

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

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**MAGISTER PROGRAM OF ENGLISH EDUCATION  
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**ABSTRACT****MODIFYING PPP IN PROMOTING COMMUNICATIVE LANGUAGE  
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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

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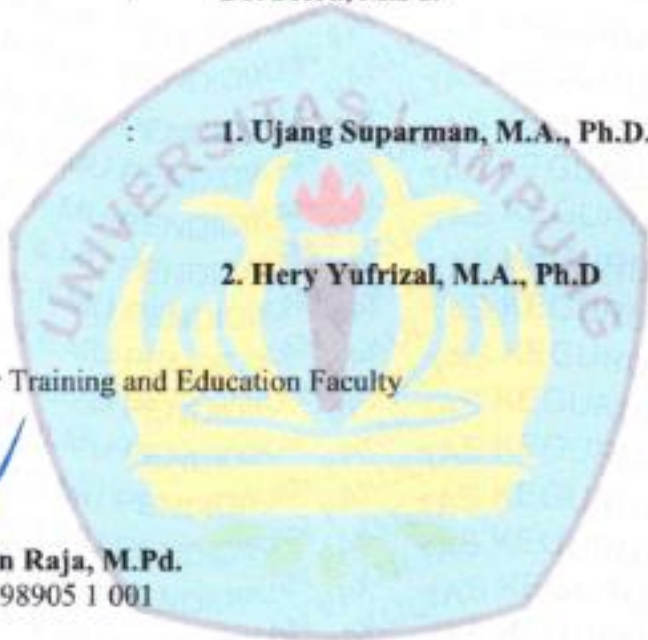
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## **CURRICULUM VITAE**

Rachma Vivien Belinda is the first child of Erik Ivana and Neng Afrida. She was born in Bandarlampung, on September 21, 1996. She has only one sibling alive. It is her younger sister, Khairunnisa Baby Ivana.

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Having done her bachelor degree as the best graduated student in Lampung University, she then continued her master at the same college and also in the same department, English. During the study, she was also active on the university organization called Eternity. There, she was appointed the Head of Education Program as the goals of the organization is to give English education to all the citizens of the Teacher Training and Education faculty. She was also working on the faculty as the academic administrator in the Scientific Publication Unit for two years. She was responsible for the students' scientific articles before being published on the faculty's journal.

Her passion in teaching makes her started to teach in 2015 when she was a freshman in bachelor degree, beginning by sharing her knowledge to her friends from other faculties. She was also in charge of the U.S. Embassy program called Access Micro-scholarship as an English teacher for junior students, giving free English and life skill lessons to the students from 2018 to 2020. At the present time, she is also teaching in high school and working at a foreign company as sales and marketing. She works from home and also takes care of her husband and son.

**DEDICATION**

*Bestowed to all the teachers who instilled in me the delight of teaching, the students who dye my life with laughter, the family who nourishes me with love and compassion, and myself who never despair no matter how hard life might get.*

*To Rafa, my one and only pure love on earth.*



**MOTTO**

Live for God only.

-Rachma Vivien Belinda

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Finally, the author believes that her writing is still distant from perfection. There might be flaws in this research. Thus, comments, criticism, and suggestions are always acceptable for better research. The author hopes this research would give a positive contribution to the educational development in English language teaching, to the readers, and to those who want to conduct further research.

Bandar Lampung, July 2021

The author,



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## TABLE OF CONTENT

	<b>Page</b>
<b>COVER</b> .....	i
<b>ABSTRACT</b> .....	ii
<b>CURRICULUM VITAE</b> .....	vii
<b>DEDICATION</b> .....	viii
<b>MOTTO</b> .....	ix
<b>ACKNOWLEDGEMENTS</b> .....	x
<b>TABLE OF CONTENT</b> .....	xii
<b>LIST OF TABLES</b> .....	xiv
<b>LIST OF APPENDICES</b> .....	xv
<b>1. INTRODUCTION</b>	
1.1. Background .....	1
1.2. Research Questions .....	7
1.3. Objectives of the Research .....	7
1.4. Uses of the Research .....	8
1.5. Scope of the Research .....	8
1.6. Definition of Terms .....	9
<b>2. LITERATURE REVIEW</b>	
2.1. Communicative Competence .....	11
2.2. Communicative Language Teaching .....	13
2.3. English Teaching Method .....	14
2.4. PPP (Presentation, Practice, Produce) Method .....	16
2.5. Modifying PPP with CLT approach .....	19
2.6. Procedure of Teaching English by Using Original and Modified PPP .....	20
2.7. Theoretical Assumption .....	23
2.8. Hypotheses .....	24
<b>3. METHODS</b>	
3.1. Research Design .....	25
3.2. Subjects .....	27
3.3. Data Collecting Technique .....	27
3.4. Research Procedures .....	28
3.5. Research Instrument .....	30
3.6. Validity and Reliability of the Instruments .....	30
3.6.1. Validity of the Instrument .....	30
3.6.1. Reliability of the Instrument .....	33
3.7. Data Analysis .....	35
3.8. Hypothesis Testing .....	36

**4. RESULTS AND DISCUSSIONS**

4.1. Implementation of experiment .....	37
4.2. Result .....	38
4.2.1. RQ1 .....	39
4.2.2. RQ2 .....	40
4.3. Discussion .....	42
4.3.1. RQ1 .....	45
4.3.2. RQ2 .....	51

**5. CONCLUSIONS AND SUGGESTIONS**

5.1. Conclusions .....	54
5.2. Suggestions .....	55
5.2.1. Teachers .....	55
5.2.2. Researchers .....	55

**REFERENCES****APPENDICES**

**LIST OF TABLES**

1. Communicative Competence Rubric .....	31
2. Pretest Result .....	34
3. Posttest Result .....	35
4. Normality Test .....	38
5. Homogeneity .....	39
6. Independent Samples Test .....	40
7. N Gain of the Score.....	41
8. Mean Score per Aspect .....	41

## **LIST OF APPENDICES**

1. Score of E1 Pretest
2. Score of E1 Posttest
3. Score of E2 Pretest
4. Score of E2 Posttest
5. Lesson Plan I
6. Lesson Plan II

## **1. INTRODUCTION**

This chapter provides the basic idea of what being discussed. It is concerned with the discussion of the background of the research, research questions, objective of the research, uses of the research, scope of the research, and definition of term.

