



Fostering Collaborative Learning through Presentation, Practice, and Production: Innovative Techniques for Teaching Grammar

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Article Info	Abstract
Article History Received: 2023-09-17 Revised: 2023-10-23 Published: 2023-11-04 Keywords: <i>Presentation-Practice-Production; Alternative Techniques; Teaching Grammar.</i>	In the method of Foreign Language Teaching, Presentation-Practice-Production (PPP) is used to teach language structures (grammar). The presentation phase is controlled by the lecturer by asking students to make presentations in groups. During the practice phase, learners practice speaking or writing the language structure correctly. Practice activities include drills, multiple-choice exercises, gap-fill exercises, and cue exercises. In this phase, the lecturer's role is to provide positive feedback to students, correct mistakes, and model the correct forms. In the production phase, learners have fully mastered the form and have learned how to produce oral and written texts. This research aims to develop a grammar teaching strategy in Collaborative Learning by employing PPP and some alternative techniques for fourth-semester students in the English Department at Universitas Nahdlatul Ulama Sidoarjo. The study employs action research with two cycles. The research findings show an improvement in students' average grammar scores, from 46.22 in the preliminary study to 71 in the first cycle and 81 in the second cycle. Furthermore, the results of the study indicate that students were enthusiastic and active in the teaching and learning process.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-09-17 Direvisi: 2023-10-23 Dipublikasi: 2023-11-04 Kata kunci: <i>Presentasi-Latihan-Produksi; Teknik Alternatif; Pengajaran Tata Bahasa.</i>	Dalam metode Pengajaran Bahasa Asing, Presentasi-Latihan-Produksi (PPP) digunakan untuk mengajarkan struktur bahasa (tata bahasa). Tahap presentasi dikontrol oleh dosen dengan meminta siswa untuk membuat presentasi dalam kelompok. Selama tahap latihan, peserta didik berlatih berbicara atau menulis struktur bahasa dengan benar. Aktivitas latihan meliputi latihan berulang, latihan pilihan ganda, latihan mengisi celah, dan latihan isyarat. Dalam tahap ini, peran dosen adalah memberikan umpan balik positif kepada siswa, memperbaiki kesalahan, dan memodelkan bentuk yang benar. Pada tahap produksi, peserta didik telah sepenuhnya menguasai bentuk tersebut dan telah belajar bagaimana menghasilkan teks lisan dan tulisan. Penelitian ini bertujuan untuk mengembangkan strategi pengajaran tata bahasa dalam Pembelajaran Kolaboratif dengan menerapkan PPP dan beberapa teknik alternatif bagi mahasiswa semester empat di Jurusan Bahasa Inggris di Universitas Nahdlatul Ulama Sidoarjo. Studi ini menggunakan penelitian tindakan dengan dua siklus. Temuan penelitian menunjukkan peningkatan rata-rata skor tata bahasa siswa, dari 46,22 dalam studi pendahuluan menjadi 71 dalam siklus pertama dan 81 dalam siklus kedua. Selain itu, hasil studi menunjukkan bahwa siswa antusias dan aktif dalam proses pengajaran dan pembelajaran.

I. INTRODUCTION

The aim of teaching grammar is to clarify to students the orderly nature of their language. Grammar is sometimes defined as the way words are organized to form correct sentences (Ur, 1996: 75). It is described as the system that governs how words can change their forms and be combined into sentences in a language. When grammar rules are carelessly violated, communication may suffer. Hence, good grammar is necessary for effective communication. As an educator, the researcher has observed the teaching and learning process in her English Department classroom at Universitas Nahdlatul

Ulama Sidoarjo and identified certain issues faced by the students in the grammar class. The most significant problem is that nearly every student spends a major portion of their time memorizing grammar rules either in or after class. Consequently, the grammar class becomes the most uninteresting, and many students become overwhelmed by the multitude of rules. Many teachers conduct grammar classes using traditional methods, where students are made to memorize the rules and then perform exercises.

This disconnect in teaching grammar reflects the gap between declarative knowledge and procedural knowledge. Declarative knowledge

refers to knowledge about something. It enables students to describe the role of grammar and apply it in pattern practice drills. Procedural knowledge, on the other hand, refers to knowledge of how to do something. It enables students to apply grammar rules in communication. Informal discussions with several English instructors in Sidoarjo revealed that grammar has been neglected. From the perspective of the instructors, there are several reasons why grammar is disregarded. Firstly, grammar is seen as complex due to the multitude of rules. Students often consider learning grammar to be complete once their grammar classes are finished. This separation between declarative knowledge and procedural knowledge in the teaching-learning process of grammar underscores this point. Weaver (1996) emphasizes the importance of providing concepts, grammar patterns, and practice exercises in drills when teaching grammar in a writing context. Then, students can apply these in their writing.

