THE IMPLEMENTATION OF PRESENTATION, PRACTICE, PRODUCTION (PPP) METHOD IN TEACHING SPEAKING SKILL AT SMP 07 MA'ARIF PERINTIS TEMPUREJO

THESIS

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

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SRN: T20196047

UNIVERSITAS ISLAM NEGERI
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JEMBER

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2026

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial of Fulfillment of the Requirements for Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
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English Education Study Program

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THE IMPLEMENTATION OF PRESENTATION, PRACTICE, PRODUCTION (PPP) METHOD IN TEACHING SPEAKING SKILL AT SMP 07 MA'ARIF PERINTIS TEMPUREJO

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Has been examined and approved in Partial
Fullfillment of the requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
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MOTTO

وَاحْلُلْ عُقْدَةً مِّنْ لِّسَانِيْۙ

"(and take away the stiffness from my tongue)"

(**QS. Thaha: 27**)[1]

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[1] Kemenag RI, Alqur'an dan Terjemahannya Edisi Penyempurnaan, Lajnah Penthashihan Mushaf Al-Qur‟an 2019

DEDICATION

This thesis is proudly dedicated to:

1. To my beloved parents, Mrs. Suyati, my aunt Mrs. Sumiati, and my late uncle Mr. Suprayitno, who always believed in my ability to complete this study. Your countless sacrifices, unwavering support, endless prayers, and unconditional love have made this achievement possible. Thank you for your extraordinary patience, encouragement, and dedication throughout my academic journey. This thesis is dedicated to all of you.
2. To my beloved brother, Johan Suwondo, and my sister, Koni Aulina, thank you for your continuous support, prayers, and encouragement. I am truly grateful for your presence and companionship throughout this journey.
3. To myself, thank you for staying strong, persevering, and never giving up. The process was not easy and required a great deal of time, effort, and patience. Through faith, determination, hard work, and prayer, I have finally accomplished this goal.
4. My beloved almamater, State Islamic University of Kiai Haji Achmad Siddiq Jember, especially the English Education Program, which has provided valuable knowledge, experiences, and opportunities for me to grow academically and personally during my years of study.

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ACKNOWLEDGMENT

First of all, the researcher would like to express the highest gratitude to Allah SWT for endless mercy, blessings, guidance, and health, so that the researcher was able to finish this thesis successfully. Peace and salutation are always devoted to Prophet Muhammad SAW, who has guided mankind from the darkness into the brightness of Islam.

The researcher realizes that this thesis would not have been completed without the support, assistance, guidance, and prayers from many people. Therefore, the researcher would like to sincerely express appreciation and gratitude to:

1. Prof. Dr. Phil. Sahiron, M.A. as the Acting Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember.
2. Dr. H. Abd. Muis, S.Ag., M.Si., as the Dean of the Faculty of Tarbiyah and Teacher Training at State Islamic University of Kiai Haji Achmad Siddiq Jember, who has given permission and support for conducting this research.
3. Dr. Nuruddin, M.Pd.I., as the Head of the Department of Islamic Studies and Language Education, who has facilitated and supported this research process.
4. Dewi Nurul Qomariyah, S.S., M.Pd., as the Head of the English Education Program, who has approved the research title and provided support in completing this thesis.

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5. Praptika Septi Femilia, M.Pd., as my thesis advisor, who has patiently given guidance, valuable suggestions, motivation, and encouragement throughout the process of writing and finishing this thesis.
6. Riza Umami, S.Pd.I., as the Headmaster of SMP 07 Ma'arif Perintis Tempurejo, who has given permission, assistance, and support to the researcher during the research process at the school.
7. All lecturers of the English Education Program, who have provided knowledge, experiences, motivation, and valuable lessons during the researcher's academic journey.

The researcher sincerely prays that Allah SWT will repay all kindness, support, and help with abundant blessings and goodness. The researcher also realizes that this thesis is still imperfect. Therefore, constructive criticism and suggestions are greatly expected for the improvement of this thesis. Finally, the researcher hopes that this thesis can provide benefits and useful contributions for readers and future researchers.

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Jember, 18th of June 2026
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ABSTRACT

Reta Prasasti, 2026. The Implementation of Presentation, Practice, Production (PPP) Method in Teaching Speaking Skill at SMP 07 Ma'arif Perintis Tempurejo

Keyword: *Engagement, PPP, Speaking, Teaching*

Teaching speaking is an important aspect of English language learning that enables students to express ideas, thoughts, and information through oral communication. At SMP 07 Ma'arif Perintis Tempurejo, the English teacher implemented the Presentation, Practice, and Production (PPP) method in teaching speaking instruction. Classroom observations indicated that students showed varying levels of engagement during speaking activities, particularly when working in groups and performing speaking tasks, although some students still experienced difficulties in pronunciation, fluency, and confidence. This situation became the basis of this study to explore how the PPP method was implemented in teaching speaking skills and how it supported students' engagement in speaking activities.

This study aims to investigate the implementation of the Presentation, Practice, and Production (PPP) method in teaching speaking skills and to identify students' engagement during its implementation at SMP 07 Ma'arif Perintis Tempurejo. The research questions of this study are: (1) How do the English teacher sequence the Presentation, Practice, and Production (PPP) stages during classroom instruction? and (2) What factors encourage students' engagement in English class with PPP?

This study employed a descriptive qualitative method. The subjects of this research were the English teacher and eighth-grade students at SMP 07 Ma'arif Perintis Tempurejo. The data were collected through classroom observation, interviews, and document review. Data validity was ensured through source triangulation and technique triangulation proposed by Sugiyono. The data were analyzed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing.

The finding showed that the PPP method was implemented through three sequential stages: presentation, practice, and production. In the presentation stage, the teacher explained narrative text materials using PowerPoint and an Interactive Flat Panel (IFP), while students listened, observed, and took notes. In the practice stage, students practised dialogues in pairs and wrote narrative stories in groups. In the production stage, students prepared role-play dialogue scripts based on narrative texts and performed role-play activities in front of the class. Students' engagement was reflected in three forms: interactive group activities as factor of behavioral engagement, shown through active participation in group and speaking tasks, confident speaking as factor of emotional engagement, shown through students' confidence and enthusiasm in speaking activities, and guided learning process as factor of cognitive engagement, shown through step by step understanding and application of language structures. Overall, the PPP method supported students' active engagement in English speaking learning.

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CHAPTER 1

INTRODUCTION

A. Background of Study

Teaching speaking has been widely recognized as one of the core components of English language instruction, particularly in the context of English as a Foreign Language (EFL). Speaking instruction does not merely focus on transferring linguistic knowledge, but also on creating meaningful opportunities for student's to use the language orally in real communicative situations. Brown emphasized that effective speaking instruction should integrate both accuracy and fluency within a communicative framework. Teacher are therefore required to design learning activities that foster confidence, reduce anxiety, and encourage students' active participation. Interactive classroom practices such as discussions, role plays, and presentations are essential in supporting students' oral communication development.[1] Consequently, teaching speaking demands appropriate instructional methods that enable student's to practice language meaningfully and progressively.

Speaking skill itself is categorized as a productive language skill that involves the ability to express ideas, thoughts, and information orally using appropriate linguistic forms. Richards explained that speaking is not simply

[1] Douglas H Brown, *Principles Of Language Learning And Teaching*, ed. Allen Ascher, 5th Editio (California, Amerika Serikat: San Francisco State University, 2018), https://archive.org/details/PrinciplesOfLanguageLearningAndTeaching/page/n2/mode/1up.

producing words, but selecting grammatical structures, vocabulary, pronunciation, and intonation that suit specific communicative contexts.[2] In practice, students often face challenges such as limited vocabulary, lack of confidence, and fear of making mistakes. To overcome these obstacles, teacher need to apply strategies that provide sufficient practice opportunities and supportive feedback. Thus, effective speaking instruction requires learning environments that encourage interaction and reduce student's' anxiety, which can be facilitated through collaborative instructional approaches.

In addition to linguistic competence, speaking also involves the ability to communicate appropriately and respectfully in social interactions. Students are expected not only to express their ideas fluently but also to use language in a positive and meaningful manner. From an Islamic perspective, the importance of speaking properly is emphasized in the Holy Qur'an. Allah states in Surah Al-Isra' (17:53):

وَقُلْ لِّعِبَادِيْ يَقُوْلُوا الَّتِيْ هِيَ اَحْسَنُۗ اِنَّ الشَّيْطٰنَ يَنْزَغُ بَيْنَهُمْۗ اِنَّ الشَّيْطٰنَ كَانَ لِلْاِنْسَانِ عَدُوًّا مُّبِيْنًا

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Meaning: "*And tell My servants to speak the best words (those that are true and good). Indeed, Satan sows discord among them. Truly, Satan is a clear enemy to mankind*."[3] This verse indicates that communication should be carried out by using good, respectful, and beneficial words. In the context of English

[2] Jack Richards, *Teaching Listening and Speaking: From Theory to Practice* (United Kingdom: Cambridge University Press, 2016).

[3] Kemenag RI, Alqur'an dan Terjemahannya Edisi Penyempurnaan, Lajnah Penthashihan Mushaf Al-Qur‟an 2019

language learning, speaking instruction should not merely focus on students' ability to produce language accurately and fluently, but also encourage them to communicate positively and interact effectively with others. To achieve these objectives, teachers need to create learning environments that provide opportunities for interaction and collaboration among students.

One instructional approach that supports interaction and reduces student's' speaking anxiety is cooperative learning. Cooperative learning emphasizes collaboration among students in small groups to achieve shared learning goals. Johnson and Johnson argued that cooperative learning enhances both academic achievement and social skills development. In language learning contexts, cooperative activities increase students' opportunities to interact, exchange ideas, and practice speaking in a relatively safe environment. Group discussions, role plays, and pair work enable student's to support one another and actively use the target language.[4] Therefore, cooperative learning aligns well with the objectives of speaking instruction, particularly when combined with structured teaching methods that guide student's step by step.

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One structured teaching method that can be integrated with cooperative learning is the Presentation, Practice, Production (PPP) method. The PPP method is widely applied in language teaching due to its systematic and gradual framework. In the presentation stage, teacher introduce new language items such as expressions, vocabulary, or grammatical patterns through explanations

[4] Roger T. Johnson, David W. Johnson, and Karl A Smith, "Active Learning: Cooperation in the Classroom," *The Annual Report of Educational Psychology in Japan* 47 (2008): 29–30, https://doi.org/10.5926/arepj1962.47.0_29.

or contextual examples. The practice stage provides controlled opportunities for student's to rehearse the target language through guided activities. Finally, the production stage allows students to use the language more freely in communicative situations. According to Harmer, PPP helps student's move from initial exposure to independent language use[5]. However, the effectiveness of PPP largely depends on student's' active involvement throughout each stage of the learning process.

Student's' active involvement in classroom activities is closely related to student engagement. Harmer highlighted that student engagement plays a crucial role in successful language learning, as engaged student's are more willing to participate, take risks, and process new linguistic input. Engagement involves emotional, behavioral, and cognitive participation, which can be fostered through meaningful tasks, clear instructions, and supportive classroom environments. In speaking classes, high student engagement enables student's to practice speaking more confidently and interactively. Therefore, when implementing instructional methods such as PPP, teacher must consider how the method promotes student engagement to ensure optimal learning outcomes.

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In the context of SMP 07 Ma'arif Perintis Tempurejo, the implementation of the PPP in speaking instruction has shown interesting classroom phenomena. Teacher observed that students demonstrated higher enthusiasm and participation, particularly during the production stage, where they were

[5] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

encouraged to express their ideas freely. The structured stages of PPP appeared to support students' confidence and engagement during speaking activities. This condition indicated that the PPP method not only supports the development of speaking skills but also has the potential to improve students' engagement in EFL classrooms. Therefore, the implementation of the PPP method at SMP 07 Ma'arif Perintis Tempurejo becomes an interesting and relevant topic for further investigation.

Several previous studies have examined the implementation of the PPP in teaching speaking skills. Siregar found that the PPP method integrated with computer-assisted language learning had a significant impact on students' English competence, particularly in speaking performance.[6] Septiara conducted a qualitative study on the implementation of the PPP learning model for speaking skills at SMPN 2 Rawalo Banyumas.[7] The finding revealed that all stages of PPP were implemented effectively and created a conducive learning environment that supported students' speaking development. Similarly, Shofiroh and Noviyanti reported that the PPP model was effective in teaching speaking to eighth-grade students, as it increased student's'

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[6] Putri Delima Siregar, "The Effect Of Presentation Practice Production (PPP) Technique On Student's English Grammar Competence By Using Computer Assisted Language Learning," *The Explora* 7, no. 3 (March 4, 2022): 41–49, https://doi.org/10.51622/explora.v7i3.500.

[7] Agista Okta Septiara, "The Implementation of PPP (Presentation, Practice, Production) Learning Model for Speaking Skills at Seventh Grade SMPN 2 Rawalo Banyumas" (State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto, 2024), https://repository.uinsaizu.ac.id/28549/1/.

motivation and gradually improved their speaking performance, despite some pronunciation challenges.[8]

Previous studies have demonstrated the effectiveness of the Presentation, Practice, Production (PPP) method, particularly in terms of learning outcomes and classroom implementation at the junior high school level. However, studies discussing the implementation of PPP in speaking classes and its relation to students' engagement are still limited, especially in Islamic junior high school contexts. Therefore, this study aims to fill the research gap by investigating the implementation of the PPP method at SMP 07 Ma'arif Perintis Tempurejo, with a particular focus on students' engagement during speaking instruction.

B. Research Questions

Based on the background above, the researcher formulated the following research questions to be answered in this research:

1. How do the english teacher sequence the Presentation, Practice and Production (PPP) stages during classroom instruction at SMP 07 Ma'arif Perintis Tempurejo?
2. What factors encourage students engagement during english class with PPP at SMP 07 Ma'arif Perintis Tempurejo?

C. Research Objectives

Based on the research questions, this study is conducted to find out how the Presentation, Practice, and Production (PPP) method is implemented in

[8] Nadziyah Shofiroh and Masyitah Noviyanti, "The Effectiveness of Presentation Practice Production (PPP) Model in Teaching Speaking to 8th Graders," *Nusantara Educational Review* 2, no. 2 (August 30, 2024): 92–99, https://doi.org/10.55732/ner.v2i2.1438.

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teaching speaking skills at SMP 07 Ma'arif Perintis Tempurejo. Specifically, the objectives of this research are to:

1. To describe the English teacher sequence the Presentation, Practice, and Production (PPP) stages during classroom instruction at SMP 07 Ma'arif Perintis Tempurejo.
2. To describe the factors encourage students engagement in English class with PPP at SMP 07 Ma'arif Perintis Tempurejo.

D. Research Significances

The benefit of this research contains the contributions that will be made after completing the study. The benefits of this research are:

1. Theoretical Significance

   The results of this research are expected to provide significant contributions to the development of knowledge in the field of English language teaching, especially in teaching speaking skills.

2. Practical Significance

   a. For English Teacher

      The finding of study is expected to be a reference for english teacher to apply PPP.

   b. For Student

      The finding of this study are expected to help students improve their participation, confidence, and speaking skills through the implementation of the Presentation, Practice, and Production (PPP) method.

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c. For Other Researcher

The finding of study is expected this research will give motivation for other researcher to find new ideas who are interested in conducting similar research.

E. Definition of Key Terms

1. Teaching Speaking Skill

Teaching speaking skill in this study referred to the process of teaching students to express ideas and communicate orally in English through classroom activities. The teaching process focused on developing students' speaking components, including pronunciation (the accurate production of English sounds and intonation), grammar (the correct use of language structures and sentence patterns), fluency (the ability to speak smoothly and continuously with minimal hesitation), and comprehension (the ability to understand and respond appropriately to spoken language in communicative situations). These speaking components were developed gradually through the Presentation, Practice, and Production (PPP) stages.

2. Presentation, Practice, Production (PPP) Method

The Presentation, Practice, Production (PPP) method is a teaching approach commonly used in language learning that consists of three main stages: presentation, practice, and production. In this study, PPP refers to a method used to facilitate students in developing their speaking skills through a systematic and gradual learning process.

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First, the presentation stage was the stage in which the teacher introduced new material by giving clear explanations about narrative text concepts, language structures, and examples of narrative stories so that students understood the basic content. Second, the practice stage was the stage in which the teacher provided guided and controlled activities to help students strengthen their understanding through reading aloud, pair work, pronunciation practice, and group discussions related to narrative texts. Finally, the production stage was the stage in which students used the language more freely and independently by creating dialogues and performing role plays based on narrative stories in communicative speaking activities.

The PPP method was used by the English teacher at SMP 07 Ma'arif Perintis Tempurejo as one of the learning strategies applied in English classes. The implementation of this method was intended to help students understand the material step by step, beginning with understanding basic concepts and language expressions and ending with applying them in real communication and speaking activities.

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CHAPTER II

LITERATURE REVIEW

A. Previous Study

Researcher reviewed previous studies to identify the novelty of this study. Previous research served as a reference to determine the similarities and differences between the study being conducted and earlier studies. The following section presented several relevant studies that provided insights and support for the present research.

1. The journal was created by Ihsan (2020) entitled The Application of Presentation Practice Production Method for Teaching Speaking Skills: The Perception of Teacher and Student. This study explored the use of the PPP method in teaching English to 21 students at MI Masyhudiyah, Gresik, East Java. The results showed that this method increased students' confidence in speaking English, improved their focus during peer conversations, and made it easier for them to follow lessons effectively.[10]
2. The research was conducted by Siregar (2022) entitled The Effect of Presentation, Practice, Production (PPP) Technique on Students' English Grammar Competence by Using Computer Assisted Language Learning. This study examined the impact of the PPP technique combined with computer-assisted language learning on students' grammar competence.

[10] Mas Darul Ihsan, "The Application of Presentation Practice Production Method for Teaching Speaking Skill: The Perception of Teachers and Students," *Jurnal Inspirasi Pendidikan* 10, no. 1 (March 10, 2020): 30–40, https://doi.org/10.21067/jip.v10i1.3854.

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The finding indicated that the PPP technique significantly improved grammar skills and that the reading materials used met the standards for quality educational content, especially in reading and conversational text sections.[11]

3. The journal was created by Husnaini, Amalia Yahya, and Nur Inayah Wulandari Putri (2023) entitled The Efficacy of the Presentation, Practice, and Production (PPP) Method on the Speaking Skill of the English Student's Community (ELC) Students. This quasi-experimental study was conducted at an Indonesian junior high school in Palopo, involving two classes: an experimental group using the PPP method and a control group using a non-PPP method. Data were collected through pre- and post-speaking tests as well as interviews. Statistical analysis showed that the experimental group significantly outperformed the control group, with an independent sample test result of 0.000 (< 0.05), indicating a significant effect of the PPP method on speaking skills. Interviews revealed that students felt comfortable and understood the material better through PPP. The study concluded that the PPP method effectively improves speaking skills and recommended its application in both formal and non-formal classes.[12]

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[11] Siregar, "The Effect Of Presentation Practice Production (PPP) Technique On Student's English Grammar Competence By Using Computer Assisted Language Learning."

[12] Amalia Yahya, Husnaini, and Nur Inayah Wulandari Putri, "The Efficacy of the Presentation, Practice, and Production (PPP) Method on the Speaking Skill of the English Student's Community (ELC) Students," *Edulangue* 6, no. 1 (September 2, 2023): 45–61, https://doi.org/10.20414/ edulangue.v6i1.7747.

4. The research was conducted by Septiara (2024) entitled The Implementation of PPP (Presentation, Practice, Production) Learning Model for Speaking Skills at Seventh Grade SMPN 2 Rawalo Banyumas. This qualitative study investigated the implementation of the PPP learning model in seventh-grade English classes, involving one teacher and four classes, with a total of eight observation sessions. Data were collected through observations, interviews, and documentation. The PPP model was applied in three phases: the presentation phase, where the teacher introduced new material using handouts, board writing, and printed materials; the practice phase, involving guided pair or group activities to create dialogues; and the production phase, where students independently created dialogues based on the learned material. The finding indicated that the teacher implemented all phases effectively, creating a conducive learning environment that supported the development of students' speaking skills.[13]
5. The research was conducted by Shofiroh and Noviyanti (2024) entitled The Effectiveness of Presentation Practice Production (PPP) Model in Teaching Speaking to 8th Graders. This study examined the effectiveness of the PPP model in teaching speaking to junior high school students using a descriptive qualitative approach. Data were collected through classroom observations and interviews. The finding demonstrated that the PPP model

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[13] Septiara, "The Implementation of PPP (Presentation, Practice, Production) Learning Model for Speaking Skills at Seventh Grade SMPN 2 Rawalo Banyumas."

was implemented through three structured stages, each serving different instructional functions. In the presentation stage, teacher introduced new language using visual aids such as pictures and reading texts to build students' initial understanding. During the practice stage, students engaged in controlled activities to rehearse the targeted expressions. In the production stage, they were encouraged to use the language more freely through communication tasks and paragraph creation. The study revealed that recount texts were particularly beneficial for enhancing students' speaking skills. Although some student's experienced pronunciation challenges, the systematic PPP sequence helped increase their motivation and gradual improvement in speaking performance under the teacher's guidance.[14]

Table 2.1
Similarity and Difference Between
This Research and Previous Research

No.	Research Title	Similarities	Differences
1.	Journal by Ihsan (2020) "The Application of Presentation Practice Production Method for Teaching Speaking Skills: The Perception of Teacher and Student"	• Both studies investigated the application of the PPP method in teaching speaking skills. • Both highlighted improvement in student confidence and speaking ability	• Previous research was conducted at MI (Islamic Elementary School) level with teacher and student perceptions, while this research focused on junior high school level and examines

[14] Shofiroh and Noviyanti, "The Effectiveness of Presentation Practice Production (PPP) Model in Teaching Speaking to 8th Graders."