### **1.1. Background**

English has long been one of the very eminent languages that is learnt by many people from all around the world. Anything that is related with the process of English teaching and learning also became a major topic of discussion in many institutions. The problems, techniques, methods, and anything with respect to learning and acquiring English always get the spotlight everywhere including in Indonesia. Many factors can influence people of learning and acquiring English, one of the examples is the instructional process in the classroom.

As a high demand of a good communication skills in English, it made the demand of English teaching quite big, resulting in the requirement of good communicative competence as the main objective of English teaching and learning. In 1970, a methodology called Communicative Language Teaching (CLT) was proposed. It became so popular that it might influence all of the English teaching approaches today. Since then, CLT has served as a major source of influence on



language teaching practice around the world (Richards, 2006). CLT, also called communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. According to CLT, the goal of language education is the ability to communicate in the target language (Savignon, 1997). This belief then became the most acceptable belief among the English language teachers and learners, causing them to have CLT as the main approach because it is the most appropriate methodology to help them obtain the objective of communicative competence. Moreover, there are lots of popular techniques in English teaching which has been influenced by CLT; however, not all of those techniques are suitable to apply to certain students. Choosing the method in language teaching is something crucial in which the students are the most important part to consider since different kind of students might need different treatment even though their need is the same.

In addition, a lot of methods are being implemented and developed in order to achieve the objective and help the students to acquire English language. The classroom is mold into a kind of situation where the instructional process can run well. However, it is undeniable that only a good teacher can implement the method and teaching technique well. The status of a good teacher itself is not something that is static; it is constantly changing as the teacher interacts with learners and other teachers and also emerges with the teacher's experience from how they have practiced as teachers dealing with the teaching methods and paradigms over the past time of their teaching life (Barkhuizen and Mendieta, in Griffiths and Tajeddin 2020). Over the last 40 years, there is this one paradigm that is considered as the most popular and most durable way of lesson planning in English language teaching

called PPP (Anderson, 2016). It is proven that the English teacher at school mostly use it despite the critics over it (Ellis 1993a; Willis 1994; Skehan 1998; and Lewis 1996).

PPP stands for Presentation, Practice and Production (Weller, 2019). It is referred to as a procedure, model, paradigm or approach to teaching language components. As the procedure is straightforward, the teacher presents the target language. Then, students are asked to practice it, first in well controlled activities, then in freer activities. It is only later that the students are allowed to produce the desired language. The process starts with the input and ends with the output. Anderson (2016) has identified three potential contexts of using PPP one of which primary and secondary teachers working in low- and middle-income countries and defined the lesson structure on his work as a teacher and teacher trainer well-matched with best practice in conventional teaching process.

Nevertheless, as with any well-established methodology, PPP has its critics mentioned before (Ellis 1993a; Willis 1994; Skehan 1998; and Lewis 1996). One of the very famous criticisms is that some experts consider PPP or Ps incompatible with its students-centered approaches (Lewis, 1993 and Scrivener 1996). Ps is believed as a teacher-led instruction rather than learner-oriented strategies. Moreover, a couple of relatively new methodologies are starting to gain in popularity beating Ps such as TBL (task-based learning) and ESA (engage, study, activate). However, even strong advocates of these new methodologies do concede that new EFL (English as a foreign language) teachers find the PPP methodology easiest to grasp, and that these new teachers, once familiar with the PPP

methodology, are able to use TBL and ESA more effectively than new trainees that are only exposed to either TBL or ESA.

What makes PPP easier to grasp is that as it is stated by Harmer (2009), PPP is commonly used as the way to teach simple language at lower levels. However, many experts believe that it quickly became old-fashioned since the criticism of PPP continued (Kumaravadivelu 2006; Tomlinson and Masuhara 2008; Kiely and Askham 2012). However, the fact that PPP is probably the most commonly lesson structure used in TEFL is undeniable (Anderson, 2016). The model that is so simple and easy to implement makes the teachers prefer using this model in teaching English (Carless in Hellström, 2016). Another reason why PPP is still prominent among English language practitioners (Jarvis 2015; Hellstrom 2016; Lasmiatun and Munir 2018; Sari and Sembiring 2019) is because it is considered as an explicit instruction which is believed to be more effective compared to the implicit instruction (Spada and Tomita, 2010). It happens because the practice in Ps is possible to facilitate the knowledge obtained from the explicit instruction into the more procedural knowledge or implicit instruction (Hulstijn and DeKeyser in Anderson, 2016) which makes the instructional process runs smoothly in the classroom.

Moreover, PPP is also compatible to apply in the classes in which consist of the learners who share their first language or L1 (Spada and Lightbown 2008). Thus, the make use of PPP is proper for EFL learners in Indonesia especially in primary and secondary classroom since many beginner learners mostly share their L1 during the instructional process. Another reinforcement that might proof PPP as the most

appropriate method to apply in English teaching and learning classes in Indonesia is due to the theory from Anderson (2016). He claims that PPP is useful for typical low-income countries like Indonesia in which the teaching conditions tend towards the following characteristics such as: 1) curricula are externally imposed and ambitious; 2) classes are large; 3) learners share their L1 or other community language; 4) learners have only a few hours of instruction per week; and 5) educational culture tends towards higher levels of teacher intervention. Those five characteristics perfectly suit the condition of teaching in Indonesia making PPP as the most suitable method to apply compared to the other methods.

Unfortunately, PPP can barely promote communicative language teaching (CLT) because it is more likely to use in teaching grammar since PPP is proved to be useful in promoting grammar teaching to the EFL learners (Ellis and Shintani 2014). Meanwhile, the objective of English teaching is to make the learners comprehend the target language (TL) in which it helps preparing the learners to be able to use it for communicative purposes. Ur (2011) states that teachers of school children in a state school in a country where the TL is not spoken outside the classroom are likely to get best results in grammar learning through systematic explanation plus practice. Thus, the learners tend to have good results in grammar rather than having good communication skills (re. speaking skills). It is believed that grammar offers genuine benefits in language learning (Saaristo, 2015). However, having good grammar does not always mean having good communication skills using TL. There is no guarantee that the learners would be able to use the TL for communicative purposes just because their grammar's result is great. On the other hand, grammar mastery and communication skills are inter-connected. A

language learner will be successful if s/he has both good grammar and good communication skills using the TL. As a result, both teaching grammar and promoting communicative language teaching play an important role for the learners' success in language learning. Even though English teaching and learning has a main objective to make the students communicate using the TL, understanding the grammatical problem is needed as a resource in the creation of spoken and written texts (Richards, 2014). Thus, the teachers need a procedure that can help them to make the students comprehend the grammar well and acquire L2 by promoting communicative language teaching in the classroom at the same time.

