

**MODIFIED PPP PROCEDURE IN TEACHING ENGLISH THROUGH
WHATSAPP APPLICATION TO IMPROVE STUDENTS'
ACHIEVEMENT OF CONDITIONAL SENTENCE**

(A Thesis)

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LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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Submitted in a partial fulfilment of
the requirements for S-2 Degree



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ABSTRACT

MODIFIED PPP PROCEDURE IN TEACHING ENGLISH THROUGH WHATSAPP APPLICATION TO IMPROVE STUDENTS' ACHIEVEMENT OF CONDITIONAL SENTENCE

By
Umi Ma'rifah

The aims of this study are 1) to find out whether there is a significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning, 2) to find out which procedure is more effective in improving students' achievement of conditional sentence based on the dimension of grammar: Form, Meaning, and Use, and 3) to find out whether there is a significant difference of students' perception on the learning process after being taught using modified PPP Procedure through *WhatsApp* and using original PPP procedure in limited offline learning. The population was the students of SMKN 1 Metro academic year 2021/2022. This study is a quasi-experimental, and the sampling was taken in two classes. The experimental class with 36 students was given the treatment using modified PPP procedure through *WhatsApp*, while the control class with 36 students was given the treatment using original PPP procedure in limited offline learning. The instruments used in this study were test and questionnaire. The data were analyzed using *independent sample t-test*. The findings of the current study showed that there was a significant difference of students' achievement of conditional sentence between those two procedures with (p) value 0.007, which is in line with students' perception on the learning process between those two classes with (p) value 0.038. Both modified and original PPP procedure can improve the students' achievement of conditional sentence; however, modified one was more effective to improve students' achievement of conditional sentence with the N Gain 0.47, especially in the condition of pandemic Covid 19 where the online learning is a necessity. It is suggested to use Modified PPP procedure through *WhatsApp* even after the pandemic because there is more chance for the students to discuss using *WhatsApp* that makes them get deeper understanding and better achievement of conditional sentence.

Keywords: PPP Procedure, *WhatsApp*, Limited Offline Learning, Students' Achievement of Conditional Sentence, Students' Perception

Research Title : **Modified PPP Procedure through WhatsApp
Application to Improve Students' Achievement
of Conditional Sentence**

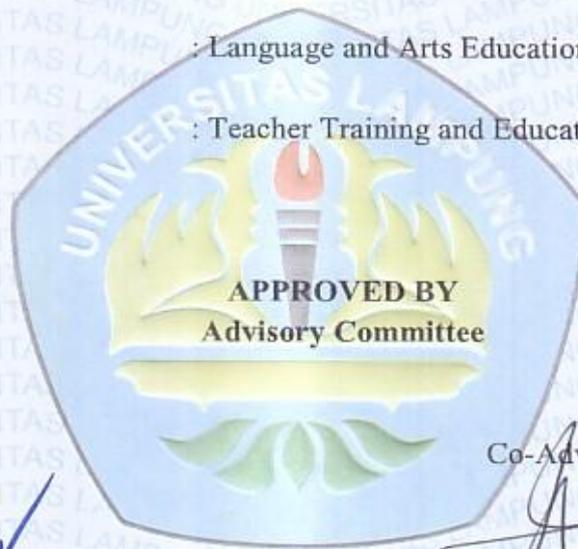
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LEMBAR PERNYATAAN

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DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents: Bapak Drs. Syamsul Ma'arif and Ibu Ratipah, A.Md
- My beloved parents in law: Bapak Sukarno and Ibu Masrikin
- My beloved husband: Budi Yulianto, S.E
- My beloved children: Erina Nur Fahmida and Hafizh Shafiyurrahman
- My beloved brothers and sisters: Estiya Hayati, Riduan Agus, Mutmainnah, Nanang Triasmosari, Mardiatina Ningsih, Fakhrurrozi, Hamimatussa'adah, Sugeng Prayetno, Ayu Fitri, Aji Akbar Barza, Yuni Ekowati, M. Shiddiq, Dwi Oktim Kusumawanti, Gufron, Tri Martin, Romadhin, Mei Idawati, Darmadi, Wiwik Novitasari, and Ali Mustakim
- My nephews and nieces
- My forever friends: Berita Mambarasi Nehe, Sapti Kuncar Murti. Evi Fitri Aglina, and many others. Thanks for the support.
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- My Almamater, Lampung University

MOTTO

Allah will raise those who believe among you and those who are given knowledge, to some degrees (QS. Al-Mujadalah: 11)

Whoever takes the path to gain knowledge, Allah will make it easier for him the way to heaven. (HR. Muslim)

A chance is like a passing cloud, thus catch it whenever it is in front of you.
(Ali Bin Abi Thalib)

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Finally, the writer believes that her writing is still distant from perfection. Thus, comments, criticism, and suggestions are always acceptable. The writer hopes this study would give a positive contribution to the educational development in English Language Teaching, to the readers, and to those who want to conduct further research.

Bandar Lampung, June 22nd, 2022

The Writer,

Umi Ma'rifah
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I. INTRODUCTION

This chapter describes the background of the problem that gives the reason for conducting the research entitled Modified PPP Procedure through *WhatsApp* Application to Improve Students' Achievement of Conditional Sentence. This chapter also explains research questions, objectives of the research, significance of the research, scope of the research, and definition of key terms.

1.1 Background of the Problem

English is an international language that must be mastered well in order to have a broad relationship in the international world. It is inevitable that English is very important to learn. With good fluency in English, many people from all over the world will be able to communicate with each other. It will be very nice if people have a wide association because of good English competence and performance. Brown (2000: 31) stated, in reference to language, competence is one's underlying knowledge of the system of a language – its rules of grammar, its vocabulary, all pieces of a language and how those pieces fit together. Meanwhile, performance is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events. From Brown's statement, it can be said that English elements contains grammar, vocabulary,

and all the pieces of a language like pronunciation. Then, English performance contains speaking, writing, listening, and reading.

Conditional Sentence is very important to learn in order to have good communication between people. According to Richards and Renandya (2002: 145), in recent years, grammar teaching has regained its rightful place in the language curriculum. People now agree that grammar is too important to be ignored and that without a good knowledge of grammar, learners' language development will be severely constrained. It is clear that without the proper knowledge of grammar, in this case Conditional Sentence, the learners find many problems to express their ideas and built up sentences for communication. In line with Brown's statement about English competence and performance that has been stated in the beginning, this study focused on writing an English competence namely conditional sentence.

Conditional Sentence can be found in all of English performances or skills like listening, reading, speaking, and writing, but in this study the researcher focused on the reinforcement writing, this is the kind of writing that reinforce the students' ability of language use that have been studied. In Harmer's point of view (2004:32) about teaching writing, it was stated that the reinforcement writing is the writing that focuses on reinforcing language that has been taught. In its simplest form, teacher asks the student to write sentences about conditional sentence after the explanation. It is done to make students

understand more deeply about what have been learnt. Therefore, this study focused on conditional sentence in the written form.

In reality, only few of learners have a high ability in conditional sentence. Norris (2003) stated conditional sentences are a big obstacle to overcome for teachers and students of English as a second or foreign language (ESL/EFL). Conditionals are linguistically and cognitively complex structures that express a variety of meanings, are realized through a variety of forms, and are used for a variety of discourse functions. From the dimension of grammar like Form, Meaning, and Use, it seems difficult for EFL student especially Indonesian students to understand conditional sentences since the structure or forms are different. In line with the above statement, Nur (2017:36) stated that Indonesian students who learn English encounter the problems in learning conditional sentences. They may understand the syntactic changes of each type, but they may have difficulties in understanding the semantics of all types. So, conditional sentence is really needed to learn in terms form, meaning, and use.

Furthermore, related to the curriculum in Indonesia namely the 2013 Curriculum especially English subject, conditional sentence is stated as one of the basic competences that must be learned by students in Vocational High Schools. In the 2013 Curriculum, it was stated the basic competence of English subject number 3.20, “Analyzing social functions, text structure, and linguistic elements in declaring and asking about *the conditional* if there is a situation /events / events in the future, according to the context their use.” Then, the basic

competence of English subject number 3.32, “Analyzing social functions, text structure, and linguistic elements, interaction-transactional oral and written text, that involves action of giving and asking about *the conditional* information.” Based on the explanation above, it can be said that the conditional sentence is very important for students to learn. In this study, the researcher explained the students how to make conditional sentence in the written form of a simple sentence in order to reinforce their ability in conditional sentence.

In order to have a substantial English mastery, it is needed a situation that can guide a person to get them. One way to guide a person to get those English mastery is a teaching method. A teacher can create a situation like using or developing a procedure of a teaching method. There are some procedures in teaching that can be implemented in order to reach the students’ English mastery. In this case, the teacher has to create a situation that can make the teaching learning process becomes effective. In general, students will be very interested in new things. On this basis, a teacher must be observant in choosing teaching and learning procedure so that students will be enthusiastic in learning and also can master the target language well.

Based on the current conditions of the world in general and the world of education in particular, there have been changes in life activities in society and also in teaching and learning due to the covid 19 pandemic that has been occurred since the end of 2019. Many activities in life that are usually done fully face-to-face, now have to switch using online. Moreover, teaching and learning

activity must be carried out online to avoid the spread of the corona virus. Now in 2022, the corona virus has not been disappeared yet although many efforts have been made by the government and the community to face this problem. In fact, the new variants of the corona virus are continuously occurred at present. This thing causes activities in the world of education become unstable.

