

**INVESTIGATING STUDENTS' SPEAKING ACHIEVEMENT IN  
PROCEDURE TEXT USING MODIFIED  
PRESENTATION-PRACTICE-PRODUCTION (PPP) PROCEDURE WITH  
COMMUNICATIVE LANGUAGE TEACHING (CLT)**

**A THESIS**

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LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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## **ABSTRACT**

### **INVESTIGATING STUDENTS' SPEAKING ACHIEVEMENT IN PROCEDURE TEXT USING MODIFIED PRESENTATION-PRACTICE-PRODUCTION (PPP) PROCEDURE WITH COMMUNICATIVE LANGUAGE TEACHING (CLT)**

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The aim of this study is to find out the significant difference in learning effectiveness of the students' speaking achievement in procedure text between the students who were taught by using modified PPP Procedure with Communicative Language Teaching (CLT) and the students who were taught by using original PPP Procedure. This study also investigates the students' perception towards the learning process. A quasi-experimental design was employed within a quantitative and qualitative research framework, involving two classes of high school students that consisted of 30 subjects. The experimental group participated in the learning process applying modified PPP Procedure with CLT, while the control group was taught through the original PPP Procedure. The data were collected through speaking tests, specifically pre-test and post-test, and questionnaire. The researchers used two group pretest-posttest designs which were calculated by using N-Gain. The Normality gain score is a technical analysis to determine the level of increase in the students' speaking achievement between two classes. The students' speaking results, then, were assessed by two raters using five aspects of speaking suggested by Harris (1969). Subsequently, the data were analyzed by comparing the N-gain (percentage) mean of each class and running the Independent Sample T-Test to address the first question. The result depicted a significant increase in the students' speaking achievement in procedure text after being taught by modified PPP Procedure with CLT. The increase in the N-gain mean for the post-test of the experimental class was 87.53 compared to 31.06 in the control class. The higher improvement was attributed to the experimental group activities that were applying CLT principles as the students were allowed to use a variety of linguistic forms, thus, they had a freedom and found no hesitation in expressing their ideas to deliver the meaning. As a result, they were able to elaborate their speaking content better after the treatment. On the other hand, in the control group, the researcher implemented the original PPP. Overall, all groups exhibited an increase; however, only modified PPP Procedure with CLT showed a steep increase since it can offer the students both focus on form and forms at the same time in a more communicative way than the original PPP. Meanwhile, this study also found positive results on students' perception towards the learning process in the experimental class. Thus, this study affirms the feasibility of applying modified PPP Procedure with CLT in teaching speaking by incorporating CLT principles within the PPP steps. In brief, the strength of PPP Procedure gives an impactful result in the students' accuracy, meanwhile CLT helps the students' to increase their fluency in learning and speaking English simultaneously.

***Keywords: PPP, CLT, speaking achievement, students' perception***

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**By**

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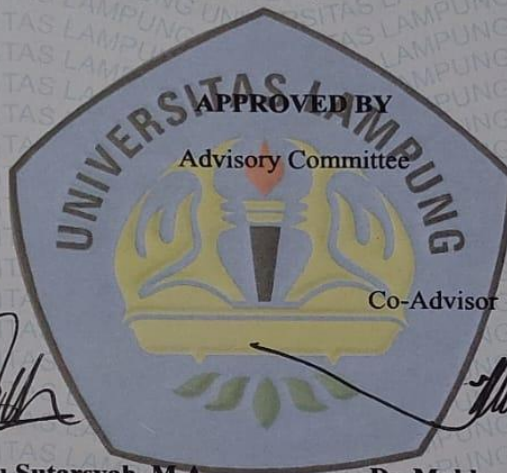
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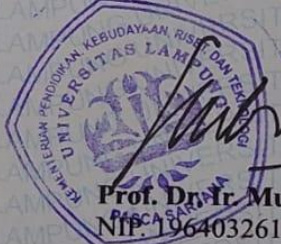
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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul **“Investigating Students’ Speaking Achievement in Procedure Text Using Modified Presentation-Practice-Production (PPP) Procedure With Communicative Language Teaching (CLT)”** adalah hasil karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara yang tidak sesuai dengan tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut *plagiarsm*.
2. Hak intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, dan saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 21 April 2024  
Yang membuat pernyataan,



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## **CURRICULUM VITAE**

Myra Desmayenni was born in Bandar Lampung on December 29, 1989. She is the second daughter of Mr. Raden Suharto A.S. and the late Mrs. Sumarni. She has three sisters and no brother. She is a wife of Afriansyah Paksi and a mother of two beloved sons, Cendekia Aflah Rabbani Raffaza and Cendekia Alfath Rayyanza.

She started her formal education at kindergarten TK Taruna Jaya, Bandar Lampung and finished in 1995. Then, she entered elementary school at SDN 2 Teladan Rawa Laut and graduated in 2001. She continued her junior high school at SMPN 4 Bandar Lampung, and finished in 2004. After that, she went to SMAN 5 Bandar Lampung and graduated in 2007. After her graduation from senior high school, she once studied at Lampung State Polytechnic, but she decided to quit and pursued her dream by becoming an undergraduate student of the English Education Study Program of University of Lampung in 2008, and finished her study in 2012. During her undergraduate study in Unila, she was active in organization, namely English Society (ESo). She was Head of the Education Department in ESo in 2010-2011. She was also an alumnae of Indonesia Malaysia Youth Exchange Program (IMYEP) 2012 by the Ministry Youth and Sports of Republic of Indonesia and active in the alumnae organization of YEP, namely Purna Caraka Muda Indonesia,

Like her mother, she is keen on learning. Knowing her mother should have stopped her steps in attaining her higher study due to some reasons, it has inspired her instead. Even though she is married and has a son, she also still keeps struggling to pursue her higher education. Also, she has worked at the University of Lampung for 11 years, but she will always keep on her dream in pursuing her higher education. She has struggled from many failures in applying for overseas scholarships for 10 years. Until then, she gave it a try in an Unila scholarship to keep her responsibility as a working mother and a student simultaneously. She also experienced pregnancy and gave birth to her second son while she was studying in the Master Program of English Education in FKIP Unila. She did not take any maternity leave during her master study. She realizes that it has not been easy in ten-year longing for study. This is what drives her to do her best effort in her study. She finished her master degree in time in 1.6 years with a GPA Score of 4.0. She believes that by embracing education, a mother may educate and bring up her next generation's characters and lives.

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

*For indeed, with hardship (will be) ease.*

*Indeed, with hardship (will be) ease.*

**(QS. Al Inshirah (94:5-6))**

Never fail to believe in God

Cause, Allah will always give you power beyond what human thought

**(MD)**



## **DEDICATION**

First,  
to My Almighty Allah SWT,  
who always listens, guides, protects, and blesses me with strength and knowledge  
to be resilient in every chapter in my life journey.

I wholeheartedly dedicate this thesis to my sonshines,  
Cendekia Aflah Rabbani Raffaza and Cendekia Alfath Rayyanza,  
who have been the reasons and strengths for your imperfect mother  
to learn more and more  
to love you better, to raise and help you grow

To my life partner, Afriansyah Paksi, who becomes my great supporter,  
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To my beloved lecturers in the English Language Teaching Study Program who  
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failures and obstacles.

Finally, I give my special dedication to all women, especially every friend and  
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This graduate thesis entitled “Investigating Students’ Speaking Achievement in Procedure Text Using Modified Presentation - Practice - Production (PPP) Procedure with Communicative Language Teaching (CLT) is presented to the English Education Study Program, Teacher Training and Education Faculty, University of Lampung. Upon accomplishing this work, the author admitted that invaluable assistance received from individuals who wholeheartedly contributed through generous feedback for the completion of this thesis. Hence, the author extends her sincere gratitude and utmost honor to:

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Ultimately, the author acknowledges that her work remains distant from perfection, recognizing the potential for flaws within the research. As such, any comments, suggestions, or constructive feedback are warmly welcomed to enhance the quality of this study. The author aspires for this research to offer tangible contributions to educational development, benefitting readers and individuals who want to conduct further study in this field.

Bandar Lampung, 21 April 2024

The author,

Myra Desmayenni

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## **I. INTRODUCTION**

This chapter describes the background of the problem which includes the reason for Investigating Students' Speaking Achievement in Procedure Text Using Modified Presentation-Practice-Production (PPP) Procedure With Communicative Language Teaching (CLT). This chapter also discusses other points, specifically the introduction that deals with research questions, objectives of the research, the use of the study, scope of the research, definition of terms that are clarified as follows.

### **1.1. Background**

As speaking can open wide opportunities to communicate with the people around the world, across the culture and nation, speaking becomes one of essential skills to be achieved as a means of effective communication. Also, mastering speaking, especially English speaking skills, is considered as an enormous asset for someone's future career. Thus, speaking English has become people's necessity for decades. Speaking skills is the most essential among four language skills because it provides the aim of communicating with the people (Rao, 2019).

