

## II. FRAME OF THEORIES

In this chapter, the researcher discusses about review of the previous research, review of related literature, theoretical assumption and hypothesis. The review of related literature consists of concept of grammar, concept of sentences, concept of compound sentences, the concept of teaching, concept of PPP technique, and the procedure of teaching by using PPP technique.

### 2.1 Reviews of the Previous Research

English grammar is the rule of English in written or oral form. Someone who wants to be good in English should be good at mastering English grammar because grammar is the core of English. The problems that usually appear in the process of teaching English as a foreign language is the way the teacher teaches learners about English grammar. There are some researches that have been conducted concerning PPP, such as:

- 1) The first is comparative research which compared PPP technique to CR (Consciousness Raising) conducted by Fawzi Al Ghazali (2006) in Birmingham. The result has shown that CR has given students a better understanding in grammar teaching, in this case “**used to**” form.
- 2) The second research compared PPP to Task-Supported Structural (TSS) model in teaching grammar conducted by Sasan Baleghizadeh and Shadeg

Ghobadi (2012) in Iran. The result of this research shows that the PPP can increase the understanding of grammar.

- 3) The third research done in Japan by Sato Rintaro (2010) who investigated the effectiveness and suitability of PPP and TBLT (Task-Based Language Teaching). The researcher has found that PPP could increase Japanese students' ability in mastering grammar.

Based on the three previous researches, the researcher was interested in applying PPP technique to teach compound sentences. The reason was most of the previous researches above had shown that PPP has potential to be successful in EFL environment.

## **2.2 Reviews of Related Literature**

Review of related literature describes about some terms included in this research topic such as: concept of grammar, concept of sentences, the concept of a compound sentence, the concept of teaching, the concept of PPP technique, and the procedures of teaching grammar through PPP technique.

### **2.2.1 Concept of Grammar**

An English learner who wants to master English should master English grammar. It is reasonable because English grammar is the rule of English sentences. A learner who can build good sentences must know about how word combining to construct a sentence. House and Harman (1950: 11) say that since grammar is a science, it must describe and analyze the basic facts of speech, and explain and interpret the laws governing the behavior of the language. Based on the idea of

House and Harman, we can assume that their point of view, grammar is a science that study about part of speech. They also write that grammar as the laws that governing the language behavior. It means that according to their idea, grammar is the focus point of English Language.

The other opinion comes from Kolln and Funk in their book, *Understanding English Grammar* (1998: 1, 5, 6); they think grammar can be described as: “language competence”, the “systematic nature of English”, and “our innate, subconscious ability to generate language, an internal system of rules that constitutes our human language capacity”. Besides of two definitions before, another definition of grammar related to sentences is released by Williams. Williams (1999: 8) suggests a brief definition with the statement that “Grammar deals with the structure and analysis of sentences”. From the definitions above, the researcher thinks that it is important for students to know and learn about grammar in their process of learning English. The researcher believes that grammar should be learnt by every student in order to master English because without grammar, the rule of English, learners will face many problems in their English communication.

### **2.2.2 Concept of Sentences**

A sentence is a group of words that contains at least one subject and one predicate. Besides, a sentence should contain at least one independent clause that has a meaning of its construction. Based on the Langan’s (2003:100) statement, a sentence is a group of words that has a subject and a verb and must express a complete thought. In addition, Miller (2002: 76) says that traditional definition of

sentences talk of grammatical unit builds up from smaller units. The smaller unit stated above refers to phrase and clause. Generally, there are four kinds of sentences in English according to the number of clauses in the sentence. The researcher gives a short explanation about the four kinds of sentences below:

### **2.2.2.1 Simple Sentence**

A simple sentence just contains one clause in it, it is called as an independent clause. Independent clause is a clause that can stand by itself. To be called as a simple sentence, this only one clause should deliver a meaning to the reader.