Considering the current conditions and the urgency of implementing limited PTM, the government of Indonesia then give the regulation contained in Joint Decree (SKB) of four ministers (Minister of Health, Minister of Home Affairs, Minister of Education Culture Research and Technology, and Minister of Religion) Number 05/KB/2021, Number 1347 of 2021, Number HK.01.08/MENKES/6678/2021, and Number 443-5847 of 2021 concerning Guidelines for the Implementation of Learning during the 2019 Coronavirus Disease (COVID-19) Pandemic. Sometimes students have to do online learning, sometimes they can do face-to-face or offline learning eventhough it is limited (limited PTM) with the capacity that still varies between 25-50 percent with the arrangement of study days and the duration of study per day is still very limited.

It is the reason for the teacher to make an innovation or modification in the learning procedure so that it can still provide an effective teaching and learning activity and be able to improve students' abilities. Presentation-Practice-Production (PPP) procedure can be chosen to fulfill this. PPP has recently been widely used to improve learners' English skill and competence.

Numerous studies showed that PPP facilitates students to improve their achievement in English skill and competence.

Anderson (2017:218) stated PPP that is standing for Presentation-Practice-Production, is used in ELT as a prescriptive framework for the structuring of new language lessons especially grammar and functional language and also lexis. It can be said that PPP is an effective way to teach grammar in the classroom. The effectiveness of PPP in teaching learning activities is shown in many studies. A study by Sofan (2017:71) stated that the students who are given the PPP treatment are more active and enthusiastic than the students who are not given this treatment. He also said that there is a positive effect of applying PPP on students' vocabulary achievement. Moreover, Widyantoro (2019: 162-163) stated several advantages of using PPP method, for examples; students can develop their ability in learning conditional sentences, their interest in the learning process, their extensively understanding of the material, and lastly PPP is relatively straight forward and structured enough to be easily understood by both students and new or emerging teachers.

According to Ndraha (2020:927) in her research, the result of the students speaking achievement got improvement by using Presentation, Practice and Production (PPP) method. In line with this, Belinda et al (2021:351) concluded that there is a significant difference between students' English communicative competence after being taught by using original PPP method and the modified one. Both original and modified PPP are good to facilitate the

learners in having good grammatical competence; however, only PPP that has been modified by using CLT that can facilitate them in having a good communicative competence. Meanwhile, in this study both modified and original can improve the students' achievement of conditional sentence; however, modified one is a better choice because students have more time to discuss the material in the dimensions Form, Meaning, and Use. From some previous research above, it can be stated that PPP is valuable to use in English Language Teaching.

Recently, the internet becomes the most important thing in the world of education. Some applications and social media which use the internet like WhatsApp, Telegram, Facebook, Instagram, and many others can be modified to support the teaching-learning activities. Among the others, *WhatsApp* is the most common use for everyone in the world. It is the easiest and the simplest application used to study. It can be accessed by using a mobile phone anytime and anywhere.

Hamad (2017:74) stated *WhatsApp* is the most common chatting application to use among the students, students don't need to have a computer, it is attainable and it does not cost much. Moreover, Ashiyan and Salehi (2016:112) stated *WhatsApp* is a tool that means the facilities are used for main educational purposes, and has the unique features such as its compatibility to exchange information, enhance communication and relationship. This is because *WhatsApp* sends messages through an internet connection that can be in the form

of text, audio files, pictures, videos as well as one's location. Moreover, currently, *WhatsApp* provides a video call facility that teachers and students can use to meet face to face in small groups. So, *WhatsApp* seems like the best application to use not only for the teacher but also for the students. In studying grammar like the conditional sentence, *WhatsApp* can be used to support teaching-learning activities.

Bouhnik and Deshen (2014:229) stated until recently there was no technological tool which was used naturally by adults and students alike. Email was more comfortable for the teachers than for the students. Students felt at home in Facebook groups, but teachers tended to visit them less and then exclusively for the purposes of the class group. *WhatsApp* has crossed the dividing lines. Both teachers and students use it in their daily lives, so this technology facilitates communication between them. *WhatsApp* has advantages such as low cost, simplicity, accessibility, efficiency, and natural interaction. It is in line with the statement that *WhatsApp* is perceived to support more social, natural interactions thus leading to higher frequencies of chatting, planning/coordination and group communications; it has grown in popularity due to economic reasons (Church and De Oliveira, 2013:360).

Dewi (2019:170), who conducted the research about utilizing *WhatsApp* for teaching integrated English, stated applying *WhatsApp* in integrated English class gives a lot of chances on how to assist students learning English optimally. In general, utilizing *WhatsApp* does not only provide interest for student to learn,

but it also creates a wide opportunity to practice English regularly without being restricted by the time and course meeting. Moreover, Ali and Bin-Hady (2019:295) stated *WhatsApp* had a positive impact on learning English as a foreign language (listening, speaking, reading, writing, vocabulary, spelling, and grammar). This indicates that EFL students positively perceive *WhatsApp* as a good language learning tool. Likewise, the study showed that *WhatsApp* can motivate students to use the language and reduced their anxiety.

WhatsApp is very common and easy to use. Moreover, it has the featured that is needed in teaching-learning process. It is also a cheap application for the students to access, especially for students who live in the areas where internet is difficult to reach. It can be said that *WhatsApp* can help the teaching-learning activities running well. Therefore, many teachers choose to use *WhatsApp* for teaching because of those reasons.

The important point from the statement above is that in the recent condition where the online learning is a necessity for everyone, implementing modified PPP procedure in teaching English through *WhatsApp* is considered more appropriate because even though the teacher cannot meet face to face with students like offline learning, the teacher can still manage the students well. Moreover, the students and the teacher can discuss many things easily through *WhatsApp* directly, either individually or in group.

The fact that original PPP is good for teaching grammar has been discussed in many studies; however, recently the procedure needs to have a little change so that it can be used in online teaching and learning activity. Original PPP is believed as a teacher-led instruction where the teaching grammar focuses more on the form. In this study, the researcher used *WhatsApp* as the application of online teaching and learning. Therefore in experimental class, the researcher created the instructional process to be more student-centred through *WhatsApp* where the teaching grammar focused on the three dimension of grammar: form, meaning, and use in order to make the teaching grammar more communicative. That is why PPP needs to be modified in teaching English through *WhatsApp*. It is believed that it can be one of the ways to improve students' achievement of conditional sentence.

The researcher used PPP procedures in the teaching and learning activity of this study. Firstly, the researcher used a modified PPP procedure in the experimental class, and secondly the researcher used the original PPP procedure in the control class. Learning process in the experimental class was done online through *WhatsApp*, while in the control class it was done in limited face-to-face or limited offline learning. Limited face-to-face here means that learning is done offline but in a limited time.

In this study, the researcher investigated whether there is a significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are

taught using original PPP procedure in limited offline learning. Then, the researcher investigated which procedure was more effective in improving students' achievement of conditional sentence based on the dimension of grammar (Form, Meaning, and Use). In addition, the students' perception on the learning process was investigated to trace their perception that can support the research finding. Moreover, it was also able to give contribution for the teachers in order to make them more professional in teaching (Flora et al, 2020:736).

Perception is conscious sensory experience. It occurs when the electrical signals that represent things are transformed by person's brain into the experience of seeing things (Goldstein, 2010:8). Perception does not just happen, but is the end result of complex "behind the scenes" processes, many of which are not available to the awareness. In this case, the students' perception can be defined as the conscious sensory experience transformed by students's brain into the experience of seeing the learning process. Positive perception of the students occurred in the use of *WhatsApp* in English learning, especially writing skills. With utilizing *WhatsApp* in online learning, the students can study anywhere while discussing together with teachers or friends without having to meet face to face quickly and easily (Salsabella, 2020:13). Therefore, in this study, the researcher also investigated the students' perception on the learning process after being taught using modified PPP procedure through *WhatsApp* and using original PPP procedure through limited offline learning.

The significance point is that actually there are various alternative solutions to improve students' achievement of conditional sentence, but the most appropriate solution right now is modified PPP procedure through *WhatsApp*. In some researches stated before, it is mentioned some advantages of using PPP to improve English competence and performance but no research discuss about modified PPP procedure in teaching English through *WhatsApp* to improve students' achievement of conditional sentence. In this case, the researcher modified PPP procedure in teaching English through *WhatsApp* so the students could study online but still low in cost. Moreover, the students could be active although it was done online because they can get the material from the teacher with the explanation in the presentation stage, discuss the Conditional Sentence in three dimensions of grammar (Form, Meaning, and Use) in the practice stage through some specific groups of *WhatsApp*, and produce the sentences in the production stage. And the main point of using the modified one is that the students still can have the effective teaching learning process before and after the class hour, especially in the recent condition of Covid 19 pandemic.

The researcher saw that this is the new thing that there has been no research on it and thought that it can improve the students' achievement of conditional sentence. This research aimed at filling this gap which might help language teachers to design their teaching activities with the research entitled "Modified PPP Procedure in Teaching English through *WhatsApp* to Improve Students' Achievement of Conditional Sentence."