Teaching grammar involves equipping language learners with the ability to use linguistic structures accurately, meaningfully, and appropriately. Following language form approaches, grammar lessons typically consist of three phases: Presentation, Practice, and Production (PPP). Effectively achieving the lesson's objectives often entails a strong introduction of the new language during the first phase, known as the Presentation phase. Subsequently, students require ample activities to practice the newly introduced language during the Practice phase. Finally, students need time to employ the new language they have learned in order to communicate during the Production phase.

The Presentation-Practice-Production (PPP) model of activity sequencing is a traditional pattern that many Foreign Language Teaching (FLT) courses books have relied on, and its influence is still evident today. Cook (1991) even identifies this pattern as the key characteristic of the "mainstream EFL style". Although the PPP method, which gained prominence as a significant teaching approach in the mid-1960s, faced sustained criticism in the 1900s, with critics arguing that it was clearly teacher-centered. In response to these criticisms, various alternative strategies have been employed to ensure that students learn grammar within a communicative approach and in a more student-centered manner.

1. Presentation Phase

The presentation phase is overseen by the lecturer, who instructs students to make presentations within a group. During this phase, the activity utilizes both indirect or inductive methods and direct or deductive approaches to presenting grammatical structures. Various techniques are employed to present grammatical structures, which can be categorized into two parts: direct and indirect methods. It is worth noting that indirect methods are meaning-based. When designing a grammar lesson plan, lecturers should initially utilize indirect or inductive methods, and towards the end of the presentation, they can shift their focus to the form using direct or deductive methods.

In this phase, the first step involves implementing discovery learning, where the lecturer provides articles containing specific grammar points for discussion. Subsequently, students deduce both the form and the meaning from the context(s). Tennant (2005) has recommended the use of the 'discovery technique' as an implicit means of presenting grammar. The 'discovery technique' is designed to guide students towards a generalized grammar rule or pattern, with the expectation that students will 'discover' the grammar through a series of steps, which may include tasks, language awareness activities, pictures, questions, and more. The second step involves adopting a direct or deductive approach, where students are presented with grammatical structures that are primarily form-based.

In this presentation phase, the lecturer must also decide whether to extract the rule from the learners based on examples (inductive method or indirect method) or to present the rule and encourage them to generate examples (deductive method or direct method). According to Doff (1990), when dealing with the intricacies of grammar, there are two aspects that need to be addressed in the presentation phase of the lesson. It is essential to demonstrate what the structure means and how it is used by providing examples. Additionally, it is crucial to clearly illustrate how the structure is formed, enabling students to construct their own sentences using the structure.

2. Practice Phase

During the practice phase, learners engage in speaking or writing the language structure to ensure accuracy. Practice activities include drills, multiple-choice exercises, gap-fill exercises, and cue exercises. In this phase, the lecturer's role is to offer positive feedback to students, correct any errors, and demonstrate the correct forms. Emphasizing meaningful practice of the form is crucial for several reasons. Firstly, meaningless mechanical drills, such as repetition drills associated with behaviorist learning approaches, do not actively involve the learner in constructivist practices. Consequently, the planning of the practice phase of the lesson must involve selecting activities that encourage meaningful repetition of the pattern, rather than verbatim repetition. According to Ur (1996), these activities should be structured to begin with controlled activities and gradually progress to less controlled and more open activities.

- a) Picture Prompts: The lecturer presents a picture as a prompt, and the students construct sentences based on the image. For instance, a picture depicting a person swimming.
- b) Mechanical Practice: At this stage of the lesson, the lecturer provides students with exercises focused on forming the structure. These techniques should involve controlled practices that can be completed swiftly.
- c) Close Passage: To provide additional practice of a specific structure, it is essential to design exercises based on the structure, potentially utilizing the same context as the text. Doff (1990) suggests several exercise types for this purpose.

3. Production Phase

In the production phase, employing a task-based approach, students have fully mastered the form and have learned how to create both oral and written texts as part of their tasks. During the oral activity, learners generate dialogues, while in the written activity, they produce paragraphs using the grammar points they have learned. In the communicative phase, there is less control over grammatical structure compared to the practice phase. The objective during this phase is to have students use the practiced structures in as natural and fluent a manner as possible, as noted by Larsen-Freeman (1990).

II. METHOD

The design of this research is action research because it is conducted to comprehend, evaluate, and subsequently modify, with the aim of improving the educational program (Bassey, 1998 as cited in Koshy, 2005: 8). This research is focused on teaching and learning activities in the classroom. The action is designed to enhance students' grammar achievement through the PPP approach by employing some alternative strategies. Successful action research involves collaboration (Fang, 2007). This means that there is a need to collaborate with other lecturers in conducting action research. Therefore, in this research, the researcher acted as the practitioner, while another lecturer served as an observer.