Moreover, reaching communication goals by mastering speaking skills has always gotten much attention in language learning. Teaching and learning process requires students to be active to share their ideas and thoughts. Richards (2008) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. Speaking is

characterized as the interpersonal function of language through which meaning is created and transmitted (Hughes, 2013). Jacobs & Hayirsever (2016) believes that having a chance to deliver ideas and learn through interaction are fundamental for students in order to be actively involved in the learning process. According to Harris (1969), speaking consists of several supporting competencies notably pronunciation, grammar, vocabulary, fluency and comprehension. Students are required to learn these supporting competencies to assist them construct better communication in the classroom. Therefore, the students need to learn the speaking skills.

However, Leong and Ahmadi (2017) claim that speaking skills is one of the most difficult aspects to be learnt. They believe that the learners find obstacles for expressing themselves as well as choosing suitable words and expressions. The ability to speak in language learning is not only being able to talk but also students know how to deliver their ideas and thoughts during the communication, how to understand and be understood by others. Thus, speaking competence demands the students' understanding how to deliver ideas and thoughts during the communication, especially in the use of the target language. Dornyei (2001) believes that the key determinants of students' success and failure in learning foreign language are students' enthusiasm, commitment, and persistence in learning. Some speaking problems faced by students are poor reading habits, unequal participation in practice, and confusion in applying the grammar rules (Sayuri, 2016). Therefore, they lack insights as a modal to discuss something. Meanwhile, Utomo and Bahtiar (2020) argue that students' problems in speaking skills are lack of confidence, limited vocabulary, and students' negative attitude and aptitude towards speaking.

There are many factors affecting the students' speaking performance. Suryani et. al (2020) propose twelve factors inhibiting students' speaking competence derived from two major factors namely affective and cognitive factors. Shyness, lack of motivation, self-confidence, self esteem, feeling toward interlocutor and topic, as well as self consciousness are categorized as the affective factors. The cognitive factor covers the aspect of grammar, pronunciation, vocabulary, familiarity of the genre, and the knowledge of the topic. However, Chomsky states that "Slips of the tongue" and similar phenomena are performance errors attributable to a variety of performance factors like tiredness, boredom, drunkenness, drugs, external distraction and so forth (Radford, 1981; Gleason and Ratner, 1993).

One of the prominent teaching techniques that has been popular and commonly used in many non-native countries for more than 40 years is PPP (Presentation, Practice, and Production) Procedure (Anderson, 2016). PPP first emerged in the mid-1970s in the United Kingdom. Byrne (1976) in *Teaching Oral English* argues that PPP has three stages, specifically presentation, practice, and production. Byrne pointed to the stages under the following headings particularly the teacher as informant in the presentation stage, the teacher as conductor in the practice stage, and the teacher as guide in the production stage. Harmer (2013) said that PPP technique is a modest way to teach foreign language, especially in the communicative classroom. PPP fell out of favor significantly throughout the 1990s because this technique can minimize the mistakes in learning activity and increase the students' motivation in learning English speaking. Richard (2006) also confirms that teaching through original PPP entails the presentation by showing language in context, and explanation of new words and grammar preceding the practice of the target language through drills and other controlled practice activities, as well as the production of the target language to develop

students' fluency and confidence. PPP is easy to understand and follow due to systematic sequence for teacher and the beginner students (Luis et.al., 2021).

However, a number of authors criticized the PPP paradigm. There are three related arguments. First, PPP is synthetically-sequenced, isolated focus on form does not reflect how languages are learned (Harmer, 2007). Second, PPP concerned teaching to the exclusion of learning, making it incompatible with learner-centered approaches to education (e.g. Lewis 1996). Third, PPP is prescriptive and inflexible, in which it only describes one of many possible types of lesson (e.g. Scrivener 1996).

Current studies, on the other hand, support the use of the PPP in language instructions. Dawson (2001) believes that when paired with other activities, PPP may give students chances for communication and even a balance between a focus on forms and a focus on meaning. It means that PPP is fit to be combined with other techniques or methods or approaches. Moreover, two major meta-analyses conducted later, have strongly indicated that PPP has explicit instruction in PPP is more effective than implicit instruction and Focus on Forms instruction is more effective than Focus on Form instruction (Norris & Ortega 2000).

Nevertheless, the goal of language teaching is to make learners be able to use the target language for communication. Having good grammar does not guarantee that the learner also will have good communication skills in the target language. To maximize the effectiveness of PPP Procedure especially in speaking, therefore, it is suggested to combine this technique with an approach, Communicative Language Teaching which helps to emphasize more linguistics performance instead of linguistic competence. It is because the goal of language teaching is to make the students use the language in a real situation.



According to Richards and Rodgers (1986), CLT is aimed to create communicative competence as the goal of language teaching, and to build procedures for the teaching of the language skills which acknowledge the interdependence of language and communication. Larsen (1986) argues that the language errors, especially minor errors, are tolerated as natural outcomes. In other words, accuracy is judged in the context because fluency and meaning are paramount. Thus, teachers are not suggested to correct all the students' errors. It might be because the more the students are corrected, the more the students will make mistakes due to psychological factors. Usually after the test, the student realized that he had entered the incorrect answer, even if he knew the right one. The student's anxiousness and errors may increase simultaneously if he considers he is making avoidable mistakes on the test (Horwitz et. al, 1986).

Also, in CLT, the structure of language reflects its functional and communicative uses (Richards and Rodgers, 1986). According to Harmer (2007), the presentation step in PPP is also considered to be more teacher-centered than students-centered. In fact, it is inevitable that PPP can be harnessed to teach grammar, however, it requires some modifications in the procedures to help students be able to speak fluently and accurately. Thus, PPP needs to be combined with CLT to make the process more student-centered to get a better result in using PPP.

By the combination of CLT and PPP Procedure, it can integrate not only the students' support competencies but also the students' insight in different kinds of topics through the content of speaking. Teachers, then, are expected to consider designing speaking activities in order to address students' speaking problems. Various studies have been done regarding the teaching techniques and methods that have emerged to overcome the speaking problems in order to help students to master their speaking skills. Artha and Yasmin (2022) modified PPP techniques

using the picture card as media to improve speaking skills. Meanwhile, Belinda (2021) investigated the modifying PPP in promoting communicative language teaching to improve the students' English communicative competence. However, there has not been any investigation on students' speaking achievement in procedure text using modified PPP Procedure with CLT to contribute to teaching techniques' development especially for speaking.

Considering the suggestions of the advantages and disadvantages from previous studies that show in students' achievement, thus, this research found out the effect of modified the PPP Procedure with CLT in improving students' achievement. It is because speaking practice will be more time-consuming and less effective if it is only conducted one by one. The students did not have enough time to conduct the presentation of procedure text in a single meeting. Moreover, to prevent the pseudo presentation, it is difficult for them to bring the things they want to present. By considering this gap between reality and expectation, the researcher proposed a probable solution. The researcher used a recorder in modifying Presentation, Practice and Production (PPP) with CLT to save the students' speaking performance through recording.

It is expected that speaking integrates not only the students' support competencies but also the students' insight in different kinds of topics through the content of speaking. Teachers are then expected to consider designing speaking activities in order to address students' speaking problems. Various studies and research have been done regarding the teaching techniques and methods that have emerged to overcome the speaking problems in order to help students to master their speaking skills. By having the modification of the PPP Procedure with CLT may complete the weakness of PPP that is teacher-centered and focusing on form to be more

student-centered and focusing on forms. Besides, recording their speaking practice may help to cope with time consuming problems in speaking practice performance.

Meanwhile, procedure text was chosen to invite students to the real use of English. In fact, the most dominant topic in teaching and learning procedure text is how to cook something. Safitri (2021) discovered research on improving students' writing ability in procedure text by using cooking video. Asep (2022) analyzed an error analysis of student procedure text writing of cooking in singular and plural nouns. Meanwhile, Sukma and Rosnija (2021) investigated the use of tutorial videos from "food and cooking" channel to improve students' writing procedure text. Previous research indicates that the most common topic in teaching and learning procedure text is on how to cook something. However, the function of procedure text is wider than the procedure of cooking. Procedure text is considered as text that can be closely related to our daily lives. It can function as the procedure on how to operate or use a particular thing, how to make something, how to do something, that can be adjusted to many contexts.

Thus, the researcher chose procedure text with the topic regarding the environmental issues, especially climate crisis in language teaching, on how to recycle waste into a valuable product. This topic is expected to assist students to learn and improve their English speaking skills through content. Also, it is hoped to encourage students' 21st century skills in overcoming the environmental issues related to the climate crisis on how to make something valuable by recycling the waste into creative and even economical products.

In this research, the students were given a topic about environmental issues. They were asked to find one environmental problem around their school or even their

neighborhood. They needed to find the best solution in their point of view to the problems, e.g. the problem is plastic bags waste from snack pouches. A student got an idea to recycle the plastic bottle waste into a pencil holder or a planter. The student, then, might make an outline of their procedure text before he/ she speaks. Another student might practice procedure text on how to recycle denim into a bag or wallet. Further, each of them performed and recorded their speaking performance. By making a short recording, the students learned a new thing in delivering their ideas and message in a short time. The students were motivated more in practice before recording it. Also each student has their own turn in speaking practice as they do not need to get their own turn after another. This research also supports the effectiveness and efficiency in teaching the learning process due to the time allocation. Therefore, students' self recordings are considered as a simple and effective way in the English language learning.