### **2.2.2.2 Compound sentences**

Compound sentence can be defined as a sentence which consists of two clauses which every of the clause is independent clauses. The two clauses are allied by a coordinating conjunction (such as *for, and, nor, but, or, yet, and so*) or by adding a conjunctive adverb (*besides, furthermore, moreover, also, etc.*). Someone can also construct a compound sentences by using the colon (:) and semicolon (;).

### **2.2.2.3 Complex Sentence**

A sentence is called a complex sentence if the sentences have at least one independent clause and one independent clause. Both of the clauses are connected by a subordinate conjunction (such as *while, when, because, etc.*) or a relative pronoun (such as *who, which, whom, that, etc.*).

#### **2.2.2.4 Compound-Complex Sentence**

Compound-complex sentence is a combination of at least three or more clauses in one sentence (two independent clauses and one dependent clause). The clauses in the compound-complex sentences are linked by a conjunction adverb (*furthermore, meanwhile, therefore, etc.*) or by a coordinating conjunction (*for, and, nor, but, or, yet, and so*).

#### **2.2.3 Concept of Compound sentences**

There has been explained shortly about compound sentences. Once more, the researcher states that compound sentence is a sentence that has two or more independent clauses in it. The two sentences are connected by a coordinating conjunction, conjunctive adverb, or by using a colon or semicolon. The researcher also presents the ideas of compound sentences from some linguists as follows: Langan and Goldstein (2003:54) state that compound sentence is made up of two or more complete thoughts. It means that each thought could stand alone as an independent clause. Quirk et al. (1985:987) states that compound sentences consist of two or more coordinated main clauses. Coordinated main clauses have also been called independent clauses, which contain the main subject and verb of a sentence. In addition, Oshima and Hogue (1998:155) state that compound sentence contains two or more sentences joined into one. There are three ways to join the clauses, by the punctuation of semicolon, coordinate conjunction, and conjunction adverb. When such sentences are joined coordinately, they are called each independent clause.

In the paragraph before, the researcher has discussed about compound sentences. In order to make the concepts of compound sentences are understood well, the researcher gives the detail and the examples of compound sentences as follows:

a. Compound sentences that is constructed by using semicolon

If you want to combine two or more simple sentences into a compound sentence by using semicolon, you have to create two closely related simple sentences and then you can put the semicolon punctuation after the first simple sentence and before the second simple sentence. Although this way looks simple, but the compound sentences that were combined by using semicolon does not simply show the relation between the two simple sentences. Here are some example of compound sentences that were built by using semicolon:

a) **John moved to Jakarta in 200** (The first simple sentence)

**He often visited Mississippi and Ohio** (The second simple sentences)

**John moved to Jakarta in 2009; He often visited Mississippi and Ohio.** (The compound sentence which is formed by using semicolon)

b) **The mother has to finish too many jobs every day; she never forgets her children.**

b. Compound sentences that are constructed by using coordinate conjunction

The compound sentences that are built by using coordinate conjunction combined by placing the conjunction between the two simple sentences after the comma. Every conjunction has its own meaning, so you should put the proper conjunction to show the meaning of your compound

sentences. In order to get the more detail about the conjunctions in coordinate conjunction, its relation express and the examples of each conjunction, the researcher provide all in the following table.

**Table 1. Coordinate Conjunction and Example in Compound Sentences**

<b>Coordinate conjunction</b>	<b>Relation expressed</b>	<b>Examples in compound sentences</b>
For	Reason	<b>He did not take the money, for it was no the right thing to do.</b>
And	Addition	<b>Johny bought some new shoes, and he wore them to the party.</b>
Nor	Negative addition	<b>There is no shop nearby, nor do they have cigarette with them.</b>
But	Contrast	<b>They wanted to take the banana for lunch, but there was a big monkey attacked them.</b>
Or	Negative	<b>They should go now, or they should wait for a while.</b>
Yet	Contrast (surprise)	<b>The job has not done, yet they needed to rest and eat.</b>
So	Result, cause effect	<b>They want to go to fishing, so they go to fishing shop to buy all the equipment needed.</b>

c. Compound sentences that are constructed by using conjunctive adverb

The role of combining two simple sentences into a compound sentences by using a conjunctive adverb is placing the conjunction between the two sentences after the semicolon and before the comma. The conjunction in conjunctive adverb has more conjunction than the coordinate conjunction. For more detail about the conjunction in conjunctive adverb, its relation and the example of using the conjunctive adverb, see the table in the following table.

