

MODIFIED PPP PROCEDURE IN TEACHING CONDITIONAL SENTENCES THROUGH WHATSAPP FOR VOCATIONAL SCHOOL STUDENTS

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Received: 30 Januari 2022 | Approved: 19 April 2022 | Published: 29 May 2022

Abstract: *The aims of the study are to find out whether there is a significant difference in students' achievement of conditional sentences 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 population was the students of SMKN 1 Metro. This study is quasi-experimental, and the sampling was taken in two classes. The experimental class was given the treatment using a modified PPP procedure through WhatsApp. In contrast, the control class was given the treatment using the original PPP procedure in limited offline learning. The findings showed a significant difference in students' achievement of conditional sentences between those two procedures, which is in line with the difference in students' perception of the learning process between those two classes. Modified one was more effective in improving students' achievement of conditional sentences, especially in pandemic Covid 19, where online learning is necessary. The conclusion is that the modification of the PPP procedure through WhatsApp is very effective to use even after the pandemic, because there are more opportunities for students to discuss using WhatsApp which makes them gain a deeper understanding and better achievement of the conditional sentence material.*

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

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan pada hasil belajar siswa dalam materi kalimat pengandaian bersyarat antara yang diajar menggunakan modifikasi prosedur PPP melalui WhatsApp dan mereka yang diajar menggunakan prosedur PPP asli melalui pembelajaran tatap muka terbatas. Populasi dalam penelitian ini adalah siswa SMKN 1 Metro. Penelitian ini merupakan penelitian eksperimen semu, dan pengambilan sampel dilakukan pada dua kelas. Kelas eksperimen diberikan perlakuan menggunakan modifikasi prosedur PPP melalui WhatsApp, sedangkan kelas kontrol diberikan perlakuan menggunakan prosedur PPP asli melalui pembelajaran tatap muka terbatas. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan pada hasil belajar siswa dalam materi kalimat pengandaian bersyarat antara kedua prosedur, dimana hal ini sejalan dengan perbedaan yang signifikan pada persepsi siswa terhadap proses pembelajaran antara kedua kelas tersebut. Modifikasi prosedur PPP lebih efektif untuk meningkatkan prestasi siswa pada materi kalimat pengandaian bersyarat, terutama dalam kondisi pandemi Covid 19 dimana pembelajaran online menjadi suatu keharusan. Kesimpulannya adalah modifikasi prosedur PPP melalui WhatsApp sangat efektif digunakan bahkan setelah pandemi, karena ada lebih banyak kesempatan bagi siswa untuk berdiskusi menggunakan WhatsApp yang membuat mereka mendapatkan pemahaman yang lebih dalam dan pencapaian yang lebih baik pada materi kalimat pengandaian bersyarat tersebut.*

Kata kunci: *Prosedur PPP, WhatsApp, Pembelajaran Tatap Muka Terbatas, Prestasi Belajar Siswa, Kalimat Pengandaian Bersyarat, Persepsi Siswa*

INTRODUCTION

English is an international language that must be well-mastered to have broad international relationships. English is so unquestionably vital to learn that many people from all around the world will be able to communicate in good English. It will be excellent if people associate due to good English performance in both spoken and written communication. Learning conditional sentences, which is featured as one of the grammar, is crucial to effective communication between individuals. Knowing the conditional sentences well will make it easier to know and understand the message (Siahaan and Silitonga, 2020). A conditional sentence can be included in all English performances or skills like listening, reading, speaking, and writing (Kristina et al., 2020; Taka, 2020).

A conditional sentence is a linguistically and cognitively complex structure that expresses a variety of meanings, is realised through various forms, and is used for a variety of discourse functions. From the grammar dimension (Form, Meaning, Use), it seems complicated for EFL students, especially Indonesian students, to understand conditional sentences since the structure or forms are different. In line with this statement, Nur (2017) stated that Indonesian students who learn English encounter problems learning conditional sentences. They may understand the syntactic changes of each type, but they may have difficulties understanding all types' semantics. So, a conditional sentence is significant to learn in terms of Form, Meaning, and Use.

