching vocabulary. The design of this study was adopted from [8]:

O1	X	O2

Table 3.1: Nonrandomized group, one group pretest-posttest design

Note: O1   : Pre-test

O2   : Post-test

X   : Treatment of Experimental (in this study, the treatment is the teaching vocabulary through PPP method)

This research design will present several characteristics;

1.   It has only one group of experimental subject or treatment group.

2.   The group will be measured twice, the first measurement serve as the pre-test and the second as the post-test

3.   Measurement on the dependent variable will be done at the same time with the same test

4.   The experimental group manipulated with particular treatment.

2.1 Instrument of the Research

In any scientific research, instrument for collecting data was absolutely important. The accuracy of the result of research was mostly dependent on how accurate the use of instrument.

The activities in teaching and learning process will be observed systematically, the researcher will gather all relevant data during the learning and teaching process. The accuracy of the research result is mostly dependent on how accurate the use of instrument. Hence, before the research is carried out, the instrument for the data collection should be well prepared. Two instruments will be used to support the data collection in this study. That is vocabulary written test.

2.2 Vocabulary Written Test

Vocabulary written test is intended to measure student's vocabulary mastery. This test will consist of 40 questions. This test is administered in the first meeting (pre-test) to measure students' vocabulary mastery before the treatment and in the fourth meeting (post-test) to measure the students' vocabulary mastery after the treatment. The test is in the form of multiple choices, to identify antonym and synonym, as well as to identify the word meaning or specification parts of speech.

2.3 Population

In this case, the population of this research is all students of the second grade of one Junior High Students at Malang. The population represents the entire subjects of the research. [7] gives definition that population is totality of all value which possible, result of calculating or measurement, quantitative and also qualitative hit the certain characteristic from all clear and complete corps member is which wish learned by the nature.

2.4 Data Collection Technique

The technique used to collect the data of this research is tests. The test is to measure the vocabulary mastery of each student. This vocabulary test will be applied twice; in the pre-test and post-test with the same level of difficulty. The detail process of the data collection in this study will be elaborated as follows:

(1)　The researcher administered pre-test at the beginning of the study to measure the vocabulary mastery of the group before the experimental treatment.

(2)　The researcher manipulated the group using a treatment. In this study, the researcher will use PPP as the treatment in teaching vocabulary.

(3)　The researcher administered post-test and comparing the average score of the pre-test and post-test by using statistical analysis in order to get empirical evidence whether the implementation of PPP strategy in teaching vocabulary is success and effective or not.

2.5 Data Analysis

In this study, there are two stages that will be employed in the process of analyzing the data. The first stage concerns with the descriptive statistics of which purpose is to reveal the characteristics of the data. For example, maximum score, minimum score, and mean score. The second stage deals with the inferential statistics that intended to answer the research problem, whether the mean score of the pre-test will be significantly different from the mean score of the post-test. In this second stage, there are two steps in analyzing the data. The first is concerned with a test of fulfillment of statistical assumptions which consists of the test of homogeneity, normality, and linearity of the data. Then, the second stage deals with the hypothesis testing t-test in order to answer the research problems. This statistical test aims to identify and investigate the effect of independent variable of this study which is PPP (Production, Presentation, Practice) method toward the dependent variable (vocabulary teaching)

To make ease researcher in analyzing the data, the researcher will use Analysis of t-test. This study will be investigated at the level of significant 0, 05. The steps in using this statistical test is adopted from [9], they are:

(1) Find the average of the differences between X_1 and X_2 $(\overline{D})$

The formula of finding the mean: $D = \frac{\sum D}{N}$

(2) Find the standard deviation of the differences (SD)

$$SD = \sqrt{\frac{\sum D^2}{N} - \overline{D}^2}$$

(3) Find the standard Error of the mean for the differences (S$\bar{x}$D)

$$S\bar{x}D = \frac{SD}{\sqrt{N-1}}$$

(4) Compute the observed t-value

$$t = \frac{\bar{D}}{S\bar{x}D}$$

3. RESULTS AND DISCUSSION

Pre-test and post-test score of the students

The pre-test data were used to know the students' basic vocabulary English. On the other hand, the post-test was used to find out the students' vocabulary mastery after the treatment was given. Moreover, pre-test was actually the preparation stage of this experiment. This study prepared and selected the questions which available and match with the materials. The vocabulary test consisting of 50 items was constructed and the quality of this test was examined in order to know the students' mastery of English vocabulary.

This section was focused on pre-test and post-test scores analysis. The test was already validating by the calculation validity, and the reliability level of test was analyzed 0.698. Grondlund said that 0.689 is a high level of reliability (see appendix). After analyzing the data, the researcher found that average score of pre-test was 45.61 and score of post-test was 67.52.

After giving an experiment and treatment by using PPP method, and recording the scores from post-test, some statistical calculations were conducted for analysis, interpretation and conclusion. The research presents and analyzed using the following steps as stated in the previous chapter.

