THE EFFICACY OF THE PRESENTATION, PRACTICE, AND PRODUCTION (PPP) METHOD IN IMPROVING STUDENTS' SPEAKING ABILITY OF THE ENGLISH LEARNERS COMMUNITY (ELC) STUDENTS

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Abstract

This research deals with finding out the efficacy of the PPP method in improving students' speaking ability of the English Learners Community at SMPN 8 Palopo. This research employed a quasi-experimental design involving two classes, namely the experimental class with treatment by using the PPP method and the control class with non PPP method. The population of this research was the students of English Learners Community (ELC) at SMPN 8 Palopo which consisted of sixty students, while the sample of the research was taken through all total sampling technique, thirty students as the experimental class and thirty students as the control class. The data were collected from the interview results in the pre-test and post-test through a speaking test. The pretest was given before treatment to both experimental and control class, treatment was given to the experimental class by applying PPP method and control class by non PPP method in six meetings, then the post-test was given to both classes in the end. The result confirmed that the PPP method had greater efficacy than the non-PPP method in improving the students' speaking ability. Utilizing the data from the independent sample t- test, it was reasonable to establish that statistically it presented sig. (2-tailed) value was 0.000, which is lower than 0.05. It demonstrated that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Hence, the use of PPP method is more efficacious than non PPP method in improving speaking ability of ELC students.

Keywords: *The PPP method, speaking, the English Learner Community (ELC)*

INTRODUCTION

English as an international language has very important function in life especially in communication among countries. It is not only as a mean of international communication, but also as an information tool for transferring and developing science and technology (Artha

and Yasmin. 2022). English is one of the compulsory subject in school and consist of four aspects namely: reading, listening as receptive skills (Bumbálková 2021)writing, speaking as productive skills (Minollahi et al. 2018). Most Indonesian people use English as spoken language to communicate with others over the world.

Speaking as a productive skill is increasingly crucial in the 21st century, particularly in education sector. It is essential for students to advance their communication skills (Kashinathan and Abdul Aziz 2021; Rao 2019). This evidence indicates that teachers should apply appropriate methods in teaching speaking to students, particularly in junior high school. The teachers must be more creative and innovative to find the precise method in teaching, so the students can be more active and interactive in learning.

School professionals use learning guidelines by implementing the national curriculum such as 2013 Curriculum (Sofiana, Mubarok, and Yuliasri 2019). However, in teaching speaking skills, appropriate methods and materials are needed according to students' needs for achieving maximum results. Due to this, the researcher constructed an English Learners Community to facilitate students in learning English, which formed in term of course that focused on speaking skills and was supported by the teachers at school. This idea was taken as the consideration of the students' low competence, including; lack of vocabulary, low self-confidence, and speaking ability.

Along with the students' low speaking ability, the teachers also experienced limitations in using the appropriate method that the students need to improve their speaking skills. This situation is challenging for the teachers because language teachers must continually update their knowledge throughout their careers (Cirocki and Farrell 2019). As a result, this was a starting point for collaboration between the school and researchers to develop an English language community focused on increasing speaking skills in order to facilitate and develop students' speaking ability while the teacher also can learn to strengthen their capacity in forming students' speaking skills.

Following up on students' low English skills, especially in speaking, the researcher adopted the application of the PPP method in the course's (ELC) learning process. The PPP Method was chosen because it proved effective in improving students' speaking skills (Hutasoit, Elfiza, and Subroto 2020; Ndraha 2020). The method is divided into three stages: presentation, practice, and production. The PPP method is widely used by certain students at universities or colleges.

There have been significant arguments about the efficacy of the PPP method in teaching. Le Diem Bui and Newton (2022) established research on developing task-based lessons from PPP lessons in the form of textbooks as an approach to speaking classes. The research resulted in good textbooks that teachers may use to teach. This result revealed that the PPP method is adjustable in teaching activities. As an outcome, teachers may be capable of helping students to enhance the ability, especially students' speaking skills. A previous research from Hoiruddin and Ulfa (2020), concentrated on analyzing the applying inductive approach through PPP phase in speaking class. The result of the research has shown that the students get interested to learn and gave positive response during the learning process. This

indicates the flexibility of the PPP method in its application, so that it can be more easily adapted to the targeted students. This can be a consideration for education actors to increase attention to the use of the PPP method in learning language.