Besides, investigating the students' perceptions towards the learning process is essential to find out the students' point of view regarding what they felt during the learning process using modified PPP Procedure with CLT. Perception refers to an act of organizing and interpreting sensory experiences to give meaning to our surroundings (Robbins and Judge, 2016) and to stimulation (Wijaya et. al., 2021). Perception may be defined as the identification and processing of sensory data. Reactions to information are also considered as a part of perception. As stated by Goldstein (2010), the study of perception aims to explain how the senses function as well as the experiences and behaviors that arise from stimulating the senses. In arranging the items of questionnaire in this research, the researcher focused on three learning domains by Bloom (1956), specifically cognitive, psychomotor, and affective domain.

Based on the background presented above, the researcher is interested in modifying PPP Procedure with CLT in facilitating students' speaking practice in procedure text to promote their speaking achievement in both accuracy and fluency. Hence, the researcher endeavors to conduct a research entitled **“Investigating the Students' Speaking Achievement in Procedure Text using Modified PPP Procedure with Communicative Language Teaching (CLT)”**.

## **1.2. Research Questions**

Based on the background above, the research problems can be formulated as follows:

1. Is there any significant difference in learning effectiveness of students' speaking achievement in procedure text between those who were taught using modified PPP Procedure with CLT and those who were taught using original PPP Procedure?
2. What are the students' perceptions towards the learning process after being taught using modified PPP Procedure with CLT?

## **1.3. Objectives**

The objectives of this study were aimed to find out the significant difference in learning effectiveness of the students' speaking in procedure text between those who were taught using modified PPP Procedure with CLT and those who were taught using original PPP Procedure, as well as to investigate students' perception towards the learning process after being taught by modified PPP Procedure with CLT.



#### **1.4. Uses**

There have been rare studies that discuss a similar topic on the modified PPP Procedure with CLT to improve SHS students' speaking achievement in procedure text with particularly choosing the environmental issues as the topic in recycling waste. The findings of this research may help Indonesian SHS students to improve their speaking achievement through the modification of PPP Procedure with CLT and also accomplish previous study on the effect of modification of PPP Procedure with another method.

Theoretically, the results of this research can accomplish, support and strengthen the previous studies and existing theory of teaching and learning English. Further research could also use this research to discover deeper ways to cope with TEFL problems. Practically, it can be a consideration for English teachers to implement the appropriate method for TEFL and to teach English through content, especially with the topic of Climate Crisis or environmental issues in language teaching which is essential as to help students to develop not only their English speaking skills but also develop their insight and wisdom, raise their environmental awareness, critical thinking and problem solving skills toward the climate crisis, as well as to take action even in a simple step to support Sustainable Development Goals No 13 concerning Climate Action.

#### **1.5. Scope**

This study focused on investigating the students' speaking achievement in procedure text using modified PPP Procedure with CLT. The sample of this research was senior high school students grade XII in SMAN 5 Bandar Lampung. Meanwhile, the researcher modified PPP Procedures with CLT to optimize the use

of the technique with some changes in each step so that the learners can focus on both accuracy and fluency, as well as make the teaching and learning process to be more student-centered. The material chosen was the procedure text. The reason of choosing this material was not only because of the text was one of texts that should be mastered by third grade of senior high school students, but also because procedure text is the text that relates to their daily lives, thus, they should master the text in order to explain on how to do, make, create, or operate something.

## **1.6. Definition of Terms**

In the relation to the uses of the research, there are some definitions clarified in order to have similar understanding. The terms can be described as follows:

### **1. PPP Procedure**

PPP Procedure is a technique that entails presentation, practice, and production process that focuses on learning structure of target language rather than using the target language in a communicative way during the teaching and learning process.

### **2. Modified PPP Procedure**

Modified PPP Procedure refers to the application of other techniques, methods, approaches, or media to the original PPP Procedure techniques.

### **3. Communicative Language Teaching (CLT)**

CLT is an approach that was earlier known as Communicative Approach that emphasizes the ability to use the target language in real communication, the goal of language teaching.

### **4. Procedure Text**

Procedure Text is a text that is designed to describe how something is created, achieved or made through a sequence of actions or steps. In other

explanation, procedure text is a text that explains or helps us how to create, use, or operate something.

### **5. Speaking skills**

Speaking skills is one of essential language skills that has effective communicative purposes in using the target language.

### **6. Perception**

Perception is considered as someone's point of view in perceiving or interpreting something through the senses of seeing, hearing, and feeling.

In brief, this research is particularly about Investigating The Students' Speaking Achievement in Procedure Text Using Modified Presentation-Practice-Production (PPP) Procedure with Communicative Language Teaching (CLT). Moreover, further related theories and theoretical assumptions of this research will be discussed further in the next chapter.

## **II. LITERATURE REVIEW**

This chapter presents the theories which are related to the research. It covers concept and aspect of speaking, concept of teaching speaking, concept of procedure text, concept of teaching procedure text, concept of Communicative Language Teaching, PPP Procedure in teaching speaking, steps of original PPP and modified PPP Procedure with CLT to improve students' speaking achievement in procedure text, concept of perception, advantages and disadvantages, theoretical assumption, and also hypotheses.

### **2.1. Speaking**

Speaking is considered as an essential productive skill for all language learners to be aced. Supporting competency in speaking definitely helps students to build a good communication with other people either in casual or public communication (Saputra & Wargianto, 2015). "Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates" (Harris, 1969). The students' ability to speak reflects the mastery of language skills of the students.

In mastering the speaking skills, a student must have the knowledge base, which consists of background knowledge of the topic and the culture, and linguistic knowledge which consists of discourse knowledge, pragmatics knowledge, and knowledge of grammar, vocabulary, and phonology (Thornbury, 2005).

According to Harris (1969) speaking consists of several supporting competencies such as pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, students will be more active in the classroom if they ace these supporting speaking competencies, as follows;

1. Pronunciation

Three areas in pronunciation - apart from speed and volume - which are strongly connected to the meaning such as sounds, stress, and pitch and intonation (Harmer, 1998).

2. Grammar

Grammar is focused on accuracy on the morphology, syntax, and usage of structure.

3. Vocabulary

Vocabulary is dealing with the word range and idiomaticity.

4. Fluency

Fluency is the feature which indicates the speech qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, body language, stress, the rate of speaking, and use of interjections and interruptions.

5. Comprehension

Comprehension is the ability to understand or an exercise that trains students to understand a language. It is dealing with how a speech is coherent and organized in order to deliver the meaning.

In brief, students are required to learn these five supporting competencies to help them build better and effective communication with others.

## 2.2. Teaching Speaking

Speaking is one of difficult skills to master by the students because speaking involves complexity that starts from ideas of what to say, delivery on how to say it in the target language by considering the pronunciation, vocabulary, and grammar, and also the packaging of the ideas whether or not the message is effectively delivered and being perceived by the listeners. These processes should be learned by students on how to communicate effectively with the listeners. It can be seen by their feedback during the communication process. The way of reacting to the listeners response/ feedback also should be learned by the students. Speaking is defined as speech or utterances that have the intention purpose to be recognized by the speaker and the interlocutor, interpreting the statements to figure out their intentions (Gert and Hans, 2008). Therefore, teaching and learning speaking are essential components of any language education program; spoken language not only provides "affordances" for learning as the primary medium of communication in the classroom, but it also plays a significant role in syllabus content and learning outcomes.

The ability to speak in language learning is not only being able to talk but also students know how to deliver their ideas and thoughts during the communication. Thus, mastering speaking skills has always gotten much attention in language learning. However, speaking performance is an imperfect reflection of competence, e.g. the fact that people make occasional "slips of the tongue" in everyday conversation does not mean that they do not know their language or do not have fluency (i.e. competence) in it. Chomsky states that "Slips of the tongue" and similar phenomena are performance errors attributable to a variety of performance factors like tiredness, boredom, drunkenness, drugs, external distraction and so forth (Radford, 1981; Gleason and Ratner, 1993). These

phenomena are attributed by Yule (1996: 165) to the difficulty in getting the brain and speech production to work together smoothly. Furthermore, learning to speak is the process of acquiring the target language through practice and production. According to Pratiwi and Prihatini (2021), the problems of learning speaking are (1) comprehending the conversation; (2) lack of vocabularies, (3) pronunciation; (4) shyness; (5) afraid of making grammatical errors, (6) lack of technology, and (7) lack of motivation. Thus, various studies and research regarding the teaching techniques and methods have emerged to overcome the speaking problems in order to help students to master their speaking skills.