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No.	Research Title	Similarities	Differences
			classroom implementation more deeply.
2.	The research by Siregar (2022) "The Effect of Presentation, Practice, Production (PPP) Technique on Students' English Grammar Competence by Using Computer Assisted Language Learning"	• Both studies applied the PPP method in English language teaching. • Both aim to improved students' language competence.	• Previous research focused on grammar competence with integration of computer assisted language learning, while this research focused on speaking skill without technological integration. • Previous research analyzed textbook material, while this research focused on classroom practice phases
3.	The journal by Husnaini, Amalia Yahya, and Nur Inayah Wulandari Putri (2023) "The Efficacy of the Presentation, Practice, and Production (PPP) Method on the Speaking Skill of the English Student's Community (ELC) Students"	• Both studies evaluated the PPP method's effectiveness in improving speaking skills. • Both show significanted improvement in student performance after applying PPP.	• Previous research used a quasi-experimental designed with control and experimental groups, while this research uses qualitative descriptive method. • Previous research involved both formal and

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No.	Research Title	Similarities	Differences
			non-formal class contexts, while this research focused solely on formal school setting.
4.	The research by Septiara (2024) "The Implementation of PPP (Presentation, Practice, Production) Learning Model for Speaking Skills at Seventh Grade SMPN 2 Rawalo Banyumas"	• Both research studies focused on the implementation of PPP in speaking skill improvement. • Both analyzed the three phases of PPP: presentation, practice, and production.	• Previous research observed multiple classes and sessions in detail, while this research focused on a specific school and group of students.
5.	The research by Nadziyah Shofiroh & Masyitah Noviyanti (2024) "The Effectiveness of Presentation Practice Production (PPP) Model in Teaching Speaking to 8th Graders"	• Both studies investigated the implementation of the PPP (Presentation, Practice, Production) model in developing students' speaking skills. • Both analyzed the three core stages of PPP and how each stage contributes to improving students' spoken performance.	• Previous research examined PPP effectiveness using a descriptive qualitative approach with recount texts, while the present study focused on how PPP is implemented specifically in speaking lessons at SMP 07 Ma'arif Perintis Tempurejo • The previous study highlighted pronunciation difficulties and

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No.	Research Title	Similarities	Differences
			the use of recount texts as learning material, whereas the current research examined students' engagement during PPP based speaking instruction as an additional focus.

Based on the explanation above, it appears that each previous study has its own focus and approach in applying the Presentation, Practice, and Production (PPP) method. Some studies combined PPP with other models, explored different language skills such as grammar, or applied the method at various educational levels using different research designs. This research specifically focused on the implementation of the PPP method to improve speaking skills at the junior high school level using a qualitative descriptive approach, aiming to provide a detailed description of how each phase of PPP is applied in the classroom and how it supports students' speaking development.

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B. Theoretical Framework

This section presents the theoretical foundations underlying the study, including the concept of teaching speaking skills, the definition and

characteristics of learning models, and a detailed explanation of the Presentation, Practice, and Production (PPP) learning model.

1. English Language Teaching

English Language Teaching (ELT) refers to the process of teaching English to student's whose first language is not English. According to Harmer, the primary goal of English language teaching is to enable student's to use English effectively for communication in various contexts. Therefore, English teaching should not only emphasize knowledge of language forms, such as grammar and vocabulary, but also develop student's' ability to use the language meaningfully and appropriately.[15]

Harmer further explains that effective English language teaching requires teacher to create learning experiences that encourage students to participate actively in classroom activities. Teacher need to provide opportunities for student's to practice the language through meaningful interaction and communicative activities. In this way, students can gradually develop their language competence and become more confident in using English.

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In the context of EFL classrooms, speaking is one of the essential language skills that should be developed through appropriate teaching methods and interactive learning activities. Therefore, teacher need to implement teaching approaches that provide students with opportunities to

[15] Jeremy Harmer, The Practice of English Language Teaching, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up

understand, practice, and produce language in communicative situations, such as through the Presentation, Practice, and Production (PPP) method.

2. Teaching Speaking Skill in EFL Class

Teaching speaking refers to the process of facilitating student's to develop their ability to express ideas, thoughts, feelings, and information through oral communication. It involves providing opportunities for student'ss to use language meaningfully and interactively while developing various aspects of speaking, such as pronunciation, vocabulary, grammar, and fluency. According to Harmer, teaching speaking should enable students to use language for real communication and encourage them to participate actively in classroom interaction.[16]

In the context of an EFL (English as a Foreign Language) classroom, teaching speaking aims to develop students' ability to communicate effectively, accurately, and confidently in English. Speaking functions not only as a productive skill but also as a means of interaction, collaboration, and knowledge sharing. Therefore, effective speaking instruction requires teachers to create meaningful and authentic communicative situations that encourage active participation and provide opportunities for students to practice both controlled and freer language use. To support this process, teachers may employ interactive activities such as pair work, group discussions, role-plays, debates, and simulations, accompanied by clear

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[16] Jeremy Harmer, The Practice of English Language Teaching, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up

instructions, language modeling, and constructive feedback. Through these strategies, students are encouraged to express their ideas, exchange information, and respond appropriately in various communicative contexts, ultimately helping them become more confident and independent speakers.[17]

Moreover, effective teaching of speaking also considers student's' affective factors, such as motivation, self-confidence, and willingness to participate. Teacher are encouraged to design engaging and student-centred activities that not only develop language competence but also enhance students' interest and enthusiasm in learning English. Incorporating authentic materials, multimedia resources, and real-life communication tasks can further enrich the learning process and make classroom interactions more meaningful.[18]

One of the widely applied structured approaches in EFL speaking instruction is the Presentation, Practice, Production (PPP) method. This method provides a systematic framework where student's are guided from initial exposure to new language items (presentation), through controlled practice, to freer production in communicative tasks. In this way, PPP combines structured teaching with opportunities for students to use the

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[17] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

[18] Fulcher and Davidson, *Language Testing and Assessment: An Advanced Resource Book.*

language creatively, making it a suitable approach for developing speaking skills in EFL classrooms.[19]

3. Speaking Skills in EFL Class

Speaking is a productive skill in language learning, similar to writing, as it involves producing language to convey meaning rather than merely receiving it. It is an active, expressive, and communicative skill that allows individuals to share ideas, thoughts, and emotions effectively. According to Harmer, speaking requires student's to engage in real-time language processing, selecting appropriate vocabulary, organizing ideas, and producing intelligible utterances that fit the communicative situation.[20] For student's of English as a Foreign Language (EFL), developing speaking skills is often considered a primary goal, as it enables them to interact confidently in various personal, academic, and professional contexts.

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a. Intrapersonal Speaking

Intrapersonal speaking refers to the ability to express thoughts, ideas, or feelings internally, often through self-talk, reflection, or mental rehearsal before communicating with others. This skill helps student's organize their ideas, plan sentences, and gain confidence before engaging in actual verbal communication.

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[19] Suryadi et al., "Improving Students' Speaking Skills through Learning Media and the Mastery of Different Discourse Markers," *IJORER: International Journal of Recent Educational Research* 5, no. 2 (March 7, 2024): 504–22, https://doi.org/10.46245/ijorer.v5i2.576.

[20] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

b. Conversation

Conversation is the interactive exchange of ideas between two or more participants. It requires not only knowledge of vocabulary and grammar but also the ability to listen, respond appropriately, and maintain the flow of communication. Conversation skills include turn-taking, topic management, and adapting language according to the listener or context.[21]

c. Dialogue

Dialogue involves structured verbal interaction between participants, often following specific roles or scenarios. It is commonly practiced in language learning to simulate real life situations, such as ordering in a restaurant, making inquiries, or giving directions. Dialogue allows student's to apply language in meaningful contexts and practice both receptive and productive skills.

d. Monologue/Storytelling

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Monologue or storytelling refers to extended speech produced by a single speaker, such as narrating experiences, giving a presentation, or recounting a story. This form of speaking develops fluency, coherence, and the ability to organize ideas logically. It also provides opportunities to practice pronunciation, intonation, and expressive use of language.

[21] G Fulcher and F Davidson, *Language Testing and Assessment: An Advanced Resource Book.* (London: Routledge, 2007).

4. PPP Learning Method in EFL Class

a. PPP (Presentation, Practice, Production)

The Presentation, Practice, Production (PPP) method is a language teaching method that emphasizes a gradual and systematic process in learning a foreign language. According to Harmer, PPP consists of three sequential stages that guide student's from initial exposure to language forms toward independent and meaningful language use. This method is grounded in the assumption that student's need clear input, structured reinforcement, and opportunities for free expression in order to develop language competence effectively.[22]

The procedures of the PPP method are organized in a logical sequence of stages as follows:

1) Presentation

Presentation is the initial stage where the teacher introduces new language forms, functions, or concepts to the classroom. At this stage, the instruction focuses on delivering clear linguistic input so that students actively construct an understanding of the target language. Theoretical perspectives emphasize that structured teacher exposure at this stage is essential to build students' awareness of language structures and meanings.

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[22] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

2) Practice

Practice is the stage where the teacher facilitates structured activities for students to manipulate and practice the newly presented language. This stage aims to reinforce accuracy and comprehension through teacher-guided tasks. From a theoretical standpoint, this controlled interaction functions as a bridge between knowledge and skill, allowing students to internalize language patterns before using them independently.

3) Production

Production is the final stage where the teacher promotes autonomous communication by allowing students to use the target language more freely. At this stage, students actively apply their knowledge in meaningful contexts, focusing more on fluency and meaning than form. Theoretically, this stage fosters confidence as students take control of their own language output and demonstrate communicative competence.

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Overall, the PPP method provides a coherent and structured framework for language learning. Its sequential stages enable teacher to organize instruction systematically while helping students understand and use the target language more easily. Therefore, PPP is considered an effective method for supporting language learning, particularly in developing productive skills such as speaking.

b. Procedure

The learning procedure is an important step that must be taken by teacher and students in the learning process. An educator needs to understand and master learning methods so that the material presented can be well received and understood by students. Before applying a method, teacher need to consider various factors such as learning objectives, individual characteristics of students, teacher abilities, the nature of the subject matter, classroom situations, availability of facilities, and the strengths and weaknesses of the methods used.[23]

English teacher commonly apply the PPP (presentation, practice, production) method in the speaking teaching process. This method is a learning approach that focused on three main stages, namely presentation, practice, and production. In its implementation, the PPP procedure also involves three phases: pre-implementation, implementation, and evaluation. There are several steps that must be taken in pre-implementation, including:

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1) Developing lesson plans (RPP) based on the PPP stages, namely presentation, practice and production.
2) Preparing materials for the presentation, practice and production stages in accordance with the topic and students' abilities.

[23] Jeremy Harmer, The Practice of English Language Teaching, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

3) Designing learning media to support each stage of the PPP method.
4) Prepare student worksheets for use in the practice and production stages.
5) Develop observation sheets to monitor learning and teaching activities.
6) Design evaluation instruments to assess student understanding and performance at each stage of learning.

After completing the pre-implementation of the PPP learning strategy, teacher began to implement it in the classroom. The stages were as follows:

1) Presentation Stage
   a. The teacher begins by systematically introducing and explaining the new material using instructional media.
2) Practice Stage
   a. The teacher continues the guided practice by assigning tasks and closely monitoring the students' activities.
   b. The teacher divides the students into small groups of 4 students.
   c. Each group discusses and is allowed to work on the assigned task.

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3) Production Stage

a. The teacher gives the next task to be discussed with the group.

b. Each group discusses and is allowed to work on the assignment that has been given.

c. The teacher observes each group's discussion activities and provides clarification if necessary.

d. In the final stage, after each group has presented their learning outcomes, the teacher and students evaluate the learning process.[24]

c. Evaluation

Evaluation in the Presentation, Practice, and Production (PPP) method is an essential component for determining the effectiveness of the learning process and the achievement of instructional objectives. From a theoretical perspective, evaluation functions as a systematic effort to monitor students' progress and ensure that each stage of PPP contributes optimally to language development.

In the presentation stage, evaluation focused on student's' understanding of the introduced language forms and concepts. This ensures that student's have acquired sufficient input before proceeding to the next stage. In the practice stage, evaluation is directed toward

[24] Jeremy Harmer, The Practice of English Language Teaching, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

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student's' accuracy and gradual mastery of the target language through guided activities. Meanwhile, in the production stage, evaluation emphasizes student's' ability to use the language independently and communicatively, reflecting their overall language competence.

Additionally, evaluation in the implementation of the PPP method should be conducted comprehensively by considering both students' learning outcomes and the overall teaching and learning process. Evaluation also considers student's' participation and engagement throughout the PPP stages, as active involvement is closely related to successful language learning. Furthermore, the evaluation process serves as a reflective basis for teacher to review students' learning progress, identify learning difficulties, assess participation and motivation, provide rewards and reinforcement, evaluate the allocation of learning time, and reflect on the instructional strategies used during the lesson. Through continuous evaluation, the PPP method can be refined to maintain its effectiveness as a structured approach in developing students' speaking skills.[25] The implementation of evaluation in the PPP method includes the following aspects:

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[25] Zohri Hamdani and Amrizal, "Presentation – Practice – Production (PPP) Method: An Alternative Method Used in Enhancing Student's Vocabulary Mastery," *ETERNAL (English Teaching Journal)* 9, no. 1 (June 4, 2018): 1–9, https://doi.org/10.26877/eternal.v9i1.2407.

1) Learning Process

Teacher review the learning activities that have been carried out in the presentation, practice, and production stages. The aim is to provide feedback, reinforce students' understanding, and correct mistakes that arise, especially in the production stage.

2) Student Difficulties

Teacher identify difficulties experienced by students during the practice and production stages through questions and answers or observation. Based on these results, teacher provide additional guidance so that students can effectively overcome learning obstacles.

3) Student Participation and Motivation

Teacher pay attention to the level of student activity and motivation during practice and production activities. For students who are less active, teacher take a personal approach to encourage them to participate more, both individually and in groups.

4) Rewards and Reinforcement

Teacher reward students who demonstrate enthusiasm, good language skills, and cooperation in groups. These rewards serve as positive reinforcement to increase student motivation to learn.

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5) Learning Time and Stages

Teacher rearrange the allocation of time, especially in the production stage, as this stage requires more time for all students to use the target language independently and communicatively.

6) Reflective on Learning Strategies

Teacher reflect on the strategies, media, and time management used during learning. The results of this reflection form the basis for improvements to increase the effectiveness of the PPP method in subsequent meetings.[26]

d. Advantages

The Presentation, Practice, and Production (PPP) method offers several strengths that support its effectiveness in language teaching, particularly in speaking skill development. Its structured and sequential nature allows student's to move progressively from initial language exposure to independent language use. This gradual progression helps student's build a solid understanding of language forms before applying them in communicative situations.

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Another advantage of the PPP method lies in its clear instructional organization. Each stage serves a specific purpose, enabling teacher to design learning activities systematically and maintain a focused learning process. Guided practice within the PPP

[26] Zohri Hamdani and Amrizal, "Presentation – Practice – Production (PPP) Method: An Alternative Method Used in Enhancing Student's Vocabulary Mastery," ETERNAL (English Teaching Journal) 9, no. 1 (June 4, 2018): 1–9, https://doi.org/10.26877/eternal.v9i1.2407

framework also helps reduce errors in language use, as student's receive reinforcement and correction prior to performing independently.

In addition, the production stage encourages active student's involvement, which contributes to increased confidence and motivation in speaking. By providing opportunities for meaningful language use, the PPP method supports the development of communicative competence. Overall, the clarity, structure, and flexibility of the PPP method make it a suitable approach for enhancing students' speaking skills.[27] More specifically, the advantages of the PPP method can be described as follows:

1) Gradual and Systematic Learning

Students understand the material gradually through three main stages: presentation, practice, and production. This sequential process helps students master language concepts thoroughly before using them in real communication.

2) Focused and Structured Learning Process

Each stage in the PPP method has clear objectives and activities, making it easier for teacher to manage the class. Learning becomes more focused, and students can follow the learning process according to their individual abilities.

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[27] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

3) Reduces Errors in Language Use

Focused practice under the guidance of a teacher helps students correct errors early before speaking independently. Teacher can provide evaluation and constructive feedback at each stage of learning.

4) Enhancing Student Motivation and Confidence

During the production stage, students are given the opportunity to demonstrate their abilities in front of the class, which can boost their confidence. Learning also becomes more meaningful as students directly practise the language in real-life contexts.

5) Flexibility of Application

The PPP method can be applied to various types of texts and language skills, making it adaptable to different learning objectives and classroom contexts.[28]

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e. Disadvantages

The Presentation, Practice, and Production (PPP) method has several limitations that should be considered in language learning. The sequential nature of the presentation, practice, and production stages requires adequate time allocation to ensure that each stage functions effectively. Limited instructional time may reduce opportunities for

[28] Jeremy Harmer, The Practice of English Language Teaching, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up

student's to reach the production stage optimally, which is essential for developing speaking ability.

The presentation stage may also lead to excessive teacher control when language input is delivered in a one directional manner. This condition can limit student's engagement and affect the transition from controlled practice to independent language use. Variations in student's' confidence levels further influence the effectiveness of the production stage, as some student's may experience difficulties in expressing ideas orally.

The success of the PPP method is also influenced by instructional design. A lack of variation in activities and learning media may result in repetitive learning experiences, which can decrease student's motivation. These limitations indicate that the effectiveness of the PPP method depends on careful planning and balanced implementation across all stages to support speaking skill development.[29] More specifically, the disadvantages of the PPP method can be described as follows:

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1) It Takes a Relatively Long Time

Each stage must be carried out thoroughly, so the learning process takes longer. This can become an obstacle when classroom instructional time is limited.

[29] Hamdani and Amrizal, "Presentation – Practice – Production (PPP) Method: An Alternative Method Used in Enhancing Student's Vocabulary Mastery."

2) Teacher Dominance in the Presentation Stage

Teacher may spend too much time explaining the material during the presentation stage, causing students to become passive. If teacher do not provide appropriate guidance, students may find it difficult to transfer their knowledge from the practice stage to the production stage.

3) Differences in Students' Confidence Levels

Students with low levels of confidence often experience difficulties during the production stage, particularly when they are required to speak in front of the class.

4) Potential for Monotonous Learning

If teacher are not creative in designing varied learning activities and instructional media, the PPP method may become monotonous for students. A lack of variety can reduce students' motivation and engagement.[30]

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f. How to Overcome the Disadvantages

The effective implementation of the Presentation, Practice, and Production (PPP) method requires strategic adjustments to address its limitations. Balanced time management across the presentation, practice, and production stages allows student's to receive sufficient input while still having opportunities to practise and use the language

[30] Zohri Hamdani and Amrizal, "Presentation – Practice – Production (PPP) Method: An Alternative Method Used in Enhancing Student's Vocabulary Mastery," ETERNAL (English Teaching Journal) 9, no. 1 (June 4, 2018): 1–9, https://doi.org/10.26877/eternal.v9i1.2407

independently. Proper sequencing ensures that each stage supports the next in developing speaking skills.

Student's engagement can be strengthened by reducing excessive teacher control, particularly during the presentation stage. Interactive input and guided participation help student's become actively involved from the beginning of the learning process. Gradual involvement through structured practice also supports student's in building confidence before entering the production stage.

Varied learning activities and instructional media also play an important role in maintaining student's motivation throughout the PPP stages. In addition, continuous observation and appropriate guidance enable teacher to respond to student's' needs and ensure that all students can progress effectively toward communicative language use. These strategies contribute to improving the overall implementation of the PPP method and minimizing its limitations in teaching speaking skills.[31] More specifically, the following strategies can be applied to overcome the disadvantages of the PPP method:

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1) Manage Time Effectively

Teacher need to allocate time for each stage proportionally. The duration of explanations should be limited so that students

[31] Dewi Juni Artha, "The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media," *Jurnal Riset Ilmu Pendidikan* 2, no. 3 (July 20, 2021): 197–204, https://doi.org/10.56495/jrip.v2i3.170

have more time to practise and produce the target language independently.

