

## **I. INTRODUCTION**

This chapter gives the details about the basic problem of the research; those are background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

### **1.1 Background of the Problem**

English has become an international language in Indonesia and has been taught and learnt in almost all education level. Basically English consists of its components and skills and they cannot be taught separately. One of its components is grammar. In order to master the language, the learner has to learn its grammar. The term grammar is often used by non-linguists with a very broad meaning. As Butterfield (2008:142) puts it: "Grammar is often a generic way of referring to any aspect of English that people object to.

Another statement about grammar is issued by Janet (2001:73), the term "grammar" can also be used to describe the rules that govern the linguistic behavior of a group of speakers. The term "English grammar", therefore, may have several meanings. It may refer to the whole English grammar that is, to the grammars of all the speakers of the language in which case, the term encompasses a great deal of variation.

From the statements above we can see how important a grammar in English as grammar is the rules of a language, in this case is English.

Ehrenhaft (2006) has conducted a research about compound sentences. Based on his research, the students faced many problems when they learned compound sentences. The problems which were found by Erenhaft were the sentence fragments, which is incomplete sentence, run-on sentence, which are two independent clauses separated by neither a conjunction nor an appropriate punctuation, comma splice, which is a condition in which comma used between two independent clauses instead of a period or colon, mismatched sentence parts, two ideas in which unrelated lied in a compound sentence.

Based on his observation at SMA Xaverius 1 Belitang, the second grades of SMA Xaverius 1 Belitang consist of 5 classes. There are 2 classes of natural science and 3 classes of social science where each class consists of 30 to 31 students. The English teacher told the researcher that the students were able to pass the KKM (kriteria ketuntasan minimal) of English subject which is 62. From the interview conducted, the English teacher said that he seldom used certain technique or method to teach his students; he just taught them by explaining and followed by some exercise.

From the data collected from SMA Xaverius 1 Belitang, the researcher is interested in applying Presentation, Practice, Production (PPP) technique to teach English

sentence, in this case is compound sentences, in the second grade of students at SMA Xaverius 1 Belitang.

Teaching English subject cannot be separated from teaching English grammar. By mastering English grammar people can communicate in English well because they can make a good sentence in written or oral form. In this research, the researcher wants to investigate the students' ability about English compound sentences. According to Graffi (2011:231), sentence is an elementary speech utterance, through which the speaker (or writer) reacts to some reality, concrete or abstract, which in its formal character appears to realize grammatical possibilities of the respective language and to be subjectively, that is, from the point of view of the speaker (or writer) complete. From the two definitions above the researcher concludes that a sentence is the basic form of English that has to be mastered by those who learn English.

Basically there are four kinds of sentences in English: simple sentences, compound sentences, complex sentences and complex-compound sentences. In his research, the researcher focuses just on compound sentences. Compound sentence is a sentence consisting of two independent clauses connected by a coordinator. Compound sentence is used when the speaker or the writer intend to communicate two equally important and closely related ideas, you certainly will want to place them close together. The researcher assumes that students in XI grades have mastered how to construct simple sentences, so they have the basic skill to master compound sentences. Compound sentences are sentences that build by combining two or more

simple sentences into a complete sentence. To combine two or more simple sentences into a sentence we need a conjunction. The conjunctions that used in this research are coordinate conjunction, conjunctive adverb and semicolon. According to Hausman et al. (2012:53), compound sentence is a sentence containing at least one sentence connective. In other words, compound sentence is a sentence with two or more main clauses conjoined (or 'coordinated') by conjunction (Huford, 1994:41). The researcher chooses compound sentences in his research because it is taught in the XI grade of senior high school with XI grade as the sample of his research.

In the process of teaching compound sentences, the researcher used a technique that has three stages, which is called Presentation, Practice and Production (PPP). According to Harmer (2009: 64), the PPP is technique that is widely used in teaching simple language at lower levels. The PPP is a specific technique that focuses on speaking skill, but it can also be applied more broadly to a family of related methods which rely on the progression from presentation, through controlled practice, to free production. Another statement issued by Ellis (2003:29, following Skehan, 1996) who claims that it (PPP) affords teachers procedures for maintaining control of the classroom, thus reinforcing their power over students and also because the procedures themselves are eminently trainable. As a result of this, the PPP technique gives teachers a secure frame where they can stand and where chaos and disorder can be minimized, which is something teachers and learners usually value as good teaching and good learning.

From the facts that have been discussed previously, the researcher has concluded that teacher's technique has an important role for students to master English subject because in this stage of learning, students still need to be guided. Therefore the researcher wants to apply presentation, practice and production (PPP) technique in order to help the XI grade students of SMA Xaverius 1 Belitang to increase students' mastery of compound sentences. In addition, no research about compound sentences has been conducted in that school. Thus "Teaching Compound Sentences through Presentation, Practice, and Production (PPP) Technique" is chosen as his script title.

## **1.2 Formulations of the Research Problems**

Based on the background and the problems above, the researcher formulates the research problems of the research as follows:

1. What aspect of compound sentences has the highest increase after the students were taught through PPP technique?
2. What problems are faced by the students who are taught compound sentences through PPP technique?

## **1.3 Objectives of the Research**

The objectives of the research are formulated based on formulation of the research problems above. They are:

1. To find out the aspect of compound sentences that has the highest increase after the students were taught through PPP.
2. To identify students' problems while they are taught using PPP technique.

#### **1.4 Uses of the Research**

*Theoretically*, the result of the research can be used to clarify the previous theories about teaching English through PPP technique.

*Practically*, the result of the research can be used by English teacher as consideration to apply PPP technique in teaching English subject. The result of this research also can be used as consideration for other the researcher who wants to conduct the same research topic.

#### **1.5 Scope of the Research**

During the research process, the researcher concentrated in finding whether PPP technique can increase students' ability of compound sentences or not and discover the problems that can appear during the whole process of teaching compound sentences through PPP technique. The researcher used some pictures to help the teaching compound sentences process through PPP technique. In collecting data, the researcher delivered pre test and post test to answer the first research problem before. With the aim of answering the second research problem before, the researcher made an observation and deliver questionnaire sheet to the students after the process of teaching learning compound sentences through PPP technique.

#### **1.6 Definition of the terms**

1. Grammar is the rules of a language. Each language has its own grammar. Generally grammar related to sentence structure.

2. Sentence is a group which at least consists of subject and predicate and express a clear meaning.
3. Compound sentence is a sentence which consists of two independent sentences. To make compound sentences, two independent sentences are connected by using coordinate word i.e. for, any, nor, but, or, yet, and so, by using semicolon or colon, or by using conjunctive adverb.
4. PPP technique is a technique in teaching English that has three stages: presentation stage, practice stage, and production stage.
5. Teaching is the process of delivering knowledge from someone to other people with the aim of making those taught have better ability.
6. Mastery can be defined as the knowledge or skill that someone has gained naturally or by the process of learning.