1.2 Research Questions

Related to the background stated before, the researcher formulated the question as follows:

- 1) Is there any significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning?
- 2) Which procedure is more effective in improving students' achievement of conditional sentence based on the dimension of grammar (Form, Meaning, and Use)?
- 3) Is there any significant difference of students' perception on the learning process after being taught using modified PPP Procedure through *WhatsApp* and using original PPP procedure in limited offline learning?

1.3 Objectives of the Research

Related to the background stated before, the researcher formulated the objective of the research as follows:

- 1) To find out whether there is a significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning.

- 2) To find out which procedure is more effective in improving students' achievement of conditional sentence based on the dimension of grammar (Form, Meaning, and Use).
- 3) To find out whether there is a significant difference of students' perception on the learning process after being taught using modified PPP Procedure through *WhatsApp* and using original PPP procedure in limited offline learning.

1.4 Significance of the Research

The result of the study was intended to give a contribution to English language teaching both theoretically and practically as in the following ways:

- 1) Theoretically, the result of this research can support the previous researches and the existing theory. This research also emphasized the modification of PPP procedure in teaching English through *WhatsApp* to improve students' achievement of conditional sentence. Therefore, this research became one of references for future research.
- 2) Practically, the results of this study were expected to give contribution for English teachers, language researcher and other practitioners to apply modified PPP procedure in teaching English through *WhatsApp* to improve students' achievement of conditional sentence. For the students, this result can lead them to improve their achievement of conditional sentence.

1.5 Scope of the Research

This research focused on the use of modified PPP procedure and the original one. In order to find out whether there is any significance difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning, the researcher implemented the treatments to the twelfth grade students of SMKN 1 Metro. The concept of each step of modified through *WhatsApp* was changed from offline in the classroom into online through *WhatsApp*. Moreover, the centre of the instruction was also changed from formal teacher-centred into more informal students-centred for example by creating specific *WhatsApp* groups consists of six students including the leaders of the groups. The students were able to discuss each other and discuss with the teacher anytime and anywhere even after the class finished.

The next focus was restricted to which procedure was more effective in improving student's achievement of conditional sentence based on the dimension of grammar (Form, Meaning, and Use). And the last focus was restricted to the difference of students' perception on the learning process after being taught using modified PPP procedure through *WhatsApp* and using original PPP procedure in limited offline learning.

1.6. Definition of Key Terms

In order to avoid misunderstanding, some terms used in the research are defined as follow:

1. Presentation-Practice-Production (PPP) Procedure

PPP stands for Presentation, Practice and Production while a procedure is a way of doing something, step by step. As the procedure, it is straightforward that the teacher presents the target language. In the Presentation stage, the teacher presents the material, while the students pay attention. In the Practice stage, students practice what has been explained by the teacher in the Presentation stage. The last, in the Production stage, the teacher asks students to produce their own sentences according to the material that has been studied.

2. Modified PPP Procedure

Originally, PPP procedure is done in the classroom or offline. The activity in the classroom is more teacher-centered, and the focus of teaching and learning is only in the dimension of Form and Meaning. Meanwhile, in modified one, PPP procedure is done online through application namely *WhatsApp*. The activity is more students-centered, and the focus of teaching and learning is in the dimensions of Form, Meaning, and Use.

3. Teaching English through *WhatsApp*

WhatsApp is an application that can be used for online teaching and learning activities because it is equipped with facilities such as chat, files, audio files (voice note), pictures, videos, and video calls where teachers and students can use to meet face to face in small groups. So, teaching English through *WhatsApp* means that the teacher teaches the English language through chat, files, audio files (voice note), pictures, videos, and video calls of *WhatsApp* directly with the students as an individual and also in group.

4. Students' Achievement of Conditional Sentence.

Students' achievement is students' learning outcomes that are measured through the tests. It refers to the extent to which a student has attained their score which is commonly measured through the tests or continuous assessments. In this study, the researcher measured the students' achievement of Conditional Sentence before and after the treatment. Conditional sentence is the sentence that consists of a main clause and if clause which describes a presupposition of what the general truth is, what will happen in the future, what is happening in the present, and what has happened in the past with certain conditions. So, Students' achievement of Conditional Sentence here can be defined as the students' learning outcomes of making a simple sentence in the written form that focuses on the Conditional Sentence.

5. Students' Perception on the Learning Process

Perception is the interpretation of the human's sense about something, someone, or certain condition. Students' perception on the learning process means the interpretation of students' sense on the learning process that have been done with the other students and the teacher using certain treatments. In this case, the certain treatments refer to modified PPP procedure through *WhatsApp* and original PPP procedure in limited offline learning.

In this chapter, it has been described the introduction including Background of the Problem, Research Questions, Objectives of the Research, Significance of the Research, Scope of the Research, and Definition of Key Terms. It will be continued with the literature review in the next chapter.

II. LITERATURE REVIEW

This chapter presents the theories related to the research. It contains the concept of PPP, Teaching English through *WhatsApp*, Modified PPP procedure in teaching English through *WhatsApp*, Students' Achievement, Conditional Sentence, the Steps of Modified PPP procedure in teaching English through *WhatsApp* to Improve Students' Achievement of Conditional Sentence, Theoretical Assumption, and Hypotheses.

2.1 PPP

Harmer (2007:64) stated that PPP stands for Presentation, Practice, and Production. In this procedure the teacher introduces a situation which contextualises the language to be taught. The language is presented by the teacher, then the students practice the language, and lastly the students produce it with their own language.

Anderson (2017:219) mentioned that 'Presentation, Practice, Production' model itself first appeared in the first edition of handbook of Byrne (1976/1986), and summarized that there are three stages in PPP. They are (1) The presentation stage: the teacher as informant, (2) The practice stage: the teacher as conductor, and (3) The production stage: the teacher as guide. These three stages must be

carried out sequentially. In the first stage, the teacher presents the material, while the students pay attention. In the second stage, students practice what has been explained by the teacher in the first stage. And in the third stage, the teacher asks students to produce their own sentences according to the material that has been studied and practiced in the first and second stages.

Belinda et al (2021:352) in their research stated PPP is referred to as a procedure, model, paradigm or approach to teaching language components. As the procedure is straightforward, the teacher presents the target language. Then, students are asked to practice it, first in well controlled activities, then in freer activities.

In this study, PPP is referred to as the procedure of teaching that contains Presentation, Practice, and Production. In the first stage, the teacher presents the material, in the second stage the students practice in groups/ in pairs, and in the third stage the students produce their own word. This procedure was investigated as modified PPP procedure for the experimental class and original PPP procedure for the control class.

2.2 Teaching English through *WhatsApp*

Brown (2000:7) mentioned teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. So, teaching English can be defined as guiding, facilitating, enabling, and setting the conditions of learners in learning English.

Until now, *WhatsApp* is still the most popular social media and means of communication among users that has many advantages in social life. Because of its many advantages, *WhatsApp* also can be used in online teaching-learning activities. Ashiyan and Salehi (2016:112) stated *WhatsApp* is a tool that means the facilities are used for main educational purposes, and has the unique features such as its compatibility to exchange information, enhance communication and relationship. This is because *WhatsApp* sends messages through an internet connection that can be in the form of text, audio files, pictures, videos as well as one's location. Moreover, currently, *WhatsApp* provides a video call facility that teachers and students can use to meet face to face in small groups. So, *WhatsApp* seems like the best application to use in teaching-learning activity not only for the teacher but also for the students.

Considering the explanation above, it can be determined the concept of teaching English through *WhatsApp*. It refers to guiding, facilitating, enabling, and setting the conditions of learners in learning English by using an efficient messaging application namely *WhatsApp*.

2.3 Modified PPP Procedure in teaching English through *WhatsApp*

The researcher modified PPP procedure in teaching English through *WhatsApp*. Harmer (2007: 62) stated "procedure is a sequence which can be described in terms such as *First you do this, then you do that....* ." Procedure is smaller than a method but bigger than a technique. It is stated that a procedure is

an ordered sequence of techniques. So, procedure can be said as the steps in doing something. In experimental class of this study, modified PPP procedure was not conducted in the classroom but it was changed slightly in *WhatsApp* group that have the function as a classroom.

There are some modifications that the researcher creates on each stage of PPP procedure from the original stage that is done offline to the modified one that is done online through *WhatsApp*. The differences between the original PPP procedure and the modified one will be explained in part 2.7 “The Steps of Original PPP procedure and Modified PPP procedure in Teaching English through *WhatsApp* to Improve Students’ Achievement of Conditional Sentence”.

2.4 Students’ Achievement of Conditional Sentence

Achievement is the word preferred in the educational or psychometrics fields, being sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool (Algarabel and Dasi, 2001:45). In this study, the researcher measured the students’ achievement of conditional sentence before and after the treatment. In this case, students’ achievement of conditional sentence refers to the extent to which a student has attained the scores of conditional sentence which are measured through pre-test and post-test.