According to Richards and Renandya, grammar instruction has reclaimed its appropriate place in the language classroom curriculum (Richards and Renandya, 2002). People today agree that grammar is far too crucial to be disregarded. Learners' language growth will be seriously hindered if they do not have a firm understanding of grammar. In reality, only a few learners have a high ability in conditional sentences (Kartika and Irma, 2021). Conditional sentences are a significant obstacle to overcome for teachers and students of English as a second or foreign language (Norris, 2003).

According to numerous previous researches, Indonesian EFL learners have difficulties learning grammar as an integral part of English teaching (Floranti and Adiantika, 2019; Komara and Tiarsiwi, 2021; Listia and Febriyanti, 2020; Stardy, 2011; Yusnitasari and Suwartono, 2020; Zulfikar, 2020). As a result, a grammar teaching method is required to accommodate grammar teaching. The teacher is required to make an innovation or modification in the learning procedure to provide an effective teaching and learning activity still and improve students' abilities (Lasmiatun and Munir, 2018). Presentation-Practice-Production (PPP) procedure can be chosen to fulfil this (Siregar and Elfrida, 2021; Li, 2020). PPP has recently been widely used to improve learners' English skills and competence (Hartina et al., 2019). Numerous studies showed that PPP facilitates

students to enhance their achievement in English skills and competence (Badaruddin and Sahabuddin, 2019; Belinda et al., 2021; Ihsan, 2020; Ndraha, 2020).

In the issue of teaching grammar, Anderson (2017) stated that PPP, 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 (Anderson, 2017). The effectiveness of PPP in teaching-learning activities is shown in many studies. A study stated that the students given the PPP treatment are more active and enthusiastic than those not given this treatment (Sofan, 2017). The research also indicated a positive effect of implementing PPP on students' vocabulary achievement. Moreover, there are several advantages of using the PPP method. For example, students can develop their ability to learn conditional sentences, their interest in the learning process, their extensively understanding of the material, and lastly, PPP is relatively straightforward and structured enough to be easily understood by both students and new or emerging teachers (Widyantoro, 2019).

However, an in-depth study of modified PPP in teaching conditional sentences in vocational high schools through virtual communication such as *WhatsApp* has not been documented. In this study, both changed and original can improve the students' achievement of conditional sentences; however, modified one is a better choice because students have more time to discuss the material in terms of Form, Meaning, and Use dimensions. From some previous research above, it can be stated that PPP is valuable to use in English Language Teaching.

There are some assumptions about the use of *WhatsApp* in teaching and learning activities. Several studies on the implementation of *WhatsApp* showed some positive impacts and benefits among students and teachers (Bouhnik and Deshen, 2014; Church and De Oliveira, 2013; Dewi, 2019; Hamad, 2017; Ali and Bin-Hady, 2019). The critical point from the statement above is that in the current condition where online learning is a necessity for everyone, *WhatsApp* can be used as the solution for choosing a platform or application in online learning suitable for the teachers and the students. Many studies stated the advantages of using PPP and *WhatsApp* in teaching-learning activities. However, there was still limited attention to the Modified PPP procedure in Teaching English through *WhatsApp*. Implementing a modified PPP procedure in teaching English through *WhatsApp* is more appropriate. Even though the teacher cannot meet face to face with students like offline learning, the teacher can still manage the students well.

Furthermore, the students and the teacher can easily discuss many things through *WhatsApp*, either individually or in a group. The fact that the original PPP is suitable for teaching grammar has been addressed in many studies; however, recently, the procedure needs to slightly change to be

used in online teaching and learning activity. Original PPP is believed to be a teacher-led instruction where the teaching grammar focuses more on the form. The researcher used WhatsApp to apply online teaching and learning in this study. Therefore, the researcher created the instructional process to be more student-centred through WhatsApp in the experimental class. *The* teaching grammar focused on the three dimensions of grammar: Form, Meaning, and Use, 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 a conditional sentence. Moreover, teaching English in Vocational Schools is considered more practice than theory (Algiovan, 2022).