2) Reduce Teacher Dominance in Learning

Teacher can use participatory approaches such as question-and-answer sessions, demonstrations, pair work, and engaging visual media to encourage students to be more active from the beginning of the lesson.

3) Boost Students' Confidence

Teacher can involve less confident students in pair or small-group activities before asking them to speak in front of the whole class. In addition, providing emotional support and positive feedback can help increase students' confidence in using English.

4) Add Variety to Learning Activities and Media

Teacher are encouraged to use a variety of activities, such as role plays, simulations, educational videos, games, and contextual discussions relevant to students' daily lives. These activities help create a more engaging and enjoyable learning environment.

5) Conduct Continuous Observation and Guidance

Teacher need to monitor each student's participation throughout the learning process and provide additional guidance

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to students who experience difficulties so that all student's can achieve the intended learning outcomes effectively.[32]

5. Student Engagement in EFL Learning

Student engagement in EFL learning is a multidimensional construct that refers to students' active involvement in classroom activities. Harmer categorized student engagement into three interrelated dimensions: behavioral, emotional, and cognitive engagement. These dimensions collectively reflect how students participate, feel, and think during the learning process. In EFL classrooms, particularly in speaking instruction, student engagement determines students' willingness to communicate and their sustained participation in oral activities.[33]

a. Behavioral Engagement

Behavioral engagement refers to students' observable actions during learning activities, such as participation in discussions, responsiveness to teacher instructions, and involvement in pair or group speaking tasks. In EFL speaking classes, behavioral engagement is evident when students actively practice speaking, contribute ideas, and collaborate with peers during communicative activities. Instructional methods that provide clear task structures and

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[32] Dewi Juni Artha, "The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media," *Jurnal Riset Ilmu Pendidikan* 2, no. 3 (July 20, 2021): 197–204, https://doi.org/10.56495/jrip.v2i3.170

[33] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

opportunities for interaction, such as guided practice and production activities, tend to promote higher levels of behavioral engagement.

b. Emotional Engagement

Emotional engagement relates to students' affective responses toward learning tasks, including interest, enjoyment, confidence, and anxiety. Harmer emphasized that emotional engagement increases when students feel safe, supported, and motivated in the classroom. In speaking instruction, positive emotional engagement is reflected in students' confidence to express ideas and reduced fear of making mistakes. A supportive classroom atmosphere, constructive feedback, and meaningful speaking tasks contribute significantly to fostering emotional engagement in EFL contexts.

c. Cognitive Engagement

Cognitive engagement involves students' mental investment in understanding, processing, and applying new language input. It is demonstrated through students' willingness to think critically, make connections between concepts, and persist in challenging tasks. In speaking classes, cognitive engagement occurs when students consciously select appropriate vocabulary, organize ideas, and apply language forms accurately in communication. Instructional frameworks that guide students progressively, such as the Presentation, Practice, and Production (PPP) method, support

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cognitive engagement by providing language models, structured rehearsal, and opportunities for independent language use.[34]

Overall, student engagement in EFL learning emerges from the interaction of behavioral, emotional, and cognitive dimensions. When these dimensions are supported through appropriate instructional strategies and classroom conditions, student's are more likely to participate actively and meaningfully in speaking activities. Therefore, understanding student engagement as a multidimensional construct is essential when examining instructional methods such as PPP in EFL speaking classrooms.

6. Assessing Speaking in EFL Class

Assessing speaking in an EFL classroom is an essential part of the teaching and learning process, as it provides information about students' language proficiency, progress, and areas that need improvement. Speaking assessment evaluates not only the ability to convey messages but also the accuracy, clarity, and effectiveness of communication. According to Harmer, assessing speaking should involve observable performance indicators such as pronunciation, grammatical control, fluency, and the appropriateness of responses in communicative contexts. Effective assessment allows teachers to monitor learning outcomes, provide

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[34] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

constructive feedback, and adjust instructional strategies to support students' developmentt.[35]

Several aspects of speaking are commonly assessed in EFL classes, including pronunciation, grammar, fluency, and comprehension. Pronunciation assessment focuses on clarity and intelligibility, ensuring that students can be understood by their listeners. Grammar assessment examines the accuracy and appropriateness of sentence structures and language forms used during communication. Fluency refers to the smoothness, continuity, and natural flow of speech with minimal hesitation. Meanwhile, comprehension evaluates students' ability to understand spoken language, interpret messages appropriately, and respond meaningfully in communicative situations. These aspects provide comprehensive information about students' speaking performance and help teachers identify areas that require further improvement.[36]

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Assessment of speaking can be conducted through various methods, such as oral tests, role-plays, presentations, interviews, and classroom observation. Teacher often use scoring rubrics or rating scales to provide objective evaluations of students' performance. Additionally, formative assessment is encouraged to support ongoing learning, where teacher give

[35] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

[36] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

feedback during or immediately after speaking activities to help students improve.

In the context of the PPP method, assessing speaking also involves examining how effectively students move through the stages of Presentation, Practice, and Production. During guided practice, teacher can evaluate accuracy and understanding, while in the production stage, assessment focused more on fluency, creativity, confidence, and the ability to apply learned language in communicative tasks. This integrated approach ensures that assessment not only measures outcomes but also reinforces learning and encourages active student engagement.[37]

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[37] Anna Stasya Prima Sari and Ribka Kariani Br Sembiring, "Improving Students ' Speaking Skill Through The Combination Of Presentation, Practice, And Production (Ppp) Method And Talking Stick Method," *Jurnal Liner, Institut Pendidikan Tapanuli Selatan* 2, no. 3 (2019): 68–76, https://doi.org/http://dx.doi.org/10.33258/birle.v2i4.552.

CHAPTER III

RESEARCH METHODS

A. Research Design

This study employed a qualitative research approach. The design used by the researcher was descriptive, as it aimed to provide a detailed and comprehensive explanation of how the Presentation, Practice, and Production (PPP) method was implemented in teaching speaking skills. A qualitative descriptive design allowed the researcher to understand the teaching and learning process holistically, focusing on natural classroom situations without manipulating variables. Through this approach, the researcher was able to explore the stages, interactions, and outcomes of the PPP method to obtain a deep and meaningful understanding rather than numerical or statistical data.[38]

The qualitative approach in this study was chosen to explore the teaching and learning process naturally without manipulating or controlling the classroom situation. The researcher did not give special treatment outside the normal learning activities but instead observed the implementation of the PPP model as it occurred in the real classroom setting. The role of the researcher was to observe and document the entire teaching-learning process, focusing on how the PPP model was applied and how students responded during speaking activities. All classroom interactions, student participation, and teacher

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[38] Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction to Research in Education* (New York, Holt, Rinehart and Winston, 1972), https://archive.org/details/introductiontore0000ar yd/page/n5/mode/1up.

strategies were recorded and described to provide a comprehensive picture of the use of the PPP model in improving students' speaking performance.

B. Research Setting

The research location served as a setting that provided an overview of the situation and conditions where the research was conducted. This research was conducted at SMP 07 Ma'arif Perintis Tempurejo, located at Jl. KH. Abd. Rahman No. 31, Tempurejo Subdistrict, Jember Regency, East Java Province.

There were several considerations behind the selection of SMP 07 Ma'arif Perintis Tempurejo as the research location. First, the school actively supported the improvement of students' English skills, particularly in speaking activities, through interactive classroom learning and student participation. The school also provided opportunities for the teacher to apply various teaching methods in order to create effective and communicative learning.

Second, the implementation of the Presentation, Practice, and Production (PPP) method in English learning at this school became one of the main reasons for choosing the research site. The application of the PPP method supported student-centered learning and encouraged students to participate actively during the teaching and learning process, especially in speaking instruction.

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Third, the location of the school was strategically accessible for students, the teacher, and the researcher, which supported the effectiveness of the research process. In addition, the school environment was conducive to learning activities and supported classroom interaction between the teacher and students.

Fourth, the school provided adequate educational facilities to support the learning process, such as classrooms, learning media, and other supporting facilities that helped the teacher implement interactive English learning activities. Based on these considerations, the researcher determined that SMP 07 Ma'arif Perintis Tempurejo was an appropriate and representative location for conducting research related to the implementation of the PPP method in teaching speaking skills.

C. Research Subject

The researcher used purposive sampling to determine the participants of this study. Purposive sampling is a technique for selecting samples based on specific criteria relevant to the research objectives. Research subjects were individuals who served as sources of data related to the focus of the study.[39]

In this research, the participants consisted of an English teacher and students at SMP 07 Ma'arif Perintis Tempurejo. The English teacher selected was the teacher who routinely applied the Presentation, Practice, and Production (PPP) method in teaching speaking skills and had sufficient teaching experience. This selection was intended to ensure that the researcher obtained rich, relevant, and credible data regarding the implementation of the PPP method.

This study focused on eighth-grade students, as they had experienced English learning using the PPP method, particularly in speaking activities. At

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[39] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Alfabeta: Bandung, 2017).

the initial stage of observation, the teacher recommended one class as the research setting. The selected class was considered appropriate because the learning activities and classroom conditions aligned with the research objectives, which enabled the researcher to collect accurate and meaningful data on the implementation of the PPP method in improving students' speaking skills.

D. Technique of Collecting Data

This section included a description of the data collection techniques used, such as participant observation, interviews, and documentation. The data collection techniques were as follows;[40]

1. Observation

Observation is a data collection technique that involved observing objects directly and systematically in order to obtain accurate information. This technique required the researcher to go directly to the research setting to observe various aspects such as activities, participants, interactions, and events that occurred during the teaching and learning process.[41]

In this study, the researcher acted as a non-participant observer, meaning that the researcher did not actively participate in classroom activities but only observed the teaching and learning process. The purpose of this observation was to examine how the English teacher implemented

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[40] John W Creswell and Timothy C Guetterman, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 6th Edition*, 6th ed. (Pearson, 2018), https://www.researchgate.net/publication/324451568.

[41] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 26th Ed (Bandung: Alfabeta: Bandung, 2022).

the Presentation, Practice, and Production (PPP) method in teaching speaking skills and to identify factors that encouraged students' engagement during the learning process.[42]

The observation was conducted in one class of the eighth grade at SMP 07 Ma'arif Perintis Tempurejo in April 2026. The researcher entered the classroom together with the English teacher and observed the lesson from the beginning until the end of the teaching process. During the observation, the researcher positioned themselves at the back of the classroom to minimize disruption. The observation was conducted more than once in order to obtain valid and reliable data.

In collecting the data, the researcher used field notes in the form of an observation checklist and supported them with photographs. The checklist contained several indicators related to the implementation of the PPP stages and students' engagement during the lesson. The results of the observation were used to answer research question number 1 and number 2. The indicators observed in this study were as follows:

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a. The sequence of PPP stages during classroom instruction
    1) Presentation Stage
        a) Introduction of new learning material
        b) Use of instructional media during presentation
        c) Provision of examples or models of the target language

[42] Matt O'Leary, *Classroom Observation: A Guide to the Effective Observation of Teaching and Learning*, 2nd Editio (Second edition. | New York : Routledge, 2020.: Routledge, 2020), https://doi. org/10.4324/9781315630243.

2) Practice Stage

a) Implementation of guided practice activities

b) Use of structured language exercises

c) Monitoring of students' participation during practice

3) Production Stage

a) Implementation of production activities

b) Variety of speaking activities conducted

c) Evaluation of students' speaking performance

b. Factors that encourage students' engagement during English class with PPP

1) Behavioral Engagement

a) Active participation during learning activities

b) Compliance with teacher's instructions

c) Completion of assigned tasks

2) Emotional Engagement

a) Students' enthusiasm during the lesson

b) Students' confidence in using English

c) Students' response toward the PPP method

3) Cognitive Engagement

a) Students' effort to understand the material

b) Ease in understanding each stage of learning

c) Difficulties experienced during certain stages

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2. Interview

Interview was a data collection technique conducted through direct communication between the researcher and participants to obtain in depth information about their experiences, perceptions, and opinions. Interviews were useful to explore participants' understanding and perspectives regarding the research topic.[43]

In this study, the researcher used semi structured interviews, which allowed flexibility in asking questions. The researcher prepared guiding questions but was also able to explore further information based on participants' responses.

The interviews were conducted with one English teacher and several students of the eight grade at SMP 07 Ma'arif Perintis Tempurejo. The teacher was selected because the teacher implemented the PPP in teaching speaking skills. Meanwhile, the students were selected based on their level of participation in the classroom, consisting of students who are more active and those who are less active. This selection aimed to obtain varied perspectives regarding the implementation of the PPP method.

The interviews were conducted during break time to avoid disrupting the teaching and learning process. Each interview took approximately 10-15 minutes and was recorded to ensure data accuracy. The interview data

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[43] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 26th Ed (Bandung: Alfabeta: Bandung, 2022)

were used to answer research question number 1 and number 2. The indicators explored in the interview were as follows:

a. The sequence of PPP stages during classroom instruction
    1) Presentation Stage
        a) Teacher's explanation of new material
        b) Use of learning media
        c) Demonstration of target language
    2) Practice Stage
        a) Implementation of guided practice
        b) Clarity of instructions during practice
        c) Teacher's supervision of students
    3) Production Stage
        a) Implementation of speaking activities
        b) Types of activities used
        c) Assessment of students' performance

b. Factors that encourage students' engagement during English class with PPP
    1) Behavioral Engagement
        a) Students' participation during each stage
        b) Students' compliance with instructions
        c) Completion of learning tasks
    2) Emotional Engagement
        a) Students' enthusiasm in learning

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b) Students' confidence in speaking English

c) Students' response to the PPP method

3) Cognitive Engagement

a) Students' effort to understand the material

b) Ease in understanding the lesson

c) Difficulties experienced during learning

3. Document Review

Document review was a data collection technique that involved examining written or visual materials related to the research. These documents served as supporting data to strengthen the finding obtained from observation and interviews.[44]

In this study, document review was used to obtain additional information regarding the implementation of the PPP method and students' engagement in learning speaking skills. The researcher analyzed several documents related to the teaching and learning process in the classroom. The documents collected in this study included:

a. Lesson plans (RPP) used by the teacher

b. Teaching materials and instructional media

c. Students' speaking assignments

d. Students' speaking scores or assessment results

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[44] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

These documents were used to support and validate the data obtained from observation and interviews, as well as to provide a clearer picture of how the PPP method was implemented in teaching speaking skills.

E. Technique of Analyzing Data

Techniques of data analysis in this research followed the model proposed by Miles and Huberman, which was divided into data reduction, data display, and data verification.[45]

1. Data Reduction

Data reduction referred to the process of simplifying, summarizing, and focusing the collected data to make it easier to interpret and present. This step transformed the large amount of raw data obtained from observations, interviews, and documentation into essential information directly related to the research objectives.

This data was collected to answer two research questions: how English teacher sequenced the Presentation, Practice, and Production (PPP) stages during classroom instruction, and what factors encouraged student engagement in English classes using the PPP method. In the pre-implementation stage, the researcher reviewed how the teacher prepared lesson plans and learning materials, including the teacher's perceptions of PPP, the sequence considered most beneficial, and strategies to enhance student motivation. During implementation, the researcher observed the

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[45] Matthew B Miles, A Michael Huberman, and Johnny Saldana, *Qualitatitve Data Analysis: A Methods Sourcebook*, 3rd Editio (United States of America: SAGE Publications, Inc., 2014).

teaching process, noting challenges in carrying out the PPP stages, students' confidence in speaking, and teacher strategies to improve participation. In the evaluation stage, the researcher analyzed factors influencing engagement, the perceived effectiveness of PPP, and suggestions for improving its implementation.

2. Data Display

Data display involved presenting the processed data in a structured and organized form, enabling easier understanding and interpretation. This step helped the researcher identify patterns, connections, or differences that emerged from the finding.[46]

In this study, the researcher employed a qualitative descriptive approach to present data in the form of narrative descriptions supported by photographs, excerpts from interview transcripts, and observation notes. The data presentation focused on illustrating how the English teacher at SMP 07 Ma'arif Perintis Tempurejo applied each stage of the Presentation, Practice, and Production (PPP) method, the types of activities used, and the students' responses during the learning process. Irrelevant or unrelated information was excluded to ensure the clarity and accuracy of the presented data.

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[46] Zubin Austin and Jane Sutton, "Qualitative Research: Getting Started," *The Canadian Journal of Hospital Pharmacy* 67, no. 6 (December 22, 2014): 436–40, https://doi.org/10.4212/cjhp.v67 i6.1406.

3. Conclusion

The conclusion summarized the main finding of the research and addressed the two research questions regarding the implementation of the PPP method. First, regarding how the English teacher sequenced the Presentation, Practice, and Production stages, the study found that the teacher followed a systematic sequence supported by well prepared lesson plans, teaching materials, and instructional media, which helped students progress from understanding new material to practicing and producing language independently. Second, concerning the factors that encouraged student engagement, the finding indicated that active participation was influenced by clear instructions, interactive activities, teacher guidance, and strategies that boosted students' confidence and motivation during PPP lessons. Overall, the PPP method was found to effectively support both structured teaching and student involvement in speaking activities.

F. Validity of Data

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Data validity was a concept that indicated the credibility and trustworthiness of the data in the research. To measure the validity of the data, this study applied triangulation. According to Sugiyono, triangulation is a data validation technique that combines various methods and data sources to cross-check the accuracy of finding.[47]

[47] Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika: Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (2021): 33–54, https://doi.org/10.21831/hum.v21i1. 38075. 33-54.

In this research, the researcher used source triangulation and technique triangulation to strengthen the credibility of the data. Each interview question was examined using both types of triangulation to ensure the accuracy and consistency of the finding.

1. Source Triangulation

Source triangulation was used to test the credibility of the data by checking information obtained from different sources. According to Sugiyono, source triangulation aims to compare and recheck information obtained from different data sources.[48] In this study, the participants consisted of one English teacher and three eighth-grade students at SMP 07 Ma'arif Perintis Tempurejo. The primary data were obtained directly from interviews and classroom observations involving these participants, while the secondary data were obtained from supporting documents, such as lesson plans, teaching materials, PowerPoint slides, and documents related to the implementation of the PPP method.

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The collected data from these sources were described, categorized, and compared to identify similarities, differences, and more specific information. After analyzing the finding, the researcher confirmed the information with the participants to determine the final conclusion. The triangulation process focused on two main aspects of PPP implementation, namely the sequence of the Presentation, Practice, and Production (PPP) stages and students' engagement during speaking activities.

[48] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*

2. Technical Triangulation

Technique triangulation was used to test the credibility of the data by checking information obtained from the same source using different techniques. According to Sugiyono, technique triangulation is conducted by collecting data from the same source through different techniques.[49] In this research, after obtaining data from classroom observations, the researcher rechecked it through interviews and document review. Likewise, the data from interviews about the implementation of the PPP method in speaking lessons were cross-verified using observation notes and supporting documents. If the results from the three techniques, namely observation, interviews, and document review, showed consistency, the data were considered valid. If there were discrepancies, the researcher investigated the causes and provided explanations to ensure that the finding accurately reflected the actual classroom practice.

G. Research Procedure

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In this section, the research implementation process was described, starting from the preliminary research, design development, field research, and report writing. The research stages consisted of the pre-field stage, fieldwork stage, and data analysis phase:

1. Pre Field Stage

Several preparatory activities were carried out by the researcher before entering the research site. These included:

[49] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*

a. Arranging the research design based on the research questions focusing on the implementation of the Presentation, Practice, and Production (PPP) method in teaching speaking skills and students' engagement during classroom activities.
b. Selecting SMP 07 Ma'arif Perintis Tempurejo as the research location based on preliminary observation and its relevance to the research topic.
c. Managing research permits from the university and obtaining approval from the school principal.
d. Conducting an initial visit to explore and understand the school environment, particularly English teaching and learning practices.
e. Selecting the informants, which included one English teacher and eighth-grade students who participated in PPP-based speaking lessons.
f. Preparing research instruments, such as observation checklists, interview guides, and documentation forms.

2. Field Work Stage

During the fieldwork stage, the researcher collected data through direct interaction and classroom observation. The activities included:

a. Understanding the background and objectives of the implementation of the PPP method in speaking lessons.
b. Entering the research site and building rapport with the teacher and students.

