

The Effectiveness of Presentation Practice Production (PPP) Model in Teaching Speaking to 8th Graders

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Abstrak

Penelitian ini menggunakan metode deskriptif kualitatif dengan menggunakan instrumen observasi dan wawancara. Hasil dari analisis data menunjukkan bahwa implementasi model *Presentation, Practice, Production* (PPP) ada tiga tahap. Setiap fase memiliki peran, aktivitas, dan model yang berbeda, dalam fase presentasi, guru memperkenalkan bahasa baru kepada siswa, dilakukan dengan menggunakan gambar atau membaca teks. Pada fase latihan, siswa mempraktikkan bahasa baru dalam bahasa kontrol. Pada tahap produksi, siswa didorong untuk menggunakan bahasa baru dengan cara yang lebih bebas dilakukan dengan tugas komunikasi atau membuat paragraf. Penggunaan teks recount dalam pembelajaran sangat bermanfaat, terutama untuk melatih kemampuan berbicara siswa. Meskipun beberapa siswa kesulitan dalam pengucapan, model *Presentation, Practice, Production* (PPP) membantu mereka termotivasi berbicara dengan bimbingan guru, sehingga mereka dapat berbicara bahasa Inggris dengan lebih baik secara bertahap.

Kata kunci

Kemampuan Berbicara Siswa; Model Presentation, Practice, Production (PPP); Pendidikan Bahasa Inggris; Teks Recount

Abstract

This study uses a descriptive qualitative method, using observation and interview instruments. The results of the data analysis show that the implementation of the Presentation, Practice, Production (PPP) model has three stages. Each phase has different roles, activities, and models, in the presentation phase, the teacher introduces new language to students, done by using pictures or reading text. In the practice phase, students practice the new language in the control language. In the production phase, students are encouraged to use the new language in a freer way with communication tasks or creating paragraphs. The use of recount texts in learning is very useful, especially for training students' speaking skills. Although some students have difficulty in pronunciation, the Presentation, Practice, Production (PPP) model helps them be motivated to speak with teacher guidance, so that they can speak English better gradually.

Keywords

Students Speaking Ability; Presentation, Practice, Production (PPP) Model; English Language Education Department; Recount Text

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Introduction

Language is a means of communication that is important in our life. People cannot make good interactions with other people without language because language is a means of communication that is used to share ideas with others. Nowadays, the most widespread language in the world is English. As an international language, English is used as a medium of communication in a universal society. Every single aspect of human life uses English, especially in education. In many countries, English is a mandatory subject in schools and is often the medium of instruction in higher education (Moh. Rif'attullah & Putra, 2024). Our government takes English as one of the lessons of the curriculum. The purpose is the students are expected to have a good ability in English. In education, English is not only the language that is useful for the student in the class but also in their daily life. So, if somebody wants to be a skillful and intellectual person who is ready to participate in this globalization era, everybody must master English to get information from all over the world easily.

In language teaching, people often discuss the four language skills (speaking, listening, reading, and writing). However, in communication, oral language is mainly used. Speaking is one of the critical and essential skills that must be practiced in communicating orally. People who can speak will be better at sending and receiving information or messages to others. Mastering the art of speaking is the most critical aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1999). Speaking is very important in learning English, so students must master it, especially the 8th graders of junior high school. Teaching speaking is different from listening, reading, and writing. It needs habit formation because it is honest communication.

Based on the results of observations conducted by researchers at SMP Al-Manshur, there are some problems in learning to speak. First, the student always makes some mistakes in grammar and pronunciation aspects. They do not pay attention to sentence structure and correct pronunciation in English. This matter makes the student think that learning to speak English is very complicated. Second, the student is afraid of making mistakes in speaking English. They prefer to be silent. They often feel shy and confused. It is because they do not know what they should say, and it indicates that the students have limited vocabulary. Third, the teacher rarely improves the students' speaking ability, the teacher only gives materials, like completing, reading dialogue, and writing from the handbook. And the last, the teacher dominantly teaches the students using Indonesian so it cannot increase the students' speaking ability. The teacher has more talk than the students. Sometimes, the teacher considers that the students can understand the lesson just from the explanation of the teacher without some actions of the students.

Since most EFL learners learn the target language in their own culture, practice is available only in the classroom. So, a critical factor in foreign language development is the opportunity given to learners to speak in the language, promoting interaction (Richards & Renandya, 2002). Solving those problems needs the creativity of the teacher. Teachers must be able to give support to the students. If we are teaching students who must make an oral presentation in a second or foreign language, it is essential to provide opportunities for them to give prepared, extended presentations in class (Nunan, 1999).