Many English teachers still find it difficult to teach speaking. Teaching and learning in the classroom require students to be more active to share their ideas and thoughts. Speaking competencies are the way to express students' ideas and concepts during the teaching and learning process in the classroom. Institutional factors, teacher factors, teaching factors, and learner factors are the four components that enable successful or good teaching (Richards, 2001). Thus, teaching and learning in the classroom require students to be more active to share their ideas and thoughts. The ability to speak in language learning is not only being able to talk but also students know how to deliver their ideas and thoughts during the communication. Thus, mastering speaking skills has always gotten much attention in language learning.

According to Nunan (2006), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social Page | 4 setting, audience, situation and subject matter, (4) organize their thoughts in a

meaningful and logical sequence, (5) use language as a means of expression, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called fluency. Teaching speaking is considered as an enriching process to help students to a higher level of knowledge or skills. use the target language for communicative purposes (Ababio, 2013). It is an interactive process, primarily including classroom interactions between teacher and students and during specific activities.

Effective communication has been the aim of speaking skills instruction. This implies that every student should be able to communicate clearly while making the most use of their level of proficiency. The goal of teaching speaking is to enable students to produce English speech sounds and patterns, use word and sentence stress, intonation patterns, and the second language's rhythm; choose suitable words and sentences based on the context, audience, and subject matter; arrange their ideas in a coherent and logical flow; and use language to express opinions and values. Fluency in speaking is the ability to speak quickly and confidently with few unnatural pauses (Sholihah, 2016).

It is important for teachers to understand speaking competencies and how its various components relate to one another in order to teach speaking in a comprehensive and holistic manner. Speaking is a "combinatorial skill" that "entails doing various things at the same time (Johnson, 1996). A model of second language speaking competency includes knowledge of language and discourse, core speaking skills, and communication and discourse strategies. Gaining proficiency with these elements is necessary to fluently and correctly produce spoken language in the target language as well as socially appropriate or acceptable manner within the limitations of a speaker's cognitive processing.



The first competency, knowledge of the language and discourse, refers to mastering the pronunciation, understanding the vocabulary and know how to use grammar of the target language, as well as understanding how stretches of connected speech are organized socially and pragmatically acceptable. Secondly, core speaking skills require the ability to process speech fast to increase fluency. It covers negotiation of meaning, and managing speech flow. Meanwhile the third competency is communication strategies which refers to cognitive strategies development to overcome the lack in language knowledge, metacognitive strategies, and interaction strategies.

### **2.3. Procedure Text**

Procedure text is a text that provides instructions for doing or making a particular thing or even explaining how something works. The aim of the text is to explain steps on how something can be done to achieve the result such as recipes, directions, manual instructions, and even itineraries (Anderson, 1997). The generic structure of the text is an introductory statement or title of text that contains the aim or goal of the text, a list of required materials, tools, or the ingredients, and a sequence of procedures that needs to be completed. Meanwhile, the language features of this text are sentences that start with verbs as commands, the use of technical language, sequences, connective words, and adverbs to tell how the action should be done.

One of the most dominant topics in teaching and learning procedure text is how to cook something. Safitri (2021) discovered research on improving students' writing ability in procedure text by using cooking video. Asep (2022) analyzed an error analysis of student procedure text writing of cooking in singular and plural nouns. Meanwhile, Sukma and Rosnija (2021) investigated the use of tutorial

videos from “food and cooking” channel to improve students’ writing procedure text. Previous research indicates that the most common topic in teaching and learning procedure text is on how to cook something. However, the function of procedure text is wider than the procedure of cooking. Procedure text is considered as text that can be closely related to our daily lives. It can function as the procedure on how to operate or use a particular thing, how to make something, how to do something, that can be adjusted to many contexts. Thus, the researcher chose procedure text since it can deliver information to make people know the use of material and learn new things at the same time (Saputri et.al, 2021).

Furthermore, this study chose procedure text because a popular topic among people today is uploading how to make something like foods, snacks, and drinks (Sulistyorini & Rahmawati, 2019). A procedure text refers to a process that requires to be undertaken to reach the goal by following a sequence of steps (Walter, 2015). In the other word, the procedure text explains how something is prepared, operated, done or created in a wide context that ensures the process or procedure goes smoothly from the beginning until the end. Structure of this text requires a goal or purpose, materials or tools or ingredients or other supplies, and methods or steps. Meanwhile the language features of this text are using imperative sentence action verbs, connectives, adverbials, and simple present tense. The vocabulary used in the procedure text is relatively different due to the topic or goal.

In this study, the researcher chose environmental issues in raising the solution through a procedure text of simple recycling products that students can do in their real life. The researcher found this approach is fit to connect environmental issues in language education. The demand to raise awareness and impart positive attitude change toward climate action has catalyzed the introduction of climate change

courses in universities (Tang, 2022). Climate change has turned into a climate crisis nowadays and it has a great effect globally. Teachers as the students' window to form their behavior through formal education also are assigned a task to build students' character through teaching and learning process. Teachers nowadays are demanded to design the teaching materials that serve a new reality, especially regarding the environmental issues. It is expected that through this research, it also can help the teachers to inspire and encourage their students to have resilience and adaptive skills and to take intentional action to respond to climate change (Bevins, 2020).

In this twenty-first century, there is also a demand for teachers to help the students construct their readiness in the twenty-first century skills. Duncan (2009) defines that the 21st century skills are the skills dealing with creativity, perseverance, and problem solving combined with performing well as part of a team. Today, the practice of TEFL should equip students not only with the four language skills (i.e. listening, speaking, reading, writing), but also with 21st century skills. Of the wide range of the 21st century skills definition, however, in this study, the researcher only limits such skills to four dimensions, namely critical thinking, problem solving, creativity and entrepreneurship.

Thus, the researcher chose procedure text with the topic regarding the environmental issues, especially climate crisis, on how to recycle waste into a valuable product to assist students to learn and improve their English speaking skills through content. Also, it was designed to encourage students' 21st century skills in overcoming the environmental issues related to the climate crisis on how to make something valuable by recycling the waste into creative and economical products.

## **2.4. Teaching Procedure Text**

Among various types of speaking, the researcher chose a type of speaking conditions that generally feature the students' daily activities, namely procedure text. The aim of teaching procedure text in this research is to help students deal with speaking problems in their real life. The students are expected to be able to use the target language in their real communication in explaining steps or procedures in doing something or making something.

In this study, the students were exposed by the example of procedure text and they were asked to find out the generic structure of the text. They learned an introductory statement or title of text that contains the aim or goal or purpose of the text; a list of required materials, tools, ingredients, or supplies; and a sequence of procedures that needs to be completed. The students, then, were taught and will practice more concerning the language features of the procedure text, particularly sentences that start with verbs as commands, the use of technical language, sequences, connective words, and adverbs to tell how the action should be done. Then, the students were enriched by the vocabulary related to the topic given.

In order to make the activities communicative and get closer to the real life usage, the topic raised in this research was regarding environmental issues, especially waste management in their surroundings. They were asked to find the dominant problems, for example plastic bags are the dominant problems in their surroundings, then the students were asked to think critically on how to make something valuable from a plastic bag. The students gave various answers due to their knowledge. In conducting this research, the researcher chose some speaking situations that were related to the topic of managing waste through recycling products. Meanwhile, recycling is the process of turning waste into new products

and materials. There are two ways to recycle processes such as individually and industrially. This study applied the individual recycle process that students could do at home to convert their waste into a nice handmade or useful craft particularly making a bag from old clothes or plastic bags, creating a pot from a plastic bottle, making a pencil box from cardboard, or even making a piggy bank from a can.

In the discussion, they were asked the best solution of their own. Thus, the materials of the speaking procedure text were given after the above discussion. Thus, this study was not only answering the TEFL problem in aching the English speaking skills through content but also could trigger the students 21st century skills about critical thinking, problem solving, creativity, and even entrepreneurship for students in managing the biggest global problems in climate as mandated in Sustainable Development Goals No. 13 Climate Action. by inserting environmental issues in language teaching.

### **2.5. Communicative Language Teaching (CLT)**

To maximize the effectiveness of PPP Procedure especially in speaking, therefore, it is suggested to combine this technique with another approach, Communicative Language Teaching which helps to emphasize more linguistics performance instead of linguistic competence. It is because the goal of language teaching is to make the students use the language in a real situation. Hence, CLT develops students' language proficiency through interaction in meaningful contexts. Larsen (1986) propose some principles of CLT as follows:

1. CLT believes that fluency and meaning are paramount. In other words, accuracy is judged in the context.
2. Language is not the object of study but it is a vehicle for classroom communication.

3. A variety of linguistic forms are presented together because the course focus is on real language use. One function can have many different linguistic forms. Thus, CLT provides the students an opportunity to express their ideas and opinions with their own words.
4. CLT considers that games are essential because they contain certain features in common with real communicative events, specifically a purpose to the exchange. Moreover, it provides immediate feedback for the speaker from the listener on whether or she has successfully communicated. For example, a strip story is a problem solving task in a communicative technique as one of the situations which is made by the teacher to help promote communication from the interaction between students.
5. The language errors, especially minor errors, are tolerated as natural outcomes. Thus, teachers are suggested to not correct all the students' errors.
6. CLT emphasizes cooperative tasks rather than individual tasks. Hence, working in a small group can maximize the amount of communicative practice they receive.
7. Teachers are a learning facilitator and manager for classroom activities to promote communication.