Thus, the researchers want to investigate whether there is a significant difference in students' achievement of conditional sentences between those who are taught using modified PPP procedure through *WhatsApp* and those who are trained using original PPP procedure in limited offline learning. Then, the researchers investigated which method is more effective in improving students' achievement of conditional sentences based on grammar's dimension (Form, Meaning, and Use). In addition, the student's perception of the learning process is investigated to support the research finding. Moreover, it can also contribute to the teachers to make them more professional in teaching.

METHODS

A quasi-experimental method with a control group was used in this present study. The researcher chose this research design because it is suitable for the research questions and the aims of this study. The population of this study was the students of SMKN 1 Metro Lampung academic year 2021/2022 that were assumed to have the same characteristics. This study is quasi-experimental with a control group pre-test and post-test design. The purposive sampling was taken in two groups or classes since the researchers had consideration for specific purposes in which the two types have similarities. The experimental class with 36 students was given the treatment using a modified PPP procedure through *WhatsApp*. *In comparison*, the control class with 36 students was given the treatment using the original PPP procedure in limited offline learning. The researchers administered the questionnaire to the students after conducting the treatment.

The instruments used in this study were tests and questionnaires. To investigate the students' achievement of a conditional sentence, the researchers used an examination of the written conditional sentence. The test was both objective and an essay grammar test. It was given to the students before and after the treatment. Then, the questionnaire was given to the students only after the treatment to get the data systematically about students' perception of the learning process. These

two instruments have validity and reliability. The test has content validity based on the curriculum for Vocational High School. The construct validity is based on the theory of conditional sentences by Foley and Hall (2008). The scoring system validity is based on the concept of grammar scoring points from Bachman and Palmer (1996). Then, the questionnaire is based on the theory of Meier (2000) about learning that focuses on four components or categories: Preparation, Presentation, Practice, and Performance.

Moreover, there were some suggestions from the three expert judgments on the instruments to make them valid and suitable for the students. To find the reliability of the objective test and questionnaire, the researchers used the result of Cronbach's Alpha. At the same time, inter-rater reliability was used to find the reliability of the essay test.

An 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. Meanwhile, to answer the third research question about the students' perception of the learning process, the data were analysed by collecting the questionnaire, classifying the answers based on the questions, tabulating the result of the questionnaire, drawing a conclusion, and interpreting the obtained data.

RESULTS AND DISCUSSION

The focus of the present study was to find out whether there is a significant difference in students' achievement of conditional sentences between those who are taught using modified PPP procedure through *WhatsApp* and those who are taught using the original PPP procedure in limited offline learning, to find out which method is more effective in improving students' achievement of conditional sentence based on the dimension of grammar (Form, Meaning, and use), and 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 result of the test and questionnaire is reported after knowing the result of the normality test and homogeneity test.

Normality Test

To find out the normal distribution of data on pre-test and post-test, the normality test is carried out to determine the further use of data analysis. The results from both groups were claimed to be expected if the following hypothesis was confirmed, with the level of significance at 5% ($\alpha = 0.05$):

Ho = Results are expected if the significance value is higher than 0.05.

Hi = Results are not expected if the value of significance is lower than 0.05

Table 1. The Normality Test

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	Experimental class	.124	36	.181	.962	36	.244
	Control class	.107	36	.200*	.969	36	.395
Posttest	Experimental class	.129	36	.138	.947	36	.084
	Control class	.080	36	.200*	.954	36	.140
Students' Perception	Experimental Class	.105	36	.200*	.959	36	.205
	Control class	.124	36	.174	.959	36	.193

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The significant values used in this test are from the *Shapiro-Wilk* row because the (df) element or the number of students was 36. It was ≤ 50 . The Kolmogorov-Smirnov is used if the (df) element is > 50 . Based on the result of the table above, it can be seen that the significant levels of the test in the Shapiro-Wilk row were higher than 0.05. It was 0.244 for the pre-test experimental class and 0.395 for the pre-test control class. Then, there was 0.084 for the post-test experimental class and 0.140 for the post-test control class. Then, it was 0.205 for the experimental class and 0.193 for the control class for the students' perceptions. Thus, the null hypothesis (Ho) is accepted, meaning that all data are typically distributed.