2.5 Conditional Sentence

Conditional Sentence is stated as one of basic competences in Curriculum 2013 that should be learned by the students of Secondary School and Vocational High School. Conditional sentences usually consist of two clauses: a conditional clause (or if clause) and a main clause (or result clause). The result in the main clause is dependent on the conditional clause, (Foley and Hall, 2008: 120). There are four basic conditional sentence patterns where the choice of tense depends on the time of the condition (past, present, or future) and how possible or impossible the event is, they are as follow:

a. Zero Conditional

This type of conditional sentence means it is possible at any time, but most commonly in the present. For example: *if your dog is depressed, he probably needs more exercise.*

b. First Conditional

This type of conditional sentence means it is possible in the future. For example: *If their single flops, all singers will sack their manager.*

c. Second Conditional

This type of conditional sentence means it is possible in the present/ possible (but improbable) in the future. For example: *If you were a bit nicer, he wouldn't get so cross.*

d. Third Conditional

This type of conditional sentence means it is impossible in the past. For example: *If you had answered the door, she wouldn't have gone away again.*

Larsen-Freeman (2014:256) stated that grammar is about the form of the language and meaningfully, and also use it to present what they wish to be seen. Simply, grammar is about constructions in a language, structures and the patterns, that have meanings and uses (Larsen-Freeman, 2014:261). Next, Yilmaz (2018:41) noted that grammatical structures is not restricted to prescriptive rules about linguistic form, but rather includes a unity of form, meaning and use to be able to utilize it for real communicative purposes. There is a framework to identify those three dimensions to deal with the complexity of grammar namely Form, Meaning, and Use. The Form asks about how it is form, the Meaning asks about what it means, and the Use asks about when/why it is used. Therefore, teachers are required to enable their students to develop their grammatical competence with regard to these three dimensions. Dealing with the three dimension of grammar by Larsen-Freeman, this study focused on the three dimensions of grammar (Form, Meaning, and Use) for Conditional Sentence in written. The specification of form, meaning, and use of Conditional Sentence is shown in the table below:

Table 2.1 Form, Meaning, and Use of Conditional Sentence

TYPE	FORM	MEANING	USE
Zero Conditional (0)	<p><i>If + Simple Present, Simple Present</i></p> <p>Verbal Sentence: If / When + S + Verb1 + O, S + Verb1 + O</p> <p>Nominal Sentence: If / When + S + to be (is, am, are) + C, S + to be (is, am, are) + C</p>	<p>Zero Conditional expresses the relation between if clause and main clause that are connected logically each other in meaning in terms of general truth, scientific facts, rules, habits, and instruction.</p> <p>Example:</p>	<p>The use of zero conditional means how people use the form and the meaning of zero conditional correctly and communicatively in the written form based on the context.</p>

		<i>If you use a very hot iron on nylon, it melts.</i>	
First Conditional (1 st)	<p><i>If + Simple Present, Simple Future</i></p> <p>Verbal Sentence If + S+Verb1+O, S+ will+Verb1+O</p> <p>Nominal Sentence If + S + to be (is am, are) + C, S + will be + C</p>	<p>First Conditional expresses the relation between if clause and main clause that are connected logically each other in meaning in terms of likely or possible conditional.</p> <p>Example: <i>The bank will be starting a recruitment drive if it receives head office approval.</i></p>	<p>The use of first conditional means how people use the form and the meaning of first conditional correctly and communicatively in the written form based on the context.</p>
Second Conditional (2 nd)	<p><i>If + Simple Past, Past Future</i></p> <p>Verbal Sentence: If + S +Verb2 + O, S + would/ could/ might + Verb1 + O</p> <p>Nominal Sentence: If + S + to be (were) + C, S + would/ could/ might +be + C</p>	<p>Second Conditional expresses the relation between if clause and main clause that are connected logically each other in meaning in terms of unlikely or improbable conditional.</p> <p>Example: <i>If the result of the test were positive, we would call you within two days.</i></p>	<p>The use of second conditional means how people use the form and the meaning of second conditional correctly and communicatively in the written form based on the context.</p>
Third Conditional (3 rd)	<p><i>If + Past Perfect, Past Future perfect</i></p> <p>Verbal Sentence: If + S +had+Verb-3 + O, S + would/ could/ might + have + Verb3 + O</p> <p>Nominal Sentence: If + S + had been + C, S + would/could/might + have been + C</p>	<p>Third Conditional expresses the relation between if clause and main clause that are connected logically each other in meaning in terms of the past or impossible conditional</p> <p>Example: <i>I would have used your builder if I had managed to contact him. (but I didn't manage to contact him) .</i></p>	<p>The use of third conditional means how people use the form and the meaning of third conditional correctly and communicatively in the written form based on the context.</p>

2.6 Students' Perception on the Learning Process

Gibson (1979) in Demuth (2013: 27) stated that the core of perception is based on information volume of sensory inputs, which is further processed only via revealing and explaining the available information. Therefore, from the point of view of processing information, it is not necessary to operate with images of sensory representations or with some mental objects. Gibson believed all necessary information is already contained in optic arrays, that is, directly on the retina.

Abbasov (2019:6) stated perception is the systematization, interpretation and interpretation of information coming from the senses. Perception is a form of knowledge of reality. Perceiving, not only see, but also watch, peer, not only hear, but also listen. In the process of perception of surrounding objects, we recognize them, determine their location in space. For example, when a person holds a flower in his hands, then he admires it and enjoys its fragrance, the whole impression of the flower will be called perception. And when listening to music, individual sounds are a sensation, and a melody is the result of perception.

According to Robbins and Judge (2013:166), Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. However, what people perceive can be substantially different from objective reality. Individuals in organizations make decisions, choices from among two or more alternatives. Every decision requires

us to interpret and evaluate information. People typically receive data from multiple sources and need to screen, process, and interpret them. Which data are relevant to the decision, and which are not? The perception will answer that question. So, it can be said that there is the relationship between the decision and the perception.

Perception is conscious sensory experience. It occurs when the electrical signals that represent things are transformed by person's brain into the experience of seeing things (Goldstein, 2010:8). Perception does not just happen, but is the end result of complex "behind the scenes" processes, many of which are not available to the awareness.

Dealing the students with the concept of perception, this study investigated whether there is a significant difference of students' perception on the learning process of using modified PPP procedure through *WhatsApp* and using original PPP procedure. It can be stated that the students' perception is (1) the process of students in organizing and interpreting their sensory impressions in order to give meaning to their learning environment, (2) the students' sensory experience of the learning process that involves both recognizing environmental stimuli and actions in response to these stimuli.

According to Meier (2000:53), all human learning can be thought of as having four components: Preparation, Presentation, Practice, and Performance.

1. *Preparation (the arousal of interest)*

The Goal of the Preparation is to arouse learners' interest, give them positive feelings about the forthcoming learning experience, and put them into an optimal state for learning. The Preparation has to do with preparing the learner to learn. It is the essential first step in learning. Without it, learning slows or comes to a complete halt altogether.

2. *Presentation (the initial encounter of new knowledge or skill)*

The Goal of the Presentation is to help the learners encounter the new learning material in ways that are interesting, enjoyable, relevant, multisensory, and that appeal to all learning style. The Presentation is intended to give learners an initial encounter with the learning material that initiates the learning process in a positive and engaging way.

3. *Practice (the integration of the new knowledge or skill)*

The Goal of the Practice is to help learners integrate and incorporate the new knowledge or skill in a variety of ways. The practice (integration) is the very heart of accelerated learning. Without it there can be no real learning because in practice the learning actually takes place. After all, it is what the learner thinks, says and does that creates the learning, not what the instructor thinks, says, and does.

4. *Performance (the application of the new knowledge and skill to real-world situations).*

The Goal of the Performance is to help learners apply and extend their new knowledge or skill to the job so that the learning sticks and performance continually improves. After experiencing the first 3 components, it needs to make sure that people are performing with (and continually extending) their new knowledge and skill on the job in ways that create real value for themselves, the organization, and the organization's clients. Unless all four components are present in one form or another, no real learning occurs.

From the statement, it can be said that the students' perception on the learning process can be divided into four components or categories: Preparation, Presentation, Practice, and Performance. In this study, the researcher investigated the students' perception on the learning process by elaborating those four categories by using closed-ended questionnaire.

2.7 The Steps of Original PPP Procedure and Modified PPP Procedure in Teaching English through *WhatsApp* to Improve Students' Achievement of Conditional Sentence

Before explaining the steps of modified PPP procedure in teaching English through *WhatsApp*, the researcher will show the steps of original PPP. Anderson (2017:219) summarized the three stages in original PPP procedure as follows:

(1) The presentation stage: the teacher as informant.

In the first stage, the students pay attention to the teacher presentation of the material given in front of the class.

(2) The practice stage: the teacher as conductor.

In the second stage, the students practice what has been explained by the teacher in the first stage. They do the exercise that focus on the form and function individually and do the peer check, and then discuss the answer together with the teacher after finishing their exercise.

(3) The production stage: the teacher as guide.

In the third stage, the students are asked to produce their own sentences individually in written based on the situation given in the picture and submit it directly to the teacher.