Many teachers using new methodologies in teaching English such as Task Based Language Teaching or else focus on communicative activities while not having good result in grammar (Hellstrom: 2016). It ends up making the learners able to communicate without using a good structure in their utterances, meaning that they are fluent in speaking but less accurate. The fact that PPP is good for teaching grammar can be utilized; however, the procedure needs to change a bit so that it can also promote communicative language teaching. That is why PPP needs to be modified with the communicative approach. Molding the instructional process to be more student-centered can be one of the ways to get better result in utilizing the Ps method. Not only it can make the students comprehend the grammatical knowledge, it also might help them be able to acquire L2. As a result, the students are expected to have both fluency and accuracy in communicative competence.

## **1.2. Research Questions**

This study tried to compare between the original PPP method and the modified one. In line with that, the research questions were formulated as:

- 1) is there any 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 method?
- 2) Which one is more effective in improving the students' communicative competence, original PPP method or the modified one?

The list above is the formulation of the research which is going to find out in this study. That formulation is helpful to decide the objectives of this study.

## **1.3. Objectives of the Research**

After formulating the research question, the objectives or the goals of this study can be narrowed down as:

- 1) to find out any 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 method, and
- 2) which one is more effective in improving the students' communicative competence, original PPP method or the modified one.

After deciding the objectives, the study can be done easier. Furthermore, it is also needed to know what exactly the functions or the uses of this study that will be explained in the following sub-chapter.

#### **1.4. Uses of the Research**

The function of the research should exist so that this study can be beneficial for people. This can give people advantages that can help them to understand what exactly important. The result of this research can have following uses below.

- 1) Theoretically, the finding of this research could complete and give contribution to the previous researches and the existing theory. This research will also emphasize the modification of implementing PPP so that it can facilitate the students in language learning. The other researchers could also use this research to conduct a deeper research with respect to the problem of many EFL teachers in teaching English: how to implement the method so that it helps the teachers to promote communicative language teaching in the classroom.
- 2) Practically, the result of this research could inform English instructors to pay more attention and try to implement PPP method so that it gives advantages to both the teachers and the students.

After being conducted, it is essential that the research can give new knowledge or information for the people. Furthermore, it is better when this study can be a reference to the other studies, or even this study can trigger many people to conduct further research with respect to this study.

#### **1.5. Scope of the Research**

This research focuses on the use of the original PPP method and the modified one. In order to find out whether there is any difference on the English communicative competence of the students who were taught by using original PPP and the students who were taught by using the modified one, the researcher implemented it to the students at a very low level so that even a slight change might

be seen. The original PPP was modified by using CLT approach, changing the concept of each step which initially focus on grammatical competence into the steps which focus on both grammatical and communicative competence, for example changing the practice of grammar worksheet into grammar practice in more communicative way like playing word chains in a group or role-playing. Therefore, both accuracy and fluency of the students' communicative competence will be the main focus in the present study. The center of the instruction will also be changed from teacher-centered into more students-centered for example by engaging the students in the presentation phase. The modification or the development of the method can also be considered based on the problem when the researcher tries to implement the original one, so there will be omitting or adding on the steps and other modification.

## **1.6. Definition of Terms**

This sub-chapter is discussed about the lexis or words which are commonly occur in this paper. These following terms are explained based on the theory:

1. *Accuracy* is how the students' use of the language system whether it is correct or not.
2. *CLT or Communicative Language Teaching* is an approach in language teaching where the meaning is emphasized over the form.
3. *Communicative competence* is the capability of using the language for communicative purposes.
4. *Fluency* is how the students' use of the language system whether it is smooth, eloquent, and flowing well.



5. *PPP* or *Ps* is a method, framework, or procedure used in teaching English. It stands for presentation, practice, and produce.
6. *Presentation* is the first PPP abbreviation of which the students obtain the language taught presented by the teacher.
7. *Practice* is the second PPP abbreviation of which the students apply the language taught after getting the model from the teacher.
8. *Produce* is the last PPP abbreviation of which the students use the language taught.
9. *Grammatical competence* is the knowledge of the students regarding their ability of the building blocks of language structure.
10. *The Modified PPP* or *PsM* is PPP which has been modified with CLT

The words definition mentioned above is the commonly used terms in this paper which are usually discussed as the important concepts of the present study.

Those points above including the discussion of the background of the research, research questions, objective of the research, uses of the research, scope of the research, and definition of term are the fundamental concept of this paper. The theory regarding the concept above will be elaborated further in the next chapter.

## **2. LITERATURE REVIEW**

Associated with many things in the previous chapter, this chapter is ahead of some theories which are discussed in a framework. It consists of Communicative competence, CLT, English teaching method, PPP method, procedure of teaching English by using original and modified PPP method, theoretical assumption, and hypotheses.

### **2.1. Communicative Competence**

Communicative competence or CC was initially brought up in linguistics by Beaufait (1986) introducing the way to evaluate it. However, his theory does not commonly use until now. It is Canale (1988) who made this term well-known when he introduced the concept of its measurement. His initial purpose was to overcome the problem concerned by Lowe (1984) who highlighted that speaking has too often gone untested. Thus, people need a mean to effectively measure speaking proficiency and communicative competence (Beaufait, 1986).

Communicative competence is basically the capability of using the language for communicative purposes. Having a good communicative competence means having an ability to convey meaning and to interact with the interlocuter well with less mistake or even without any mistake. Therefore, both the locutor (speaker) and the interlocutor are able to share information to each other without having miscommunication or misunderstanding. Even when it happens, both the locutors

and interlocutors are expected to be able to overcome the problem by using some communication strategies. CC is also often associated with oral proficiency because it is fundamentally related to speaking skills. However, they have major different components when being measured.