The action research follows the cyclical process proposed by Kemmis and McTaggart (2000: 595) as cited in Koshy (2005: 4), which comprises four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting.

III. RESULT AND DISCUSSION

Collaborative learning through the utilization of presentation, practice, and production, along with some alternative techniques in teaching grammar, has proven to be effective in enhancing students' grasp of grammar at the English Department of Universitas Nahdlatul Ulama Sidoarjo. During the initial cycle, the average grammar score was 71. Subsequently, in the second cycle, the average grammar score improved to 81. Additionally, the research revealed that out of 15 students, 80% (12 students) actively participated in the presentation phase. Furthermore, 11 students (73%) demonstrated active engagement during the practice phase. Moreover, the majority of students (93%) effectively participated in the production phase. The students displayed positive responses towards the implementation of learning grammar through the application of presentation, practice, production, and some alternative techniques, expressing enjoyment during the grammar learning process.

Based on the research findings, it is evident that implementing the teaching of grammar through the employment of PPP and some alternative techniques is suitable for effectively imparting declarative and procedural knowledge in grammar, thus significantly contributing to the improvement of students' understanding of grammar. In the presentation phase, the initial

step involves employing discovery learning, where the lecturer provides students with articles containing specific grammar points to be discussed. Subsequently, the students deduce both the form and the meaning from the context(s).

During the practice phase, the students practice grammar through pattern drills, serving as declarative knowledge, engaging in exercises on pattern drills, mechanical practice, and closed passages based on the structure using the same context as the text. Practice activities include drills, multiple-choice exercises, and close passages to develop procedural knowledge. Subsequently, students practice applying grammar in a communicative approach, both orally and in written production. They construct paragraphs containing grammar points. The lecturer presents a picture as a prompt, and the students construct sentences based on the picture and engage in dialogue employing the grammar points within the language structure accurately. Consistent with Larsen-Freeman (1990), the communicative phase involves less control over grammatical structure compared to the practice phase.

The objective during this phase is to encourage students to use the structures they have been practicing in as natural and fluid a manner as possible. The lecturer's role in this phase is to provide positive feedback to students, correct any mistakes, and exemplify the correct forms. This approach aligns with the acquisition theory (Anderson, 1994). The production phase adopts a task-based approach, where students have fully mastered the form and have learned how to produce both oral and written texts as part of their tasks. In the oral activity, learners engage in creating dialogues, while in the written activity, they produce paragraphs employing the grammar points they have learned. Assessing their writing and speaking involves using primary trait scores, followed by the lecturer providing feedback on their writing. Consistent with Mayer (2004), task-based approaches prioritize the task and, ultimately, meaning in classroom activities.

Regarding the students' involvement in the grammar learning process, the results of the researcher's and observer's observations during the implementation of collaborative learning through the utilization of presentation, practice, production, and some alternative techniques in teaching grammar over two cycles demonstrated

an improvement in students' participation from the first cycle to the subsequent cycle.

During the first cycle, the majority of students demonstrated limited active participation in the teaching and learning process. Some students appeared hesitant to collaborate with their peers, share ideas, or engage in discussions. Their responses were not particularly constructive, and they exhibited a lack of enthusiasm for group work. Consequently, they struggled to make meaningful contributions during the presentation and production phases, resulting in subpar outcomes despite feedback from both peers and the lecturer. Furthermore, while their overall perception of this strategy was generally positive, there still existed some negative viewpoints.

Ultimately, in the second cycle, the majority of students displayed increased enthusiasm, motivation, and active participation, fully engaging in all the activities integrated into the teaching and learning process of grammar through the utilization of presentation, practice, production, and some alternative techniques.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings derived from the implementation of PPP and some alternative techniques over the two cycles, it can be concluded that this strategy can effectively enhance students' comprehension of adjective clauses. The majority of students actively participated in the grammar learning process and exhibited positive responses towards the utilization of presentation, practice, production, and some alternative techniques, thereby recommending the continued use of PPP and some alternative techniques for future grammar activities. Employing presentation, practice, production, and some alternative techniques offers several advantages in teaching and learning adjective clauses. The PPP stages provide a flexible structure, serving as one effective method to help EFL students learn new language in an engaging and efficient manner.

For future researchers, particularly those interested in incorporating PPP and some alternative techniques for upcoming grammar activities, it is suggested that they conduct action research focusing on teaching other grammar points, such as noun clauses, tenses, and passive voice. Additionally, it is recommended that future researchers conduct

action research pertaining to the teaching of grammar by utilizing PPP and some alternative techniques in relation to web-based platforms.

B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively about Fostering Collaborative Learning through Presentation, Practice, and Production: Innovative Techniques for Teaching Grammar.

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