Having analyzed the stages, original PPP procedure is believed as a teacher-led instruction where the teaching grammar focuses more on form and function of grammar. Therefore, the researcher modified the procedure in order to develop and adapt it into the online learning which has been a necessity in recent condition, and also created the instructional process to be more student-centred through *WhatsApp* where the teaching grammar focuses on the three dimension of grammar: Form, Meaning, and Use in some specific groups of *WhatsApp* in order to make the teaching grammar more communicative. In this study, the researcher modified PPP procedure in teaching English through *WhatsApp* to Improve Students' Achievement of Conditional Sentence. The modified PPP procedure is as follows:

(1) The Presentation Stage

- The teacher makes a general *WhatsApp* group that consists of the teacher and all of the students in that class, namely *English Class-12 AKL 1*.
- The students pay attention to the learning video of the material from the native speaker which is sent by the teacher in general *WhatsApp* group.
- The students also keep attention to the learning video that contains the teacher's explanation on conditional sentence and how to do the exercise through *WhatsApp* chat.

(2) The Practice Stage

- The students are divided into 6 specific *WhatsApp* groups consisting 6 students in each, namely group 1, group 2, group 3, group 4, group 5, and group 6.
- The students discuss the material given by native speaker and the teacher in each specific *WhatsApp* group by using chat, voice note, and video call, and make the summary about its form, meaning, and use. When the students discuss through video call, the teacher joins for about 5-10 minutes to control the students' discussion in each group and it ran well.
- The students discuss the answer of the exercise that focus on form, meaning, and use in each specific *WhatsApp* group by using chat, voice note, and video call.

- The teacher and all of students join together in general *WhatsApp* group and do the discussion via chat.

(3) The Production Stage

- In this stage, the teacher asks the students to produce their own sentences individually in written based on the situation given in the picture sent in general *WhatsApp* group and submit it directly to the teacher's *WhatsApp*, not in group.

In order to make it easier to see, the researcher makes the table of the difference between the original stage of PPP and the modified one as follows:

Table 2.2 The differences between original PPP Procedure and modified one

STAGE	ORIGINAL PPP PROCEDURE	MODIFIED PPP PROCEDURE
The Presentation Stage	<p>The teacher as informant.</p> <p>In the first stage, the students pay attention to the teacher presentation of the material given in front of the class.</p>	<ul style="list-style-type: none"> - The teacher makes a general WhatsApp group consisting the teacher and all of the students in that class, namely <i>English Class-12 AKL 1</i> - The students pay attention to the learning video of the material from the native speaker which is sent by the teacher in general WhatsApp Group. - The students also keep attention to the learning video containing the teacher explanation on conditional sentence and how to do the exercise through WhatsApp chat.

<p>The Practice Stage</p>	<p>The teacher as conductor.</p> <p>In the second stage, the students practice what has been explained by the teacher in the first stage. They do the exercise that focus on the form and function individually and do the peer check, and then discuss the answer together with the teacher after finishing their exercise.</p>	<ul style="list-style-type: none"> - The students are divided into 6 specific WhatsApp groups consisting 6 students in each, namely group 1, group 2, group 3, group 4, group 5, and group 6. - The students discuss the material given by native speaker and the teacher in each specific WhatsApp group by using chat, voice note, and video call, and make the summary about its form, meaning, and use. When the students discuss through video call, the teacher joins for about 5-10 minutes to control the students' discussion in each group. - The students discuss the answer of the exercise that focus on form, meaning, and use in each specific WhatsApp group by using chat, voice note, and video call. - The teacher and all of students join together in general WhatsApp group and do the discussion via chat.
<p>The Production Stage</p>	<p>The teacher as guide.</p> <p>In the third stage, the students are asked to produce their own sentences individually in the written form based on the situation given in the picture and submit it directly to the teacher.</p>	<ul style="list-style-type: none"> - In this stage, the teacher asks the students to produce their own sentences individually in written based on the situation given in the picture sent in general WhatsApp group and submit it directly to the teacher's WhatsApp, not in group.

2.8 Theoretical Assumption

In line with the previous discussion, it can be seen that PPP procedure has recently been widely used to improve students' English skill and competence. It can facilitate students to improve their achievement in both English skill and competence. PPP procedure can ease the teacher and the students in teaching-learning activities. The teacher can explain the material easily, then the students can do practice in groups/ in pairs, and the students can produce their own word.

In this study, the researcher used *WhatsApp* in the teaching-learning activities for the experimental class. This application is known as the very common application that is easy to use. It is simple and economical. Moreover, it has the featured that is needed in teaching-learning activities. Since online learning is a necessity in the recent condition, *WhatsApp* can be used as the solution of choosing platform or application in online learning that is suitable for the teachers and also the students.

Many studies stated the advantages of using PPP and *WhatsApp* in teaching-learning activities. However, there was still limited attention on Modified PPP procedure in Teaching English through *WhatsApp*. PPP procedure can be applied through *WhatsApp* with some modifications in each stage that creates the instructional process to be more student-centred to improve students' achievement of conditional sentence. It is believed that modified PPP procedure in Teaching English through *WhatsApp* is effective in improving students' achievement of conditional sentence. Even, when the modified PPP procedure

through *WhatsApp* is compared with the original one which is implemented in limited offline learning, there is the significant difference between them.

Modified PPP procedure through *WhatsApp* is more effective than original PPP procedure in limited offline learning based on the dimension of grammar (Form, Meaning, and Use). The original PPP procedure is effective to improve students' achievement of conditional sentence, but the modified one is more effective. There are some reasons why it happens. In the original PPP procedure that is implemented in limited offline learning, the students and the teacher has the limitation in the meeting time of discussion. The condition of pandemic Covid 19 made the time allocation of teaching-learning activities narrower than the normal condition. It makes some students lack of understanding of the material. Meanwhile, in modified PPP procedure through *WhatsApp*, the students and the teacher have much time to discuss even after the learning time. Moreover, the students can rewind the learning video from the teacher to have better understanding of the material. These are the reasons why the modified PPP procedure through *WhatsApp* is more effective than the original one.

Modified PPP procedure through *WhatsApp* is more effective than original PPP procedure in limited offline learning. But actually, both original and modified PPP procedure can improve the students' achievement of conditional sentence. It is strengthened with the students' point of view that there is positive perception of the students on the learning process after being taught using

modified PPP procedure through *WhatsApp* and original PPP procedure in limited offline learning. The students have positive perception for both modified PPP procedure through *WhatsApp* and original one, but there is the difference between them where modified PPP procedure is higher than original one.

2.9 Hypotheses

In a quantitative research, it is needed to compose the hypothesis based on the research questions formulated in the first chapter. The hypotheses in this research are:

- 1) There is a significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning.
- 2) Modified PPP procedure through *WhatsApp* is more effective than original PPP procedure in limited offline learning based on the dimension of grammar (Form, Meaning, and Use).
- 3) There is a the significant difference of students' perception on the learning process after being taught using modified PPP procedure through *WhatsApp* and original PPP procedure in limited offline learning.

In this chapter, it has been explained the literature review including the concept of PPP, Teaching English through *WhatsApp*, Modified PPP procedure in teaching English through *WhatsApp*, Students' Achievement, Conditional Sentence, Students' Perception on the learning process, The Steps of Original

PPP procedure and Modified PPP procedure in teaching English through *WhatsApp* to Improve Students' Achievement of Conditional Sentence, Theoretical Assumption, and Hypotheses. It will be continued with the research method in the next chapter.

III. RESEARCH METHODS

This chapter elaborates the setting (Time and Place), Research Design, Subject of the Research, Variables, Data Collecting Technique, Research Instrument, Validity of Data, Criteria of Test, and Data Analysis. Then, the Research Procedure, and Hypothesis Testing are also explained in this chapter.

3.1 Setting (Time and Place)

The study was conducted at SMKN 1 Metro. It is located on Jl. Kemiri 15 A Iringmulyo, Metro Timur. It was delivered to the students of twelfth grade, even semester, in the academic year of 2021/ 2022.

3.2 Research Design

In this present study, a quasi-experimental method with control group was used. The research design was conducted as follows:

G1: T1 X1 T2

G2: T1 X2 T2

(Setiyadi, 2018:113)

Note:

- G1 : Experimental group (modified PPP procedure through *WhatsApp*)
- G2 : Control group (original PPP procedure)
- T1 : Time to take the first data collection before treatment (Pretest)
- T2 : Time to take the second data collection after treatment (Posttest)

- X1 : Treatment 1 (modified PPP Procedure in Teaching English through *WhatsApp*)
X2 : Treatment 2 (original PPP procedure in limited offline learning)

The researcher chose this research design because it is suitable to the research questions and the aims of this study. This study aimed to find out whether there is a significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning. The second, it aimed to find out which procedure is more effective in improving students' achievement of conditional sentence based on the dimension of grammar (Form, Meaning, and Use). And the last, it aimed to find out whether there is a significant difference of the students' perception on the learning process after being taught using modified PPP procedure through *WhatsApp* and using original PPP procedure through limited offline learning. In a quantitative design, the researcher obtained information about those three aims of the study.

3.3 Population and Sample

The population of this study was the students of SMKN 1 Metro academic year 2021/2022 that were assumed to have the same characteristics. This study is a quasi-experimental with control group pretest and posttest design, and the purposive sampling was taken in two groups or classes since the researchers had consideration for certain purposes in which the two classes have similarities. The experimental class with 36 students was given the treatment

using modified PPP procedure through *WhatsApp*, while the control class with 36 students was given the treatment using original PPP procedure in limited offline learning.