**Table 2. Conjunctive Adverb and Example in Compound Sentences**

<b>Relationship</b>	<b>Conjunctive adverbs</b>	<b>Examples</b>
Addition	also, besides, furthermore, in addition, moreover	<b>I don't want to continue this phone conversation; <i>moreover</i>, I have a meeting in five minutes.</b>
Contrast (complete)	however, in contrast, on the other hand	<b>I would like to continue talking with you; <i>however</i>, I have a meeting in five minutes.</b>
Contrast (partial)	however, nevertheless, nonetheless, still	<b>I have a meeting in five minutes; <i>nevertheless</i>, I'll talk to you now.</b>
Result	as a result, consequently, therefore, thus	<b>I have a meeting in five minutes; <i>as a result</i>, we'll have to cut this conversation short.</b>
Sequence	afterward, meanwhile, then, subsequently	<b>I have a meeting in five minutes; <i>afterward</i>, I'd like to continue this conversation with you.</b>
Comparison	likewise, similarly	<b>I have a meeting in five minutes; <i>similarly</i>, John has a pressing obligation as well.</b>
Example	for example, for instance	<b>I have meetings every day; <i>for example</i>, today I have a meeting in five minutes.</b>

#### **2.2.4 Concept of Teaching**

Teaching is a process in which someone delivers his knowledge to another or other people with the aim to make the other people who are being taught are being able to do something taught to them or increase their ability in the area they are taught. A good teaching process produces a learner with new better skill or better ability than before the teaching process conducted. According to Anderson and Burns (1989), teaching is an interpersonal, interactive, typically involving verbal communication, which is undertaken for helping one or more students learn or change the ways in which they can or behave. Based on the thought of Anderson



and Burns, the researcher assumes that in a teaching process should be a communication between both teacher and students as the participants in the teaching process.

### **2.2.5 Concept of Presentation, Practice, Production (PPP) Technique**

In order to reach the objective of English subject, English teachers use many kinds of technique as a bridge. One of the techniques in English teaching is Presentation, Practice, Production technique, or simply known as PPP technique. PPP technique has three stages; they are presentation stage, practice stage, and production stage. Skehan (1998:94) states that it (PPP) lends itself very neatly to accountability, since it generates clear and tangible goals, precise syllabuses, and a comfortingly itemizable basis for the evaluation of effectiveness.

Besides of Skehan, Thornbury has another idea about PPP technique. PPP, Thornbury's (1999) view has a logic that is appealing to the teachers and learners in that it reflects a notion of practice makes perfect, common in many skills; it allows the teacher to control the content and pace of the lesson; and as Skehan (2003) remarks, it provides a clear teacher role, in accordance with power relations often found in classrooms. In the next discussion, the researcher provides readers some advantages and disadvantages of PPP technique.

#### **2.2.5.1 Advantages of PPP**

- 1) PPP solves many problems beginning teachers have to struggle with, because many of the basic decisions about what to teach and how to teach it have already been made for them (Richards and Rodgers, 2001).

- 2) PPP offers good model which trainees can develop and grow as Harmer (1998) believes that default settings are a good metaphor for the role of the trainer in pre-service training where trainees are offered a clear model or models to hang onto and from which they can develop and grow.
- 3) Swan (2005) defends P-P-P as a useful routine for presenting and practicing structural features under semi-controlled conditions.
- 4) Evans (2008) gives his statement which says that “PPP has evolved over the years, cherry picking the more attractive elements of other approaches, and incorporating them into its basic format”.
- 5) The sequence of PPP is dynamically one according to students need and level.