Also, in CLT, truly communicative activities have three features, such as information gap, choice, and feedback (Johnson and Morrow, 1981). An information gap is an exchange that occurs when a person knows something that others do not. The speaker's choice is regarding what he will say and how he will say it. Meanwhile, feedback is considered as a response from the listeners to a speaker to confirm whether or not he has delivered his intention or meaning in speaking. In this study, the researcher applied the principles mentioned

precedingly and two of three features in communicative activities, namely choice and feedback.

## **2.6. PPP Procedure in Teaching Speaking**

In speaking, at least there are three stages in speaking, namely conceptualization, formulation, and articulation (Thornbury, 2005). In conceptualization and formulation, the speaker should make the concept of what he is going to speak such as the topic or the idea, this idea is still his mind. Then, to send it as the message which has meaning, he can formulate it by making the strategic choices at the level of discourse, syntax, and vocabulary. He can think about the appropriate words and sentences to make it meaningful to utter. What has been conceptualized and formulated can be articulated by the speaker, and this process will involve the organs of speech to make or to produce a sound. Finally, the speaker can send the message by expressing it to the interlocutor or the receiver.

Meanwhile, PPP techniques first emerged in the mid-1970s in the United Kingdom. Byrne (1976) in *Teaching Oral English* argues that PPP has three stages, specifically presentation, practice, and production. Byrne pointed to the stages under the following headings, particularly the teacher as informant in the presentation stage, the teacher as conductor in the practice stage, and the teacher as guide in the production stage.

Nonetheless, PPP fell out of favor significantly throughout the 1990s. A number of authors criticized the PPP paradigm. There are three related arguments. First, PPP is synthetically-sequenced, isolated focus on form does not reflect how languages are learned (Harmer, 2007). Second, PPP concerned teaching to the exclusion of learning, making it incompatible with learner-centered approaches to education (e.g. Lewis 1996; Scrivener 1996). Third, it is prescriptive and

inflexible, describing only one of many possible types of lesson (e.g. Scrivener 1996).

However, current studies, on the other hand, support the use of the PPP in language instruction. Dawson (2001) believes that when paired with other activities, techniques, or methods, PPP may give students chances for communication and even a balance between a focus on forms and a focus on meaning. Moreover, two major meta-analyses conducted later, have strongly indicated that PPP has explicit instruction in PPP is more effective than implicit instruction (Norris & Ortega, 2000).

Harmer (2013) states that PPP technique is the simple way to teach foreign language, especially in a communicative classroom. The students would communicate well, if they have rich vocabulary. The use of PPP technique in improving speaking skills, stands for Presentation, Practice, and Production (Harmer, 2006). First, presentation is the presenting materials to the students. Second, practice is the teacher giving the students exercises time to know how far students' progress towards understanding materials which were presented, the teacher might help the students to do the exercises. At last, production is higher than the practice level because the teacher evaluated the students about the material mastery and in this step the students perform the exercises by themselves. Overall, The PPP strategy can reduce errors in learning activities and boost students' willingness to learn English speaking. According to Richard (2006), teaching through original PPP entails presenting language in context, explaining new words and grammar, and practicing the target language through drills and other controlled practice activities, as well as producing the target language to develop students' fluency and confidence.



Furthermore, Anderson (2016) portrays the development of the PPP paradigm along with critics and support. Anderson (2016) also depicts the evolution of the PPP paradigm, including opponents and supporters. Over the last 40 years, one paradigm known as PPP has emerged as the most popular and long-lasting method of lesson planning in English language education (Anderson, 2016). Despite the criticism, it has been demonstrated that most English teachers in schools employ it. PPP refers to a simple technique that is commonly used by the teacher to introduce the target language. In PPP, the students initially practice the target language in tightly regulated activities. The procedure begins with the input and concludes with the output. Anderson (2017) identified three potential contexts for using PPP, one of which is primary and secondary teachers in low- and middle-income countries, and defined the lesson structure based on his work as a teacher and teacher trainer that is well-matched with best practices in the conventional teaching process. The fact that PPP is probably the most common lesson structure used in TEFL is undeniable. Nevertheless, what makes PPP easier to understand is that as it is stated by Harmer (2009), PPP is commonly used as the way to teach simple language at lower levels. Thus, the modification of the use of PPP Procedures with another method is required.

## **2.7. Modified PPP Procedure with CLT in Teaching Speaking**

Along with positive potentials of PPP, there are some negative criticisms towards PPP. Criado (2013) points out four categories of negative criticisms for PPP, namely criticism at a linguistic level, psychological level, psycholinguistic level, and pedagogic level. On a linguistic level, PPP is deemed as useless because it focuses on a linguistic component that is not the core of language use. On a psychological level, the learning path in PPP is viewed as rigid as the students learn language with isolated elements or chunks. Meanwhile, on a

psycholinguistic level, PPP demands an excessive focus on accuracy of form and correctness through mechanical drills. On pedagogical level, PPP is a prescriptive model, strict teacher control, lack of efficiency for real-life communication, and students' perception do not match the teacher's perception or materials' assumption. Hence, the use of PPP techniques should be combined with another approach to create a learning experience that is more communicative through Communicative Language Teaching (CLT).

There are some principles of CLT suggested by Larsen (1986) in *Techniques and Principles in Language Teaching* that can help to cover the weakness of PPP Procedures. When a teacher gives directions to the students for the activity in English, it can support the teaching and learning process as the target language, English, is a vehicle for classroom communication, not only the object of study. Moreover, students state predictions in different words during the activity. This shows that one function can have many different linguistic forms. This CLT principle supports the focus of the teaching on real language use because a variety of linguistic forms are presented together.

Meanwhile, playing a language game in a small group helps students to be involved in the real communication events. There is an aim to the exchange that can maximize the students' communicative practice since a student/ speaker will immediately get feedback by the other students/ listeners on whether or not he has successfully communicated. Furthermore, asking the students' feelings about the process in predictions will give them an opportunity to express their ideas and opinions.

Errors made by the students are, then, tolerated and considered as a natural outcome of the development of communication skills. The students' success is

much more determined by their fluency as it is by their accuracy. Moreover, strip story in CLT suggested by Larsen (1986) is a problem solving task in a communicative technique. In this study, the researcher adopts the strip story in practicing speaking procedure text. Researcher as the teacher will choose one of the situations likely to promote communication during the task performance.

Also, working with a partner in a group to predict what the next picture in the game of strip story will look like encourages communicative interaction with cooperative relationships among students as it gives students an opportunity to work on negotiation of meaning. By modifying CLT with PPP Procedure, it can help to cover the weakness of PPP techniques that lack support for communicative activities for students. The goal of teaching and learning becomes not only accuracy, but also fluency.

By applying CLT, the teacher's role has changed into a learning facilitator and manager for classroom activities to promote communication. Because the teacher's role is, then, less dominant, students are seen as more responsible for their own learning, so that the teaching learning process becomes more student-centered rather than teacher-centered as in PPP techniques. Like in Student Centered Approach, students are required to be active in their learning process so that they transfer new skills and competences to new circumstances (Jacobs & Hayirserver, 2016). Meanwhile, according to Johnson and Morrow (1981), truly communicative activities have three features, specifically information gap, choice, and feedback. An information gap is an exchange that occurs when a person knows something that others do not. Meanwhile, the speaker's choice is regarding what he will say and how he will say it. If the activities are controlled like in PPP techniques, the students can only know and say in one way, thus, it is not communicative because there is no choice.

Also, both speaker and the listener need to have a chance to exchange feedback. This response is to evaluate whether or not his speaking purpose has been achieved based on the feedback information from his listener. Thus, it makes true and purposeful communication happen. Small numbers of students in a group work are favored in order to maximize the interaction among students. However, in this study, the researcher applied the principles mentioned precedingly and two of three features in communicative activities, namely choice and feedback. Meanwhile, when it comes to the presentation in front of the class, there will be running out of time. Therefore, the modification of PPP Procedure with CLT requires the use of a recording to cope with the weakness of time allocation in the learning process. The researcher, then, modified the PPP Procedure with CLT by more beneficial content. The implication of modification of PPP Procedure with CLT in this study through a procedure text speaking practice on “How to create something valuable for managing our waste by recycling a product” then the researcher explained about procedure text.

## **2.8. The Steps in Control and Experimental Class**

In this study, the researcher offers modification of the PPP Procedure by having written information gathering before speaking with CLT to improve students' speaking achievement. The brief procedures of teaching speaking through the modification of PPP Procedure with CLT are given as follows;

1. In the presentation, the students were shown videos of procedure text and will be explained material of producing procedure text. Also, they were given the guidelines and examples of the topic given. The students analyzed the text by

the guidelines questions (for example, classifying the pictures into title = aims, materials = tools = ingredients, steps = procedures)

2. After that, in the practice stage, the students discussed the environmental issues about dominant waste near their environment or even waste management in their surroundings (recycle ideas) Then, students practiced producing procedure text using words or structures with their own words/ way regarding the related topic (for applying CLT principle)
3. At the end, in the production stage, students performed the procedure text they had made in speaking performance by recording it individually, they may use language they have learned and written to express themselves more freely, i.e. to write about their interesting solution to recycle waste of clothes into a valuable denim bag, and students can express their ideas in oral presentation.