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c. Identifying the primary data sources related to the implementation of the PPP method.

d. Observing and documenting the implementation of the PPP stages (presentation, practice, and production).

e. Conducting interviews with the teacher and students regarding the implementation of the PPP method and students' engagement during speaking activities.

f. Collecting supporting documents, such as photographs, lesson plans, and teaching materials

3. Data Analysis Phase

The final stage involved processing and interpreting the collected data. The activities were as follows:

a. Analyzing observation, interview, and document review data using Miles and Huberman's interactive model, which included data reduction, data display, and conclusion drawing.

b. Ensuring the credibility of the data through source triangulation and technique triangulation.

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c. Organizing and presenting the finding in a structured report focusing on the implementation of the PPP stages and factors that encouraged students' engagement during speaking activities.

d. Drawing conclusions and finalizing the research report for submission

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This section presented the finding of the research conducted at SMP 07 Ma'arif Perintis Tempurejo. The data were obtained through interviews with the English teacher and eighth-grade students, classroom observations, and documentation related to the implementation of the Presentation, Practice, and Production (PPP) method in teaching speaking skills. The finding were presented based on the research questions of the study. The first finding discussed the sequence of the PPP stages during classroom instruction, while the second finding explained the factors that encouraged students' engagement during English classes using the PPP method.

1. The Sequence of Presentation, Practice, and Production (PPP) Stages during Classroom Instruction at SMP 07 Ma'arif Perintis Tempurejo

This section presents the finding related to the sequence of the Presentation, Practice, and Production (PPP) stages implemented by the English teacher during classroom instruction. The data were obtained through classroom observations, interviews with the English teacher and students, as well as supporting documentation. The finding focus on how the teacher organized and conducted each stage of the PPP in teaching speaking skills, including the activities carried out during the presentation, practice, and production stages.

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a. Presentation Stage

Based on the classroom observation conducted by the researcher in the first meeting, the English teacher began the learning process by introducing the material about narrative text. The teacher explained the material systematically, starting from the definition, purpose, types of narrative texts, generic structure, language features, and examples of narrative texts. During the explanation, the teacher guided the students step by step and presented the story of Cinderella as a learning model to help students understand the material more easily before continuing to the next stage of learning. The students paid attention to the explanation and took notes on the important points, including the text structure (orientation, complication, and resolution) and several past-tense verbs found in the story.[50]

During the presentation stage, Mrs. F used an Interactive Flat Panel (IFP) or digital flat panel to support the explanation of the material. The material was displayed in the form of PowerPoint slides containing explanations and examples related to narrative text. The use of instructional media helped students focus on the lesson and created a more interactive classroom atmosphere. The teacher also combined verbal explanations with visual displays so that students could follow the lesson more clearly and effectively.

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[50] Observation, 8th of April 2026

This finding is similar to the study conducted by Septiara, which found that during the presentation stage, the teacher introduced new material before students proceeded to the next learning activities. In both studies, the presentation stage served as an opportunity for the teacher to explain the lesson systematically and provide students with an initial understanding of the learning material. However, there are some differences between the two studies. Septiara reported that the teacher mainly used handouts, board writing, and printed materials during the presentation stage, whereas in the present study, the teacher utilized an Interactive Flat Panel (IFP) and PowerPoint slides to present the material. This indicated that the integration of digital media played a more prominent role in supporting the teaching process in the current study.[51]



Figure 4.1

Teacher Explain Narrative Text Material of Presentation Stage

[51] Agista Okta Septiara, "The Implementation of PPP (Presentation, Practice, Production) Learning Model for Speaking Skills at Seventh Grade SMPN 2 Rawalo Banyumas" (State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto, 2024), https://repository.uinsaizu.ac.id/28549/1/

Based on the classroom observation, the teacher explained the material systematically before students entered the speaking practice activities. This finding was in line with the result of the interview with Mrs. F, who explained that introducing the material gradually was important to help students understand the basic concepts before practising speaking activities. English teacher stated:

> "I usually explain the material from the basic concept first, such as the definition, generic structure, and language features, so the students can understand the topic before they practise speaking. I also try to explain the material step by step because some students still need detailed guidance during the learning process."[52]

The interview result supported the observation finding that the teacher emphasized structured explanation in order to build students' understanding before entering the practice activities. The teacher believed that clear explanation and gradual instruction could help students become more confident in learning speaking skills.

In addition, the observation finding were also supported by the document review of the lesson plan (RPP). In the presentation stage section, the lesson plan stated that the teacher explained narrative texts, including the definition, purpose, text structure, language features, types of narrative texts, and examples of stories by using PowerPoint and an Interactive Flat Panel (IFP). The lesson plan also indicated that students observed the story of Cinderella as a learning

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[52] Interview with English teacher at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

model and took notes on the text structure and important past-tense vocabulary before continuing to the practice stage. This document review confirmed that the classroom implementation was conducted in accordance with the planned learning steps in the lesson plan.[53]

B. KEGIATAN INTI

1) Tahap Presentasi (Presentation Stage)

Aktivitas Guru:

- Guru menjelaskan materi mengenai narrative texts, meliputi definisi, tujuan, struktur teks, unsur kebahasaan, jenis – jenis narratif teks, serta contoh ceritanya.
- Guru menyampaikan materi narraative text menggunakan media power point dan Interactive Flat Panel (IFP) untuk mempermudah pemahaman peserta didik.
- Guru memberikan contoh narrative text berupa cerita "Cinderella" sebagai model pembelajaran.

Aktivitas Peserta didik:

- Peserta didik mengamati penjelasan materi dan pemodelan teks "Cinderella" yang ditampilkan di layar IFP.
- Peserta didik mencatat pengertian, struktur (orientation, complication, resolution), serta kosakata atau kata kerja lampau (past tense) yang penting dari cerita tersebut.

Figure 4.2

Lesson Plan of Presentation Stage[54]

Furthermore, based on the classroom observation, the teacher also provided a model of the target language related to narrative text. The teacher explained the use of simple past tense as one of the language features commonly found in narrative texts. After that, the teacher presented the story of Cinderella as an example of a narrative text and guided the students to identify the text structure and important past-tense verbs used in the story. Through this activity, students could observe the use of language expressions and sentence patterns before

[53] Document Review of Lesson Plan Presentation Stage (Appendix 8)
[54] Document Review of Lesson Plan Presentation Stage (Appendix 8)

entering the speaking practice activities. This finding was in line with the interview result with Mrs. F, English teacher stated:

> "I usually provide dialogue examples first so students can see how to pronounce the words correctly and how to use the expressions in conversation. By giving examples before practice activities, students can imitate the pronunciation and understand the speaking context more easily."[55]

The statement indicated that providing language models was considered important to help students prepare for speaking practice. Through examples and demonstrations, students could observe how English expressions were used in real communication.

The interview results with Student 1, a low score student, supported the observation findings. AF stated:

> "At first, I usually struggled with English, but this time I could understand because the teacher explained the material thoroughly from the very beginning. The PowerPoint visuals and dialogue examples really helped me visualize how to speak in English."[56]

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This statement showed that the teacher's explanation and instructional media helped students understand the material more easily. The combination of explanation and examples also supported students in understanding speaking activities.

The interview results with Student 2, a mid score student, provided further insights. ADH stated:

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[55] Interview with English teacher at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

[56] Interview with Low Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

> "I liked the presentation stage because the teacher used PowerPoint and explained the material step by step. It made the lesson easier to understand and not boring."[57]

The statement indicated that the teacher's teaching method supported students' comprehension during the presentation stage. The use of dialogue examples also helped students gain a better understanding before entering practice activities.

The interview results with Student 3, a high score student, provided additional evidence. ANM stated:

> "I could actually follow the lesson, but the teacher's structured explanation made me understand the details even better. The example dialogues were especially useful for correcting my pronunciation and using the expressions accurately."[58]

This finding showed that the use of instructional media and systematic explanation created a more interesting learning atmosphere for students. As a result, students became more focused and engaged during the learning process. Based on the observation, interview, and document review results, the researcher found that the presentation stage was implemented systematically through clear explanation, the use of instructional media, and the provision of language examples before students entered the practice stage.

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[57] Interview with Mid Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

[58] Interview with High Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

b. Practice Stage

Based on the classroom observation conducted in the first meeting, the practice stage was implemented after the teacher completed the explanation of narrative text in the presentation stage. In this stage, the teacher focused on strengthening students' understanding through guided activities. The teacher first reviewed the material, especially related to simple past tense and language features, and then asked students to read aloud and imitate the example text that had been presented. This activity was intended to reinforce students' understanding before they practiced speaking activities.[59]

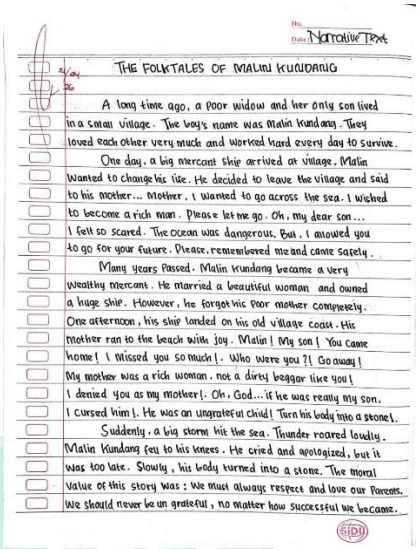
During this stage, the teacher instructed two students to come to the front of the class and perform a short dialogue in pairs by following the example provided by the teacher. This activity was aimed at training students' pronunciation, fluency, and confidence in speaking English. During the activity, the teacher continuously monitored students' performance and provided corrections when pronunciation or intonation errors occurred.

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Furthermore, the teacher divided the students into six groups, each consisting of four members. The students were arranged in small group circles to facilitate interaction. Each group was given a task to choose one topic from four options, namely fable, legend, folktale, and fairy tale, to be developed into a narrative story. The students

[59] Observation, 8th of April 2026

discussed the selected topic collaboratively and were informed that in the following meeting they would prepare a role-play dialogue script based on the narrative story produced by their group.



Narrative Text

THE FOLKTALES OF MALIN KUNDANG

A long time ago, a poor widow and her only son lived in a Sonau village. The boy's name was Malin Kundang. They loved each other very much and worked hard every day to survive.

One day, a big mercant ship arrived at village. Malin wanted to change his life. He decided to leave the village and said to his mother... Mother, I wanted to go across the sea. I wished to become a rich man. Please let me go. Oh, my dear son... I felt so scared. The ocean was dangerous. But, I allowed you to go for your future. Please, remembered me and came safely.

Many years passed. Malin Kundang became a very wealthy mercant. He married a beautiful woman and owned a huge ship. However, he forget his poor mother compreetly. One afternoon, his ship landed on his old village coast. His mother ran to the beach with joy. Malin! My son! You came home! I missed you so much!. Who were you?! Go away! My mother was a rich woman, not a dirty beggar like you! I denied you as my mother!. Oh, God... if he was really my son. I cursed him!. He was an ungrateful child! Turn his body into a stone!.

Suddenly, a big storm hit the sea. Thunder roared loudly. Malin Kundang fell to his knees. He cried and apologized, but it was too late. Slowly, his body turned into a stone. The moral value of this story was: We must always respect and love our Parents. We should never be an grateful, no matter how successful we became.

Figure 4.3

Narrative Story Assignment in Group

This finding is similar to the study conducted by Shofiroh and Noviyanti, which reported that the practice stage was used to provide students with controlled activities to rehearse the target language before moving to more independent language use. In both studies, the teacher guided students through structured speaking activities and monitored their performance to strengthen their understanding of the learning material. However, there are some differences between the two studies. Shofiroh and Noviyanti focused on controlled practice activities based on recount texts, whereas the present study involved students in group discussions to develop narrative texts based on

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fables, legends, and fairy tales. In addition, the teacher in the current study emphasized collaborative learning by organizing students into small groups and assigning them to create their own narrative texts as preparation for subsequent speaking activities.[60]



Figure 4.4

Paired Dialog of Practice Stage

The observation finding were in line with the result of the interview with Mrs. F, who explained that the practice stage was designed to help students understand the material through gradual activities before moving to more independent speaking tasks. English teacher stated:

> "In the practice stage, I usually ask students to repeat the material and do simple speaking activities first, such as dialogues or group tasks. This helps them become more confident before performing in front of the class. I also monitor their pronunciation and guide them when they make mistakes"[61]

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[60] Nadziyah Shofiroh and Masyitah Noviyanti, "The Effectiveness of Presentation Practice Production (PPP) Model in Teaching Speaking to 8th Graders," Nusantara Educational Review 2, no. 2 (August 30, 2024): 92–99, https://doi.org/10.55732/ner.v2i2.1438

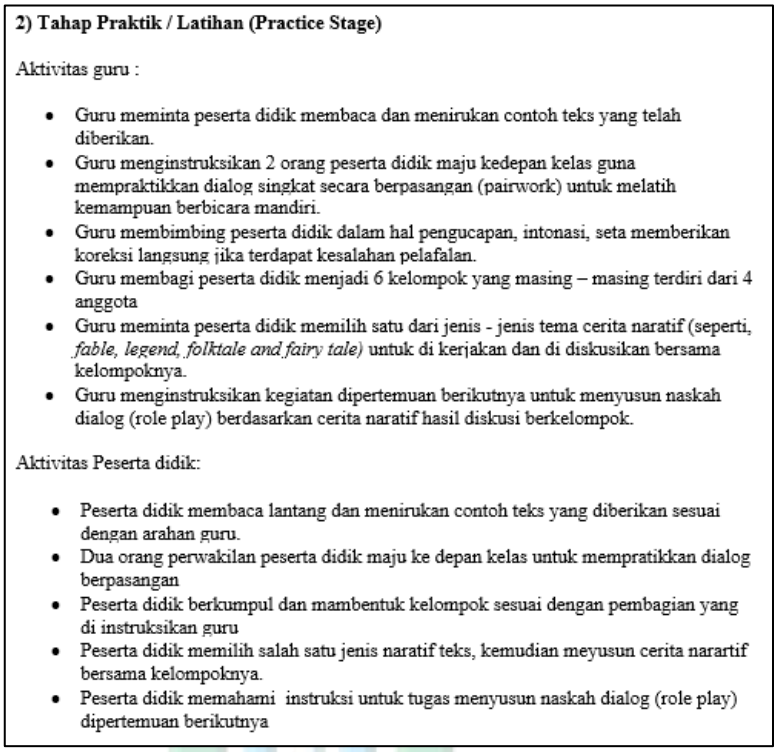
[61] Interview with English teacher at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

The interview result supported the observation finding that the teacher played an active role in guiding students during practice activities to ensure they understood the material properly before entering the production stage.

In addition, the observation finding were also supported by the document review of the lesson plan (RPP). In the practice stage section, the lesson plan stated that students engaged in guided practice activities by reading aloud and imitating the text examples provided by the teacher. The lesson plan also showed that two students practiced speaking in pairs, while the teacher guided students' pronunciation and intonation and provided corrections when errors occurred. Furthermore, students worked in small groups to select a narrative theme, namely fable, legend, folktale, or fairy tale, and collaboratively developed a narrative story based on the selected theme. The teacher also informed students that the narrative stories would be used as the basis for preparing role-play dialogue scripts in the following meeting. This document review confirmed that the implementation of the practice stage in the classroom was conducted in accordance with the planned learning activities in the lesson plan.[62]

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[62] Document Review of Lesson Plan Practice Stage (Appendix 8)



2) Tahap Praktik / Latihan (Practice Stage)

Aktivitas guru :

- Guru meminta peserta didik membaca dan menirukan contoh teks yang telah diberikan.
- Guru menginstruksikan 2 orang peserta didik maju kedepan kelas guna mempraktikkan dialog singkat secara berpasangan (pairwork) untuk melatih kemampuan berbicara mandiri.
- Guru membimbing peserta didik dalam hal pengucapan, intonasi, seta memberikan koreksi langsung jika terdapat kesalahan pelafalan.
- Guru membagi peserta didik menjadi 6 kelompok yang masing – masing terdiri dari 4 anggota
- Guru meminta peserta didik memilih satu dari jenis - jenis tema cerita naratif (seperti, *fable, legend, folktale and fairy tale)* untuk di kerjakan dan di diskusikan bersama kelompoknya.
- Guru menginstruksikan kegiatan dipertemuan berikutnya untuk menyusun naskah dialog (role play) berdasarkan cerita naratif hasil diskusi berkelompok.

Aktivitas Peserta didik:

- Peserta didik membaca lantang dan menirukan contoh teks yang diberikan sesuai dengan arahan guru.
- Dua orang perwakilan peserta didik maju ke depan kelas untuk mempratikkan dialog berpasangan
- Peserta didik berkumpul dan mambentuk kelompok sesuai dengan pembagian yang di instruksikan guru
- Peserta didik memilih salah satu jenis naratif teks, kemudian meyusun cerita narartif bersama kelompoknya.
- Peserta didik memahami instruksi untuk tugas menyusun naskah dialog (role play) dipertemuan berikutnya

Figure 4.5

Lesson Plan of Practice Stage

The interview results with Student 1, a low score student, supported the observation findings. AF stated:

> "The practice activities helped me understand the lesson better because I could try speaking with my friends first before performing in front of the class. It made me less nervous."[63]

This statement showed that guided practice activities helped students build confidence in speaking English gradually. The interview results with Student 2, a mid score student, provided different insights. ADH stated:

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[63] Interview with Low Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

> "During practice, I can learn from my friends and the teacher also helps us when we are confused. It makes the lesson easier to understand."[64]

This response indicated that group activities supported collaborative learning, although time management became one of the challenges during the practice stage. The interview results with Student 3, a high score student, provided additional evidence. ANM stated:

> "I think the practice stage is helpful because we can discuss and write together in groups. But sometimes the time is not enough to finish the task."[65]

This finding showed that peer interaction and teacher guidance played an important role in helping students understand the material during the practice stage. Based on the observation, interview, and document review results, the researcher found that the practice stage was implemented through structured activities that combined individual and group tasks to prepare students for the production stage.

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c. Production Stage

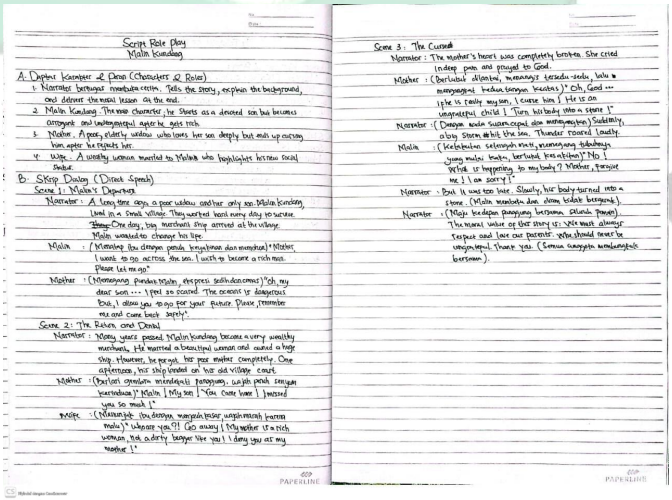
Based on the classroom observation conducted by the researcher, the production stage was carried out as the final step of the PPP implementation. In this stage, students were expected to apply the knowledge they had gained from the presentation and practice stages

[64] Interview with Mid Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

[65] Interview with High Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

in more independent and communicative speaking activities. The teacher continued the learning process by guiding students to prepare their role-play performances in front of the class.[66]

Before performing the role play, each group was instructed to prepare a role-play dialogue script based on the narrative story that had been developed during the practice stage. Students determined the characters and organized the dialogue using direct speech. This activity served as preparation for the speaking performance, allowing students to arrange appropriate dialogues and become familiar with their roles before presenting them orally. The completed dialogue scripts became evidence of students' collaborative work during the production stage and served as the basis for their subsequent role-play performances.[67]



Script Role Play
Malin Kundang

A. Dapat karakter & Peran (Characters & Roles)
1. Narrator bertugas menceritakan cerita. Tells the story, explain the background, and deliver the moral lesson on the end.
2. Malin Kundang. The main character, he starts as a devoted son but becomes arrogant and unappreciative after he gets rich.
3. Mother. A poor, elderly widow who loves her son deeply but ends up cursing him after he rejects her.
4. Wife. A wealthy woman married to Malin who highlights his new social status.

B. Skrip Dialog (Direct Speech)
Scene 1: Malin's Departure
Narrator : A long time ago, a poor widow and her only son, Malin Kundang, lived in a small village. They worked hard every day to survive. One day, big merchant's ship arrived at the village. Malin wanted to change his life.
Malin : (Memohon ibu dengan penuh kesungguhan dan memelas) "Mother, I want to go across the sea. I want to become a rich man. Please let me go."
Mother : (Menasehati Malin, ekspresi sedih dan cemas) "Oh, my dear son --- I feel so scared. The ocean is dangerous. But, I allow you to go for your future. Please, remember me and come back safely."
Scene 2: The Return and Denial
Narrator : Many years passed. Malin Kundang became a very wealthy merchant. He married a beautiful woman and owned a huge ship. However, he forgot his poor mother completely. One afternoon, his ship docked on his old village coast.
Mother : (Berlari dengan mendekati penyamaran, sambil peluk dengan kerinduan) "Malin | My son | You came home | I missed you so much !"
Malin : (Menjauh dengan ekspresi jijik dan marah) "Whose you?!! Go away | My mother is a rich woman, not a dirty beggar like you! I deny you as my mother!"