3.4 Variables

1. Modified PPP procedure in Teaching English through *WhatsApp* Application as the first Independent Variable (X1).
2. Original PPP procedure in limited offline learning as the second Independent Variable (X2).
3. Students' Achievement of Conditional Sentence as the first Dependent Variable (Y1).
4. Students' Perception on the learning process after being taught using original PPP procedure and using modified PPP Procedure through *WhatsApp* Application as the second Dependent Variable (Y2).

Independent Variables (X1 and X2) affect the existence of the first Dependent Variable (Y1) and the second Dependent Variable (Y2). It means that modified PPP procedure in teaching English through *WhatsApp* Application and original PPP procedure in limited offline learning affect the existence of students' achievement of conditional sentence and the students' perception on the learning process. Meanwhile, the first Dependent Variable (Y1) and the second Dependent Variable (Y2) are related each other. It means the students' achievement of conditional sentence as the first Dependent

Variable and the students' perception on the learning process as the second Dependent Variable are at the same level and are related each other.

3.5 Data Collecting Techniques

The data collecting technique used by the researcher in this study was divided into three sections, they are:

1. Pre-Test

For answering the first research question, a test of conditional sentence was conducted before and after the treatment. Pre-test was done before the treatment. Setiyadi (2018: 132) stated that the grammar test is a data collection tool used to measure a person's ability to learn grammar. In this kind of test, students are given tests that can measure their grammar achievement. Grammar tests in foreign languages can take in the form of filling in the dots, multiple choices, making sentences, or combining sentences. In line with the concept of grammar test stated above, in this study the researcher created a grammar test of conditional sentence in the written form of making sentences.

2. Post-Test

This test was delivered to the students after the treatments. It was conducted in order to see whether there is significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning, and

also to see which procedure is more effective in improving students' achievement of conditional sentence based on the dimension of grammar (Form, Meaning, and Use).

3. *Questionnaire*

To answer the third research questions, researcher administered the questionnaire to the students only after conducting the treatment because the questionnaire was about the students' perception on the learning process. So it was done only once, after the treatments. It aimed to know whether there is a significant difference of students' perception on the learning process after being taught using modified PPP procedure through *WhatsApp* and using original PPP procedure in limited offline learning. The researcher gave questionnaire to the students in the form of closed-ended questions.

3.6 Research Instrument

A. Test

To investigate the students' achievement of conditional sentence, the researcher used test of conditional sentence in written. The researcher used test in order to get the data systematically to answer first and second research questions. The data were analyzed after the result of the test has been released before and after the treatment.

In scoring the test, the researcher used the concept of scoring point for grammar test from Bachman and Palmer (1996:199-200). Both selected and limited production responses can be scored in one of two ways: right/wrong or partial credit. With right/wrong scoring, a response receives a score of '0' if it is wrong and '1' if it is correct. With partial credit scoring, responses can be scored on several levels, ranging from no credit ('0') to full credit. In this study, researcher used right/ wrong scoring for the dimension of Form and Meaning. Meanwhile for the dimension of Use, the researcher used partial credit as follows:

Table 3.1 Scoring Point

Response/ Primary Criterion	Grammar	Semantic	Both
Hitted (wrong according to both grammatical and semantic criteria)	0	0	0
Avoided (grammatically inaccurate but semantically appropriate)	0	1	1
Preserve (grammatically accurate but semantically inappropriate)	1	0	1
Avoid (right according to both grammatical and semantic criteria)	1	1	2

For the dimension of Form, and Meaning, the point was based on the concept of the scoring right/ wrong in which 1 if it is right and 0 if it is wrong. Meanwhile for the dimension of Use, the point is taken using scoring partial credit point 0, 1, 1, 2 that can be seen in table 3.1 above. Then, the students' score dealing with the dimension of Form, Meaning, and Use can be seen in table 3.2 below:

Table 3.2 Students' Score

Students' Name	Question I (Form)					Question II (Meaning)					Question III (Use)					Total Score
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1.																
2.																
3.																
4.																
Etc																

The test is both objective and essay of grammar test. The objective test was for the dimension of Form and Meaning, and essay test of making sentences in written was for the dimension of Use. Cronbach's Alpha was used to find the reliability of objective test and the two raters were used in order to get the reliability of the essay test. The scores from the two raters were combined and the average score was taken as the final score. To help the raters in scoring the students' score, the arrangement of the score can be seen in table 3.3 below:

Table 3.3 the Scoring System of Two Raters

No	Ss' Code	Proficiency Level					
		Pre Test			Post Test		
		Rater 1	Rater 2	Mean	Rater 1	Rater 2	Mean

B. Questionnaire

The questionnaire was given to the students after the treatment. In this research, the researcher used questionnaire in order to get the data systematically based on the third research question about whether there is a significant difference of students' perception on the learning process after being taught using modified PPP procedure through *WhatsApp* and using

original PPP procedure through limited offline meeting. Setiyadi (2018: 46) stated the questionnaire can be divided into two major groups, namely questionnaires with closed-ended questions and questionnaires with open-ended questions. In this study, the researcher used the closed-ended questions in Indonesian in order to get more valid data.

Before arranging the questionnaire statement, the researcher made the table of the questionnaire item number in order to make the grid of questionnaire statement. The questionnaire item number of students' perception on the learning process can be seen below:

Table 3.4 The Questionnaire Item Number of Students' Perception on the Learning Process after being taught using Modified PPP Procedure through *WhatsApp* and using original PPP Procedure in Limited Offline Learning

No	Categories	Item Number	Total
1	Preparation	1,2	2
2	Presentation	3,4	2
3	Practice	5,6,7,8,9,10	6
4	Performance	11,12	2
	Total		12

There are totally 12 statements in the questionnaire. There are 2 item numbers in preparation, presentation, and performance categories. Meanwhile, there are 6 item numbers in practice category.

The researcher used Likert Scale to get the data of the questionnaire from the students in order to make the data was easier to analyse. A Likert Scale usually has five potential choices: Strongly Agree (SA), Agree (A), Undecided (UnD), Disagree (DS), and Strongly Disagree (SDS). Statement of

the score calculation of questionnaire for each alternative answers are as follows:

Table 3.5 Alternative Answers Score

Alternative Answer	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Having known the questionnaire item number and the alternative answers score, the researcher then arranged the questionnaire of students' perception on the learning process after being taught using Modified PPP Procedure through *WhatsApp* and using original PPP Procedure in limited offline learning (see appendix 3B).

The data from the questionnaire were computed to find the frequency and percentage of each item. Then, the means were also calculated as the basic in getting the interpretation of the perception, whether it was positive, negative, or neutral. After getting the mean for each statement, the interpretation was based on the following scheme (Mamhot et al, 2013:213):

Table 3.6. Mean and Interpretation

No	Mean	Interpretation
1	4.20 – 5.00	Strongly Agree
2	3.40 – 4.19	Agree
3	2.60 – 3.39	Neutral
4	1.80 – 2.59	Disagree
5	1.00 – 1.79	Strongly Disagree

After that, in order to know whether there is a significant difference of students' perception on the learning process after being taught using Modified PPP Procedure through *WhatsApp* and using original PPP Procedure in limited offline learning, the researcher calculated the total score of students' perception for both experimental and control class using SPSS.

3.7 Validity and Reliability of the Instrument

In fulfilling the criteria of a good instrument, validity and reliability of the instrument should be considered. The test and questionnaire in this study have validity and reliability. They are as follows:

3.7.1. Validity

Validity refers to the extent to which the instrument measures what is intended to measure. In this study, the researcher used content, and construct validity. Moreover, the instruments were evaluated by two experts in order to get the validity (see appendix 2).

1) Validity of the Test

Content validity emphasizes the equivalent between the treatment given and also the test. In short, the test represented the treatment practices that have been done before, represented the material that has been discussed in the class, and suitable with the recent curriculum of vocational high school.

For construct validity, it concern with whether the test is actually in line with the theory of conditional sentence and the dimension of grammar for conditional sentence. It means that the test measured certain aspects based on the indicator. The researcher examined it by referring to the theories of 4 types of conditional sentence by Foley and Hall (2008), and the theories of 3 dimensions of grammar by Larsen-Freeman (2014). In order to be valid, this present study also used the concept of grammar scoring point that has been stated in table 3.1 with the concept of the scoring from Bachman and Palmer (1996). Moreover, there were some suggestions from the expert judgments on the test in order to make it valid and suitable for the students.

2) Validity of Questionnaire

In order to be valid, the questionnaire of this study was constructed by using theory of Meier (2000:53) about learning that focus on four components or categories: Preparation, Presentation, Practice, and Performance. The researcher investigated the students' perception on the learning process by elaborating those four categories by using closed-ended questionnaire.

In order to make the data were easier to analyse, the Likert Scale was used in this study. Then, the result of the students' response in Likert scale was calculated by using SPSS to find the validity. The

result of validity of questionnaire for experimental class and control class can be seen in the appendix. The result showed that the questionnaire of this study is valid.

3.7.2. Reliability

Reliability is also the important thing to be measured to fill criteria of a good instrument. It refers to the extent to which the instrument is consistent in its score and gives an indication of how accurate the instrument score is.