The detailed information regarding the differences in steps of treatment in control and experimental class is presented as follows;

**Table 2.1. The Steps in Control and Experimental Class**

PPP		PPP with CLT
<b>The Presentation Stage Treatment 1</b>		
1	(Original PPP: Teacher as Informant) The teacher presents a video about procedure text on how to recycle fast fashion waste such as old jeans or denim to be a valuable recycled product.	The students watch the video about procedure text on how to recycle clothes waste such as old jeans or denim to be a valuable recycled product.
2	The teacher explain the generic structure, language features, and social function of procedure text	The students get some guided questions to the video.
3	The teacher gives an example of procedure text in recycling a product from old clothes and teaches to classify the structures and the language features of the text.	The students analyze the example of procedure text from the video given and classify the structures and the language features of the text.
4		The students get drilling of the pattern of connectives words (i.e. first, second, third, the last), imperative sentence (i.e. cut the jeans, join and sew the edge) by

		using action verbs (i.e. cut the jeans, join and sew the back seam)
The Practice Stage		
1	<p>(Original PPP: Teacher as Conductor)</p> <p>The teacher drills the students about the pattern and language features in procedure text related to a topic of reuse or recycled products such as the connectives words (i.e. first, second, third, the last), the imperative sentence (i.e. cut the jeans, join and sew the edge), the action verbs (i.e. cut the jeans, join and sew the back seam)</p>	<p>The students practice in groups of 4, practice speaking with the examples of procedure text for reuse or recycled products of fast fashion waste.</p> <p>(CLT Principle: Cooperative Task)</p>
2	<p>(Original PPP: Focus on Form, Controlled Practice)</p> <p>The teacher monitors the students' practice.</p>	<p>The students are invited in a game to continue the story, they are asked randomly to complete the procedure text related to the topic given orally as to make the students always get ready to continue the steps.</p> <p>(CLT Principles: teachers as learning facilitator and manager, use games for real communicative activities, focus on fluency, language is vehicle for classroom communication, use a variety of linguistic forms)</p>
3	<p>(Original PPP: Mistakes are corrected)</p> <p>The teacher gives corrections to the students' errors.</p>	<p>The students do the peer feedback and get the teacher correction and feedback to discuss their answers.</p> <p>(CLT Principle: Minor language errors are natural)</p>
The Production Stage		
1	<p>(Original PPP: Teacher as Guide)</p> <p>The teacher gives the students a theme of the procedure text, "recycling old clothes"</p>	<p>The students work in groups of 4 to discuss an idea of recycling a product from old clothes, and make the procedure text for it. There will be a goal, materials and tools, and minimum 8 steps to complete the procedure text.</p> <p>(CLT Principle: Cooperative Task)</p>
2	<p>(Original PPP: Individual work)</p> <p>The students work individually finding an idea of recycling old clothes, make a procedure text to recycle it, and practice speaking the procedure text. There will be a goal, materials and tools, and minimum 8 steps to complete the procedure text.</p>	<p>Three groups are voluntarily asked to perform their own procedure text in front of the class related to the topic given. The production stage was recorded.</p>
3	<p>Some students are voluntarily asked to perform their own idea procedure text in front of the class related to the topic given.</p>	

The Presentation Stage Treatment 2		
1	<p>(Original PPP: Teacher as Informant)</p> <p>The teacher presents a video about procedure text on how to recycle plastic waste such as plastic bottles, plastic bags, snack pouches, etc to be a valuable and useful recycled product.</p>	The students watch the video about procedure text on how to recycle plastic waste such as plastic bottles, plastic bags, snack pouches, etc to be a valuable and useful recycled product.
2	The teacher explain the generic structure, language features, and social function of procedure text	The students get some guided questions to the video.
3	The teacher gives an example of procedure text in recycling a product from plastic waste and teaches to clasify the structures and the language features of the text.	The students analyze the example of procedure text from the video given and clasify the structures and the language features of the text.
		The students get drilling of the pattern of connectives words (i.e. first, second, third, the last), imperative sentence (i.e. cut the bottle, join and stick the edge of snack pouch) by using action verbs (i.e. cut, stick, join, etc) based on the theme.
The Practice Stage		
1	<p>(Original PPP: Teacher as Conductor)</p> <p>The students get drilling of the pattern of connectives words (i.e. first, second, third, the last), imperative sentence (i.e. cut the bottle, join and stick the edge of snack pouch) by using action verbs (i.e. cut, stick, join, etc) based on the theme.</p>	<p>The students practice in pairs, practice speaking with the example of reuse or recycled products of plastic waste given.</p> <p>(CLT Principle: Cooperative Task)</p>
2	<p>(Original PPP: Focus on Form, Controlled Practice)</p> <p>The teacher monitors the students' practice.</p>	<p>The students are invited in a game of strip story, they are asked randomly to predict and complete the procedure text related to the topic given orally as to make the students always get ready to continue the steps in group discussion. There was a goal, materials and tools, and minimum 8 steps to complete the procedure text.</p> <p>(CLT Principles: teachers as learning facilitator and manager, use games for real communicative activities, focus on fluency, language is vehicle for classroom communication, use a variety of linguistic forms)</p>
3	<p>(Original PPP: Mistakes are corrected)</p> <p>The teacher gives corrections to the students' errors.</p>	<p>The students do the peer feedback and get the teacher correction and feedback to discuss their answers.</p> <p>(CLT Principle: Minor language errors are natural)</p>

The Production Stage		
1	<p>(Original PPP: Teacher as Guide)</p> <p>The teacher gives the students a theme of the procedure text, “recycling plastic waste”.</p>	The students work in pairs to discuss an idea of recycling a product from plastic waste, and make the procedure text for it. There was a goal, materials and tools, and minimum 8 steps to complete the procedure text. The students practice in pairs, demonstrating related to a topic of reuse or recycled products.
2	<p>(Original PPP: Individual work)</p> <p>The students work individually finding an idea of recycling plastic waste, make a procedure text to recycle it, and practice speaking the procedure text. There was a goal, materials and tools, and minimum 8 steps to complete the procedure text.</p>	Three pairs are voluntarily asked to perform their own procedure text in front of the class related to the topic given. The production stage of all pairs were recorded.
3	Some groups are voluntarily asked to perform their own procedure text in front of the class related to the topic given.	
The Presentation Stage Treatment 3		
1	<p>(Original PPP: Teacher as Informant)</p> <p>The teacher presents a video about procedure text on how to recycle can, glass and cardboard waste into a valuable and useful recycled product.</p>	The students watch the video about procedure text on how to recycle can, glass and cardboard waste into a valuable and useful recycled product.
2	The teacher explains the generic structure, language features, and social function of procedure text.	The students get some guided questions to the video.
3	The teacher gives an example of procedure text in recycling a product from can and teaches to classify the structures and the language features of the text.	The students analyze the example of procedure text from the video given and classify the structures and the language features of the text.
4		The students get drilling of the pattern of connectives words (i.e. first, second, third, the last), imperative sentence (i.e. cut the bottle, join and stick the edge of the cardboard) by using action verbs (i.e. cut, stick, join, etc) based on the theme.
The Practice Stage		
1	<p>(Original PPP: Teacher as Conductor)</p> <p>The students get drilling of the pattern of connectives words (i.e. first, second, third, the last), imperative sentence (i.e. cut the bottle, join and stick the edge of the cardboard) by using action verbs (i.e. cut, stick, join, etc) based on the theme.</p>	<p>The students practice in pairs, practice speaking with the example of procedure text given with a topic of reuse or recycled products of can/ glass/ cardboard waste.</p> <p>(CLT Principle: Cooperative Task)</p>



2	(Original PPP: Focus on Form, Controlled Practice)  The teacher monitors the students' practice.	The students are invited in a game to continue the story, they are asked randomly to complete the procedure text related to the topic given orally as to make the students always get ready to continue the steps.  (CLT Principles: teachers as learning facilitator and manager, use games for real communicative activities, focus on fluency, language is vehicle for classroom communication, use a variety of linguistic forms)
3	(Original PPP: Mistakes are corrected)  The teacher gives corrections to the students' errors.	The students do the peer feedback and get the teacher correction and feedback to discuss their answers. (CLT Principle: Minor language errors are natural)
The Production Stage		
1	(Original PPP: Teacher as Guide)  The teacher gives the students a theme of the procedure text, recycle can, glass and cardboard waste.	The students work individually, find an idea of recycling one reuse/ recycle product from can/ glass/ cardboard, and make a procedure text to recycle it. There will be a goal, materials and tools, and minimum 8 steps to complete the procedure text. The students practice individually, demonstrating related to a topic of reuse or recycled products.
2	(Original PPP: Individual work)  The students work individually, find an idea of recycling can/ glass/ cardboard, make a procedure text in recycling it, and practice speaking the procedure text. There will be a goal, materials and tools, and minimum 8 steps to complete the procedure text.	Some students are voluntarily asked to perform individually their own procedure text in front of the class related to the topic given. The students demonstrate the procedure text in recycling the product. They are not allowed to read or bring a text. The production stage of all students was recorded.
3	Some students are voluntarily asked to perform individually their own procedure text in front of the class related to the topic given.	