Scene 3: The Curse
Narrator : The mother's heart was completely broken. She cried in deep pain and prayed to God.
Mother : (Berlutut dan menangis tersedu-sedu, lalu ia menengadah kedua tangan kearah) "Oh, God --- I the is really my son, I curse him | He is an ungrateful child | Turn his body into a stone !"
Narrator : (Tiba-tiba petir menyambar dan menyebabkan) Suddenly, a big storm hit the sea. Thunder roared loudly.
Malin : (Kebingungan ketakutan mata, menengang dahinya) "What is happening to my body? Mother, forgive me ! I am sorry !"
Narrator : But it was too late. Slowly, his body turned into a stone. (Malin menelan dan diam tidak bergerak).
Narrator : (Nada terakhir penyesalan bercampur sedih) "The moral value of the story is: We must always respect and love our parents. We should never be ungrateful. Thank you. (Semua mengajak membungkuk bersama).

Figure 4.6
Script Dialogue Role Play in Group

[66] Observation, 14th of April 2026
[67] Observation, 14th of April 2026

During this stage, Mrs. F asked students to complete their role-play dialogue scripts based on the narrative stories that had been discussed in groups. Each group was instructed to write the dialogue using direct speech to facilitate speaking performance in front of the class. After completing the task, a representative from each group submitted the narrative story to the teacher for checking and assessment. The teacher then provided time for students to make final preparations and refine their dialogue scripts before presenting. After the preparation stage, the teacher randomly called each group to perform a role play in front of the class based on the selected narrative theme, such as fable, legend, folktale, or fairy tale. During the performance, the teacher actively observed and assessed students' speaking skills, including pronunciation, fluency, and confidence. The activity continued until all groups had presented their work.

The implementation of the production stage reflected the students' ability to use English in a more independent and communicative way. The teacher also emphasized that this stage was essential to measure students' speaking performance after going through guided practice activities.

This finding is similar to the study conducted by Septiara, which found that the production stage provided students with opportunities to use the language more independently after completing the presentation and practice stages. In both studies, students were

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encouraged to apply their understanding of the learning material through communicative activities that required active participation and language production. However, there are some differences between the two studies. Septiara reported that students independently created and presented dialogues based on the material learned, whereas in the present study, students performed role plays based on narrative texts that had been collaboratively developed in groups. In addition, the use of collaboratively prepared dialogue scripts and group performances in the current study helped students improve their fluency, confidence, and overall speaking performance.[68]



Figure 4.7

Role Play of Production Stage

[68] Agista Okta Septiara, "The Implementation of PPP (Presentation, Practice, Production) Learning Model for Speaking Skills at Seventh Grade SMPN 2 Rawalo Banyumas" (State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto, 2024), https://repository.uinsaizu .ac.id/28549/1/

The observation finding were in line with the result of the interview with Mrs. F, who explained that the production stage was designed to encourage students to express their ideas freely after being guided in the previous stages. English teacher stated:

> "In the production stage, students are asked to perform their speaking tasks in front of the class, usually in the form of role play or group presentation. I ask them to prepare and refine their dialogue scripts first so that they feel more confident and can speak more naturally during the performance."[69]

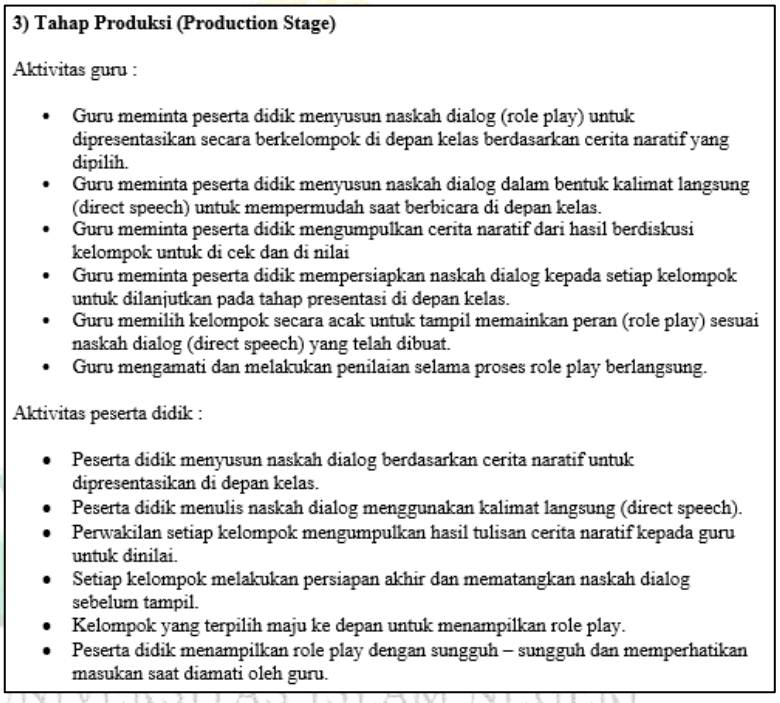
The interview result supported the observation finding that the teacher provided opportunities for students to speak more independently while still giving supportive guidance during the speaking performance. The teacher also used this stage as an assessment moment to evaluate students' speaking ability in a more authentic context.

In addition, the observation finding were also supported by the document review of the lesson plan (RPP). In the production stage section, the lesson plan stated that students worked in groups to prepare role-play dialogue scripts based on the selected narrative stories. The lesson plan also showed that students wrote their dialogues using direct speech and submitted their narrative stories to the teacher for checking and assessment. Furthermore, each group finalized its dialogue script before being selected to perform the role

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[69] Interview with English teacher at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

play in front of the class, while the teacher observed and evaluated the students' performances. This document review confirmed that the implementation of the production stage in the classroom was conducted in accordance with the planned learning activities in the lesson plan.[70]



3) Tahap Produksi (Production Stage)

Aktivitas guru :

- Guru meminta peserta didik menyusun naskah dialog (role play) untuk dipresentasikan secara berkelompok di depan kelas berdasarkan cerita naratif yang dipilih.
- Guru meminta peserta didik menyusun naskah dialog dalam bentuk kalimat langsung (direct speech) untuk mempermudah saat berbicara di depan kelas.
- Guru meminta peserta didik mengumpulkan cerita naratif dari hasil berdiskusi kelompok untuk di cek dan di nilai
- Guru meminta peserta didik mempersiapkan naskah dialog kepada setiap kelompok untuk dilanjutkan pada tahap presentasi di depan kelas.
- Guru memilih kelompok secara acak untuk tampil memainkan peran (role play) sesuai naskah dialog (direct speech) yang telah dibuat.
- Guru mengamati dan melakukan penilaian selama proses role play berlangsung.

Aktivitas peserta didik :

- Peserta didik menyusun naskah dialog berdasarkan cerita naratif untuk dipresentasikan di depan kelas.
- Peserta didik menulis naskah dialog menggunakan kalimat langsung (direct speech).
- Perwakilan setiap kelompok mengumpulkan hasil tulisan cerita naratif kepada guru untuk dinilai.
- Setiap kelompok melakukan persiapan akhir dan mematangkan naskah dialog sebelum tampil.
- Kelompok yang terpilih maju ke depan untuk menampilkan role play.
- Peserta didik menampilkan role play dengan sungguh – sungguh dan memperhatikan masukan saat diamati oleh guru.

Figure 4.8

Lesson Plan of Production Stage

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In addition, the interview results with Student 1, a low score student, supported the observation findings. AF stated:

> "I felt nervous at first, but it helped me improve my speaking skills. The production stage was challenging but interesting because we had to perform in front of the class."[71]

[70] Document Review of Lesson Plan Production Stage (Appendix 8)

[71] Interview with Low Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

This response showed that although students experienced nervousness, the activity helped them develop confidence and speaking ability. The interview results with Student 2, a mid score student, provided further data. ADH stated:

> "I enjoyed the role play because I could act and speak with my friends. Preparing the dialogue script together helped me remember what to say during the performance."[72]

This statement indicated that collaborative preparation of dialogue scripts helped students perform their speaking tasks more smoothly and confidently. The interview results with Student 3, a high score student, provided additional insights. ANM stated:

> "I think the production stage is the most exciting part because we can show our speaking ability in front of others. It makes learning English more fun and challenging."[73]

This finding showed that the production stage increased students' motivation and engagement in speaking activities. Based on the observation, interview, and document review results, the researcher found that the production stage allowed students to demonstrate their speaking competence in a more independent and communicative situation after going through structured learning in the previous stages.

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[72] Interview with Mid Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

[73] Interview with High Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

2. Factor that Encourage Students' Engagement at SMP 07 Ma'arif Perintis Tempurejo

This section presents the finding related to the factors that influenced students' engagement during the implementation of the Presentation, Practice, and Production (PPP) in speaking instruction. The data were obtained from classroom observation and interviews with the English teacher and students at SMP 07 Ma'arif Perintis Tempurejo. The finding describe how students were involved in the learning process, including their behavior, emotions, and cognitive responses during classroom activities. These finding are categorized into behavioral engagement, emotional engagement, and cognitive engagement based on the observed classroom interaction and participants' responses.

a. Interactive Group Activities as Factor Behavioral Engagement

From the observation results, students showed active behavioral engagement during the implementation of the Presentation, Practice, and Production (PPP) in speaking instruction. At the teacher's direction, students transitioned into group-based activities and began discussing their assigned topics collaboratively. Seated in small groups, they worked according to the instructions provided by the teacher by exchanging ideas, referring to shared materials, and taking turns expressing their thoughts verbally in English. While some students contributed confidently, others listened attentively before

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joining in, demonstrating varying levels of comfort yet consistent involvement in the activity.[74]

Throughout the activity, students remained on task and followed the established guidelines set by the teacher, showing discipline and willingness to cooperate. The teacher monitored students' progress from a distance and intervened only when necessary. Overall, the group discussion reflected meaningful behavioral engagement, as students responded positively through active participation, interaction, and collaboration during the learning process.[75]



Figure 4.9
Interactive Group Activities as Factor Behavioral Engagement

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The observation finding were in line with the result of the interview with the English teacher, Mrs. F, who explained that students' participation during the lesson was relatively active, especially when they were engaged in group based speaking activities. English teacher stated:

[74] Observation, 8th of April 2026
[75] Observation, 8th of April 2026

> "Most of the students are quite active during the lesson, especially when they work in groups. They follow the instructions well, although some students still need encouragement to speak up in English." [76]

This statement indicated that group work activities played an important role in encouraging students to participate more actively in classroom learning. The teacher also emphasized that structured instructions and classroom management helped students stay involved in the learning process.

The teacher further added:

> "Students tend to be more engaged when the activities are interactive. When I ask them to work in groups or perform speaking tasks, they become more active and show better participation compared to individual tasks."[77]

This additional explanation showed that interactive learning activities, particularly group based speaking tasks, significantly contributed to students' behavioral engagement during PPP implementation.

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The interview results with Student 1, a low score student, supported the observation findings. AF stated:

> "I usually follow the teacher's instructions and try to participate in group activities. It is easier for me to work with friends because we can help each other."[78]

[76] Interview with English teacher at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026
[77] Interview with English teacher at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026
[78] Interview with Low Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

This response indicated that collaborative learning helped students stay engaged and complete classroom tasks more effectively through peer support.

The interview results with Student 2, a mid score student, provided further insights. ADH stated:

> "I always try to follow the teacher's instructions and join the group discussion. Sometimes I feel shy, but I still try to take part in the activity."[79]

This statement showed that group interaction increased students' willingness and confidence to participate in speaking activities. The interview results with Student 3, a high score student, provided additional data. ANM stated:

> "I try to be active during the lesson, especially when the teacher asks us to do speaking practice. Working in a group makes me more confident to participate."[80]

This finding indicated that although some students experienced hesitation, they still made efforts to participate in classroom activities with the support of group learning. Overall, based on the observation and interview results, students' behavioral engagement was reflected through their active participation, task involvement, and collaboration during group-based speaking activities, which were strongly influenced by teacher guidance and interactive learning strategies.

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[79] Interview with Mid Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

[80] Interview with High Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

b. Confidence Speaking as Factor Emotional Engagement

From classroom observation during the implementation of the PPP method, students demonstrated positive emotional engagement in speaking activities, particularly during role play tasks. Students were seen working in pairs or small groups, performing dialogues while showing relaxed expressions, smiling, and engaging in spontaneous interaction. Several students who were initially hesitant gradually became more active as the activity progressed. The classroom atmosphere was supportive and non-threatening, as students were encouraged to participate in speaking tasks without fear of making mistakes. The teacher moved around the classroom, providing guidance and encouragement without interrupting students' speaking flow. This condition indicated that students' emotional comfort and confidence were influenced by the interactive nature of group-based speaking activities and the supportive classroom environment.[81]

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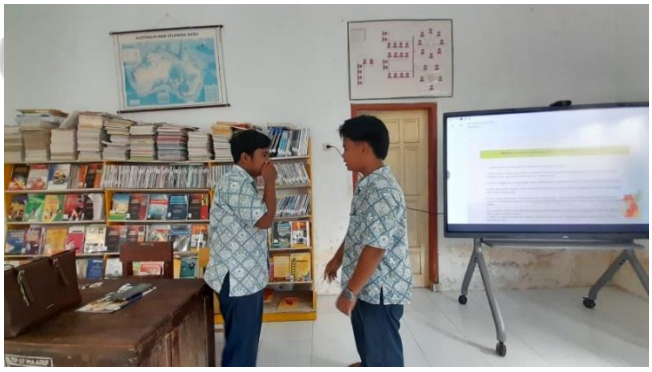


Figure 4.10

Confidence Speaking as Factor Emotional Engagement

[81] Observation, 8th of April 2026

The observation finding were in line with the result of the interview with the English teacher, Mrs. F, who explained that students generally responded positively to the PPP method because the learning process was structured and involved interactive speaking activities. English teacher stated:

> "Students usually respond positively to the PPP method because it is structured and easy to follow. They become more enthusiastic when they are involved in group activities and speaking tasks in front of the class."[82]

This statement indicated that the structured stages of PPP and the use of interactive tasks contributed to students' emotional comfort and willingness to participate in speaking activities. The teacher further emphasized that students showed better emotional responses when learning activities were varied and included peer interaction.

In addition, the teacher explained that students' confidence in speaking English improved gradually through repeated practice and continuous encouragement. English teacher stated:

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> "At the beginning, many students are not confident to speak English because they are afraid of making mistakes. However, after repeated practice and encouragement, they become more confident and willing to try speaking in front of others."[83]

his indicated that continuous practice combined with teacher support helped reduce students' anxiety and increased their confidence during speaking activities. The students also confirmed their

[82] Interview with English teacher at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026
[83] Interview with English teacher at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

emotional experiences during the lesson. The interview results with Student 1, a low score student, supported the observation findings. AF stated:

> "At first, I was so nervous because I was afraid of making mistakes, but after my group friends helped and supported me, I felt more comfortable and could enjoy the activity."[84]

This response showed that initial nervousness gradually changed into positive emotions due to collaborative speaking practice. The interview results with Student 2, a mid score student, provided further insights. ADH stated:

> "I like the learning process because we can act and speak during role play. Sometimes I still feel shy, but I become more confident after my friends and teacher support me during the activity."[85]

This statement indicated that interactive and enjoyable learning activities helped reduce students' anxiety and increased their speaking confidence. The interview results with Student 3, a high score student, provided additional data. ANM stated:

> "I really enjoy learning English using PPP because the activities push me to be active and not bored. I feel more confident when I speak with my friends, and I am not afraid of making mistakes anymore after trying several times."[86]

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[84] Interview with Low Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

[85] Interview with Mid Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

[86] Interview with High Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

This finding showed that peer and teacher support played an important role in reducing hesitation and building students' confidence during speaking tasks. Overall, based on the observation and interview results, students' emotional engagement was strongly influenced by interactive group-based speaking activities, repeated practice, and supportive classroom interaction, which together created a safe and encouraging environment for speaking English.

c. Guided Learning Process as Factor Cognitive Engagement

From the observation results, students were seen sitting together in small groups, actively discussing while referring to textbooks and notes. Some students pointed to specific sentences in their books, wrote responses, and checked their peers' answers. They appeared focused on processing the language structures that had previously been explained by the teacher. This activity reflected the practice phase of the PPP method, where students applied previously learned knowledge in a guided manner before moving to more independent speaking activities. The students' engagement in this stage indicated that structured practice activities helped them concentrate on understanding and applying language forms in context.[87]

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[87] Observation, 8th of April 2026



Figure 4.11

Guided Learning Process as Factor Cognitive Engagement

The observation finding were in line with the result of the interview with the English teacher, Mrs. F, who explained that students generally found it easier to understand the material when it was delivered step by step through the PPP stages. English teacher stated:

> "The PPP method helps students understand the material gradually. When I explain from presentation to practice and then production, they can follow the lesson more easily and understand what they need to do in each stage."[88]

This statement indicated that the structured sequence of PPP supported students' cognitive processing by helping them organize learning materials systematically and understand lesson objectives more clearly. The teacher further explained that students' understanding improved when they were given guided practice before moving to independent speaking tasks. English teacher stated:

[88] Interview with English teacher at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

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> "Students usually understand better after they do practice activities first. When they repeat and try speaking in groups, they become more familiar with the material and more ready for the production stage."[89]

This showed that repetition and guided practice played an important role in strengthening students' comprehension and helping them connect language input with speaking performance. The students also shared their cognitive experiences during the lesson. The interview results with Student 1, a low score student, supported the observation findings. AF stated:

> "I try to understand the lesson step by step. The teacher explains clearly, so I can follow the material, but sometimes I still have difficulty with vocabulary and pronunciation."[90]

This response indicated that structured instruction and practice activities supported students in understanding and retaining learning materials more effectively. The interview results with Student 2, a mid score student, provided further insights. ADH stated:

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> "I can understand the lesson better because the teacher explains step by step from the beginning. The practice activities also help me remember the material before we speak in front of the class."[91]

This statement showed that collaborative practice helped students strengthen their understanding and prepare for speaking tasks

[89] Interview with English teacher at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026
[90] Interview with Low Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026
[91] Interview with Mid Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

in a more systematic way. The interview results with Student 3, a high score student, provided additional data. ANM stated:

> "It is easier to understand the lesson because we learn gradually from explanation to practice. When I practice with my friends, I can remember the material better before speaking alone."[92]

This finding indicated that although students were generally able to follow the structured learning process, they still experienced cognitive challenges related to linguistic aspects of English speaking. Overall, based on the observation and interview results, students' cognitive engagement was influenced by the structured sequence of the PPP method and guided practice activities, which helped them understand, process, and apply language forms step by step in speaking activities.

The summary of the finding is presented in Table 4.1:

Table 4.1
Finding of the Research

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No.	Research Questions	Finding
1.	How do the English teacher sequence the Presentation, Practice, and Production (PPP) stages during classroom instruction at SMP 07 Ma'arif Perintis Tempurejo?	**a. Presentation Stage** The teacher introduced narrative text materials using PowerPoint and Interactive Flat Panel (IFP), explaining definition, social function, structure, language features, and providing dialogue examples
		b. Practice Stage The teacher reviewed the material and provided dialogue examples for students to practise in pairs in front of the class. Afterwards, students

[92] Interview with High Score Student at SMP 07 Ma'arif Perintis Tempurejo, 21st of April 2026

No.	Research Questions	Finding
		worked in groups to write narrative stories based on their selected themes
		c. Production Stage Students worked in groups to prepare role-play dialogue scripts based on their narrative stories and performed role-play activities in front of the class, while the teacher observed and evaluated their performances
2.	What factors encourage students' engagement in English class with PPP at SMP 07 Ma'arif Perintis Tempurejo?	**a. Interactive Group Activities as Factor Behavioral Engagement** Students actively participated in group discussions, followed teacher instructions, and completed speaking and group tasks during PPP-based learning.
		b. Confidence Speaking as Factor Emotional Engagement Students showed enthusiasm in role-play activities, increased confidence in speaking English, and positive emotional responses supported by peer and teacher interaction
		c. Guided Learning Process as Factor Cognitive Engagement Students demonstrated efforts to understand language structures through step-by-step explanation, improved comprehension through guided practice, and experienced difficulties in vocabulary and pronunciation during speaking activities

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The novelty of this study lies in its comprehensive exploration of the Presentation, Practice, and Production (PPP) method by focusing not only on its sequential implementation in classroom practice but also on its relation to students' engagement in speaking activities. While previous studies generally emphasize PPP as a method to improve students' speaking outcomes or

language performance, this study provides a more detailed classroom-based description of how the PPP stages are actually implemented by the teacher in a real instructional setting.

