

ABSTRACT

MODIFYING PPP IN PROMOTING COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE THE STUDENTS' ENGLISH COMMUNICATIVE COMPETENCE

By

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The objectives of this study are to find out the significant difference of English communicative competence between the students who were taught by using original PPP method and the students who were taught by using PPP that has been modified with CLT; and, to investigate the more effective method between original PPP method and the modified one in improving the students' communicative competence. This is a quasi experimental research using two classes comparing the original and modified PPP. The subjects were twenty junior EFL students for each class whose English was still at the lower level. The subjects were chosen by using purposive sampling. The result showed that there was a significant difference of English communicative competence between the students who were taught by using original PPP method and the students who were taught by using modified PPP. In addition, both original and modified PPP method can strongly facilitate the students to communicate accurately with grammatically correct utterances; however, only modified PPP that can help the students to have a good communicative competence. Thus, PPP is suggested to have modification to harness the method to its best deployment.

Keywords: PPP, CLT, communicative competence, accuracy, fluency