Homogeneity Test

Another requirement that needed to do before the preliminary test was the homogeneity test. This test was done to determine whether the distributions of the two classes were the same. The tests were conducted with the hypothesis:

Ho= the distributions of the two classes are the same.

Hi= the distributions of the two groups are not the same.

Table 2. The Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Pretest	.136	1	70	.713
Posttest	.256	1	70	.614
Students' Perception	2.505	1	70	.118

Based on the table above, it can be seen that the significant level of the pre-test was 0.713, the post-test was 0.614, and the students' perception was 0.118. The scores are higher than 0.05. It means that the null hypothesis (Ho) is accepted, meaning that the distributions of the two classes are the same. Thus, the data could be processed for the next test, the *independent samples t-test*.

Students' Achievements

Before answering the first research question, the researcher calculated the data using the SPSS of independent samples test to know the improvement of students' achievement of the conditional sentence before and after the treatment both in the experimental and control class. Here is the result of the test in the following table.

Table 3. The Independent Samples t-test of Experimental Class

Class	N	Mean	Std. Dev	Std. Error Mean	Sig. (2-tailed)
pre-test	36	48.5417	16.76918	2.79486	.000
post-test	36	71.5972	16.24756	2.70793	.000

Table 4. The Independent Samples t-test of Control Class

Class	N	Mean	Std. Dev	Std. Error Mean	Sig. (2-tailed)
pre-test	36	47.0139	16.10035	2.68339	.000
post-test	36	61.9444	16.37846	2.72974	.000

Based on Tables 3 and 4 above, it can be seen that the significant value of both classes was 0.000 (lower than 0.05). There is a significant improvement in the students' achievement of conditional sentences before and after the treatment of experimental and control classes. So, the modified PPP procedure and the original one can significantly improve students' conditional sentence achievement. Then, to answer the first research question, the independent samples test is also done in which the alternative hypothesis (H_i) stated that there is a significant difference in students' achievement of conditional sentences 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 hypothesis would be accepted if the significant level is lower than 0.05 and rejected if higher than 0.05. The result of the test is shown in the following table.

Table 5. The Independent Samples t-test

Class	N	Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Experimental	36	23.05	12.69296	2.115	.007
Control	36	14.93	11.97447	1.995	.007

According to the table above, the significant level value is 0.007 (lower than 0.05). It means that the alternative hypothesis (H_i) is accepted. Equally, it indicates a significant difference in students' achievement of conditional sentences between those taught using the modified PPP procedure through *WhatsApp* and those taught using the original PPP procedure in limited offline learning. Thus, it can be said that the modified PPP procedure and the original one can improve the

students' achievement of a conditional sentence. However, when the results of the two classes were compared, it showed a significant difference in students' achievement of conditional sentences between them. Furthermore, N gain scores were found to know which one is more effective in improving students' achievement of conditional sentences between those two procedures.

Comparing Modified and Original PPP Procedure

To find out the second hypothesis regarding which one is more effective between modified and original PPP in improving the students' achievement of a conditional sentence, the average of the students' N gains score (g) needs to be investigated. Hake (1998:66) stated that the normalised average gain is a rough measure of the effectiveness of a course in promoting conceptual understanding. Therefore, to know the effectiveness of a procedure, the researchers use the three basic categories of N gain from Hake (1998:65).

1. High gain : $g > 0.7$
2. Medium gain : $0.3 < g \leq 0.7$
3. Low gain : $g \leq 0.3$

After being calculated manually, the result of the students' N gain score is presented in the table below. It can be seen from the table above that the average N gain taken from Experimental Class is 0.47, which is considered medium gain, with the minimum N gain being 0.05 and maximum N gain being 0.93. Meanwhile, the average N gain taken from Control Class is 0.29, considered a low gain, with the minimum N gain being 0.00 and the maximum N gain being 0.78. It can be concluded that using a modified PPP procedure through WhatsApp has a higher gain than the original PPP procedure in limited offline learning. Thus, it can be said that the use of a modified PPP procedure through *WhatsApp* is more effective in improving students' achievement of conditional sentences compared to the original PPP procedure in limited offline learning.