In addition, this study contributes to a more structured analysis of students' engagement by categorizing it into three dimensions: behavioral, emotional, and cognitive engagement. Each dimension is examined based on direct classroom observation and supported by interview data, highlighting how interactive group activities, confidence speaking opportunities, and guided learning processes emerge during PPP implementation. Therefore, this study offers a clearer understanding of how PPP not only functions as a teaching procedure but also shapes students' active involvement, confidence, and comprehension in speaking learning within a junior high school context

B. Discussion

This section discusses the sequence of the Presentation, Practice, and Production (PPP) stages implemented by the English teacher, as well as the factors that encourage students' engagement during English speaking activities, based on the two research questions formulated in this study.

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1. The Sequence of Presentation, Practice, and Production (PPP) Stages during Classroom Instruction at SMP 07 Ma'arif Perintis Tempurejo

The finding of this study indicate that the English teacher implemented the Presentation, Practice, and Production (PPP) method in a structured and sequential manner during speaking instruction. The implementation followed a clear learning progression from input to guided

practice and finally to independent speaking activities. This sequence helped students understand each learning step more systematically and supported the teacher in managing classroom instruction effectively during speaking activities.

In the presentation stage, the teacher introduced narrative text materials, including its definition, social function, generic structure, language features, and examples of narrative texts using PowerPoint and an Interactive Flat Panel (IFP). Students observed the materials, took notes on important points, and were given opportunities to ask questions when they encountered difficulties in understanding the material. This stage provided students with clear and structured input before moving to speaking activities.

The practice stage was implemented through guided activities that focused on reinforcing students' understanding of the material. The teacher reviewed the material and provided dialogue examples for students to practise in pairs. This stage also involved collaborative learning through group work, where students wrote narrative stories based on selected themes such as fable, legend, folktale, and fairy tale. This activity encouraged interaction among students and supported their preparation for the production stage. However, it was observed that not all groups were able to complete their tasks within the allocated time, indicating challenges related to time management and differences in student ability, as some

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groups required additional guidance from the teacher to organize their ideas.

In the production stage, students were given opportunities to perform speaking activities more independently through role-play performances. Students prepared dialogue scripts using direct speech based on the narrative stories developed during the practice stage and then performed the role play in front of the class. The teacher observed and assessed students' speaking performance based on pronunciation, fluency, confidence, and interaction. The process of preparing dialogue scripts collaboratively helped reduce students' anxiety, while peer support contributed to more expressive performances. However, variations in students' confidence levels were still observed, where some students performed confidently while others needed encouragement. This stage reflects Harmer's concept of production, where student's are encouraged to use language more freely and independently in communicative situations. Teacher feedback and positive reinforcement played an important role in improving students' speaking performance and creating a supportive learning environment.[93]

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The finding of previous studies support the results of this research, showing that the PPP method is effective in facilitating structured speaking instruction and improving students' speaking performance through its

[93] Jeremy Harmer, The Practice of English Language Teaching, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

sequential stages of presentation, practice, and production. Miguel Angel Maldonado Murillo highlighted that PPP is practical in promoting student's' progress from guided input to independent language use,[94] while Agista Okta Septiara emphasized that the consistent implementation of PPP stages creates a supportive learning environment that enhances speaking development.[95] These finding are in line with the results of this study, which show that PPP at SMP 07 Ma'arif Perintis Tempurejo provides a clear and systematic learning sequence that supports students' speaking development.

2. Factor that Encourage Students' Engagement at SMP 07 Ma'arif Perintis Tempurejo

The finding of this study indicate that students' engagement during the implementation of the Presentation, Practice, and Production (PPP) method was reflected through three main dimensions, namely behavioral, emotional, and cognitive engagement. These dimensions emerged differently depending on classroom activities and learning stages implemented by the teacher. The PPP method contributed to shaping students' engagement through structured and interactive speaking activities in the classroom.

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[94] Miguel Ángel Maldonado Murillo, "The Presentation-Practice-Production (PPP) English Teaching Method to Promote Speaking Skills in Virtual Environment" (Pedagogy of National and Foreign Languages Universidad Estatal Peninsula De Santa Elena, 2023), https://repositor io.upse.edu.ec/server/api/core/bitstreams/8dfeabb8-c3fa-4116-854f-1a4ce2ed52a8 /content.

[95] Agista Okta Septiara, "The Implementation of PPP (Presentation, Practice, Production) Learning Model for Speaking Skills at Seventh Grade SMPN 2 Rawalo Banyumas" (State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto, 2024), https://repository.uinsaizu .ac.id/28549/1/.

Behavioral engagement was mainly reflected in students' active participation during interactive group activities. Students were observed working in small groups during discussion, practice, and role play tasks. They followed the teacher's instructions, shared ideas with peers, and completed speaking assignments collaboratively. Students tended to be more active when involved in group-based activities compared to individual tasks. Some students participated confidently in discussions, while others contributed by listening and responding to their peers. This showed that structured group activities in the PPP method encouraged students' participation and task involvement during speaking lessons.

Emotional engagement was shown through students' confidence, enthusiasm, and comfort during speaking activities. Students appeared more relaxed and willing to speak when engaged in role-play and group speaking tasks. At the beginning of the activity, some students showed hesitation; however, their confidence gradually increased as they practiced with peers. The supportive classroom atmosphere and teacher guidance helped students reduce anxiety and become more willing to express ideas in English. This indicated that interactive and supportive speaking activities played an important role in building students' emotional readiness during the learning process.

Cognitive engagement was reflected in students' efforts to understand the material and follow the learning process step by step during the PPP implementation. Students were observed focusing on teacher

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explanations, discussing language forms with peers, and using notes and textbooks to support their understanding. They tried to apply previously learned language structures during speaking activities, especially in practice and production stages. Although some students still faced difficulties in vocabulary and pronunciation, guided instruction and collaborative learning helped them gradually understand the material. This showed that structured learning and guided practice supported students' cognitive involvement in speaking activities.

The finding of this study are in line with Harmer's view that student engagement in EFL learning involves behavioral, emotional, and cognitive dimensions that are interrelated in the learning process. In speaking instruction, these dimensions contribute to students' participation, emotional readiness, and cognitive involvement. The PPP in this study provided structured learning stages that supported the development of all engagement dimensions, allowing students to participate actively while being guided both emotionally and cognitively during speaking activities.[96]

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The finding of this study are supported by previous research conducted by Dyah Hendrastuti, which revealed that the implementation of the Presentation, Practice, Production (PPP) method significantly improved students' speaking ability. The study showed that students

[96] Jeremy Harmer, The Practice of English Language Teaching, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

became more comfortable and confidence in speaking English when learning was supported by structured stages and familiar materials.[97] Similarly, the research by Shofiroh and Noviyanti found that the PPP model, through its three systematic stages of presentation, practice, and production, helped students gradually develop their speaking skills despite initial difficulties in pronunciation. The guided and structured nature of PPP also encouraged students to become more motivated and actively involved in communication tasks.[98]

Overall, the implementation of the PPP method at SMP 07 Ma'arif Perintis Tempurejo showed that structured learning, collaborative activities, and guided speaking practice contribute to students' behavioral, emotional, and cognitive engagement. Although some students still faced challenges in confidence and language use, the overall engagement was positively influenced by the PPP stages. These results confirm that PPP is an effective instructional approach not only for improving speaking skills but also for fostering student engagement in EFL classrooms.

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[97] Dyah Hendrastuti, "Using Present Practice Produce Method to Improve Stundents' Speaking Ability," *Inacelt Journal* 1, no. 2 (2025): 11–16, https://ejournal.iain-palangkaraya.ac.id/inde x.php/INACELT/article/view/356.

[98] Nadziyah Shofiroh and Masyitah Noviyanti, "The Effectiveness of Presentation Practice Production (PPP) Model in Teaching Speaking to 8th Graders," Nusantara Educational Review 2, no. 2 (August 30, 2024): 92–99, https://doi.org/10.55732/ner.v2i2.1438

CHAPTER V

CONLUSION AND SUGGESTION

A. Conclusion

Based on the research at SMP 07 Ma'arif Perintis Tempurejo, the conclusions of this study are presented as follows:

1. The English teacher implemented the Presentation, Practice, and Production (PPP) in a clear and sequential manner during speaking instruction. In the presentation stage, the teacher introduced narrative text materials supported by PowerPoint and Interactive Flat Panel (IFP). In the practice stage, students engaged in guided speaking activities such as students practised dialogues in pairs and wrote narrative stories in groups. In the production stage, students performed role-play activities and presented narrative texts in front of the class. This structured sequence enabled students to move gradually from receiving input, practicing language forms, to producing spoken English more independently in speaking activities.
2. Students' engagement during the implementation of the PPP method was reflected through three main forms engagement. First, Interactive Group Activities as Factor Behavioral Engagement, shown through students' active participation in group discussions, compliance with teacher instructions, and completion of speaking tasks. Second, Confidence Speaking as Factor Emotional Engagement, indicated by students'

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enthusiasm, increasing confidence, and positive responses during speaking activities, especially in group work and role-play activities. Third, Guided Learning Process as Factor Cognitive Engagement, reflected in students' efforts to understand the material step by step, their engagement in guided practice, and the difficulties they experienced in vocabulary and pronunciation during speaking activities.

B. Suggestion

Based on the finding and conclusions of this study regarding the implementation of the Presentation, Practice, and Production (PPP) method in teaching speaking skills at SMP 07 Ma'arif Perintis Tempurejo, several suggestions are proposed as follows:

1. For English Teacher

   The teacher is suggested to continue applying the PPP stages in a structured way and improve classroom management, especially in the production stage. It is also recommended to use more varied activities and media to increase students' speaking participation and confidence.

2. For Other Researchers

   Future researchers are suggested to conduct similar studies in different settings or focus on other language skills. It is also recommended to explore other methods or combine PPP with different strategies to gain deeper finding.

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Appendix 1. Declaration of Authenticity

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Reta Prasasti

NIM : T20196047

Major : English Education Program

Faculty : Tarbiyah and Teacher Training

Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

State that thesis entitled "The Implementation of Presentation, Practice, Production (PPP) Method in Teaching Speaking Skill at SMP 07 Ma'arif Perintis Tempurejo" it's truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact I'm the only person who is responsible of the thesis, if there any objection or claim from other.

Jember, 13th June 2026

Author



Reta Prasasti

NIM: T20196047

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Appendix 2. Matrix of Research

MATRIX OF RESEARCH
Reta Prasasti

Title	Variable	Indicator	Source of Data	Research Method	General Question
The Implementation of Presentation, Practice, Production (PPP) Method in Teaching Speaking Skill at SMP 07 Ma'arif Perintis Tempurejo	Presentation, Practice, Production (PPP)	1. The Sequence of PPP Stages During Classroom Instruction a. Presentation Stage 1) Teacher's explanation of new material 2) Use of learning media 3) Demonstration of target language b. Practice Stage 1) Implementation of guided practice 2) Clarity of instructions during practice 3) Teacher's supervision of students c. Production Stage	• English Teacher • Student	**1. Research Methodology** **a. Research Design**: Qualitative **b. Research Approach**: Descriptive **2. Technique of Collecting Data** a. Observation b. Interviews c. Document Review **3. Technique of Analyzing Data** a. Data Reduction b. Data Display c. Conclusions	1. How do the english teacher sequence the Presentation, Practice and Production (PPP) stages during classroom instruction at SMP 07 Ma'arif Perintis Tempurejo? 2. What factors encourage students engagement during english class with PPP at SMP 07 Ma'arif Perintis Tempurejo?

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		1) Implementation of speaking activities 2) Types of activities used 3) Assessment of students' performance 2. Factors that encourage students' engagement during English class with PPP a. Behavioral Engagement 1) Students' participation during each stage 2) Students' compliance with instructions 3) Completion of learning tasks b. Emotional Engagement 1) Students' enthusiasm in learning		**4. Validity of Data** **a. Sources Triangulation**: English Teacher, and Student. **b. Technical Triangulation**: Observation, Interview, and Document.	

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		2) Students' confidence in speaking English 3) Students' response to the PPP method c. Cognitive Engagement 1) Students' effort to understand the material 2) Ease in understanding the lesson 3) Difficulties experienced during learning			

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Appendix 3. Research Instrument

RESEARCH INSTRUMENT

In conducting this research, the researcher uses several instruments to facilitate the process of collecting data. The instruments are designed based on the research questions and indicators of the study.

A. Observasion Instrument

Focus 1: The Sequence of PPP Stages in Teaching Speaking

No.	Observation Instrument	Yes	No	Notes
1.	Presentation Stage a. The teacher introduces new learning material clearly b. The teacher uses instructional media during explanation c. The teacher provides examples/models of the target language			
2.	Practice Stage a. The teacher gives guided practice activities b. The teacher uses structured language exercises c. The teacher monitors students during practice			
3.	Production Stage a. The teacher provides speaking activities b. The teacher uses various production activities c. The teacher evaluates students' speaking performance			

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Focus 2: Student's Engagement in PPP Learning

No.	Observation Instrument	Yes	No	Notes
1.	Behavioral Engagement a. Students actively participate during learning b. Students follow teacher's instructions c. Students complete the given tasks			
2.	Emotional Engagement a. Students show enthusiasm during the lesson b. Students feel confident using English c. Students respond positively to the PPP method			
3.	Cognitive Engagement a. Students try to understand the material b. Students understand each learning stage c. Students experience difficulty in certain stages			

B. Interview Instrument

Research Subject	Questions
The English Teacher	1. Implementation of PPP Method a. How do you introduce new material in the presentation stage? b. What media do you use to support your explanation? c. How do you provide examples of the target language? d. How do you conduct practice activities in the classroom? e. How do you guide students during practice activities? f. What kinds of speaking activities do you use in the production stage? g. How do you evaluate students' speaking performance?

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	2. Students' Engagement a. How do you see students' participation during the lesson? b. Are students active in following your instructions? c. How do students respond to the PPP method? d. Do students feel confident in speaking English? e. What difficulties do students usually face during learning? f. What strategies do you use to encourage students' engagement?
Students	1. Learning Process using PPP a. Do you understand the teacher's explanation in the presentation stage? Why? b. Is it easy for you to follow the practice activities? c. What do you think about speaking activities in the production stage? d. Which stage do you like the most? Why? e. Which stage do you find difficult? Why? 2. Students' Engagement a. Do you actively participate during the lesson? Why? b. Do you feel confident when speaking English? c. How do you feel about learning English using the PPP method? d. What makes you interested in the lesson? e. What makes you less interested or find difficulties?

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C. Document Review Instrument

1. Lesson Plan (RPP) used by the teacher
2. Teaching materials related to speaking skill
3. Instructional media used in PPP method
4. Students' speaking assignments
5. Students' speaking scores or assessment results

Appendix 4. Research Permit Application Letter from KHAS Jember State Islamic University

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor:B-16737/In.20/3.a/PP.009/05/2026
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP 07 Ma'arif Perintis Tempurejo
Jl. KH. Abdurrahman No. 31, Tempurejo, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196047
Nama	:	RETA PRASASTI
Semester	:	Semester empat belas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai *The Implementation of Presentation, Practice, Production (PPP) Method in Teaching Speaking Skill* selama 25 (dua puluh lima hari) hari di lingkungan lembaga wewenang Bapak/Ibu Riza Umami, S. Pd.i

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 2 Maret 2026
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 5. Certificate of Completion of Research from SMP 07 Ma'arif Perintis Tempurejo

YAYASAN PENDIDIKAN DAN SOSIAL SALAFIYAH SYAFIIYAH
LEMBAGA PENDIDIKAN MA'ARIF
"SMP 07 MA'ARIF PERINTIS"
NSS :204052413166 NPSN : 20523788
Email : smp07_maarifperintis@yahoo.co.id
Sekretatiat : Jl. KH. Abdurrahman No. 31 Tempurej-Jember

SURAT KETERANGAN SELESAI PENELITIAN

NOMOR : 400.3.11.1/029/35.09.310.29.20523738/2026

Yang Bertanda Tangan Dibawah ini :

Nama	: **RIZA UMAMI, S.Pd**
NIP	: -
JABATAN	: Kepala Sekolah
Unit Kerja	: SMP 07 Ma'arif Perintis Tempurejo
Alamat	: Jl. KH. Abdurrahman No 31 Tempurejo Jember

Menerangkan dengan sebenarnya bahwa :

Nama	: **RETA PRASASTI**
NIM	: T20196047
PROGRAM STUDI	: TADRIS BAHASA INGGRIS

Benar benar melakukan Penelitian / menggali **The Implementation of Presentation, Practice, Production (PPP) Method In Teaching Speaking Skill At Smp 07 Ma'arif Perintis Tempurejo.**

Demikian Surat Keterangan ini kami buat dengan sebenarnya dan dapat di pergunakan sebagaimana mestinya.

Jember, 1 Mei 2026
Kepala Sekolah

REZA UMAMI,S.Pd.i

Appendix 6. Journal of Research

JURNAL OF RESEARCH

"The Implementation of Presentation, Practice, Production (PPP) Method in Teaching Speaking Skill at SMP 07 Ma'arif Perintis Tempurejo"

No	Time	Activity	Informant	Signature
1.	2th of March 2026	Sending a permission letter for doing research	The Headmaster of SMP 07 Ma'arif Perintis	
2.	8th of April 2026	Collecting data through observation	8 th grade students	
3.	14th of April 2026	Collecting data through observation	8 th grade students	
4.	21th of April 2026	Collecting data through interview	8 th grade students	
5.	21th of April 2026	Collecting data through interview	The English Teacher	
6.	27th of April 2026	Collecting data through document review	The English Teacher	
7.	1th of May 2026	Asking for research finished letter	The Headmaster of SMP 07 Ma'arif Perintis	

Jember, 1 May 2026

Kepala SMP 07 Ma'arif Perintis

Riza Umami, S. Pd.i

Appendix 7. Certificate of Passing the Turnitin Check

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Program Studi	: Tadris Bahasa Inggris
Judul Karya Ilmiah	: The Implementation Of Presentation, Practice, Production (PPP) Method In Teaching Speaking Skill At Smp 07 Ma'arif Perintis Tempurejo

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Appendix 8. Teaching Modul

MODUL AJAR BAHASA INGGRIS 2026

SMP KELAS 8

I. INFORMASI UMUM

Komponen	Keterangan
Satuan Pendidikan	**SMP 07 Ma'arif Perintis Tempurejo**
Mata Pelajaran	**Bahasa Inggris**
Fase/Kelas	**D / VIII SMP**
Semester	**Genap**
Materi Pokok	**Narrative Text**
Alokasi Waktu	**4 x 45 Menit (2 x pertemuan)**
Pendekatan	**Communicative Approach**
Model Pembelajaran	**Presentation, Practice, Production (PPP)**
Penyusun	**Falihatul Munawaroh, S.Pd**

II. CAPAIAN PEMBELAJARAN

- Peserta didik mampu memahami, menganalisis, dan menghasilkan *Narrative text* secara lisan maupun tulisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara kritis, kreatif dan komunikatif.

III. KOMPETENSI AWAL

- Memahami struktur dan isi dari narrative text
- Mengidentifikasi unsur kebahasaan dalam narrative text
- Menggunakan bahasa inggris sederhana dalam aktivitas berbicarA
- Menunjukkan rasa percaya diri, partisipasi aktif, dan kerja sama selama pembelajaran

IV. PROFIL PELAJAR PANCASILA

- Bernalar kritis
- Kreatif
- Mandiri
- Gotong royong
- Komunikatif

V. SARANA DAN PRASARANA

- PPT
- Interaktif Flat Panel (IFP)
- LKPD
- Alat tulis (buku tulis, bolpoin)

VI. TARGET PESERTA DIDIK

- Peserta didik reguler kelas: VIII SMP
- Jumlah siswa: 23 siswa

VII. PENDEKATAN DAN METODE PEMBELAJARAN

❖ **Pendekatan Communicative Approach**

Pembelajaran menekankan:

1. Pembelajaran bermakna melaui teks cerita yang kontekstual
2. Berpikir kritis dalam menganalisis pesan moral cerita
3. Pembelajaran kolaboratif dalam mendiskusikan unsur cerita
4. Pembelajaran reflektif terhadap ninai – nilai kehidupan dari cerita
5. Penerepan kemampuan berbahasa dalam menceritakan kembali

❖ **Metode Pembelajaran Presentation, Practice, Production (PPP)**

1. Tahap presentasi : menjelaskan materi narrative menggunakan media IFP
2. Tahap praktik : latihan terbimbing seperti dialog berpasangan, menulis cerita naratif
3. Tahap produksi : pembelajaran kolaboratif seperti berkelompok, dan presentasi (role play)

VIII. TUJUAN PEMBELAJARAN

❖ Setelah mengikuti pembelajaran, peserta didik mampu:

1. Menjelaskan pengertian dan fungsi sosial dari narrative text.
2. Mengidentifikasi struktur teks (orientation, complication, resolution) dan unsur kebahasaan (past tense, action verbs).
3. Menganalisis pesan moral (moral value) yang terdapat didalam cerita rakyat atau fabel.