In the educational world, teachers have a big role in teaching English to their students. Teachers must employ appropriate learning strategies to engage young learners effectively in English language instruction (Maizarah & Purwanti, 2023). To cover students' need of good skills, an English teacher usually should provide them with the relevant teaching model. To teach English effectively teachers can use some models, such as Task Based Learning (TBL), ESA (Engage, Study, Active), PPP (Presentation, Practice, Production) model, etc.

PPP effectively improves students' speaking ability because it inspires them to speak up. PPP technique gives a chance to students who get less opportunity to explore their skills and ideas without being afraid to speak. By providing a safe and structured environment, the PPP approach allows these students to engage with the language at their own pace, thereby reducing anxiety and promoting a more positive learning experience (Belinda et al., 2021). This technique is suitable for teaching speaking. By using the PPP model, students can quickly improve their speaking skills in the learning process.

The Presentation, Practice, Production (PPP) model can be used for all kinds of text in teaching English. The findings indicated a marked improvement in the speaking abilities of students who were taught through the PPP framework, suggesting that this model effectively facilitates language acquisition in a structured manner (Yahya et al., 2023). In the eighth grade of junior high school, there are some texts the students must learn based on the standard competence. Some of them are descriptive, recount, and narrative. The researcher chooses to recount text to implement the Presentation, Practice, Production (PPP) model in teaching speaking. It is because the recount text is one of the texts taught in the second semester of eighth grade.

The Presentation, Practice, Production (PPP) learning model in learning to speak is important for several reasons: Ensuring learning effectiveness: The PPP model will help determine whether the model is to the needs and objectives of learning to speak. This will ensure that the teaching is carried out effectively and produces the desired result. Improving the quality of learning: The PPP model will also help determine whether it is suitable for students' abilities and level of understanding. Thus, the teaching carried out will be of higher quality and help students understand the material better. Avoiding learning failures: if the PPP model is not by the needs and objectives of learning speaking, then learning will most likely fail. Analysis of the fit of the PPP model will help avoid these learning failures by determining a more suitable model.

Based on the facts above, the researcher is interested in conducting descriptive research entitled "The Effectiveness of Presentation Practice Production (PPP) Model in Teaching Speaking to 8th Graders". Uses observation and interview methods to find out the implementation of the PPP model and find out the difficulties faced by English teachers when applying the PPP model in teaching speaking to 8th graders.

Method

The qualitative design was used to get information. There are two questions in this research. The first research question is, "How is the implementation of the PPP (Presentation, Practice, Production model in teaching speaking?". The second question is, "How are the difficulties faced by the teacher when applying the Presentation, Practice, Production (PPP) model in teaching speaking to eighth graders?". In this study, the researcher acted as an observer during the teaching-learning process. She only observed, described, and then reported everything she heard and saw during the class. She evaluated the teaching-learning process and conducted interviews after the teaching-and-learning process to find out the difficulties faced by teachers during the implementation of the PPP model in teaching speaking.

The researcher used a qualitative data analysis technique with direct observation and interviews. The first is observation. It is used to collect the data for the result of the observation checklist. It is done directly by the observer during the teaching-learning process. Here, the researcher acted as a non-participant observer and became passive in the study activity; in other words, the researcher just observed them without direct intervention. The second stage is interviewing with the English Teacher. In this process, the researcher used the discussion to ask for details about the difficulty in teaching speaking using the Presentation, Practice, Production (PPP) model. In this study, the researcher used two tools in the research instrument, namely observation sheets and interviews.

A. Observation sheet

The observation checklist was used to get the data on the teaching- learning process. The researcher used the observation checklist to obtain the information and data. It was necessary to check and find the facts about the implementation of the Presentation, Practice, Production (PPP) model in teaching speaking to eighth graders. It is conducted in the form of 'yes' and 'no' answers. The content of the observation checklist is used to observe three stages.

B. Questions List

The interview is used to get data on the teaching-learning process. The researcher used the interview to obtain the information. Using this method, the researcher communicates directly with the English teacher to get data from the research focus, namely on the teacher's difficulties in applying the PPP (Presentation, Practice, Production) model in teaching speaking Recount text to Eighth graders SMP Al-Manshur.

In analyzing data from observations and interviews in class, the researcher used qualitative data analysis consisting of three stages: data reduction, data presentation, and concluding/verification.

A. Data Reduction

Data reduction is the method of focusing, choosing, simplification, and collecting raw data from written field notes. The researcher documented the source's responses to questions and the research-related events that occurred while collecting data in the field through interviews and observations. After gathering the data, the next is to analyze it by condensing it, which includes a summary of all the interview data and the findings from the observations. Next, the main points focused on the implementation of the PPP model and the difficulties faced by the Teacher as she used the model to teach speaking to eighth graders at SMP Al- Manshur are then chosen and taken.