Table 6. N-Gain Score of The Class

	N-GAIN SCORE	
	Experimental Class	Control Class
Total	16.8	10.51
Average	0.47	0.29
Minimum	0.05	0.00
Maximum	0.93	0.78

Moreover, the following table shows the mean gain of three dimensions of grammar (Form, Meaning, and Use).

Table 7. The Mean of N-Gain Score

Class	Mean Gain			Total
	F	M	U	
Experimental Class	1.5	0.5	2.6	4.6
Control Class	1.5	0.3	1.2	3

According to the table above, each abbreviation represents each dimension of grammar, where F is Form (how it is formed), M is Meaning (what it means), and U is Use (when/why it is used). The experimental class has a more outstanding total mean gain (4.6) than the control class (3). In the experimental class, the lowest mean gain was M or Meaning (0.5), which represented how the students understood the conditional sentence. Then, the moderate mean gain was F or Form (1.5), which described how conditional sentences form. The last, the highest mean gain was U or Use (2.5), representing the grammar dimension for conditional sentences measuring both forms and meaning that focus on when/why conditional sentences are used.

On the other hand, the lowest mean gain of the control class was also M or Meaning (0.3). Then, the moderate mean gain was U or Use (1.2). Moreover, the last, the highest mean gain was F or Form (1.5).

Students' Perception of the Learning Process

In order to answer the third research question about students' perception of the learning process after being taught using the modified PPP procedure through *WhatsApp* and the original PPP procedure in limited offline learning, the closed-ended questionnaire was given to the students. The table shows that the students presented their perceptions of all items. 12 items had been answered using the Likert Scale with 5 points for Strongly Agree, 4 for Agree, 3 points for Undecided/ Neutral, 2 for Disagree, and 1 point for Strongly Disagree. Then, the total score of students' perceptions was divided into positive interpretation for Strongly Agree and Agree and negative interpretation for Disagree and Strongly Disagree. Meanwhile, the Undecided means no opinion or neutral. The data tabulation of students' perceptions can be shown in the following table.

Table 8. The Data Tabulation of Students' Perception

Statements	Experimental Class					Control Class				
	Percentage (%)					Percentage (%)				
	SA	A	N	D	SD	SA	A	N	D	SD
1. Before learning begins, the teacher explains in detail what the preparation that the students have to do.	50	50	-	-	-	44.4	50	5.6	-	-
2. Before learning begins, the teacher explains how the learning steps will be taken.	55.6	41.7	2.8	-	-	27.8	61.1	11.1	-	-
3. The explanation of material from the teacher makes me interested in learning.	27.8	25	41.7	5.6	-	25	22.2	41.7	8.3	2.8
4. The explanation of the material from the teacher makes me understand the material being studied more easily.	52.8	38.9	8.3	-	-	36.1	33.3	30.6	-	-
5. I feel happy doing discussions with my friends in the group to find the answers to the questions given by the teacher.	47.2	38.9	13.9	-	-	55.6	30.6	11.1	2.8	-
6. It is more accessible to me to answer the questions because I can discuss them with friends in the group.	47.2	36.1	11.1	5.6	-	41.7	30.6	19.4	8.3	-
7. I can discuss directly with friends anytime, even outside the class hours, if I confuse about the material given.	41.7	41.7	13.9	2.8	-	27.8	61.1	8.3	2.8	-
8. The teacher gives time to me if I want to ask about the material, even outside the class hours.	63.9	33.3	2.8	-	-	36.1	44.4	19.4	-	-
9. I understand the material being studied better by discussing it with friends and teachers.	30.6	47.2	19.4	2.8	-	41.7	41.7	13.9	2.8	-
10. I feel more enthusiastic about learning English because it is done with friends in the group and the teacher.	33.3	52.8	13.9	-	-	38.9	41.7	11.1	8.3	-
11. The learning process gives me confidence in answering questions individually.	13.9	58.3	25	-	2.8	8.3	38.9	38.9	13.9	-
12. The learning process can increase my ability to create sentences individually.	41.7	33.3	19.4	5.6	-	8.3	44.4	36.1	2.8	8.3