4. Menemukan informasi rinci dan tersurat di dalam narrative text.
5. Meyusun kembali cerita naratif sederhana secara tertulis dengan kreatif.
6. Menceritakan kembali (role play) bagian cerita secara lisan dengan percaya diri

---

IX. PEMAHAMAN BERMAKNA

- Narrative text membantu seseorang memahami nilai – nilai kehidupan, budaya, dan pesan moral melaui cerita hiburan, serta melatih kemampuan berkomunikasi dan mengekspresikan diri secara imajinatif dalam kehidupan sehari – hari.

X. PERTANYAAN PEMANTIK

---

1. Apakah kamu suka membaca atau mendengarkan cerita dongeng / cerita rakyat sebelum tidur? Apa cerita favoritmu?
2. Menurutmu, mengapa orang –orang di masa lalu suka menceritakan kisah fabel atau legenda kepada anak – anak mereka?
3. Jika kamu menghadapi masalah seperti karakter utama dalam cerita tadi, apa yang akan kamu lakukan?

XI. MATERI PEMBELAJARAN

A. Pengertian Narrative Text

- Narrative text adalah teks yang berisi cerita fiksi, dongeng, mitos, atau kisah nyata yang bertujuan untuk menghibur pembaca dan menyampaikan pesan moral.

B. Tujuan Dan Fungsi Sosial

- Menghibur pembaca (to entertain or amuse the the readers).
- Menyampaikan nilai – nilai moral atau nasihat kehidupan.
- Mengenalkan warisan budaya melalui caerita rakyat

.

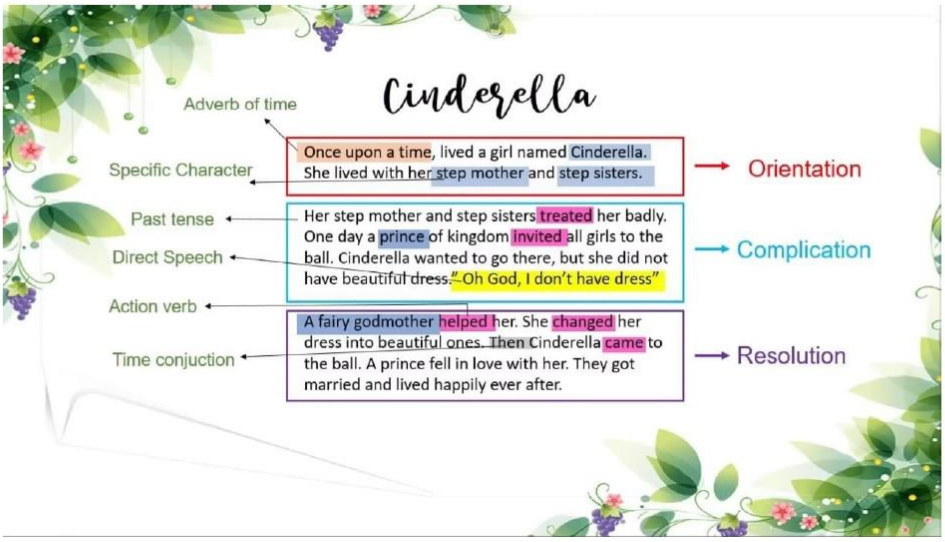
C. Struktur Teks

Struktur	Fungsi
Orientation	Pengenalan tokoh, latar tempat dan waktu cerita dimulai
Complication	Munculnya masalah atau konflik yang dihadapi oleh tokoh utama
Resolution	Penyelesaian masalah atau konflik (bisa berakhir oleh tokoh utama)
Moral value (opsional)	Pesan moral atau perubahan yang dialami tokoh diakhir cerita

D. Unsur Kebahasaan

- Past tense
  Example: He lived in the jungle, She saw a big house
- Adverb of time
  Example: Once upon a time, one day, long time ago
- Action verbs
  Example: Killed, cried, saw
- Time connectives / Conjunctions
  Example: Then, after that, suddenly, finally.
- Characters / Specific nouns
  Example: Cinderella, the ugly duckling, the king
- Direch speech
  Example: why are you crying my friend?, oh god! Let me come out.

XII. CONTOH NARRATIVE TEXT



XIII. LANGKAH-LANGKAH PEMBELAJARAN

❖ **PERTEMUAN 1 (2 x 45 MENIT)**

A. KEGIATAN PENDAHULUAN

Aktivitas Guru :

- Memberikan salam dan presensi
- Menampilkan gambar ilustrasi cerita dongeng "Cinderella"
- Mengaitkan materi narratif dengan kehidupan sehari-hari
- Menyampaikan tujuan pembelajaran
- Memberikan pertanyaan pemantik

Aktivitas Peserta Didik :

- Menjawab salam
- Mengamati gambar tentang cerita "Cinderella"
- Menjawab pertanyaan
- Menyampaikan pengalaman pribadi

B. KEGIATAN INTI

1) Tahap Presentasi (Presentation Stage)

Aktivitas Guru :

- Guru menjelaskan materi mengenai narrative texts, meliputi definisi, tujuan, struktur teks, unsur kebahasaan, jenis – jenis narratif teks, serta contoh ceritanya.
- Guru menyampaikan materi narraative text menggunakan media power point dan Interactive Flat Panel (IFP) untuk mempermudah pemahaman peserta didik.
- Guru memberikan contoh narrative text berupa cerita "Cinderella" sebagai model pembelajaran.

Aktivitas Peserta didik:

- Peserta didik mengamati penjelasan materi dan pemodelan teks "Cinderella" yang ditampilkan di layar IFP.
- Peserta didik mencatat pengertian, struktur (orientation, complication, resolution), serta kosakata atau kata kerja lampau (past tense) yang penting dari cerita tersebut.

---

2) Tahap Praktik / Latihan (Practice Stage)

Aktivitas guru :

- Guru meminta peserta didik membaca dan menirukan contoh teks yang telah diberikan.
- Guru menginstruksikan 2 orang peserta didik maju kedepan kelas guna mempraktikkan dialog singkat secara berpasangan (pairwork) untuk melatih kemampuan berbicara mandiri.

- Guru membimbing peserta didik dalam hal pengucapan, intonasi, seta memberikan koreksi langsung jika terdapat kesalahan pelafalan.
- Guru membagi peserta didik menjadi 6 kelompok yang masing – masing terdiri dari 4 anggota
- Guru meminta peserta didik memilih satu dari jenis - jenis cerita naratif teks (seperti, *fable, legend, folktale and fairy tale)* untuk di kerjakan dan di diskusikan bersama kelompoknya.
- Guru menginstruksikan kegiatan dipertemuan berikutnya untuk menyusun naskah dialog (role play) berdasarkan cerita naratif hasil diskusi berkelompok.

Aktivitas Peserta didik:

- Peserta didik membaca lantang dan menirukan contoh teks yang diberikan sesuai dengan arahan guru.
- Dua orang perwakilan peserta didik maju ke depan kelas untuk mempratikkan dialog berpasangan
- Peserta didik berkumpul dan mambentuk kelompok sesuai dengan pembagian yang di instruksikan guru
- Peserta didik memilih salah satu jenis naratif teks, lalu mulai mengerjakan serta mendiskusikannya bersama kelompok.

❖ **PERTEMUAN 2 (2 x 45 menit)**

A. KEGIATAN PENDAHULUAN

Aktivitas Guru :

- Memberikan salam, menyapa peserta didik dan presensi (cek kehadiran)
- Menyampaikan skenario kegiatan pembelajaran yaitu pertunjukkan bermain peran (role play)

Aktivitas Peserta Didik :

- Menjawab salam dan merespon presensi yang dilakukan guru.
- Menyimak penjelasan guru mengenai aturan dan jalannya kegiatan drama kelompok.

B. KEGIATAN INTI

3) Tahap Produksi (Production Stage)

Aktivitas guru :

- Guru meminta peserta didik menyusun naskah dialog (role play) untuk dipresentasikan secara berkelompok di depan kelas berdasarkan cerita naratif yang dipilih.
- Guru meminta peserta didik menyusun naskah dialog dalam bentuk kalimat langsung (direct speech) untuk mempermudah saat berbicara di depan kelas.
- Guru meminta peserta didik mengumpulkan cerita naratif dari hasil berdiskusi kelompok untuk di cek dan di nilai
- Guru meminta peserta didik mempersiapkan naskah dialog kepada setiap kelompok untuk dilanjutkan pada tahap presentasi di depan kelas.
- Guru memilih kelompok secara acak untuk tampil memainkan peran (role play) sesuai naskah dialog (direct speech) yang telah dibuat.
- Guru mengamati dan melakukan penilaian selama proses role play berlangsung.

Aktivitas peserta didik :

- Peserta didik menyusun naskah dialog berdasarkan cerita naratif untuk dipresentasikan di depan kelas.
- Peserta didik menulis naskah dialog menggunakan kalimat langsung (direct speech).
- Perwakilan setiap kelompok mengumpulkan hasil tulisan cerita naratif kepada guru untuk dinilai.
- Setiap kelompok melakukan persiapan akhir dan mematangkan naskah dialog sebelum tampil.
- Kelompok yang terpilih maju ke depan untuk menampilkan role play.
- Peserta didik menampilkan role play dengan sungguh – sungguh dan memperhatikan masukan saat diamati oleh guru.

C. Penutup

Aktivitas guru :

- Guru membimbing peserta didik menyimpulkan materi pembelajaran, performa role play, dan pesan moral.
- Guru memberikan penguatan dan umpan balik (feedback) menyeluruh terhadap performa berbicara seluruh kelompok.
- Guru memberikan apresiasi atas partisipasi dan kerjasama peserta didik selama proses pembelajaran.
- Guru memimpin doa penutup dan mengucapkan salam untuk mengakhiri pembelajaran

Aktivitas peserta didik:

- Peserta didik menyimpulkan poin materi dan pesan moral cerita secara bersama guru.
- Peserta didik mendengarkan umpan balik (feedback) dari guru sebagai bahan evaluasi kemampuan berbicara.

- Peserta didik melakukan refleksi mandiri terkait kendala dan hal baru yang mereka pahami selama pembelajaran.
- Peserta mengikuti doa penutup dan menjawab salam dari guru.

XIV. ASESMEN

ASESMEN FORMATIF

Teknik:

- Observasi diskusi
- LKPD
- Presentasi kelompok
- Tanya jawab

XV. RUBRIK PENILAIAN

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Pronunciation	Sangat jelas	Cukup jelas	Kurang jelas	Tidak jelas
Grammar	Sangat tepat	Cukup tepat	Banyak kesalahan	Dominan salah
Fluency	Sangat lancar	Cukup lancar	Kurang lancar	Tidak lancar
Comprehension	Sangat paham	Cukup paham	Kurang paham	Tidak paham

Skor	Predikat	Kategori
85 -100	A	Sangat baik
70 84	B	Baik
55 -69	C	Cukup
<55	D	Kurang

XVI. LKPD (LEMBAR KERJA PESERTA DIDIK)

Nama :……

Kelas :……

Aktivitas 1: Tahap Praktik

Task 1: Listen and Repeat

- Read and practice the narrative text with your partner. Pay attention to the correct pronunciation, fluency, intonasi, and expression as demonstrated by the teacher.

Task 2: Pairwork (Speaking Practice)

- Practice a short dialogue based on the narrative story given by the teacher.
- Perform the short dialogue in front of the class with your partner to show your speaking skills.

Task 3: Group Discussion

- Work in a group 4 students
- Choose one sub-theme of narrative text: fable, legend, folktale or fairy tale
- Discuss and analyze the narrative text based on your group's chosen sub-theme.

Aktivitas 2: Tahap Produksi

Task 4: Writing a Role Play Script

- Discuss and write a short role-play script based on that narrative story.
- Use direct speech in your script to make it easier to speak during the performance.

Write your group's script here:

Group:……..

Character:……

Script:

……..

……

……

……

Task 5: Performing The Role Play

- Perform the role play in front of the class with your group based on the script you have created

XVII. PENGAYAAN DAN REMEDIAL

❖ **Pengayaan**
Target :
- Peserta didik yang telah tuntas nilai KKM dan mencapai skor maksimal 4 pada aspek pronunciation dan fluency.

❖ **Remedial**
Target :
- Peserta didik yang belum tuntas nilai KKM dan mendapat skor 1 atau 2 pada aspek pronunciation dan fluency.

XVIII. REFERENSI

❖ Buku Bahasa Inggris SMP Kelas VIII Kurikulum Merdeka
❖ Modul Kemendikbud
❖ PPT Narrative Texs
❖ Kamus Bahasa Inggris

Mengetahui	Tempurejo, 1 Maret 2026
Kepala Sekolah	Guru Mata Pelajaran
Riza Umami, S.Pd.i	Falihatul Munawaroh, S.Pd
NIP : -	NIP: -

Appendix 9. The 8th Grade Students English Score

NILAI BAHASA INGGRIS KELAS 8

No	Nama Siswa	Tema Role Play
1.	AF	75
2.	AR	90
3.	ANM	90
4.	ADH	90
5.	DA	85
6.	IAS	80
7.	M	85
8.	MI	75
9.	MNL	80
10.	MEI	75
11.	MAHS	80
12.	MDAG	85
13.	MAR	80
14.	MHAW	80
15.	MMBY	75
16.	NAR	80
17.	NMR	85
18.	PAM	85
19.	RAA	80
20.	RA	80
21.	SATK	85
22.	YMB	75
23.	ZAJ	85

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Appendix 10. Documentation Sequence of PPP Method

Presentation Stage



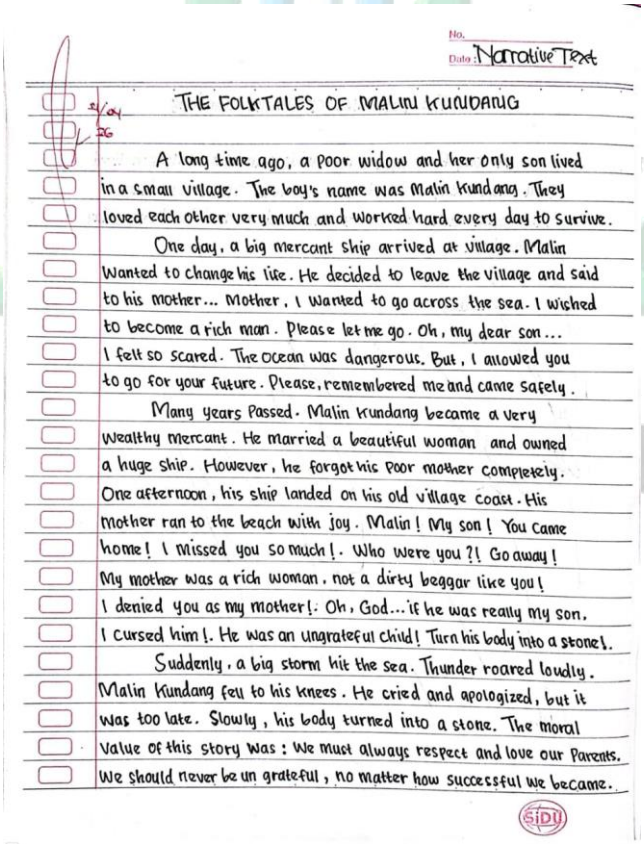
Teacher Explain Narrative Text Material

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Practice Stage



Paired Dialogue



No.
Date : Narrative Text

THE FOLKTALES OF MALIN KUNDANG

A long time ago, a poor widow and her only son lived in a small village. The boy's name was Malin Kundang. They loved each other very much and worked hard every day to survive.

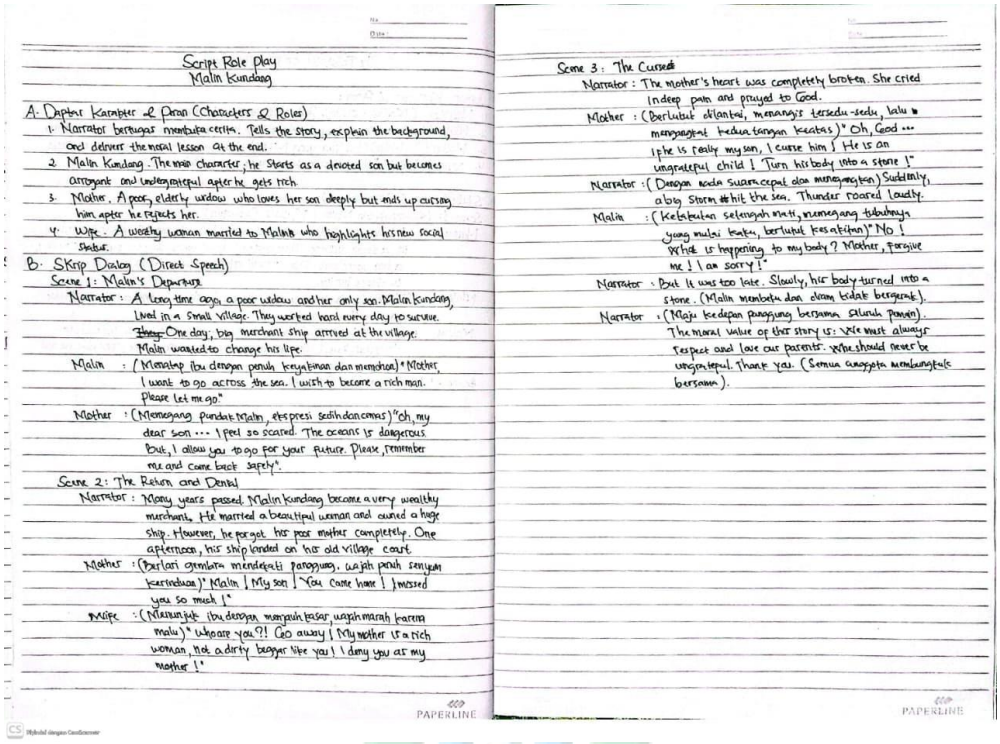
One day, a big mercant ship arrived at village. Malin wanted to change his life. He decided to leave the village and said to his mother... Mother, I wanted to go across the sea. I wished to become a rich man. Please let me go. Oh, my dear son... I felt so scared. The ocean was dangerous. But, I allowed you to go for your future. Please, remembered me and came safely.

Many years passed. Malin Kundang became a very wealthy mercant. He married a beautiful woman and owned a huge ship. However, he forgot his poor mother completely. One afternoon, his ship landed on his old village coast. His mother ran to the beach with joy. Malin! My son! You came home! I missed you so much!. Who were you?! Go away! My mother was a rich woman, not a dirty beggar like you! I denied you as my mother!. Oh, God... if he was really my son, I cursed him!. He was an ungrateful child! Turn his body into a stone!.

Suddenly, a big storm hit the sea. Thunder roared loudly. Malin Kundang fell to his knees. He cried and apologized, but it was too late. Slowly, his body turned into a stone. The moral value of this story was : We must always respect and love our Parents. We should never be un grateful, no matter how successful we became.

Narrative Story Assignment in Group

Production Stage



Script Role Play
Malin Kundang

A. Daftar Karakter & Peran (Characters & Roles)
1. Narrator bertugas menceritakan cerita. Tells the story, explain the background, and delivers the moral lesson at the end.
2. Malin Kundang. The main character; he starts as a devoted son but becomes arrogant and ungrateful after he gets rich.
3. Mother. A poor, elderly widow who loves her son deeply but ends up cursing him after he rejects her.
4. Wife. A wealthy woman married to Malin who highlights his new social status.

B. Skrip Dialog (Direct Speech)
Scene 1: Malin's Departure
Narrator : A long time ago, a poor widow and her only son, Malin Kundang, lived in a small village. They worked hard every day to survive. ~~They~~ One day, big merchant ship arrived at the village. Malin wanted to change his life.
Malin : (Menatap ibu dengan penuh kegelisahan dan memohon) "Mother, I want to go across the sea. I wish to become a rich man. Please let me go."
Mother : (Menegang pundak Malin, ekspresi sedih dan cemas) "Oh, my dear son ... I feel so scared. The oceans is dangerous. But, I allow you to go for your future. Please, remember me and come back safely".
Scene 2: The Return and Denial
Narrator : Many years passed. Malin Kundang became a very wealthy merchant. He married a beautiful woman and owned a huge ship. However, he forgot his poor mother completely. One afternoon, his ship landed on his old village coast.
Mother : (Berlari gembira mendekati penggung, wajah penuh senyum kerinduan) "Malin ! My son ! You come home ! I missed you so much !"
Wife : (Menunjuk ibu dengan nampak kesar, wajah marah karena malu) "Who are you?! Go away ! My mother is a rich woman, not a dirty beggar like you ! I deny you as my mother !"