## 2.9. Concept of Perception

Perception refers to the recognition process (being aware of), organization (gathering and storing), and interpretation (binding to knowledge) of sensory information to give meaning to our environment (Robbins and Judge, 2016). The perception field is focused on explaining the operation of senses, experiences, and behaviors resulting from the senses' stimulation namely from vision, hearing, chemical senses (taste, flavor, smell), cutaneous sense (touch, tickle pain),

proprioception and kinesthesia (body positions and motion awareness), and the vestibular sense (Goldstein, 2010). Therefore, in brief, perception is regarding a process in which we interpret the environment around us.

In the learning process, students' perceptions refer to the way that students perceive what happens and activities in the classroom. This has an impact on the learning outcomes and students' view on what demand they should contribute to task completion, their opinion on the demand, as well as their definitions about the setting in which the task takes place (Nunan, 2004).

For decades, taxonomy by Bloom (1956) has been the most popular method to develop learning objectives. Bloom original taxonomy consists of three domains, namely cognitive domain, psychomotor domain, and affective domain. First, the cognitive domain is a knowledge based domain. In detail, the cognitive domain is mostly concerned with mental thinking processes using content and intellectual knowledge that involve processing information, understanding, creating, applying knowledge, and solving problems. Second, the psychomotor domain is a physical skills based domain. It refers to natural and autonomic responses, particularly a set in performing planned practice, doing simulation, imitating the steps in doing something, demonstrating while speaking practice. Meanwhile, the affective domain is attitude based domain that covers manners that deal with emotional knowledge, specifically emotions, attitudes, feelings, values, appreciation, enthusiasms, and motivations.

All levels are harnessed by many researchers to compare and evaluate various programs' outcomes and learning methods (Munzenmaier, 2013). Meanwhile, in this research, the researcher uses Bloom original taxonomy in constructing the research questionnaire to find out the students' perception towards the learning process in speaking procedure text using modified PPP Procedure with

Communicative Language Teaching (CLT). In depth, the students' perception is relatively subjective and based on their own point of view. How good the students learn English is affected by how the students perceive the teaching methods, tactics, and media (Lamatokan, 2018).

## **2.10. Advantages and Disadvantages**

In every activity, there are advantages and disadvantages. It also happens with this research in investigating students' speaking achievement in procedure text using modified PPP Procedure with CLT. There are some advantages in modifying the PPP Procedure with CLT to improve students' speaking skills;

1. Students learn accuracy from PPP Procedure technique, fluency from CLT principles for improving their speaking skills.
2. Students get wider insight through learning the target language through content with the topic of the climate crisis issues in language teaching.
3. By learning procedure text about how to make something beneficial and valuable in waste management, it enhances students' 21st century skills, especially their critical thinking and problem solving skills. Also it may trigger their creativity and entrepreneurship in waste management as they may sell the recycled product of clothes waste into trendy tote bag recycle bags.

However, the disadvantages that appeared during the research regarding the availability of devices like recorder or cell phone or other devices to record the speaking, the availability of a network to send the record, and the duration of the teaching learning process might be a bit time consuming in the process if the students only focus on the demonstrating process of recycling rather than learning and practicing English. This research also requires the students to be more creative in finding the idea of recycling before practicing speaking procedure text.

Without clear and explicit guidelines like in PPP Procedure principle, the students might be easily out of the teaching and learning track.

### **2.11. Theoretical Assumption**

Further, teaching through original PPP entails the presentation by showing language in context, and explanation of new words and grammar preceding the practice of the target language through drills and other controlled practice activities, as well as the production of the target language to develop students' fluency and confidence (Richard, 2006). However, the original PPP demands a sufficient duration of time. All students' will not have their own turn in speaking. Therefore, the modification of PPP Procedure with technology is required. Previous research discovers the modification of the PPP procedure through WhatsApp is very effective to use even after the pandemic (Ma'rifah, 2022). Besides, Ndraha (2020) suggests teachers to teach the EFL students using this method because this method is effective or appropriate to be applied in teaching speaking. Meanwhile, there has not been any analysis of students' speaking achievement in procedure text using modified PPP Procedure with CLT.

Considering the suggestions of previous studies that show the improvement in students' achievement, this research is desired to find out the effect of modified PPP Procedure with CLT in improving students' speaking achievement. It is because speaking practice will be more time-consuming and less effective if it is only conducted in the class. The students will not have enough time to conduct the presentation of procedure text in a single day. Moreover, to prevent the pseudo presentation, it is difficult for them to bring the things they want to present. By considering this gap between reality and expectation, the researcher is interested

in proposing a probable solution. The researcher is interested in proposing Presentation, Practice and Production (PPP).

From the related theories on the literature above, the researcher assumes that the modified PPP Procedure with Communicative Language Teaching (CLT) can improve students' speaking achievement especially in procedure text. Meanwhile, the most dominant topic in teaching and learning procedure text is how to cook something. Safitri (2021) discovered research on improving students' writing ability in procedure text by using cooking video. Asep (2022) analyzed an error analysis of student procedure text writing of cooking in singular and plural nouns. Meanwhile, Sukma and Rosnija (2021) investigated the use of tutorial videos from "food and cooking" channel to improve students' writing procedure text. Previous research indicates that the most common topic in teaching and learning procedure text is on how to cook something. However, the function of procedure text is wider than the procedure of cooking. Procedure text is considered as text that can be closely related to our daily lives. It can function as the procedure on how to operate or use a particular thing, how to make something, how to do something, that can be adjusted to many contexts.

Thus, the researcher chooses procedure text with the topic on how to recycle waste into a useful product. This topic regarding the environmental issues, thus, are expected not only to assist students to improve their speaking skills but also can encourage students' 21st century skills in overcoming the environmental issues related to the climate crisis on how to make something valuable by recycling the waste into creative and economical products. Moreover, the researcher assumes that after getting treatment, the experimental class will gain a significant difference in students' speaking achievement in performing the procedure text through the modified PPP Procedure with CLT and with those who

do not get the treatment. Students will also be more prepared in speaking exercises since they already get well prepared such as writing before speaking in the practice step, and even record their speaking at home or anywhere else to make them comfortable, and more effective and efficient in the production process.

## **2.12. Hypotheses**

Based on the theoretical assumptions above, the hypotheses of this research are formulated as follows;

1. Related to the first research question, the hypothesis is there is a significant difference in learning effectiveness of students' speaking achievement in procedure text between those who were taught using modified PPP Procedure with CLT and those who were taught using original PPP Procedure.
2. Related to the second research question, the hypothesis is there is a possibility of positive or negative students' perception towards the learning process after being taught using modified PPP Procedure with CLT.

This chapter has discussed the review of related literature which deals with concept and aspect of speaking, concept of teaching speaking, concept of procedure text, concept of teaching procedure text, concept of CLT, PPP Procedure in teaching speaking, steps of original PPP and modified PPP Procedure with CLT in teaching speaking, advantages and disadvantages, theoretical assumption, and also hypotheses. Meanwhile, the next chapter discusses the method of this research.

### III. METHODS

This chapter discusses the methods of the research. It covers a number of aspects, specifically the research design, variable, population and sample, research instruments, criteria of evaluating students' speaking achievement, data collection instruments such as validity and reliability, data collecting technique, research procedure, data analysis, and hypothesis testing.

#### 3.1. Design

This research is a quantitative research that will apply to a quasi-experimental study. It employs the design as follows:

G1	T1	X1	T2
G2	T1	X2	T2

(Setiyadi, 2018)

Note:

- G1 : Experimental group (modified PPP Procedure with CLT)
- G2 : Control group (original PPP Procedure)
- T1 : Time to take the first data collection before treatment (Pre-test)
- T2 : Time to take the second data collection after treatment (Post-test)
- X1 : Treatment 1 (modified PPP Procedure with CLT)
- X2 : Treatment 2 (original PPP Procedure)

There were two groups. One group was the experimental group, while another was the control group. The sample of this research was chosen purposively.

#### 3.2. Variables

The variables in this study were divided into two: independent variable (X) and dependent variable (Y). The modified PPP Procedure with CLT is the independent variable. Meanwhile the dependent variables in this research is based on the research questions in the formulation of the problem in Chapter I as follows:

1. Students' speaking achievement in procedure text is the dependent variable in this study. It refers to the test scores and progress that were obtained by the students on the ability to present procedure text in speaking before and after being taught by the modified PPP Procedure with CLT. It was measured to find out the significant effect on learning effectiveness of the students' speaking achievement through the modified PPP Procedure with CLT.
2. Students' perception towards the learning process after being taught using modified PPP Procedure with CLT is also considered as the dependent variable.