The data in the table above confirms that the students' response shows a positive trend in the learning process. This can be seen in the students' perception after the learning process, both in the experimental and control class. It means that both types have a positive perception of the learning process. The result of the total score, mean average and category of students' perception for both experimental class and control class are shown in the table as follows:

Table 9. Students' Perception Category

	Experimental Class	Control Class
Total Score	1829	1732
Mean Average	4.23	4.01
Category	Strongly Agree	Agree

Based on the table above, it can be seen that the total score of the experimental class is 1829, and the mean average is 4.23 with the category Strongly Agree. Meanwhile, the total score of the control class is 1732, and the mean average is 4.01 with the category Agree. It means that both classes have a positive perception of the learning process. However, to know whether there is a significant difference in students' perception of the learning process after being taught using a modified PPP procedure and the original one, the researcher calculated the score for experimental and control classes using SPSS. The result is shown as follows:

Table 10. Independent Samples t-test of Students' Perception

	Class	N	Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Students' Perception	Experimental Class	36	50.8056	4.30162	.71694	.038
	Control class	36	48.1111	6.29638	1.04940	.038

According to the table above, the significant level value is 0.038 (lower than 0.05). It means that the alternative hypothesis (H_1) is accepted. Equally, it indicates a significant difference in students' perception of the learning process after being taught using a modified PPP procedure through *WhatsApp* and the original PPP procedure in limited offline learning. So, it can be said that both the modified PPP procedure and the original one have a positive perception. However, when the results of the two classes were compared, it showed a significant difference in students' perceptions between them.

Correlation between Students' Achievement and Perception

After knowing the result of students' achievement and perception, the researchers found a correlation between students' achievement of conditional sentences and students' perception of the

learning process in experimental and control classes. To know the correlation, the data was calculated using correlation product-moment through SPSS as follows:

Table 11. The Correlation between Students' Achievement and Perception of Experimental Class

		Students' Achievement	Students' Perception
Students' Achievement	Pearson Correlation	1	.942**
	Sig. (2-tailed)		.000
	N	36	36
Students' Perception	Pearson Correlation	.942**	1
	Sig. (2-tailed)	.000	
	N	36	36

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

Table 12. The Correlation between Students' Achievement and Perception of Control Class

		Students' Achievement	Students' Perception
Students' Achievement	Pearson Correlation	1	.938**
	Sig. (2-tailed)		.000
	N	36	36
Students' Perception	Pearson Correlation	.938**	1
	Sig. (2-tailed)	.000	
	N	36	36

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

Tables 11 and 12 above show that the significant level value is 0.000 (lower than 0.05). It means that there is a correlation between students' achievement and students' perception in experimental and control classes. The Pearson Correlation for the experimental class is 0.942, and for the control, class is 0.938. Equally, it indicates a positive correlation between students' achievement and perception in the two classes.

DISCUSSION

Based on the *independent samples t-test*, the significant level value is 0.007 (lower than 0.05). It means that the alternative hypothesis (Hi) is accepted. Equally, it indicates a significant difference in students' achievement of conditional sentences between those taught using modified PPP procedure through WhatsApp and those taught using original PPP procedure through limited offline learning. Before calculating the difference between the two classes, the researcher found significant improvement in each class. Thus, it can be said that the modified PPP procedure and the original one can improve the students' achievement of a conditional sentence. However, when the results of

the two classes were compared, it showed a significant difference in students' achievement of conditional sentences between them.