In addition, a research conducted by Artha and Yasmin (2022) that reported a research which utilizing picture cards as media to improve students speaking skills by using the PPP method. According to the research, students speaking abilities improved from the first to the next meeting while it conducted in three meetings to see some improvements from the students with a total acquisition of 100% in the post-test of cycle two. The resultant data highlighted the effectiveness of the PPP method in this research. Drawing upon Liu (2021) which discussed the teaching strategies for ESL (English as Second Language) stated that PPP method as one of strategy which often employed for teaching grammar, in which the teacher presents grammatical rules that students practice through drills and exercises before applying to more formal assignments in the English classroom.

Seeing the previous research, most of which focused on applying the PPP method in formal education, this research concentrated in improving speaking skill within the course that employed the PPP method for junior high school students particularly in eighth grade. The course is not part of the school curriculum, but it is related to the students' lack of speaking skills, the given course as a bridge to improve students speaking abilities. In addition, the material that is prepared must be adjusted using the PPP method in order to assure the students comprehension. PPP method can provide opportunity for students to get the input of the language as given in presentation stage, they also can practice to use the simple form of language by the control of the teacher and the last stage the students are encouraged to use the language properly by producing the language in spoken language (Ihsan 2020; Schurz, Coumel, and Hüttner 2022).

Finally, this research intended to address the question *"Is the use of PPP Method more efficacious than non-PPP method in Improving Students' Speaking Ability of the English Learners Community (ELC) At SMPN 8 Palopo?''.*

LITERATURE REVIEW
The Concept of PPP Method

The Presentation, Practice, and Production (PPP) Method is an approach in teaching structures (e.g., grammar or vocabulary) in a foreign language (Harmer, 2015). Developing students' ability to speak by utilizing the PPP method is a good way to do this because the PPP method invites students to master their vocabulary throughout the way they respond (Nopiyadi et al. 2023). Presentation, Practice, and Production (PPP) is a method that is often used in teaching simple language to foster students potential for speaking. The investigator draws on the Presentation, Practice, and Production (PPP) Method as an alternative to frequently teaching speaking ability (Budiyanto 2019), since this method creates a good mindset or confidence in the students to complete the exercise (practice or conversation).

The three stages of PPP method must take place and transition smoothly from one to the next. In summary, the stages for applying the PPP approach are as follows (Bukhara 2023):

1. Presentation

This is considered to be the first step in the language acquisition process, so it typically has a big impact on the next steps, figuring out if those stages succeed or not. Presentation involves establishing conditions under which the new language is required to be used naturally and effectively. When students acknowledge and understand a "situation," they immediately build a conceptual grasp of the fundamental meaning of what they have just learned and why it is important and helpful to them. At that point, we establish an outline for a new language and its theoretical meaning, and we have to use a language "model" to introduce the newly developed language. This approach allows students to practice while performing useful tasks and attain them spontaneously, preferably without help.

2. Practice

This stage effectively designed and seem "attractive" to students frequently enhance student motivation. They should be challenged once the activity feels "attainable." Students often need to move forward from the individual practice stage to pair work (chain pair work, closed pair work, open pair work) to accomplish an easy transition from presentation to practice. Language practice leads the way towards the production stages.

3. Production

In general, production involves creating situations that require the use of language during the presentation stage. This context ought to encourage students to "generate" more personalized language. The production is primarily based on the practice stage. If students feel inadequately confident in what they are learning, they will be reluctant to "use" it independently. One of the most important things to take into consideration is that the creative process is not supposed to "tell" the student what they should say.

In addition, since these complex PPP stages are exceedingly appropriate for students' needs may reinforce speaking skills. It concentrates on more students' engagement with the objective of encouraging students to speak actively. That is why the researchers are interested in improving students' speaking abilities through the presentation, practice, and production (PPP) method with appropriate designed material as well.

Theory of Speaking

Speaking is an essential aspect in learning English since it is one of the Linguistic primary functions. Individuals can learn to speak English, nevertheless most education programs in Indonesia begin with junior and high school and go to higher education or college, and some often starts at elementary school. There are many different interpretations of what it means as speaking. According to Bygate (1987), it is a skill which requires more interaction and motor-perspective ability than spoken language. Therefore, in order to enhance a student's speaking ability, it is necessary to first gain more fundamental knowledge, such as vocabularies, to be more appropriate in acquiring knowledge. The language students should have knowledge of language system, in line with that the educators

require appropriate approaches to fulfill learner curiosity in speaking (Burns and Sigel 2018).

In conclusion, speaking can be defined as simultaneously oral communication and a productive skill that requires proficiency of the language itself. Speaking becomes most important because it can be used in oral, verbal or direct communication (Dwiyanti 2019).