#### **2.2.5.2 Disadvantages of PPP**

- 1) PPP might be too teacher-centered technique as Harmer (2007) says that it is teacher-centered and fits uneasily with more humanistic learner-centered frameworks.
- 2) PPP can make students be passive participants in teaching learning process.
- 3) PPP approach is ineffective in achieving its aim of students’ producing the target language (Ellis, 1994). He claims that in language teaching, a commitment is not only to control the input but also to what is learned.

The procedures of teaching and learning through PPP technique discusses in the next part of this chapter below.

### **2.2.6 Procedures of Teaching by Using PPP Technique**

PPP has certain procedures of teaching, learning that should be followed in order to increase students' understanding of compound sentences. As Willis and Willis (1996, cited in Richards & Rodgers, 2001) state a lesson plan based on PPP should have three phases as follows:

1. *Presentation stage*: The teacher begins the lesson by setting up a situation, either eliciting or modeling some language that the situation calls for. Presentation may consist of model sentences, short dialogues illustrating target items, either read from the textbook, heard on the tape or acted out by the teacher.
2. *Practice stage*: Students practice the new language in a controlled way. For example, they drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually, until they can say them correctly. Other practice activities are matched parts of sentences, completing sentences or dialogues and asking and answering questions using the target language.
3. *Production stage*: Students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher. It can be a role play, a simulation activity or a communication task.

In PPP technique, the procedures of PPP above do not have to do rigidly. The teacher can make exchanges in the process of learning as Byrne's (1986) thought that the sequence does not have to be followed rigidly, and it depends on the level of the students, their needs and the teaching materials are being used, it will also be possible to move from production to presentation to practice. Based on Byrne's concept, the researcher modifies the three steps into his lesson plan. From the lesson plan below, the readers can also imagine how PPP technique is applied in the teaching process. The example of PPP application of teaching learning process can be seen in the following activities:

**a. Pre activities**

1. The teacher greets the students
2. The teacher checks the students' attendance list
3. The teacher gives the perception by giving some questions such as:
  - Do you have a kind of hobby?
  - What is your hobby?
  - Do you all have the same hobby?

**b. While activities**

**Presentation:**

1. The teacher shows a picture.
2. The teacher asks some questions to the students such as:
  - From the picture, can you predict the topic of the text?
  - Do you have a hobby?
  - What is your hobby?

3. Some students have chosen randomly to write his hobby in complete sentences.
4. The teacher writes the coordinate conjunction words and each function of them in front of the class.

**Practice:**

5. The teacher asks the students to form a group consists of 5 students in each group.
6. The students are asked to write their hobby and tools needed in their hobby in complete sentences.
7. The students have to combine the sentences using coordinate conjunction words.
8. The teacher asks the representative of each group to present their group work.
9. The other students are asked to listen and checks whether there is/ are some mistake.

**Production:**

10. The students are asked to make 5 compound sentences individually to test the result of the teaching learning process.

**c. Post activities**

1. The students are asked to discuss whether they have some difficulties on the lesson or not
2. One of two students is asked to give conclusion about the material have been learnt

3. The teacher gives conclusion about the material have been taught
4. The teacher closes the meeting

### **2.3 Theoretical Assumption**

Grammar is important to be mastered when someone wants to learn English, but this is also one of the students' biggest problems when they learn English subject. In recent years, a growing concern about accuracy in learners' language has resulted in a reassertion of the role of grammar in syllabus design and the content of lessons, and even in giving explicit attention to grammatical forms and rules (Ellis, 1993c quoted in Hedge, 2000). This provides us a view of how important grammar role in English teaching since it cannot be neglected. Richards, Platt, and Platt (1992) write in their Longman Dictionary of Language Teaching & Applied Linguistics: "Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sound of a language". From this thought, we can presume that grammar and sentences have its own relationship in English.

Based on the theories mentioned above, the researcher formulates theoretical assumption as follow: "PPP technique can help the students in order to master compound sentences. PPP can make students focus and enjoy the material about compound sentences and as the result; PPP can increase the students' mastery of compound sentences". Therefore the researcher has an interest in applying PPP

technique to teach compound sentences in second grade of SMA Xaverius 1  
Belitang.