The difference between the original PPP and the modified one was in the procedures. In the original PPP, the procedure was implemented in the classroom called limited offline learning. There were no applications and internet users in the activities. Also, the grammar dimension focused on 'Form' and 'Meaning.' Meanwhile, in modified PPP, the procedure was done online through *WhatsApp*. Then, the grammar dimension focused not only on 'Form' and 'Meaning' but also on 'Use.'

There were three meetings in the treatments. One meeting consisted of 90 minutes, so the treatments consisted of 270 minutes in three meetings. 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 in the third meeting. After joining 90 minutes in each meeting, the students and the teacher could discuss the material informally by using *WhatsApp* chat in a general group or directly between personal chat. Meanwhile, there were no further discussions after finishing the limited offline learning for the control class.

In each meeting, there were three stages. In the presentation stage of the experimental class, the teacher made a general *WhatsApp* group that consisted of the teacher and all of the students in that class, namely English Class-12 AKL 1. The students paid attention to the learning video of the material from the native speaker, which the teacher in general *WhatsApp* group sent. The students also kept attention to the learning video containing the teacher's explanation of conditional sentences and how to do the exercise through *WhatsApp* chat. Nevertheless, there was no learning video from the native and the teacher in the original one. Next, in the practice stage, the students were divided into 6 specific *WhatsApp* groups consisting of 6 students, namely group 1, group 2, group 3, group 4, group 5, and 6. The students discussed the material given by the native speaker and the teacher in each specific *WhatsApp* group by using chat, voice notes, and video calls and made a summary about its form, meaning, and use. When the students discussed through video call, the teacher joined for about 5-10 minutes to control the students' discussion in each group. The students discussed the answer to the exercise that focuses on Form, Meaning, and Use in each specific *WhatsApp* group using chat, voice notes, and video calls. After that, the teacher and all students joined together in the general *WhatsApp* group and did a discussion via chat. Then, in the production stage, the teacher asked the students to produce their sentences individually based on the situation in the picture sent in the general *WhatsApp* group and submitted it directly to the teacher's *WhatsApp*, not in a group.

Meanwhile, in the presentation stage of the control class, the teacher acted as an informant. In this stage, the students paid attention to the teacher's presentation of the material in front of the class in limited offline learning. Next, in the practice stage, the students practised what had been explained by the teacher in the presentation stage. They did the exercise that focused on the Form and Meaning individually, did the peer check, and discussed the answer together with the teacher after finishing their exercise. Then, in the production stage, the students were asked to produce their sentences individually in writing based on the situation given in the picture and submit it directly to the teacher.

The result of the pre-test and post-test of the experimental class showed significant improvement. It was proved through the SPSS *Independent Samples t-test* with a significant value of 0.000 (lower than 0.05). This happened because the modified PPP procedure through WhatsApp gives the students more chances to discuss the conditional sentence with one another and with the teacher through *WhatsApp* group and personal chatting. The students could understand the material given more deeply since they could share it through *WhatsApp*. Moreover, the students can rewind the explanation of conditional sentences from the teacher's learning video.

Even though this study focused on conditional sentences, it is in line with other studies since they also used *WhatsApp*. WhatsApp has been a positive impact on learning English as a foreign language like listening, speaking, reading, writing, vocabulary, spelling, and grammar (Ali and Bin-Hady, 2019). This indicates that EFL students positively perceive *WhatsApp* as a good language learning tool. Furthermore, research about WhatsApp for teaching integrated English showed that applying WhatsApp in integrated English classes gives many chances to assist students in learning English optimally (Dewi, 2019).

The present study's finding is also in agreement with Larsen-Freeman, who stated that grammar is constructed in terms of Form and Meaning and should be attempted with the term Use (Larsen-Freeman, 2014). Moreover, it is stated that the Form-Meaning-Use framework enables effective and efficient instruction in the language classroom (Yilmaz, 2018). It was noted that grammatical structures are not restricted to prescriptive rules about linguistic form. Instead, they include a unity of Form, Meaning and Use to utilise it for actual communicative purposes. There is a framework to identify those three dimensions to deal with grammar's complexity: form, meaning, and Use.