METHOD

Research Design

This research was conducted to determine the efficacy of the PPP method in improving students' speaking abilities in English Learners Community (ELC). This was a quantitative research that adopted a quasi-experimental design. This method includes one experimental class and one control class (Sugiyono 2017). In consideration of it, the researcher provided treatments to the experimental group, followed by a comparison of the students' results with the performance of the control group. Meanwhile, the control group was the group that was taught conventionally. As a result of the procedure, the result may be gained with greater precision due to the contrasts the two results before and after the treatment was given (Campbell and Stanley 2015).

Due to the fact that a quasi-experiment design prioritizes the treatment and result, data from pre-test and post-test were collected to figure out whether the PPP method serves its purpose in improving students' speaking ability at English Learners Community (ELC). The researchers gave a pretest and a posttest to both groups before and after the course (ELC), then compared the results of both the control and experiment groups.

Setting and Participants

The participants in this research were conveniently chosen from the English Learners Community (ELC), especially those in eighth grade enrolled in an ELC course at SMPN 8 Palopo, South Sulawesi, Indonesia. The research included sixty students, divided into two groups: control and experiment. The present research utilized total sampling technique. The total sampling technique is a sampling approach in which all members of the population are used as samples (Sugiyono 2017).

Data Collection and Analysis Method

The data collection processes of both the control and the experimental groups were presented systematically as follows:

1. Pretest

The pretest was given for both the experimental and control groups. The questions for this test were put forward in an interview. It is intended to measure students' speaking abilities ahead of treatment.

2. Treatment

The researcher handled the experimental group with the PPP (presentation, practice, production) method and the control group with conventional at each meeting, where both groups received the same material. The researcher examined students for six meetings, with every meeting requiring 60 minutes.

The researcher gave treatment to the experimental group by using the PPP (presentation, practice, production) method in the form of a lined-up teaching and learning activity applying the PPP method and the adjustment to the topic of material for learning speaking. The research was carried out in six meetings, each lasting for sixty minutes. On the other hand, the control group was also taught conventionally for six meetings. This group learned the same kind of material. In this control group, the traditional way of practicing speaking and receiving the material that had been designed for the students.

3. Posttest

Students were given the posttest after completing treatments for six meetings. The outcomes of both the pretest and the posttest were calculated to find out whether or not the students achieved improvement in speaking ability at ELC relying on the PPP method. The kinds of test were similar between pretest and posttest.

Data Analysis

Before analyzing, the researcher gathered and analyzed the data using the processes specified: 1) Scoring and converting students' pretest and posttest answers; 2) Labeling the students' answers scores; 3) Calculating the mean score of the responses given by students to ascertain the mean score, standard deviation, and t-test value of the experimental and control groups between the pretest and posttest. The data was computed using the Statistical Package for Social Sciences (SPSS) version 20.0 program (Late, Mills, and Airasian 2020).

FINDINGS AND DISCUSSION

This section outlines the findings of the research, then addresses their explanation in light of the context and relevant theories and research. The results of a data analysis on the efficacy of the PPP method for improving speaking ability among English Learners Community (ELC) students were provided by the researchers. The pretest and posttest interviews were employed in gathering data.

The Implementation of PPP Method

The decision to implement the PPP method was gathered by seeing the students' lack of speaking. The PPP method categorized as common-sense method where it is implemented through three stages, including presentation, practice, and production (Ilmiddinovich 2020). In this case, the students' low ability in speaking are caused by some problems in students, such as students' lack of vocabulary, lack of self-confidence, and finding English difficult. Hence, giving material to students is integrated into the PPP method to stimulate them to speak and be more active during learning in class. The implementation of the PPP method in the ELC course with materials personalized for students' speaking needs may produce effective results (Rasulova 2022). Therefore, in this research, it integrates material with the PPP approach.

In this research, the implementation of three stages of the PPP method in the experimental class was carried out, starting from the input vocabulary given to its direct application through the construction of words, sentences, and paragraphs by students. The treatment, which always begins with input vocabulary, helps to establish the fundamentals

of students' English so that it is more straightforward to exercise it when speaking, regardless of whether it is in the form of expressing ideas, conversations, discussions, or making statements. Establishing a basis in the form of vocabulary is essential and contributes an important role in improving students' speaking skills (Alharthi 2019; Kiliç 2019).

The pre-test was carried out prior to the students receiving the treatment in experiment class. In other words, in advance, students had face-to-face lessons, and a pre-test was given to both control and experiment classes. The pretest was done to compare all students' speaking abilities with the post-test results and to determine their initial comprehension of the measurements indicated in the learning objectives.