B. Data Display

The researcher then drew the data on display after making data reduction. The data display was made by the topic of the study. The purpose of this research is to determine how the PPP model is implemented and the difficulties faced by teachers in applying the PPP model in teaching speaking.

C. Draw Conclusion/ Verification

In this stage, the researcher drew conclusions based on the data display. The researcher concluded the implementation, and the difficulty faced by Teachers in applying the PPP model in teaching speaking. The researcher will conclude with the data shown in this study.

Result and Discussion

Result

Based on the research that has been done, the researcher conducted the research in three meetings, in the implementation of the Presentation, Practice, Production (PPP) learning model the English class teacher acted as the teacher and the researcher acted as an observer. After the implementation researcher interviewed the English teacher to find out the difficulties faced by the teacher during the implementation model.

The implementation of the Presentation, Practice, and Production model in speaking learning is carried out in three meetings, the text used is recount text and uses a holiday theme, it is a theme that is easily understood and discussed by students. Most of them have a lot of experience.

The first meeting was held on May 19, 2023. At that time, the class started at 09.30. The teacher does the opening greeting and prays before starting the lesson, this is done by the teacher at every meeting. The teacher also uses the class language (good morning, how are you, etc.), and checks the attendance list. At the first and third meetings, all students were present but at the second meeting, 4 students were not present. The teacher does not convey motivation about what goals and benefits can be obtained by studying today's material. However, the teacher brainstorms by singing a song, which can increase student enthusiasm for learning. Brainstorming is done to stimulate students to speak English.

In the presentation phase, the teacher used simple recount text. Firstly, the teacher asked the students about the definition and the generic structure of recount text. Some students gave good responses to answer those questions. Although their speaking ability was still not good enough, most of them could answer well using their own words. Then, the teacher helped the students learn about the recount text and the language features of recount text which they had to understand.

The teacher showed an example of recount text. Wrote it on a piece of paper and distributed it to every student. After that, she gave some vocabulary based on the recount text and asked them to repeat the words one by one. She asked some students to read the text (reading aloud) to know their speaking ability, especially their pronunciation of verbs in past form. The fact, most of them still had a low ability to speak English, especially for their pronunciation. The teacher helped the students by correcting their mistakes in speaking. The teacher also read the text to show how to pronounce the words correctly and students listened carefully. Finally, she asked some students to read that recount text again. It was important to check the spelling of new words so that they understood the language they were using. Some of them read the text in turns and could do it well.

In the practice phase, the teacher explained past tense and adverbs of time which are used in recount text orally. It was done by using the concept of imitative speaking skills. She took some sentences from that recount text and asked the students to change in the form of negative and interrogative forms. They could do it well. Then, the teacher gave them a grammar activity. It was linking the words to make a sentence this activity was done in the whole class with less teacher's help and control. She walked around and did this activity together; she did not challenge the students to think but gave them the chance to practice pronouncing. Some of the students could not speak fluently and accurately. In this phase, she continued to correct the errors, but it did not happen so often.

In the production phase, the teacher showed them some pictures. She asked a question what did you do last holiday and asked them to answer that question by making at least two sentences based on the picture. She pointed some of them randomly to deliver their statement.

Most students can convey their statements even though some of them still make mistakes in grammar. Before the teacher ended the lesson, he asked them if they had any questions. He also said that they would discuss recount texts with the same topic at the next meeting. This was done by the teacher to provide follow-up information on the learning that had been carried out, but the teacher did not submit a lesson plan at the next meeting. Students and teachers also do not reflect on the activities that have been carried out and there is no feedback on the process and learning outcomes. To end the lesson the teacher asks students to read hamdalah together then the teacher says greetings and farewells (See you next week).

The second meeting was held on May 26, 2023. The teacher started the lesson with an opening greeting and used the class language. The teacher does a brainstorming. Brainstorming is done by playing games. The purpose of this is to refresh students' minds before starting English lessons. Then the teacher asked about the last material.

In the presentation phase, the teacher introduced the new language using flashcards in many colors. Those flashcards were based on the topic of that day; it was a holiday. She used memorable and meaningful repetition way in this phase. It was a pronunciation activity in which students were allowed to produce the language they had learned. She asked the students to repeat her words based on flashcards continually. She also corrected the students' oral errors directly. The students participate actively in this activity. Hopefully, they did not make mistakes anymore. Their enthusiasm for that activity made them more interested in learning English.