The result of the pre-test and post-test of the control class also showed significant improvement. It was proved through the SPSS *Independent Samples t-test* with a significant value of 0.000 (lower than 0.05). This finding is in line with Sofan's (2017) study, which stated that the

students given the PPP treatment are more active and enthusiastic than those not given this treatment (Sofan, 2017). Then, Widyantoro stated several advantages of using the PPP method like students could develop their ability to learn conditional sentences, their interest in the learning process, their extensively understanding of the material, and lastly, PPP is relatively straightforward and structured enough to be easily understood by both students and new or emerging teachers (Widyantoro, 2019).

From the result of students' perception, it can be seen that the total score of the experimental class is 1829, with a mean average of 4.23. Meanwhile, the total score of the control class is 1732, with a mean average of 4.01. After getting the mean for each statement and mean average, the interpretation was concluded based on the scheme by Mamhot (2013:213), in which 4.20 – 5.00 means Strongly Agree, 3.40 – 4.19 means Agree, 2.60 – 3.39 means Neutral, 1.80 – 2.59 means Disagree, and 1.00 – 1.79 means Strongly Disagree. The mean average of a questionnaire for the experimental class (4.23) means Strongly Agree, and the mean average of a questionnaire for the control class (4.01) means Agree. The strongly Agree category for the experimental class is better than Agree category for the control class.

Nevertheless, both classes positively perceive the learning process because Strongly Agree and Agree are included in the positive category. However, when the results of the two classes were compared, there was a significant difference in students' perception of the learning process after being taught using the modified PPP procedure through *WhatsApp* and using the original PPP procedure in limited offline learning. It was proved by the significant level value of 0.038 (lower than 0.05). Next, to find out the correlation between the students' achievement of conditional sentences and the student's perception of the learning process, the result of Pearson Correlation was used. The result of Pearson Correlation for the experimental class is 0.942, and for the control, class is 0.938. It means a positive correlation between students' achievement and perception in two classes. The higher the score of students' achievement of a conditional sentence, the higher the students' perception of the learning process.

CONCLUSION

Following the result and discussion of the present study, the conclusion is drawn as follows. The PPP procedure has been used by many practitioners and English teachers in many EFL countries. However, to obtain the optimal use of the PPP procedure, a modified PPP procedure through *WhatsApp* is better to use since it can facilitate the students to understand more deeply about the material. Modified PPP procedure through *WhatsApp* is an excellent choice to improve

students' achievement of conditional sentences, especially in the current condition in which online learning is necessary because of the pandemic. The students' achievement of conditional sentences can be improved since the activities here focus more on the students and the three dimensions of grammar (Form, Meaning, and Use).

Furthermore, the students and the teacher can still have the time to discuss each other using *WhatsApp* group or personal chat so the students can understand more deeply the material given. The questionnaire revealed that the student's perception of the learning process using the two procedures has a positive category. However, the student's perception of the learning process using the modified PPP procedure through *WhatsApp* is significantly different from the original PPP procedure in limited offline learning. The higher the score of students' achievement of a conditional sentence, the higher the students' perception of the learning process. In modified one, the activities focus more on the students and the three grammar dimensions (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, 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.

For English teachers, it is suggested to use the Modified PPP procedure through *WhatsApp*. It is an excellent choice to improve students' achievement of conditional sentences, especially in the current condition in which online learning is necessary because of the pandemic. Since the students need to understand profoundly conditional sentences, they need further discussion with the teacher also other students that can be facilitated using *WhatsApp* either in a 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, the Modified PPP procedure through *WhatsApp* still can be implemented as an effective alternative way of teaching to improve students' achievement of a conditional sentence.

In this study, the use of the PPP procedure that was conducted in Vocational High School has given an excellent 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 the product. However, this study was conducted only in a specific condition of one vocational high school, namely SMKN 1 Metro, so the results of this study cannot be generalised. As the sample used in this study is devoted to Vocational High School, further researchers are suggested to use another sample.

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

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