As it is known that there are certain aspects of speaking skills that can be used to measure one's speaking ability, communicative competence also has the components or aspects that can be the standard of the measurement. To have an understanding whether the learners have a good communicative competence, there are some aspects which need to consider. Canale (1988) proposed four components of CC, those are grammatical, discursive, sociolinguistics, and strategic aspects. Moreover, according to Richards (2006), CC includes the following aspects of language knowledge: knowing how to use language for a range of different purposes and functions; knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication); knowing how to produce and understand types of texts (e.g., narratives, reports, interviews, conversations); and knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

In this present study, CC is used as the dependent variable which might be influenced by the application of PPP method in the teaching and learning process inside the classroom. As it is mentioned earlier that the original PPP is more likely to promote grammatical competence, the modified one is believed to help the learners in their speaking performance which is essentially based on the aspects of communicative competence. The measurement of the communicative competence was adapted from a scoring rubric from ETS (2019) that was modified according to the theory of CC's components initially proposed by Canale (1988) as the foundation and also Richards (2006) to make it not outdated.

## 2.2. Communicative Language Teaching

The theory of communicative language teaching or CLT was initially risen from Chomsky's theory in the 1960s where he focused on talking about competence and performance in language learning. However, the basic concept of CLT was arranged in the 1970s by a linguist called Michael Halliday who studied language function are expressed through grammar and Dell Hymes who introduced the idea of communicative competence. The emerge of CLT in the late 1970s and 1980s was actually a response to the lack of success in the traditional language teaching methods and also because of the high demand of language teaching at that time.

CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006). These principles emphasize the goal as the real communication is the focus of language learning. It, then, led the students to learn the language by using it as the mean of communication to make them use to it. Any error might happen during the process; however, it is not necessary to correct them immediately since error might also happen in the real communication and become a part of it. It can be tolerated as long as the communication runs well, and misunderstanding can be avoided. Moreover, those principles of CLT proposed by Richards (2006) are:

- a) providing opportunities for learners to experiment and try out what they know,
- b) being tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence,
- c) providing opportunities for learners to develop both accuracy and fluency,
- d) linking the different skills such as speaking, reading, and listening together, since they usually occur so in the real world, and
- e) letting students induce or discover grammar rules.

Richards (2006) also mentioned that in CLT, teachers had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning. Moreover, in order to make it as a teaching framework, CLT approach can be applied to a certain teaching method that is suitable with the learners and also the learning objectives.

### **2.3. English Teaching Method**

Teaching language actually means a process of making the language learners willing to practice the target language which in this case is English. Brown (2004: 5) affirms that teaching sets up the practice games of language learning: the opportunities for learners to listen, think, take risks, set goals, and process feedback from the "coach" and then recycle through the skills that they are trying to master. In language learning, the learners need to be active by practicing those sets of rules in the games. Many research and studies have been done in order to find the most suitable and effective teaching method that can make the students able to speak English. From the very beginning, there are so many experts proposed the way in teaching English. Some were successful enough to facilitate the students acquiring the target language, while the others faced problems and criticisms from other experts.

There are so many teaching methods developed from the language learning theory and research. The most traditional one is Grammar Translation Method (GTM) and Audiolingual Method (ALM). GTM is derived from a theory that said language is a set of grammatical rules. The point of this method is to teach grammar or sentence structure to the students. Meanwhile, ALM is related to drilling. It comes from the theory that said language can be obtained by habit which is believed by most behaviorists. The latest method which is popular among the practitioners

is Task Based Language Teaching (TBLT). It is based on an approach called Communicative Language Teaching (CLT). This method is promoted by those who believe that language is the mean of communication which emphasizes fluency over accuracy. Rather than studying the structure of the language, students are required to focus on meaning and use the target language communicatively. However, this method is more likely suitable for ESL (English as a Second Language) students compared to EFL (English as a Foreign Language) students or for those EFL students whose English ability is at least intermediate and advance. It is because the activities of TBLT demand the students to communicate in a certain way which can be done by those students whose English is still in a lower level. They might get difficulties while doing the task because they do not even know how to communicate with English fluently and accurately at the present time. Thus, an appropriate and a suitable method that can facilitate those lower-level students to be able to communicate needs to be investigated.

According to Richards and Renandya (2002), many traditional approaches to language teaching are based on a focus on grammatical form and a cycle of activities that involves presentation of new language item, practice of the item under controlled conditions, and a production phase in which the learners try out the form in a more communicative context. This has been referred to as the PPP approach and it forms the basis of such traditional methods of teaching as Audiolingualism and the Structural-Situational approach. It is suitable for the students who have a lower English ability since this method can expose the students to the very basic knowledge of the language. This approach then also become a method called PPP, a traditional method which is believed to be old-fashioned yet it is still famous and used by many English teachers in EFL country.

#### **2.4. PPP (Presentation, Practice, Produce) Method**

According to Weller (2019), PPP stands for Presentation, Practice and Production. It is referred to as a procedure, model, paradigm or approach to teaching language components. The procedure is straightforward. The teacher presents the target language. Then students are asked to practice it, first in well controlled activities, then in freer activities. It is only later that the students are allowed to produce the desired language. The process starts with the input and ends with the output. What happens in between is practice.

PPP was first introduced by Byrne (1976), then it is largely used by many practitioners. Before 1990s, the PPP or the "Three Ps" approach to language teaching was referred to by some scholars as the most common modern methodology employed by professional schools around the world. It is a strong feature of the renowned CELTA certification and other TEFL qualifications offered especially in the United Kingdom (Harris 2015) (Ludescher). According to Harmer (2001, p. 86) "a variation on Audiolingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP which stands for presentation, practice, production,". It follows the premise that knowledge becomes skill through successive practice and that language is learned in small chunks leading to the whole. This approach views accuracy as a precursor to fluency. PPP uses a classic deductive approach with grammar being explicitly introduced in the Presentation stage, the first part of the class, by the teacher. The Target Language (TL) for the day is chosen by the teacher from a syllabus of discrete language segments. Material presented to the students is manipulated, or finely-tuned, to emphasize the TL and remove reference to other language items which have yet to be presented. This is to allow students to concentrate on the TL without further distractions. (Read 1985, p. 17, cited in Carless, 2009, p. 51).