The Integration of PPP in Teaching Activity

The teaching and learning duties were completed by completing the three phases of the PPP method: presentation, practice, and production. Because all three of these steps are interconnected, the researchers have to commit those steps. However, the PPP method is easy to use because it presents a logical sequence for developing topics and tasks throughout the lesson (Santos 2021). The following is a description of the learning activities using the PPP method that were completed in this research.

In the beginning, the presentation stage is conducted in this method. The center point is constructing students' vocabulary. Students' vocabulary mastery is strengthened through providing vocabulary relevant regarding the topic of material that will be carried out. The vocabulary is not provided directly. Vocabulary is delivered by displaying a cue card that illustrates the word to be presented. The teacher elicits student to guesses for the language based on the picture, and then write it on the board. After that, the teacher must reinforce the students' pronunciation of the given vocabulary.

Moving into the second stage of the PPP method, namely practice. Students will be guided at this step in developing sentences per sentence into paragraphs, utilizing the vocabulary offered in the first stage. Teachers can assign students to work individually, in pairs, or in groups. Students will be familiar with the use of the taught vocabulary at this stage, enhancing the probability that their speaking abilities will improve. This stage ends with students having the ability to express sentences or paragraphs that have been written directly, one by one, showing that students have gained confidence in speaking and are no longer stiff. At this stage, teacher talking time is reduced to focus more on encouraging students to speak. Entering the second level of the PPP approach, namely practicing.

Production is the final stage of the PPP method. This stage is all about students centered. Students are going to focus on strengthening their speaking skills by presenting ideas on a certain topic through talks, discussions, or short conversations with other students. The production stage deals with seeing the final outcomes of students speaking abilities after they have been stimulated throughout the presentation and practice stages of the content or topic being taught.

In this research, the researchers also examined and highlighted in the material presented the interconnectedness between presentation, practice, and production of the PPP

method applied in this research. It is done to facilitate students consistently practice what is taught in one topic or material.

Table 1. Paired Samples Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
					Lower	Upper			
Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	-14.300	6.793	1.240	-16.837	-11.763	-11.530	29	.000

The difference between the two means was calculated using paired t-test analysis. The null hypothesis is rejected or accepted based the significance value of .05 (95% confidence). If the sig. value is less than or equal to.05 (p0.05), there is a statistically significant difference between two conditions (post-test and pre-test). As a consequence of the computation, the significant value was determined to be 0.000. As a result, the sig. (2-tailed) value 0.000 less than alpha 0.05, indicates that H0 was rejected and H1 was accepted. It concludes that the PPP method had a significant effect in improving students' speaking abilities at the English Learners Community (ELC). The results proved that the PPP method was effective in delineating between the post-test and pre-test. According to the data, the PPP method had substantial impacts in improving students speaking abilities.

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Eksperimen	62.53	30	8.525	1.556
	Post-Test Eksperimen	76.83	30	6.395	1.168

Furthermore, the descriptive values of each variable in the paired sample were shown in the paired sample statistics table. Post-tests received 62.53 out of 30 data points. The obtained data distribution (standard deviation) was 8.525, with a standard error of 1.556. The post-test showed an average value of 76.83 from 30 data points. The standard deviation of the results was 6.395, with a standard error of 1.168. This indicates that the post-test was higher compared to the pre-test, confirming that the implementation of the PPP method had an essential impact on improving students' speaking ability at English Learners Community (ELC) Palopo.

Aside from the test results above, previous researches also discovered that students are more interested in learning English and prefer to learn speaking through the PPP method. According to the findings of the research conducted by Berdesi (2022) which conducted intensive English for Speakers of Other Languages (ESOL) courses integrated into the PPP method for adult immigrant students in sequence to improve their A1-A2 levels of the Common European Framework of Reference for Languages (CEFR), students are more enthusiastic about learning activities even though they hold virtually. Widyantoro (2019) in the research which indicated that using the PPP method can make students engaged with the process of learning because they are provided opportunities to explore their potential by the teacher.

CONCLUSION

The PPP method functions effectively for increasing students speaking abilities. After conducting the research by applying the PPP method for the students in experimental group and non-PPP method for the students in control group, indicating that there is a statistically significant distinction within two conditions (post-test and pre-test) mainly for experimental group. The speaking test given was in the form of interview. It was emphasized on pronunciation, fluency, and comprehensibility. Some recommendations could be given in accordance to the research's conclusion. First, it is proposed that the teacher of SMPN 8 Palopo, other teachers, and another English community or course can adopt the PPP method as one of the alternative strategies for enhancing students' speaking abilities. The PPP method has proved effective in developing students speaking ability. It was established by the significance score, which was 0.000, or sig. value less than.05 (p 0.05), indicating that there is a statistically significant disparity between two conditions (post-test and pre-test).

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