Table 4.2
The students score both of pre-test and post-test

NO	NAME	PRETEST	POSTTEST	D1	D2
1	A. V	40	62	22	484
2	M. A	70	76	6	36
3	I. K	58	64	6	36
4	S. M	42	66	24	576
5	M. M	58	82	24	576
6	A. N	24	64	40	1600
7	Y. D	18	74	56	3136
8	R. J	50	76	26	676
9	A. C	48	58	10	100
10	R. I	38	52	14	196

11	M. Z	62	88	26	676
12	M. A	50	76	26	676
13	I. A	62	72	10	100
14	R. Z	52	74	22	484
15	A. I	52	72	20	400
16	I	42	62	20	400
17	M. S	44	58	14	196
18	M. A	38	52	14	196
19	W. N	58	68	10	100
20	N. S	30	74	44	1936
21	M. A	22	48	26	676
	Score	$\sum x_1 = 958$	$\sum x_2 = 1.418$	$\sum D = 460$	$\sum D^2 = 13256$
	Mean	$\bar{X}_2 = 45.61$	$\bar{X}_2 = 67.52$		

The data above had already analyzed by the researcher to know the effect between using PPP method and not using PPP method on the post-test. The researcher used t-test to analyze the data from one class. Dependent t-test was used by researcher in this analysis. In this part, there were several steps of t-test was done by researcher to analyze the data. It formulated as follow:

The average differences between pre-test and post-test ($\bar{D}$)

$$\bar{D} = \frac{\sum D}{N}$$

$$= \frac{460}{21}$$

$$= 21.904$$

The standard deviation of the differences (SD)

After comparing the average of differences between the first (X_1) and the second (X_2) treatment, the researcher computes the standard deviation of them.

$$SD = \sqrt{\frac{\sum D^2}{N} - \bar{D}^2}$$

$$= \sqrt{\frac{13256}{21} - 21.904^2}$$

$$= \sqrt{\frac{13256}{21} - 479.785}$$

$$= \sqrt{631.238 - 479.785}$$

$$= \sqrt{151.458}$$

$$= 12.306$$

The standard error of the mean for the differences (S$\bar{X}$D)

After computing the average of differences and the standard deviation, the researcher calculates the standard error of the mean for differences.

$$S\bar{X}D = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{12.306}{\sqrt{21-1}}$$

$$= \frac{12.306}{\sqrt{20}}$$

$$= \frac{12.306}{4,47}$$

$$= 2.753$$

The Observed t-value

The final formula is testing the hypothesis by t-test, and the result of t-test is:

$$t = \frac{\bar{D}}{S\bar{X}D}$$

$$= \frac{21.904}{2.753}$$

$$= 7.956$$

The degree of freedom (df) at the data is:

df= N-1

= 21-1

=20

Based on the result above, the researcher show the following data:

Table 4.3

The result of pre-test and post-test

MEAN	PRETEST	POSTTEST
	45.61	67.52
Differences of the mean		21.904
N		21
Standard deviation of differences		12.306
Standard error of the mean for the differences		2.448
t-value		7.956
t-critical		1.725
Degree of freedom		20

From the result of manual computation data above, it was found that the different between two means about pre-test lower than post-test, it was 45. 61 < 67. 52 while the degree of freedom (df) is 21. Based on the critical of the table 0.05 level significant, with df = 21 is 20 = 1.725. And then, t-value was higher than t-critical, it was 7.956 > 1.725. It was showed that the t-values of pre-test and post-test were higher than the critical value of the table. It means that the hypothesis is accepted. Therefore, the conclusion was PPP method in teaching vocabulary has significant different in vocabulary mastery at second grade.

Hypothesis Testing

In this study the researcher hypothesis stated that there was the difference between the student's mastery before and after they were given treatment by using PPP method in teaching vocabulary.

In addition, the hypothesis stated that there was the difference between students vocabulary mastery and after they were given treatment by using PPP was accepted because the obtained t-value is 7.956 and the critical value for significant with 20 (df) degree of freedom at .05 level of significance was 1.725.

From the result of data analysis in the previous part of this chapter it was found that there was significance in the students' vocabulary mastery, between the students before taught by using PPP method in teaching vocabulary and after the students were taught by using PPP method in teaching vocabulary at second grade is accepted.

Discussion

In this section, the researcher discussed further about research findings. In correlation with the research problem, the findings showed that the students do PPP method has significant effect on teaching vocabulary mastery. There were several interpretative reasons to explain this matter. This research was used experimental without control group during six weeks implementation. Those can be proven by the result t-test measurement both of pre-test and post-test. The t-value was 7.956 while the t-critical on .05 level of significant was 1.725. In this case, the result showed that there was significance effect of PPP method in teaching English vocabulary mastery.

Based on the data analysis, the score of post-test was higher than pre-test because they got advantages of teaching using PPP method where they could find the new vocabulary that they need when they present and interaction in the class. During the process of the study, the researcher knew that the procedure will run greatly, although in the first meeting the students felt confused because they should common with a new method. It means, in principle they like to find the meaning then they order the meaning to be a good order so that they can understand and get the point of it. The researcher provided chance for student's to get involved in learning process and put their selves to control and manage their students' activities. This was proven from data observation which already worked during six weeks that shown PPP method had better in vocabulary mastery.

In addition, the basic treatment of PPP method let students to active in their learning, teacher just monitoring and providing students needed in their activity. Then, the research had pre-test and post-test, so the researcher can monitor the students' progress continuously. While in the present study only had one times of pre-test in the first meeting and post-test in the last meeting.

The conclusion, based on the research problem in the previous chapter, the researcher stated that the students who are taught by using PPP method obtain better English vocabulary mastery on those who are not taught using PPP method. It has been mentioned above that the use of t-test formula to check the significant difference in scores achieved by students showed significant different between before and after the students was taught by using PPP method in teaching vocabulary. That's why the PPP method is a good tool for students, especially in teaching vocabulary.

4. CONCLUSIONS

Ultimately, the data unpacked 21.904. The different between two means of pre-test was lower than post-test. it is 45.61 < 67. 52. And then t-value was higher than t-critical, it is 7.956 > 1.725. Absolutely, there was a significant effect on the teaching English vocabulary using PPP method.

Based on the test result, the students' post-test scores get the higher than pre-test scores. It means that after being taught by using PPP method the students had better vocabulary mastery than before being taught by using PPP method.

In conclusion, this study shows that PPP methods are effective in teaching English vocabulary to the students' vocabulary mastery. Because using PPP method the students understand not only the meaning but also the synonym, antonym, and sentences.

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