At the practice stage, the teacher gives dialogue texts to students and asks students to read the dialogue texts. Then he pointed at random students and asked students to act out the dialogue in front of the class. The teacher expected the students to read the dialogue in front of the class and asked the class to repeat the dialogue together. However, some students got the opportunity to perform. At this stage, the teacher continued to ask the students to read the dialogue and correct their errors.

In the production phase, the students tried to speak English correctly, even though they quite often made errors in grammar and pronunciation. In this activity, the teacher got the students to make a simple dialog in pairs and then presented it in front of the class. The teacher did not correct them, she just made a note of any errors so that she could analyze the errors at the end of the lesson. Before the students left the class, the teacher gave them homework. They had to make a simple recount text about the holiday and present it in front of the class in the next meeting.

The teacher does not reflect on learning activities, but the teacher informs that she still finds a few errors in pronunciation and sentence structure. She also informs all students that at the next meeting, they will present the results of their homework. To end the lesson as in the first meeting the teacher asks students to read hamdalah together then the teacher says greetings and farewells (See you next week).

The third meeting was held on June 9, 2023. As usual, the teacher started the lesson with an opening greeting and used the class language (Good morning, how are you, etc.). And check student attendance. At the third meeting, the teacher did not convey motivation and did not explain the things that would be learned at this meeting. The teacher reminded them about recount text.

In the presentation phase, the teacher showed the students the following picture and asked them whether the people in it were at work or on holiday. They are on holiday. The teacher pointed to the man in that picture and asked questions.

In the practice phase, the teacher got the students to repeat the sentences. The teacher gave some phrases orally. The students responded well by arranging into sentences. She pointed to one student to repeat the sentences individually and she corrected the mistakes. Some of the students' mistakes were being corrected by the teacher. Therefore, the students could evaluate their mistakes and motivate them to learn more.

In production phase, the teacher asked the students to use new language (in this case, the past tense form) in their sentences. The teacher's role here is to facilitate a situation or activity where the students actively apply the language they have been practicing. She got them to think about what their friends or their family were doing at that moment (on holiday). First, she asked them to open their homework in writing recount text. Then, she asked them to check their sentences. She gave them 10 minutes and then presented it in front of the class. When the students were delivering their work in front of the class, the teacher just observed them. She did not try to interrupt when they were presenting the story. During the performance, the researcher recorded students' voices. It helped her in analyzing and transcribing the text.

In this meeting, Most students have been able to understand what to talk about. Some students who were not confident in speaking English, at this meeting were more courageous in expressing their ideas freely. Apart from that, there are no serious problems understanding words, except for how to interpret words and mastering some patterns. At this meeting, the teacher did not describe the learning activities and benefits. Students also do not provide feedback on the process and learning outcomes, instead, the teacher provides a written assessment of student performance to determine student abilities.

The use of the Presentation, Practice, Production (PPP) model in teaching speaking can motivate students to speak. Because students can practice how to pronounce the correct vocabulary, as well as in the preparation of grammar. In this study, the researcher chose the speaking learning model using the Presentation, Practice, and Production model using recount text material which makes it easier for students to speak or talk about events in the past so that students are trained to be able to communicate using English.

Students are also motivated to speak because during the implementation of the Presentation, Practice, and Production model, namely the practice stage, the teacher controls students when students make mistakes so that at the production stage students can be more confident in speaking.

At each stage of the activity some activities are fun and not monotonous, so students don't get bored. Students are not only motivated to learn to speak using the Presentation, Practice, Production (PPP) learning model, but students are also happy because this learning model can make them speak English well, step by step.

The teacher's implementation of teaching speaking using the Presentation, Practice, Production (PPP) model did not always run smoothly, the teacher said that this implementation also caused difficulties, namely in pronunciation some students could not pronounce English properly, and pronunciation of words in Indonesian English is very important. Wrong pronunciation can change the meaning of a word or sentence, so it is also important for us to learn the correct pronunciation so that we cannot be understood when we talk to other people. The factors that make it difficult to be able to pronounce English with the correct pronunciation are the lack of hearing sentences or sayings in English, also rarely speaking in English, so these students have difficulty pronouncing English words or sentences correctly.

When the teacher finds out that some students are unable to pronounce English, the teacher classifies students according to their ability to speak but does not distinguish between those who can and those who cannot. The teacher asks students who can speak English with the correct pronunciation to teach their other friends. In the Presentation, Practice, Production (PPP) model in teaching speaking, there is a practice stage, which is an activity that requires the control of a teacher, when the student is practicing there is an error in pronunciation, the teacher's job is to remind or justify the wrong pronunciation experienced by students. However, some students find it difficult to have an English accent.