As Harmer (2001) maintains PPP has been recommended to trainee teachers as a useful teaching procedure from the 1960s onwards. PPP is a three-part teaching paradigm: Presentation, Practice and Production; based on behaviorist theory which states that learning a language is just like learning any other skill. The high degree of teacher control which characterizes the first and second stages of this approach lessens as the class proceeds, allowing the learner to gradually move away from the teacher's support towards more automatic production and understanding.

It is well-known that PPP is originally considered to originate from a behaviorist approach to language teaching which puts much stress on slicing language into smaller bits and on the importance of practicing these language bits until perfection (Rhalmi, 2016). The PPP paradigm has its defendants in the classroom although it has been proved to originate from a weak learning theory. Teachers still stick to the same procedure in delivering their lessons. Rhalmi (2016) also states that this is mainly due to the following points:

1. It is taught to reflect a so called 'logical' or 'plausible' procedure of learning. Production comes only after presentation and practice.
2. It is easy to implement. Teachers who still use this model of teaching start by slicing bits of language, sequencing them from easy to difficult. Then, they proceed by presenting, practicing and asking their students to produce.
3. Although Thornbury (1999) believes that the PPP model does not reflect how learning actually takes place, he saw in it the possibility to prime language for later use.

As Willis and Willis (1996, cited in Richards & Rodgers, 2001) state a lesson plan based on PPP should have three phases as follows:

1. *Presentation stage:* The teacher begins the lesson by setting up a situation, either eliciting or modeling some language that the situation calls for.



Presentation may consist of model sentences, short dialogues illustrating target items, either read from the textbook, heard on the tape, or acted out by the teacher.

2. *Practice stage:* Students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape in chorus and individually, until they can say them correctly. Other practice activities are matching parts of sentences, completing sentences or dialogues, and asking and answering questions using the target language.
3. *Production stage:* Students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher.

Byrne (1986) also notes that the sequence does not have to be followed rigidly, and that depending on the level of the students, their needs, and the teaching materials being used, it would also be possible to move from production to presentation to practice. PPP, in Thornbury's (1999) view, has a logic that is appealing to teachers and learners in that it reflects a notion of practice makes perfect, common in many skills; it allows the teacher to control the content and pace of the lesson; and as Skehan (2003) remarks, it provides a clear teacher role, in accordance with power relations often found in classrooms.

Knowing the features and principles of PPP, it should be mentioned that in spite of its popularity for some time in the field of language teaching, from the 1990s onwards, this approach came under sustained attack from academics. Some of the major problems associated with it are mentioned here. Ellis (2003) states that PPP views language as a series of products that can be acquired sequentially as accumulated entities. However, SLA research has shown that learners do not acquire a language in this way. Rather they construct a series of systems, known as

inter languages, which are gradually grammaticized and restructured as learners incorporate new features.

Furthermore, research on developmental sequences has shown that learners pass through a series of transitional stages in acquiring a specific grammatical feature such as negatives, often taking months or even years before they arrive at the target form of the rule. In other words, L2 acquisition is a process that is incompatible with teaching seen as the presentation and practice of a series of products. PPP is seen as lacking a firm basis in second language acquisition (SLA) theory; being too linear and behaviorist in nature, so failing to account for learners' stages of developmental readiness (Ellis, 2003); and is thus unlikely to lead to the successful acquisition of taught forms (Skehan, 1996).

## **2.5. Modifying PPP with CLT approach**

The incompatibility of PPP in SLA theory mentioned above makes this method lose its popularity since there are many new language teaching methodologies which promote communicative competence over grammatical competence, making the practitioners believe that they are likely to lead to the successful acquisition of the language. As it is described before based on the theory, the major characteristic of PPP is promoting grammatical competence and more teacher-led instruction. As Richards (2006) stated regarding the CLT that it is clearly not all that is involved in a learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. This leads many practitioners to believe that the methodology which promote CLT is better in language teaching, resulting their absence in the make use of GTM or other methods which is more likely to promote grammar competence like PPP.

In fact, PPP is believed to be the best way and also mostly used method in promoting grammatical competence (Anderson, 2016); conversely, the lack of communicative competence promotion in this method makes many experts suggest not to involve PPP on the language teaching. However, this method can actually be modified by changing the procedure into a task or activity that can promote not only grammatical but also communicative competence. It means that both fluency and accuracy need to be highlighted in applying this modified method. Thus, instead of getting rid of it profoundly, practitioners can still utilize PPP since there are so many facts proofing that it is actually a very good and easy way of teaching language and also recommended to apply in the classroom.

The first P in PPP which is Presentation is initially a teacher-centered process, that is why this step needs to modify by using CLT approach which focuses on student-center. In this part, the teacher tried to engage the students to also participate in the presentation session. So, the classroom would not be teacher-centered anymore, it was more student-centered. Moreover, the second part of PPP which is practice was modified into both accuracy and fluency practice. It was added by some tasks which promote the students to practice the fluency and accuracy of the language use. This makes the method still attach with grammatical competence, yet it also promotes communicative competence. Teachers are recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities (Richards, 2006). This leads to help the students to practice the target language fluently and accurately. Thus, there is no more theory like emphasizing fluency over accuracy or vice versa because both aspects can come together by applying the use of modified PPP method.

## **2.6. Procedure of Teaching English by Using Original and Modified PPP**

Even though PPP stands for Presentation, Practice and Production, the implementation does not only include those three steps. There are more complex

steps in implementing PPP. The original Ps method can be implemented in a class with time allocation 60 minutes. Before jumping to the first P which is the presentation, there is a warming up and introduction.

The warming up is done in order to engage the students in classroom, activate their schemata, and make them stay focus and pay attention to the teacher. When the teacher feels the students are ready to begin the class, the teacher can start by giving introduction before starting the new materials. This session is done as a bridge from the warming up to the materials that are given that day. Finishing the introduction, the teacher begins the presentation which is done by giving model to the students. This model is later implemented in the next P which is practice. The second P can be done more than once, so it is possible to have practice 1, practice 2, practice 3, and so on depends on the time allocated. After practicing, the students come to the last P which is production. In this stage, the students are expected to be able to produce the language they have seen the model and have been practiced before. The teacher can also integrate the skills used in this method.