1) Reliability of the Test

There are three parts of test instrument in this study. Part 1 and 2 was objective test (10 items) and Part 3 was essay test (5 items). It was scored in three dimensions of grammar: Form, Meaning, and Use. Part 1 was about Form, part 2 was about Meaning and part 3 was about Use. In order to find the reliability of objective test, the researcher used the result of Cronbach's Alpha. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire would be (Setiyadi, 2018:166). The formula of alpha reliability coefficient is presented below:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma^2 b}{\sigma^2 t} \right]$$

Notes:

r_{11} = alpha reliability coefficient

k = number of items

$\sum \sigma^2 b$ = number of item variants

$\sigma^2 t$ = total variants

According to Riduwan (2005:128), the instrument is reliable if (α) higher than r-table, and it is not reliable if (α) is lower than r-table. Furthermore, Streiner (2003) in Hasanein (2015:44) stated that Cronbach's Alpha is the most commonly used measure of reliability with commonly accepted rule for describing internal consistency used is as follows:

1. $(\alpha) \geq 0.9$ means Excellent (High-Stakes testing)
2. $0.7 \leq (\alpha) < 0.9$ means Good (Low-Stakes testing)
3. $0.6 \leq (\alpha) < 0.7$ means Acceptable
4. $0.5 \leq (\alpha) < 0.6$ means Poor
5. $(\alpha) < 0.5$ means Unacceptable

The test is considered reliable if alpha (α) is higher than r-table and acceptable if it has the range ≥ 0.6 . The reliability of objective test in this study was calculated using SPSS to ease the process of finding Cronbach's Alpha. The result is presented down below:

Table 3.7 Reliability of Objective Test in Try-Out Class

	r-table	Cronbach's Alpha	N of Items
Try Out Class	.349	.610	10

It can be seen from the table above that alpha (α) is higher than r-table and has the range ≥ 0.6 in try out class. The alpha (α) was 0.610 with the r-table 0.349. So, it is reliable because alpha (α) is higher than r-table and acceptable because it is ≥ 0.6 . Next, the objective test can be used for pre-test and post-test.

Table 3.8 Reliability of Objective Test in Experimental and Control Class

	r-table	Cronbach's Alpha	N of Items
Pre-test of Experimental Class	.329	.756	10
Post-test of Experimental Class	.329	.698	10
Pre-test of Control Class	.329	.635	10
Post-test of Control Class	.329	.733	10

In pre-test and post-test of Experimental Class, alpha (α) was 0.756 and 0.698. Then, in pre-test and post-test of Control Class, alpha (α) was 0.635 and 0.733. They are higher than r-table 0.329 and ≥ 0.6 , so they are considered reliable and acceptable. It can be concluded that objective test in the instrument is reliable.

Then, inter-rater reliability was used in order to find the reliability of essay test. It is the grammar test of making sentences in the written form. It was scored by two raters. To measure how reliable the scoring of essay test is, the researcher used Rank – order Correlation with the formula:

$$R = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$$

Notes:

R refers to the reliability of the test

N refers to the number of students

D refers to the difference of rank correlation (mean score from the pretest and the posttest)

1 – 6 refers to the constant number

In order to find the coefficient between raters, the data were calculated using SPSS with the detail interpretation stated in Setiyadi (2018: 145) as follows:

0.0000 – 0.2000 = Very Low

0.2000 – 0.4000 = Low

0.4000 – 0.6000 = Medium

0.6000 – 0.8000 = High

0.8000 – 1.000 = Very High

Based on the standard of reliability coefficient above, it can be concluded that the tests in this study is considered reliable if the values accomplish the range of 0.60-0.80 (a high reliability). Furthermore, the reliability of each test for this study was calculated using Spearman correlation of SPSS to ease the process. The result is presented down below:

Table 3.9 Reliability of Essay Test in Try Out Class

			Try Out Class	
			R1	R2
Spearman's rho	R1	Correlation Coefficient	1.000	.885**
		Sig. (2-tailed)	.	.000
		N	36	36
	R2	Correlation Coefficient	.885**	1.000
		Sig. (2-tailed)	.000	.
		N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

It can be seen from the table above, the coefficient correlation between the first and second rater of the try out class was 0.885. It means that the essay test has a very high reliability. So, the test can be used for pre-test and post-test.

Table 3.10 Reliability of Essay Pre-test in Experimental and Control Class

			Experimental Class		Control Class	
			R1	R2	R1	R2
Spearman's rho	R1	Correlation Coefficient	1.000	.894**	1.000	.889**
		Sig. (2-tailed)	.	.000	.	.000
		N	36	36	36	36
	R2	Correlation Coefficient	.894**	1.000	.889**	1.000
		Sig. (2-tailed)	.000	.	.000	.
		N	36	36	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.11 Reliability of Essay Post-test in Experimental and Control Class

			Experimental Class		Control Class	
			R1	R2	R1	R2
Spearman's rho	R1	Correlation Coefficient	1.000	.885**	1.000	.858**
		Sig. (2-tailed)	.	.000	.	.000
		N	36	36	36	36
	R2	Correlation Coefficient	.885**	1.000	.858**	1.000
		Sig. (2-tailed)	.000	.	.000	.
		N	36	36	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that the coefficient correlation between the first and second rater of the pretest for the experimental class was 0.894 and for the control class was 0.889. It means that they are considered as a very high reliable (more than 0.80). Furthermore, the correlation of the posttest was also very high reliable because it is more than 0.80. They are 0.885 for the experimental class and 0.858 for control class. It can be concluded that the essay test in the instrument is reliable.

2) Reliability of the Questionnaire

Since the questionnaire is developed using Likert Scale, Cronbach's Alpha is used to measure the internal consistency of the items of questionnaire. The questionnaire is considered reliable if alpha (α) is higher than r-table (Riduwan, 2005: 128) and if the alpha accomplish more than 0.6 or in the range of $0.6 \leq (\alpha) < 0.7$ (acceptable), $0.7 \leq (\alpha) < 0.9$ means (good/ Low-Stakes testing), $(\alpha) \geq 0.9$ means (excellent/ High-Stakes testing). Then, it is considered low if $0.5 \leq (\alpha) < 0.6$ (poor), and unacceptable if the alpha is lower than 0.50 (Streiner, 2003 in Hasanein, 2015:44). The reliability of each test for this study was calculated using SPSS to ease the process. The result is presented down below:

Table 3.12. Reliability of the Questionnaire

Experimental Class		Control Class	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
0.700	12	0.864	12

It can be seen from the table above, the Cronbach's Alpha of questionnaire for the experimental class was 0.700 (good) and 0.864 (good) for the control class. They are also higher than r-table 0.329. It means the questionnaire of this study has high reliability.

3.8 Data Analysis

Analysis means categorizing, ordering, manipulating, and summarizing data obtained to answer the research question. Independent sample T-test was

used in this study to answer the first research question, and N Gain was used to answer the second research question.

3.8.1 Data analysis of Students' Achievement of Conditional Sentence from the Test

In order to answer the first and the second research questions, the data from the test was analyzed by following steps:

- a. Scoring the pre-test and post-test.
- b. Tabulating the result of the test and calculating the gain of pre-test and post-test.
- c. Drawing a conclusion from tabulated result of pre-test and post-test.

Then the data was analyzed using Independent Sample T-test for the first research question, and N Gain for the second research question.

- d. Interpreting the obtained data.

3.8.2 Data analysis of Students' Perception on the Learning Process

In order to answer the third research question about the students' perception on the learning process, the data were analyzed by these following:

- a. Collecting the questionnaire.
- b. Classifying the answers based on the questions.
- c. Tabulating the result of the questionnaire.
- d. Drawing a conclusion
- e. Interpreting the obtained data.

3.9 Research Procedures

The researcher used the following procedures in order to collect the data:

1. Determining the research problems

The conditional sentence, which is stated as one of the grammar, is very important to learn in order to have good communication between people. In reality, only few of learners have a high ability in conditional sentence. Conditionals are linguistically and cognitively complex structures that express a variety of meanings, are realized through a variety of forms, and are used for a variety of discourse functions. It means that conditional sentence is very important to learn by students.

In learning grammar, PPP procedure is a suitable method to use but still in teacher-centred. Then, this procedure was used by the researcher in this study based on the three dimension of grammar: Form, Meaning, and Use so the learning process became students-centred. Besides, in recent condition where the online learning is a necessity for everyone, *WhatsApp* is chosen as the easiest and the common application used for students and teacher in teaching learning activities. From the result, students' achievement of conditional sentence was improved by using modified PPP procedure with *WhatsApp*.

This research found out that there is a significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who

are taught using original PPP procedure through limited offline learning, found out which procedure is more effective in improving students' achievement of conditional sentence based on the three dimension of grammar: Form, Meaning, and Use, and the last it found out the students' perception on the learning process after being taught using modified PPP procedure and the original one.

2. Determining the subject of the research

This study used quasi-experimental method with control group pretest and posttest design, so the subject was chosen using purposive sampling in two classes. The first was the experimental class with 36 students and the second was the control class with 36 students.

3. Conducting the Tryout of the test instrument

The researcher conducted the tryout of conditional sentence test. The purpose is to see the validity and reliability of the instrument before conducting the pre-test. After the revision from expert judgment, the instrument was considered valid and reliable.

4. Administering Pre-test.

Having found validity and reliability of test instrument, the researcher gave the pre-test. The test of conditional sentence in written was delivered to the students to identify the students' achievement of conditional sentence. The pre-test was done a week before conducting the

first treatment. There were three parts in the test. Part 1 and 2 was objective test (10 items) and Part 3 was essay test (5 items). It should be done in 60 minutes.