Scene 3 : The Cursed
Narrator : The mother's heart was completely broken. She cried in deep pain and prayed to God.
Mother : (Berlutut di tanah, menangis tersedu-sedu, lalu ia mengangkat kedua tangan kearah) "Oh, God ... if he is really my son, I curse him ! He is an ungrateful child ! Turn his body into a stone !"
Narrator : (Dengan suara cepat dan menegangkan) Suddenly, a big storm hit the sea. Thunder roared loudly.
Malin : (Kelelahan setengah mati, menegang tubuhnya yang mulai kaku, berlutut kesakitan) "No ! What is happening to my body? Mother, forgive me ! I am sorry !"
Narrator : But it was too late. Slowly, his body turned into a stone. (Malin membeku dan orang tidak bergerak).
Narrator : (Maju kedepan penggung bersama seluruh pemain). The moral value of the story is: We must always respect and love our parents. We should never be ungrateful. Thank you. (Semua anggota membungkuk bersama).

PAPERLINE

Script Dialogue Role Play in Group



Role Play

Appendix 11. Documentation of Student Engagement



Interactive Group Activities as Factor Behavioral Engagement



Confidence Speaking as Factor Emotional Engagement



Guided Learning Process as Factor Cognitive Engagement

Appendix 12. Documentation of Interview



Interview with English Teacher



Interview with Student 1

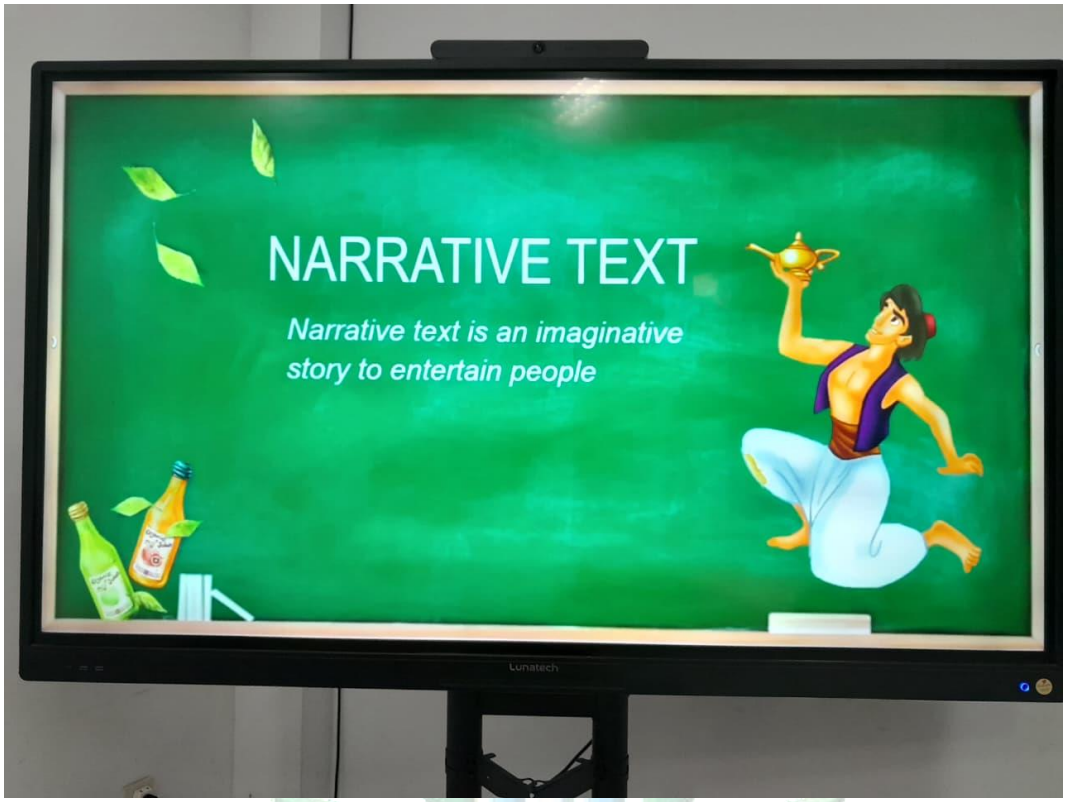


Interview with Student 2



Interview with Student 3

Appendix 13. Documentation of Teaching Media






Fairy Tales
The Goose with the
Golden Eggs


Folktales
Sangkuriang


Folktales
Malin Kundang

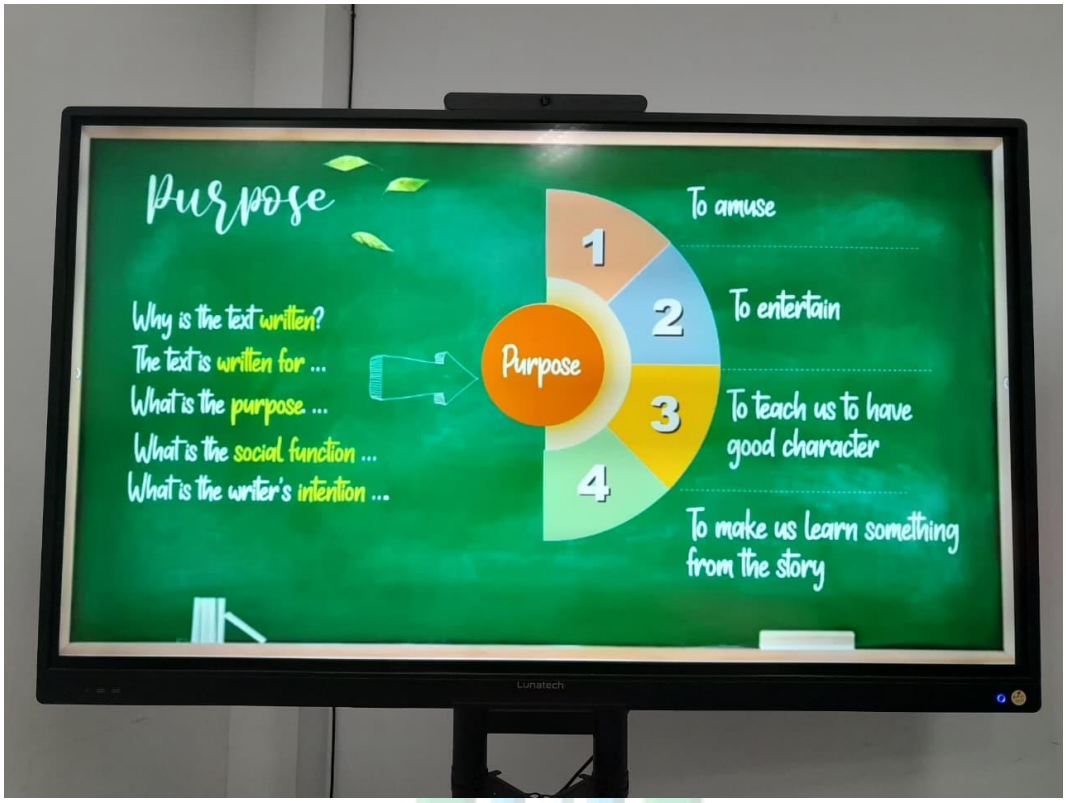

Fairy Tales
Snow White

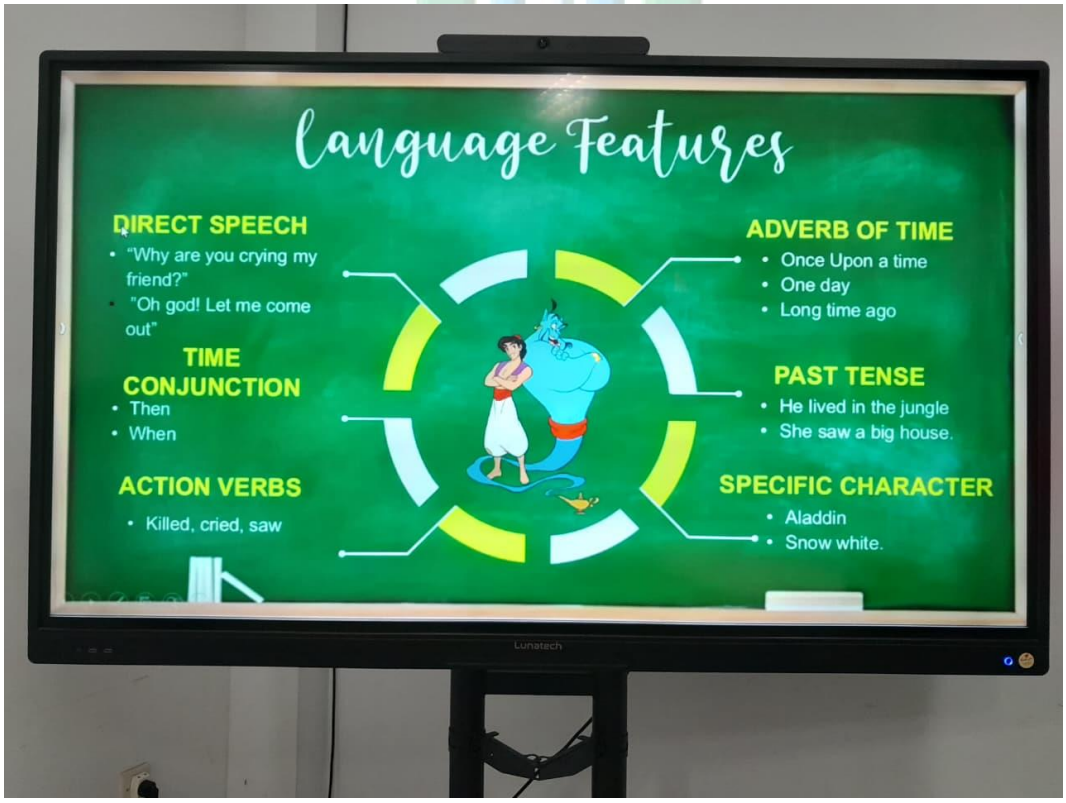

Fabel
The Ant and the Dove

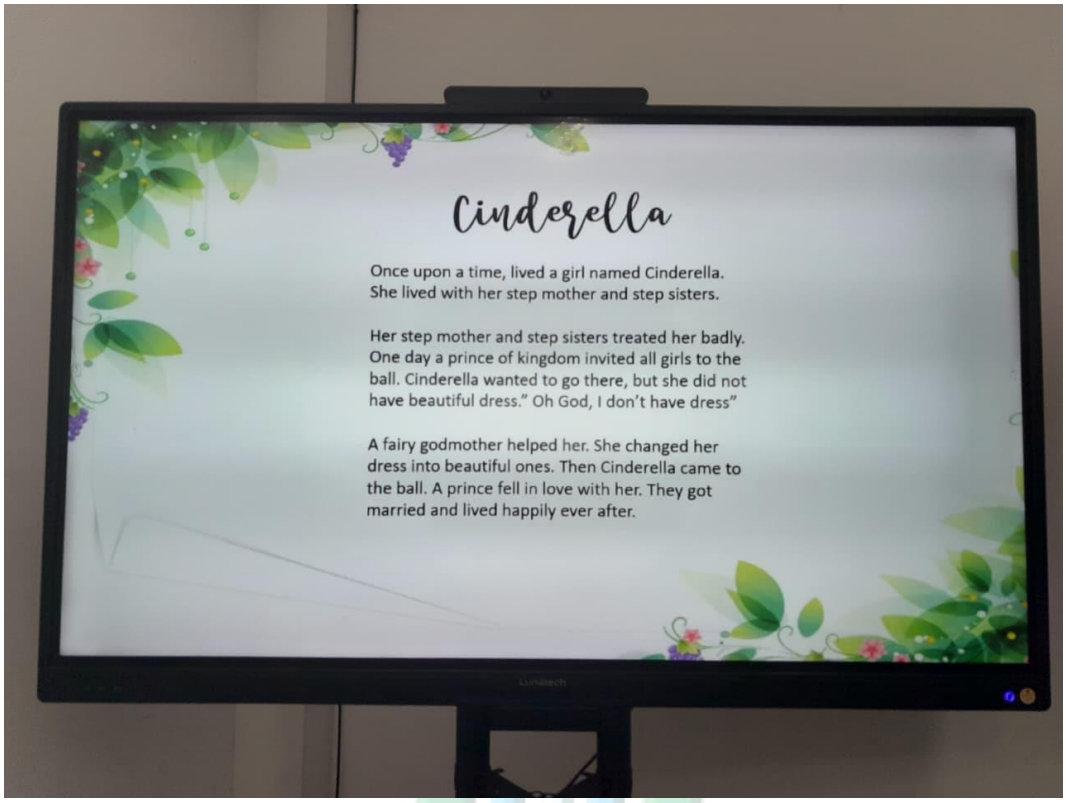

Fabel
The Ant and the
Grasshopper

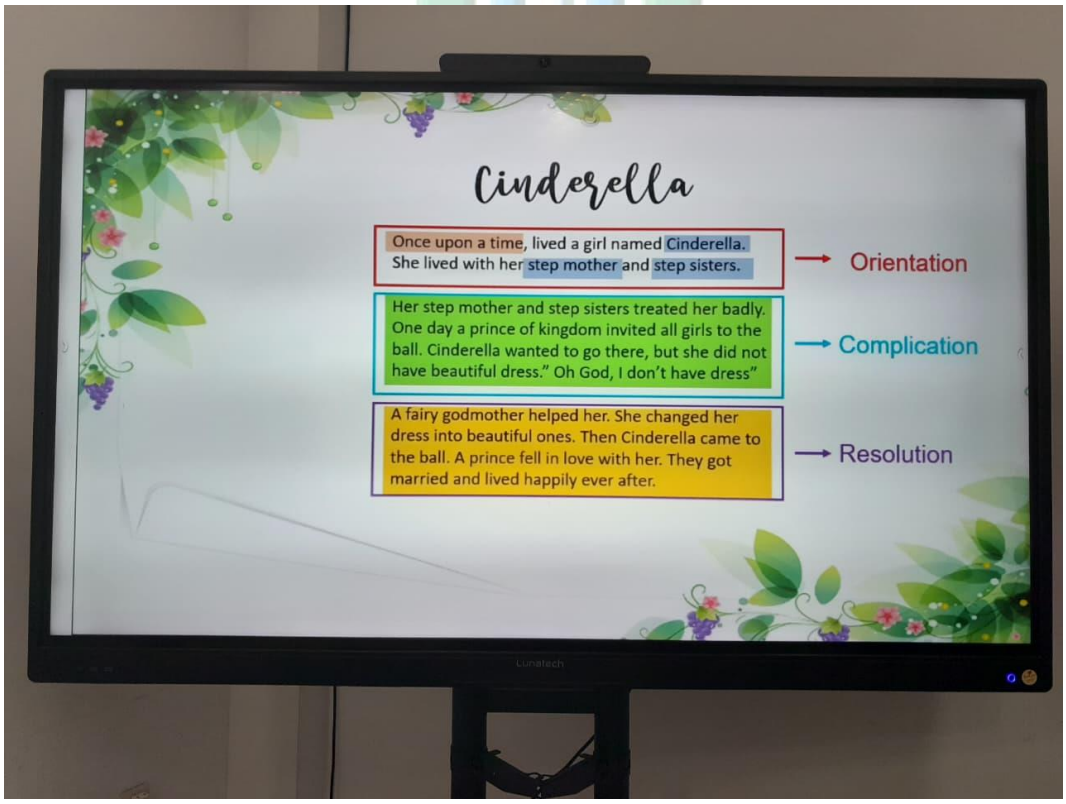

Legend
The Legend of
Banyuwangi

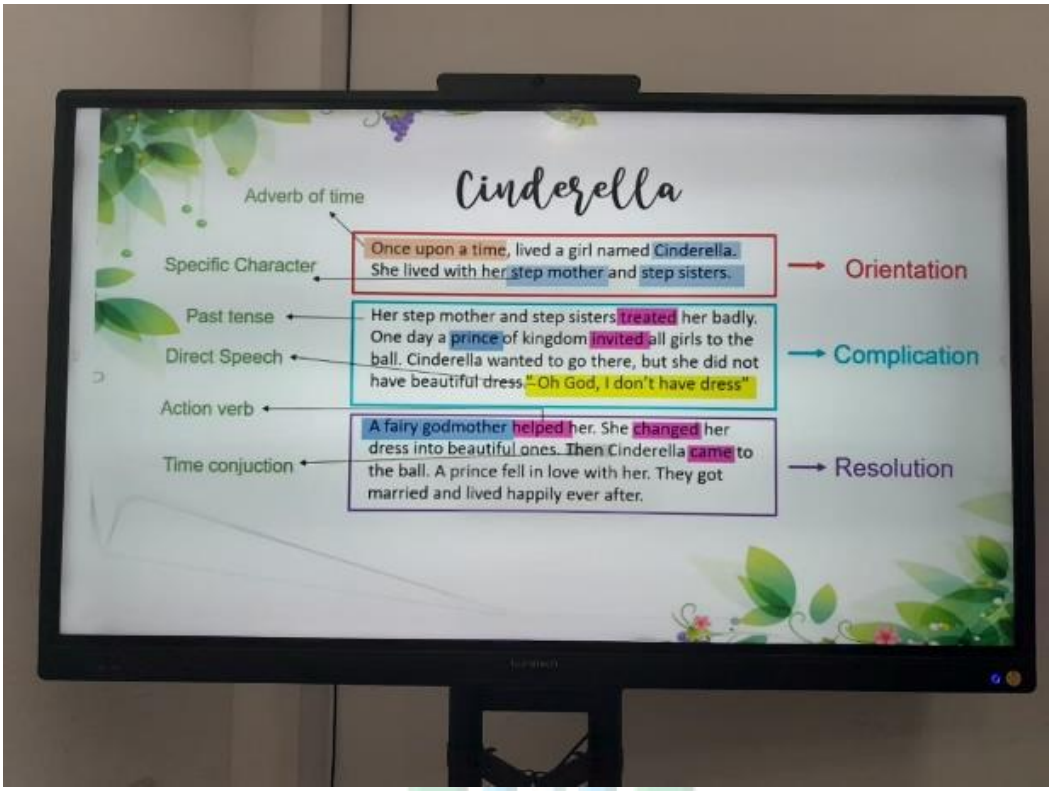

Legend
The Legend of
Toba Lake


Purpose
Why is the text written?
The text is written for ...
What is the purpose ...
What is the social function ...
What is the writer's intention ...
Purpose
1
2
3
4
To amuse
To entertain
To teach us to have good character
To make us learn something from the story


Language Features
DIRECT SPEECH
"Why are you crying my friend?"
"Oh god! Let me come out"
TIME CONJUNCTION
Then
When
ACTION VERBS
Killed, cried, saw
ADVERB OF TIME
Once Upon a time
One day
Long time ago
PAST TENSE
He lived in the jungle
She saw a big house.
SPECIFIC CHARACTER
Aladdin
Snow white.


Cinderella
Once upon a time, lived a girl named Cinderella.
She lived with her step mother and step sisters.
Her step mother and step sisters treated her badly.
One day a prince of kingdom invited all girls to the
ball. Cinderella wanted to go there, but she did not
have beautiful dress." Oh God, I don't have dress"
A fairy godmother helped her. She changed her
dress into beautiful ones. Then Cinderella came to
the ball. A prince fell in love with her. They got
married and lived happily ever after.


Cinderella
Once upon a time, lived a girl named Cinderella.
She lived with her step mother and step sisters.
Orientation
Her step mother and step sisters treated her badly.
One day a prince of kingdom invited all girls to the
ball. Cinderella wanted to go there, but she did not
have beautiful dress." Oh God, I don't have dress"
Complication
A fairy godmother helped her. She changed her
dress into beautiful ones. Then Cinderella came to
the ball. A prince fell in love with her. They got
married and lived happily ever after.
Resolution



The Narrative Text Power Point Material Using IFP Media

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Appendix 14. Curriculum Vitae

CURRICULUM VITAE



Identity:

Name	: Reta Prasasti
SRN	: T20196047
Place, Date of Birth	: Jember, 23 of March 1999
Gender	: Female
Address	: Tanjungrejo, Wuluhan, Jember
Faculty	: Tarbiyah and Teacher Training
Major	: English Education Program
Email	: retaprasasti239@gmail.com

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Education Background:

Kindergarten	: TK Muslimat NU 07
Elementary School	: SD Negeri Tanjungrejo 06
Junior High School	: SMP 06 Diponegoro Wuluhan
Senior High School	: SMK 01 Diponegoro Wuluhan