After doing the production, the students have other activities. Even though production is the last P in Ps method, it does not mean that the activity ends here. The teacher reviews the materials after having the students produce the language and give them homework if it is necessary. In order to comprehend the steps of original PPP method better, the procedure below is provided:

1. The students are starting the class by greeting.
2. After that, they come to the introduction stage. In this stage, the teacher reviews the previous materials which is related to the next new topic.
3. After that the teacher comes to the first P (Presentation) by modelling, giving sentences on the whiteboard or projector.
4. The students do the practice by using grammar worksheet or speaking from a dialog.

5. After practicing, the students try to produce sentences on their own. They can see the example from the sentences given by the teacher in the presentation stage.
6. After that, the teacher does a review regarding the materials.
7. Last, the students are given a homework to make a paragraph based on the sentences they have made.

We can see from the procedure above that the Ps method really leads to traditional teaching like grammar translation method. There is nothing wrong with it; however, this method lacks in promoting communicative activities in the classroom. Instead, the proposed procedure of modified Ps (PsM) is elaborated down below which might promote communicative language teaching and learning:

1. The students are starting the class by having a light conversation with the teacher and their friends as a brainstorming like an open discussion. The teacher could initiate the brainstorming with a single question and let the students take a whole part with the teaching leading and monitoring the process.
2. Having conversation, they come to the introduction stage. In this stage, the teacher asks the students to review the previous materials which is related to the next new topic.
3. After that the teacher comes to the first P (Presentation) by modelling, giving sentences on the whiteboard or projector. The teacher asks the students randomly for helping the teacher to present the materials.
4. The students need to analyze the sentences and ask question. As the model is the student itself, they could interact each other while the teacher is leading and monitoring the whole process.
5. The students do the practice by using worksheet and speaking.

6. After practicing, the students try to produce sentences on their own. The teacher gives a clue what sentence they should make. The clue can be a picture, a motion, or a sound.
7. After that, the teacher leads the students to wrap up the material by asking the students to tell or review the material that has been taught, or they might give questions as well regarding the materials.
8. Last, the students are given a homework to make a paragraph based on the sentences they have made.

Those are the general procedures of both the original and modified PPP methods. The main point which differs the original PPP and the modified one is that the modified PPP focuses on both fluency and accuracy tasks during the treatment; meanwhile, the original one just focuses on the accuracy where the centered of the class is the teacher and the main focus is grammar teaching. The details of each step of both fluency and accuracy tasks that are going to be applied in the classroom will be elaborated on the lesson plan.

## **2.7. Theoretical Assumption**

As it is stated by Harmer (2009) that PPP method is commonly used as the way to teach simple language at lower levels. Many experts also believe that this method is unfashionable and too old. Richards and Rodgers (2001, p. 246) mention that there are practical problems with PPP. Clearly, the production stage calls for grammar tasks, that is, tasks that will elicit the feature that is the target of the lesson. It is not easy to design tasks requiring learners to use targeted structure as learners can always fall back on their strategic competence to by-pass it.

However, as it is mentioned above, PPP is probably the most commonly lesson structure used in TEFL today. Despite of the fact that PPP is already old-fashioned, it can not be denied that this method probably the most suitable teaching

method considering some conditions of English teaching and learning in EFL country like Indonesia. By engaging this method with communicative language teaching activity or step in it, it is believed that this method is still relevant and can be used well in teaching English. This kind of modified PPP method is so much easier to use by the teachers and believed to be able to improve the students' English communicative competence better compared to the original one.

## **2.8. Hypotheses**

The hypotheses which are proposed in this research are: 1) there is 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 method, and 2) original PPP method or the modified one is more effective in improving the students' communicative competence. The hypotheses are tested out quantitatively using scores and data taken from the students.

Thus, the framework that has been discussed in this chapter is CC, CLT, English teaching method, PPP method, procedure of teaching English by using original and modified PPP method, theoretical assumption, and hypotheses. For the method of conducting the research is conferred in the next chapter.

### **3. METHODS**

After the theory regarding the present study has been provided on the previous chapter, it is a must to state the methodology used to complete this research. This chapter discusses about research design, population and sample, data collecting technique, research procedures, research instruments, validity and reliability, scoring rubric, data analysis, and hypothesis testing.

#### **3.1. Research Design**

This is quasi-experimental research of which the aim was to find whether there was any significant difference between the students' communicative competence in English after being taught by using original PPP and the modified one and also to investigate which one was more effective in improving the students' communicative competence in English between the original PPP method and the one which has been modified or developed using the CLT. In order to find out the first research problem, independent group T-test design was applied. Moreover, The N gain scores was used to find out the more effective method between the two.

The concept of the treatment was eight meetings for both classes. The original PPP method was applied to the first experimental class (E1), while the modified one was applied to the second experimental class (E2). Before each treatment, there was a pretest in order to help the researcher obtain the N gain score in order to find which one is more effective between the two methods in improving



the students' communicative competence. Thus, the research design is illustrated down below:

**E1: T1X1T2**

**E2: T1X2T2**

E1: experimental class 1 (original PPP)

E2: experimental class 2 (modified PPP)

X1: original PPP

X2: modified PPP

T1: Pretest

T2: Posttest

In finding the result of the first research question, the pretest was not used because the main focus was the difference between the result of the two classes. On the other hand, to find the effectiveness of both methods, the pretest was conducted as one of the requirements of the process. Moreover, the test used was adapted from the assessment series of ETS (Educational Testing Service) which was cooperating with the researcher in conducting this study. ETS is a formal institution which focuses on the education, research, and assessment. It is also well-known as the institution which manages and carries out the official English proficiency test like TOEFL in some countries including Indonesia.

. The pretest and the posttest can be said equal but different, meaning that the tests were not exactly the same but they had the same difficulty level. Thus, it could decrease the possibility of the students' self-learning as another variable that might interrupt the result of the test.

Furthermore, the score of the tests was processed by SPSS to find out whether there is any significant difference between the result of students' English communicative competence after being taught by the original PPP method and the modified one. Moreover, the mean score of each test was compared and measured using SPSS to find out the N gain scores that represent which one is more effective,

the original or the modified PPP in improving the students' English communicative competence.