5. Conducting the Treatments

There were six meetings with three meetings of each class in the treatments. One meeting consisted of 90 minutes, so the treatments consisted of 270 minutes in three meetings for each class. A different material was given in each meeting. The teacher and students discussed zero conditional and first conditional in the first meeting, the second conditional in the second meeting, and the third conditional in the third meeting. After joining 90 minutes in each meeting, the students and the teacher were still be able to discuss the material informally by using *WhatsApp* chat in general group or directly between personal chat for experimental class. Meanwhile, there were no further discussions after finishing the limited offline learning for control class.

6. Administering Posttest

Having conducted the treatment, there was a post-test. The test of conditional sentence test in written was delivered to the students to identify the students' achievement of conditional sentence. The post-test was done a week after the third treatment. There were three parts in the test. Part 1 and 2 was objective test (10 items) and Part 3 was essay test (5 items). It should be done in 60 minutes. It was done with the purpose

of finding a significant difference of conditional sentence achievement between the students who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning, and also finding which procedure is more effective in improving students' achievement of conditional sentence based on the dimension of grammar (Form, Meaning, and Use).

7. *Administering the Questionnaire on Students' Perception*

The students of control class and experimental class were given the questionnaire after the third treatment. All the students were given some statements in questionnaire in the form of closed-ended question. There were 12 items about students' perception on the learning process that should be done in 15 minutes.

8. *Analyzing the overall data taken from the previous procedures*

The last step of the research was analyzing the data. In this step, the researcher drew a conclusion from the tabulated results of the tests that have been administered. Those are the procedures that have been done by the researcher in conducting the present study.

3.10 Hypothesis Testing

Hatch and Farhady (1982:88) stated a level of significance is usually 0.05 or 0.01 at which the null hypothesis will be rejected. In this study, the hypothesis was analysed at a significance level of 0.05 in which the hypothesis

was approved if $\text{Sig} < \alpha$ in which the probability is less than 0.05 ($p < 0.05$). It means that the probability of error in the hypothesis is only about 5%. If the p-value is smaller than 0.05, the null hypothesis will be rejected and vice versa. To proof the quantitative data of the hypothesis, SPSS Statistics Data 17 was used.

3.10.1 Hypothesis Testing on RQ1

The researcher used Independent Samples t-test in order to find out whether there is a significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning. Then, the hypothesis of the first research question was drawn as follows:

Ho= There is no significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning.

Hi= There is a significant difference of students' achievement of conditional sentence between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using original PPP procedure in limited offline learning.

The criteria for accepting the hypothesis are as follows:

1. Ho is accepted if sig. (p) value is higher than the sig. level. ($\text{Ho} = \text{Sig.} > 0.05$).
2. Hi is accepted if sig. (p) value is lower than the sig. level. ($\text{Hi} = \text{Sig.} < 0.05$).

3.10.2 Hypothesis Testing on RQ2

Next, to answer the second research question with respect to which procedure is more effective in improving students' achievement of conditional sentence based on the three dimension of grammar (Form, Meaning, and Use), the data were analysed by finding the average of N gain score (g) of which it was stated the three level of gain proposed by Hake (1998:65): high if $g \geq 0.7$; medium if $0.7 > g \geq 0.3$; and low if $g < 0.3$. According to Hake (1998:66) the normalized average gain is a rough measure of the effectiveness of a course in promoting conceptual understanding. It is a valid measure of course effectiveness in promoting conceptual understanding on average. It is not statistically calculated, so there is no hypothesis testing criteria. But, it has hypothesis: Modified PPP procedure through *WhatsApp* is more effective in improving students' achievement of conditional sentence based on the three dimension of grammar: Form, Meaning, and Use compared to original PPP procedure in limited offline learning.

3.10.3 Hypothesis Testing on RQ3

Then, the researcher also used Independent Samples t-test in order to find out whether there is a significant difference of students' perception on the learning process after being taught using modified PPP procedure through *WhatsApp* and original PPP procedure in limited offline learning. Then, the hypothesis of the third research question was drawn as follows:

Ho= There is no significant difference of students' perception on the learning process after being taught using modified PPP procedure through *WhatsApp* and original PPP procedure in limited offline learning.

Hi= There is a significant difference of students' perception on the learning process after being taught using modified PPP procedure through *WhatsApp* and original PPP procedure in limited offline learning.

The criteria for accepting the hypothesis are as follows:

1. Ho is accepted if sig. (p) value is higher than the sig. level. (Ho = Sig. > 0.05).
2. Hi is accepted if sig. (p) value is lower than the sig. level. (Hi = Sig. < 0.05).

In this chapter, it has been described the Research Methods including the setting (Time and Place), Research Design, Subject of the Research, Variables, Data Collecting Technique, Research Instrument, Validity of Data, Criteria of Test, and Data Analysis, Research Procedure, and Hypothesis Testing. Those are points of this study which have been discussed and elaborated in this chapter.

V. CONCLUSION AND SUGGESTIONS

This is a final chapter in which it presents the conclusion of the result of the research and suggestions for teachers and further researchers who want to use modified PPP procedure through *WhatsApp* in their teaching-learning activities to improve the students' achievement of conditional sentence.

5.1 Conclusion

In accordance with the result and discussion of the present study, the conclusion is drawn as follows:

1. The PPP procedure has been used by many practitioners and English teachers in many EFL countries. However, in order to obtain the optimal use of the PPP procedure, the modified PPP procedure through *WhatsApp* is better to use since it can facilitate the students to understand more deeply about the material.
2. Modified PPP procedure through *WhatsApp* is a good choice to improve students' achievement of conditional sentence especially in the recent condition in which the online learning is a necessity because of the pandemic situation. The students' achievement of conditional sentence can be improved since the activities here focus more on the students and the three dimension of grammar (Form, Meaning, and Use). Furthermore, the students and the teacher still can have the time to discuss each other

using *WhatsApp* group or personal chat so the students can understand more deeply about the material given.

3. From the questionnaire of students' perception, it is revealed that the students' perception on the learning process after being taught using modified PPP procedure through *WhatsApp* and using original PPP procedure in limited offline learning have positive category. But, the students' perception on the learning process of modified PPP procedure through *WhatsApp* has a significant difference when compared to the original PPP procedure in limited offline learning. It happens because in modified one, the activities focus more on the students and the three dimension of grammar (Form, Meaning, and Use). Moreover, the students and the teacher still can have the time to discuss each other using *WhatsApp* even after the class hour. Thus, it can be concluded that the modified PPP procedure through *WhatsApp* can be as good as the original PPP procedure. Even, it is better than the original one because it can be used in any situation and condition, either during a pandemic or in normal teaching-learning activities.

5.2 Suggestions

These following suggestions are proposed for both teachers and further researchers.

5.2.1 Teachers

For English teacher, it is suggested to use Modified PPP procedure through *WhatsApp*. It is a good choice to improve students' achievement of conditional sentence especially in the recent condition in which the online learning is a necessity because of the pandemic situation. Since the students need to understand deeply about conditional sentence, they need further discussion with the teacher and also other students that can be facilitated using *WhatsApp* in group or in personal chat. The more chance is provided for the students to discuss using *WhatsApp*, the better the achievement of conditional sentence they get. Even, if there is no pandemic situation anymore, Modified PPP procedure through *WhatsApp* still can be implemented as an effective alternative way of teaching to improve students' achievement of conditional sentence.

5.2.2 Further Researchers

In this study, the use of PPP procedure that was conducted in Vocational High School has given a good contribution because it has a value that is in line with the vocational learning climate in which more than half of learning time is for stimulating students to do practice and to make product. But, this study was conducted only in a certain condition of one vocational high school namely SMKN 1 Metro, so the results of this study cannot be generalized. As the sample used in this study is devoted to Vocational High School, further researchers are suggested to use another sample in order to be able to see the difference result among Vocational High School, Senior High School, Junior High School, even Elementary School.

In addition, this study was carried out during the pandemic situation so that further researchers would be better to use modified PPP procedure in the post-pandemic period. Then, the scope of the material studied here is only about grammar namely Conditional Sentence, so it is better for further researchers to examine a wider field where the use of modified PPP procedure through *WhatsApp* can be applied to English performance or skills such as Listening, Speaking, Reading, and Writing, and also English competence such as vocabulary, pronunciation, and other grammar like tenses.

Next, there is the weakness of this study. It is about the vocabulary used in the lesson plan and in the test. The researcher in this study used general vocabulary of English eventhough it was done in Vocational High School. For further researchers who want to conduct the research also in Vocational High School, it would be better to focus on the specific vocabulary of English based on the department, like English vocabulary for accounting department, culinary department, marketing department, and many others. So, it will be more specific and valuable for the students of Vocational High School.

In this chapter, it has been described the Conclusions of the study and Suggestions for the teachers and further researchers. The last but not least, the use of modified PPP procedure in this study is using *WhatsApp*, it is better for further researchers to modify PPP procedure using other applications such as Telegram, Zoom, Tiktok and many others. Therefore, the new modification of PPP procedure can be established and hopefully can give contributions for the teachers and other practitioners in teaching English.

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