Discussion

The implementation of the Presentation, Practice, Production (PPP) model in teaching speaking to eighth graders. During the teaching-learning process, the researcher found that the teacher had implemented the Presentation, Practice, Production (PPP) model successfully to motivate the students in their speaking activities. The target language function could be understood and used by the students appropriately. The materials were also not too difficult for them, since the material was recount text which made them create a story about their own experience. From the first time until the last time, the students showed their ability to speak. Although the first time, they made some mistakes in grammar and pronunciation because there was no preparation from the students, in the second and third meetings, they could enjoy and be able to use new vocabulary in their speaking performance.

In the first meeting, the teacher began by reading a recount text. Then the teacher explained about past tense form and asked them to do a kind of grammar task. It could make students enthusiastic. Finally, they practice the language freely by using pictures. In this meeting, most students made mistakes, especially in grammar and pronunciation. But it was being corrected by the teacher now. Therefore, the students could evaluate their mistakes and motivate them to learn more.

In the second meeting, the teacher used flashcards as media to stimulate the students. Those flashcards should be meaningful and memorable. They were used for introducing new language and practicing their pronunciation. Students were interested in the pictures. Next, she got them to read the dialog in pairs. And last, she asked them to make a simple dialog about holidays in pairs. In this meeting, the teacher still corrected students' mistakes, but it was less than in the last meeting. Here, motivation had to be given to the students so that they were encouraged to speak with their friends in front of the class.

At the last meeting, the teacher still used pictures in the teaching-learning activity. She built students' comprehension by asking them to make simple sentences about the picture. They participated actively when they were working together. They could do it well with fewer mistakes. The teacher did not correct the mistakes at the time, she just took notes of the students' mistakes.

According to Jeremy Harmer theory (2001: 80-81), which PPP model is divided into three activities. First, Presentation, the teacher presents or shows the material to the students by using the picture. Second, in practice, the teacher gets the students to repeat the sentence. The students repeat the sentence individually and the teacher corrects any mistake that she hears. The example of the practice stage: the teacher point one by one of the students to check their learning. Third the end point of the PPP cycle is Production, which some trainers have called "immediate creativity". Here the students are asked to use the new language (in this case the present continuous) in sentences of their language.

There is no difference in the implementation of Presentation, Practice, and Production (PPP) between the teacher and Jeremy Harmer. The teacher uses pictures when explaining material or new vocabulary and he also asks students to imitate new words or sentences given by the teacher and the teacher corrects the student's mistakes. The teacher also asks students to make products with their ideas or language.

The errors found in the first to third meetings were around pronunciation and grammar. According to the researcher, the implementation of the Presentation, Practice, and Production model was done smoothly because the flow of them had been known well. Therefore, there was no big problem found in the teaching and learning process.

The difficulties experienced by teachers in the teaching and learning process when using the Presentation, Practice, Production (PPP) model in teaching speaking, some students make mistakes in pronunciation, the factor that makes students make pronunciation mistakes is that they rarely hear and communicate using English. The teacher groups students according to their ability to speak and asks students who can speak better to teach their friends.

Teaching English using the Presentation, Practice, Production (PPP) model makes it easier for teachers to teach speaking because each stage of activity in this model can help students become more confident in speaking. English, this model is also able to motivate students to speak because they can practice correct pronunciation and correct grammar

arrangement. In the implementation of this model, there are steps that they go through to be able to speak confidently so that it makes them happy to learn English.

Grammatical errors and mispronunciation that the students had made were the progress of learning English. It was tolerated and seen as a natural outcome of the development of the students, communication. Some corrections and feedback from the teacher helped them to evaluate their performance.

The drill is the routine repetition of facts until habits are established. Drills are still needed and help the students deal with learning English. Hence, the students could pronounce words correctly. From the observation of the students' performance and the interview with the English teacher, this model could be implemented in teaching speaking, most of the students' spoken recount text was better than before and there was some progress in learning English, especially in speaking ability.

Conclusion

Based on the findings of the data analysis, which is obtained through observation and interview, the researcher concludes that: Presentation, Practice, Production (PPP) can be applied as a model to teach speaking because this model can increase the students' interest in speaking up in the speaking class. This model motivates the students to do the activities in class, such as responding to the teacher's instruction, delivering information, and giving opinions.

After the implementation of the Presentation, Practice, Production (PPP) model in teaching speaking, the finding of interviews with English teachers that the difficulty of teaching speaking using the Presentation, Practice, Production (PPP) model is in pronunciation, some students cannot pronounce English properly, but with this model students are motivated to speak and can be more confident speaking English.

Conflict of Interest

There are no potential conflicts of interest relevant to this article.

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