### **3.2. Subjects**

The subjects for each class were 20 young English learners chosen based on their age around 12-13 years old from some junior high schools in the capital city of Lampung Province, Indonesia. However, the subjects chosen were then known as the students whose English was still in the lower level and they did not learn English outside school. Still, these lower-level students had partially learned the grammatical features of English language at school, not those who might learn the new feature because PPP works best on the students who are already exposed to the language partially (Ellis and Shintani 2014). They were the forty students who can also be described as beginner English learners and still have some problems in speaking English.

### **3.3. Data Collecting Technique**

In this research, the variables are divided into two: independent variable (X) and dependent variable (Y). The modification of PPP method is considered as the independent variable (X) since it was the one which was investigated. Furthermore, students' English communicative competence is considered as the dependent variable (Y) because it was measured in order to see the effect of it using PPP method.

The data of this research is in the form of speaking test measuring the students' English communicative competence. The speaking test was done in form of project presentation. The tests were conducted in order to see whether there is any significant difference on the English communicative competence of the students' who were taught through the original PPP method and the modified one.

### 3.4. Research Procedures

In conducting this study, there were some steps applied to make sure that the research runs well in a good chronological order. The steps of the procedures of the research are as follows:

#### 1. Determining Problem

This research arrives from the problems which happened in learning process. The majority of the English teachers are stuck in using the old method due to the lack of time in exploring new method or reluctant to adapt in the new environment. Most of them use a method which seems exactly PPP method even though they do not realize that they are using it. The problem is PPP method does not promote communicative language teaching in the classroom. Most of the EFL teachers are stuck in giving only grammar materials to the students (Ivory, 2009). However, it can be manipulated by adding or changing some steps in this method by using an activity that can promote the students to communicate using language.

#### 2. Selecting and Determining the Subjects

The subjects of this research were the beginner English learners from different junior high schools. There were two classes each of which consisted of 20 language learners. The technique used in determining the subjects is by using purposive sampling technique; those who had a high motivation in learning English but low communicative competence in English. It was done using interview.

The materials were taken from National Geographic book as it is supported by the team which was cooperating in conducting this study. The book consists of eight chapters; however, only two first chapters which were used in both experimental classes, those are *Relatives and Friends* and also *Games and Toys*. The materials were dealing with all English features like language use, structures,

and vocabulary, so the teachers tried to engage the students to have practices on all of that in the classroom.

### 3. Administering the Test

The tests consisted of two tests which were the pretest and the posttest demanded by having the students did a task on communicative competence. They were ordered to have a task by coming in front of the classroom and do self-introduction of their friends or family members, and the audiences can ask them regarding to it after it is done. They could choose who they would like to introduce. The teacher gave the example before they did it. After that, the treatment was conducted. After having the treatment, the students were tested again to collect the data of their posttest. The students were having a project with their friends and then they had to present the project in front of the classroom by describing as well. That was the instrument of the posttest.

### 4. Conducting the Treatments

The treatment of both experimental classes was administered for eight meetings. Each meeting consists of 150 minutes. Additionally, the materials were given to the students based on the syllabus made by the team from IIEF (Indonesian International Education Foundation) and RELO (Regional English Language Office) in Indonesia. The materials were taken from the national geographic book distributed by the U.S. government to Indonesia.

### 5. Analyzing the Test Result

The score of all of the tests were compared to see whether the score having any difference. They were obtained by using two raters to avoid subjectivity of the test results. The two raters are the teachers who are teaching the subjects.

Those were the procedures in doing this research. Other things that need to consider in this research was the instrument and whether the instrument was valid and reliable, so that the results were accepted.

### **3.5. Research Instrument**

An authentic assessment was used in the current study. As communicative competence is the variable measured in this study, performance assessment was used as the instrument of this research which in this case was communicative competence tests. The test was based on what the students have learned and practiced in the classroom in form of project presentation.

### **3.6. Validity and Reliability of the Instrument**

In fulfilling the criteria of a good test, validity and reliability of the test should be considered. They are as follows:

#### **3.6.1 Validity of the Instrument**

Validity is concerned with the interpretation and use of assessment results. For example, if it infers from an assessment that students have achieved the intended learning outcomes, some assurances are required that our tasks provided a relevant and representative measure of the outcomes (Gronlund and Waugh, 2009:46). It means that when we would like to measure that the students' ability in speaking is fair good, it needs evidence to support the fact that their ability is fair. This can be done by considering the construct validity in determining the validity assessment result.

In order to be valid, this present study was using a rubric in evaluating the students' communicative competence to make sure that the instrument is valid. The scoring rubric used was a rubric for oral proficiency adapted from ETS (2019)

which is represented four main aspects of communicative competence. The four main components that were measured are:

Table 3.1. Communicative Competence Rubric

<b>Score</b>	<b>General Description</b>	<b>Delivery</b>	<b>Language Use</b>	<b>Topic Development</b>
<b>21-25</b>	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or omissions.
<b>16-20</b>	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.

Score	General Description	Delivery	Language Use	Topic Development
11-15	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.
6-10	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible.	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0-5	Speaker makes no attempt to respond or response is unrelated to the topic.			

Basically, the rubric is in line with the four aspects of CC according to Richards (2006). The first one is represented by *general description*. It is dealing

with how the students use the language for a range of different purposes and functions, whether the students' general description meets the goal or the purpose of the task given. The second one is *delivery* which measures how good the students vary the use of language according to the setting and the participants. It is also measuring the ability of the students whether they know when to deliver their speech formally and informally or when to use language appropriately for spoken communication. The third is *language use*. It is how the students produce the language, whether they use appropriate English structure (grammar) or not. The last one is *topic development* which measures how the students maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies). It is dealing with how far the students can develop their speech even though they lack of vocabulary or English language knowledge and how they can engage with the audiences or the interlocutors so that the audiences get what the students deliver.

Moreover, to see the whole result of the scores, please take a look at the raw data attached on the appendices. Moreover, the reliability of the instrument is elaborated down below.

### **3.6.2 Reliability of the Instrument**

Since the instrument used in this research was speaking tests, the reliability of the tests which were considered as performance assessment was measured by using inter-rater reliability. The reliability of these performance judgments can be determined by obtaining and comparing the scores of two judges who score the performances independently. The scores of the two judges can be correlated to determine the consistency of the scoring, or the proportion of agreement in scoring can be computed (Gronlund and Waugh, 2009: 65). Inter-rater reliability of the tests was examined by using statistical measurement using the following formula:



$$R = 1 - \frac{6\sum d^2}{N(N^2 - 1)}$$

Notes:

- R : Reliability data  
 N : Number of students  
 D : The difference of rank correlation  
 1 – 6 : Constant number

(Shohamy, 1985: 213)

Finding the coefficient of the scores between two raters, the author examined the coefficient value by seeing the standard of reliability proposed by Arikunto (1998: 260):

1. A very low reliability has range from 0.00 to 0.19.
2. A low reliability has a range from 0.20 to 0.39.
3. An average reliability has a range from 0.40 to 0.59.
4. A high reliability has a range from 0.60 to 0.79.
5. A very high reliability has a range from 0.80 to 0.100.

Based on the explanation above, it can be assumed that the students' performance task is reliable if the values accomplish the range of 0.60-0.79 (a high reliability). Furthermore, the reliability of each test for this research was calculated using Spearman correlation of SPSS to make ease of the process. The result is presented down below:

Table 3.2. Pretest Result

			Ps		PsM	
			R1	R2	R1	R2
Spearman's rho	R1	Correlation Coefficient	1.000	.828**	1.000	.872**
		Sig. (2-tailed)	.	.003	.	.002
		N	20	20	20	20
	R2	Correlation Coefficient	.828**	1.000	.872**	1.000
		Sig. (2-tailed)	.003	.	.002	.
		N	20	20	20	20

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

Table 3.3. Posttest Result

			Ps		PsM	
			R1	R2	R1	R2
Spearman's rho	R1	Correlation Coefficient	1.000	.894**	1.000	.838**
		Sig. (2-tailed)	.	.003	.	.002
		N	20	20	20	20
	R2	Correlation Coefficient	.894**	1.000	.838**	1.000
		Sig. (2-tailed)	.003	.	.002	.
		N	20	20	20	20

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

It can be seen from the table above, the coefficient correlation between the first and second rater of the pretest of original PPP was .828 and .872 for the modified one. It means that they are considered as very high reliable (>0.80). Moreover, the correlation of the posttest was also very high reliable because it is more than 0.80 (.894 for Ps and .838 for PsM).

### 3.6. Data Analysis

All of the students' scores will be computed in the instruction as follows:

1. Scoring the tests by using inter-raters.
2. Tabulating the result of the test and calculating the score of all tests. A statistic application named SPSS 23 was used to calculate and analyze the data.
3. Composing a discussion regarding to the result.
4. Drawing the conclusion. The conclusion was developed from the result of statistical computerization that is independent sample T-test in SPSS 23.

### 3.7. Hypothesis Testing

The first research question regarding the difference of English communicative competence is formulated into a hypothesis:

$$H_0 = t_{\text{value}} > 0.05$$

$$H_1 = t_{\text{value}} < 0.05$$

H<sub>0</sub>: There is no significant difference of English communicative competence

between the students who were taught by using the original PPP method and the students who were taught by using the modified PPP method.

H<sub>1</sub>: There is a significant difference of English communicative competence

between the students who were taught by using the original PPP method and the students who were taught by using the modified PPP method.

This hypothesis was statistically tested by using statistical computerization (SPSS 23). Moreover, for the second research question with respect to which one from the two method was more effective in improving the students' English communicative competence was analyzed to find the average of N gain score (g) of which it would be very effective if  $g > 0.7$ ; fair effective if  $0.03 < g \leq 0.7$ ; and not effective if  $g \leq 0.3$ .

Moreover, the second research question with respect to which one is more effective in improving the students' communicative competence, original PPP method or the modified one, is formulated into a hypothesis: the method which is more effective in improving the students' communicative competence is modified PPP. This second hypothesis was not statistically tested; however, it was found out by computing the data using computer manually.

In short, those are the explanations of this chapter which are concerned with research design, population and sample, data collecting technique, research procedures, research instruments, validity and reliability, scoring rubric, data analysis, and hypothesis testing.

## 5. CONCLUSIONS AND SUGGESTIONS

This chapter is a final chapter on which it presents the conclusion of the research findings and suggestions for English teachers who want to try to use modified PPP in their class as the way to improve their students' English communicative competence.

### 5.1 Conclusions

The objectives of this research are to investigate whether there is any significant difference between the students' English communicative competence that was taught by using original and modified PPP; and which one of original and modified PPP was more effective in improving the students' communicative competence. From the present study, it can be concluded:

1. the latest method called PsM or P3M (or modified PPP) has been discovered and established by many practitioners and English teacher in many EFL countries to apply in the EFL classroom, so that they can obtain optimal use of the old PPP to facilitate the students better in English language classroom. Thus, instead of using the term PPP, it would be better to address it as PsM or P3M since no one really uses it originally nowadays.
2. PsM or P3M featuring CLT is a really good choice to facilitate the students who have lower-level English ability to be able to communicate in English.

## **5.2. Suggestions**

These following suggestions are proposed for both practitioner of the instruction and practitioners of the research.

### **5.2.1 Teachers**

For English teacher, it is highly suggested to use the modified PPP in the EFL classroom packed with lower-level students in a young age. As they still need guidance from the teacher and also greater chance to use the language inside the classroom, the teacher is suggested to let the students dominate the classroom even engage in the modelling session (presentation). The more chance is provided for the students to communicate using English, the better their communicative competence in English becomes.

### **5.2.2. Researchers**

For further research, it is better to use other approach or technique to combine it with PPP. Since PPP has really clear stages, it might have made the teacher easy to apply it by using other approaches or maybe methods, for example comparing the PPP which is modified with CLT and PPP which is modified with TBLT; and, find out which one is more effective. Thus, the new model of PPP can be established and hopefully can ease the practitioners in teaching English.

As a final point, those statements above represent the conclusion of this study during the present research. Moreover, the suggestion above can be considered to conduct better further research with respect to students' communicative competence and PPP method.

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