### **3.3. Population and Sample**

The population of this research was senior high school students in SMA 5 Bandar Lampung grade XII. Here is the description of the population and the sample of research:

#### **3.3.1. Population of the Research**

This research was carried out at SMAN 5 Bandar Lampung from November 22, 2023 - January 12, 2024. The subjects involved were two twelve grade classes, specifically XII MIPA 2 for experimental class and XII MIPA 3 for control class. Both classes are assumed to have the same characteristics.

#### **3.3.2. Sample of the Research**

Two classes of twelve-grade students of SMAN 5 Bandar Lampung, specifically class XII MIPA 3 and XIII MIPA 2 were the sample of this research. Purposive sampling was the data collecting technique used by the researcher since the researcher considers certain purposes that both classes have similar characteristics. Each group was given a pre-test and post-test. Each class consisted of 30 students. The experimental class, then, was taught by modified PPP with CLT in speaking procedure text, while the control class was taught through the



original PPP. To answer the research questions, there were two research instruments used in this research, namely tests (pre-test and post-test) and a questionnaire. Data from the pretest and posttest were checked by two raters, specifically the first rater is the researcher, and the second rater is the English teacher in SMAN 5 Bandar Lampung. Her name is Yun Anis. She has worked as an English teacher since 1997. She had experience teaching in Canada for two years. Thus, the researcher assumes that the second rater has the capability of assessing speaking to be the rater. The data, then, were computed to the SPSS 25 Version before being analyzed.

### **3.4. Research Instruments**

The researcher used some research instruments to answer the two research questions, speaking test and questionnaire.

#### **3.4.1. Speaking Test**

One of the research's instruments is the speaking test. This speaking test was designed to investigate the development in students' speaking achievement in learning English. The speaking test was conducted for pretest and posttest as the steps to explore the students' speaking achievement. Besides, the pretest was used to ensure that both classes, experimental and control class, were statistically equal. The topic for both pretest and posttest was the same, which was procedure on how to make recycled products as well as to participate in waste management to mitigate the climate crisis. Furthermore, the pretest and posttest were conducted directly in the class, the researcher herself will be the instructor to teach procedure text in related topics, climate crisis in language teaching.

The students were provided with one topic of procedure text on how to make a recycled product as the solution of their surrounding environmental problems. They chose one problem-solving for their procedure text topic to be presented.

They could choose freely. The core of the topic of speaking procedure text should cover how to make a valuable product to solve the notion of surrounding environmental problems to their society or livinghood. What the students talk during the speaking test will be recorded and analyzed. To analyze the data of students' speaking test, the speaking scoring rubric adopted from Harris (1969) was used. There are five components that were assessed in the speaking test such as pronunciation, grammar, vocabulary, fluency, and comprehension. The criterion of the scoring rubric is explained in Appendix 5.

### **3.4.2. Questionnaire**

In conducting this research, the researcher uses the theory of Bloom (1956) about learning which concerns three domains, specifically cognitive, psychomotor, and affective in constructing the research questionnaire. It is aimed to investigate the students' perception in the learning process by elaborating those three categories by using closed-ended statements regarding English procedure text on the topic of climate crisis awareness in managing waste through the analysis of students' speaking achievement in procedure text using modified Presentation - Practice - Production (PPP) Procedure with Communicative Language Teaching (CLT). The questionnaire was only given for the experimental class after the treatment. Before answering the questionnaire, the researcher guided the students about the items in the questionnaire given. The aim of using the questionnaire is to get the data for answering the second research question regarding what are students' positive perception towards the learning process after being taught using modified PPP Procedure with CLT. In this study, the researcher harnessed closed-ended statements in Indonesian in order to get more valid data. The researcher made a grid table of questionnaire item numbers before arranging the statement as shown in table 3.1. below:

**Table 3.1. The Questionnaire Grid Table of Students' Perception on the Modified PPP Procedure with CLT**

No	Categories	Item Number	Total
1	Cognitive	1, 2, 3, 14, 15	5
2	Psychomotor	4, 5, 6, 7, 8	5
3	Affective	9, 10, 11, 12, 13	5
<b>Total</b>			15

There were totally 15 statements in the questionnaire consisting of cognitive, psychomotor, and affective categories. In detail, the cognitive domain is mostly concerned with mental thinking processes that involve processing information, understanding, creating, applying knowledge, and solving problems. Psychomotor domain refers to natural and autonomic responses such as set in performing planned practice, imitating the steps in doing something, demonstrating while speaking practice. Meanwhile, affective domain covers manners that deal with emotions, attitudes, feelings, values, appreciation, enthusiasms, and motivations. Briefly, there were the same number of statements for each category. Nevertheless, every odd statement was the positive statement, meanwhile the even statement was designed for the negative statement.

The questionnaire was presented based on 4 Likert scales and it is adapted from Setiyadi (2018). The item range is from 1 to 4. The category 4 refers to “strongly agree”, 3 refers to “agree”, 2 refers to “disagree”, and 1 refers to “strongly disagree”. The researcher considers 4 scales instead of 5 scales because if there are odd scales in the choice, the participants will tend to choose the middle scale and the odd scales present those choices in showing a neutral attitude. The even scales are advised to be used in order to make the subjects have a clear position that represents their ideas towards the questions delivered. Furthermore, the

collected data will be meaningless to be analyzed if the subjects generally choose a neutral attitude towards the questions given (Setiyadi, 2018).

### **3.5. Criteria of Evaluating Students' Speaking Achievement**

In order to know the development of students' speaking achievement, there are some criteria as reference. According to Setiyadi (2006), in arranging the instrument of the research as the criteria of the test, a researcher should consider the two aspects: validity and reliability. Both of them are essential to make the findings believable and truthful.

#### **3.5.1 Validity**

Instruments' validity refers to the extent to which an instrument measures what is intended to measure. In order to get the instruments' validity, this study uses the content and construct validity and is evaluated by two experts.

##### **1. Validity of the Speaking Test**

To find out whether or not the speaking test in this study is valid, there is a validity test that can be seen from the students' scores in the speaking test. Hughes (1989) suggests that a valid test is when it can measure accurately what is intended to be measured. Therefore, when the researcher made the instruments of the test of one language skill, particularly speaking, to ensure that the instrument can measure the aspect of speaking skills. The designed materials should also measure the students' speaking competence. In this research, the instruments from content and construct validity were used. The validity of the speaking test will be explained as follows:

##### **a. Content Validity**

The test represented the treatment practices which had been done in three meetings, represented the material which had been discussed in the class, and suitable to the curriculum of senior high school.

### b. Construct Validity

The researcher constructed the valid test based on the theory of the speaking achievement. Thus, in order to endure the construct validity of the speaking test in this research, the researcher followed the instruction and content of the test based on the theory of components of speaking from Harris (1969). He suggests there are five components of speaking that should be assessed such as pronunciation, grammar, vocabulary, fluency, and comprehension. Before the pre- and post-tests were conducted by the researcher, the researcher also checked the instrument of speaking test using inter-rater validity in which the researcher consults the instrument to the expert of speaking. The experts of speaking gave their judgments based on the five aspects of speaking from Harris (1969) whether the speaking test included the five aspects of speaking or not. After the instrument of the speaking test was checked, the researcher got the result that the instrument of the speaking test was valid based on the construct validity.

Moreover, the content and construct validity of the speaking test instrument have been checked by three English teachers that are affiliated at different schools in Bandar Lampung, using a checklist table. The result of the validity check is presented in the following table.

**Table 3.2. Validity Test**

Test	Construct			Content		
	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
Pre-test	100%	100%	100%	100%	100%	100%
Post-test	100%	100%	100%	100%	100%	100%
Average	100%			100%		

Table 3.2. above shows obviously that the overall percentage of both construct and content validity are 100%. In other words, all raters agreed that the pre-test

and post-test instruments have fulfilled construct and content validity. Thus, it can be concluded that the pre-test and post-test made by the researcher are valid.

Meanwhile, the scoring rubric used in this research is Harris (1969) speaking scoring rubric with the detailed description of speaking scoring attached in Appendix 5. Further, the scoring of the each student's speaking achievement was counted by raters as follows:

$$\text{Total Score} = \frac{\text{Total Rating Score}}{25} \times 100\%$$

## **2. Validity of Questionnaire Regarding the Students' Perceptions**

In order to be valid, the questionnaire of this study uses the theory of Bloom (1956) about learning which concerns three domains such as cognitive, psychomotor, and affective in constructing this research' questionnaire. It is aimed to investigate the students' perception in the learning process by elaborating those four categories by using closed-ended statements regarding English procedure text on the topic of climate crisis awareness in managing waste through investigating the students' speaking achievement in procedure text using modified Presentation - Practice - Production (PPP) Procedure with Communicative Language Teaching (CLT). This research used expert judgment in validating the questionnaire.

The questionnaire is presented based on 4 Likert scales and it is adapted from Setiyadi (2018). The item range is from 1 to 4. The category 4 refers to "strongly agree", 3 refers to "agree", 2 refers to "disagree", and 1 refers to "strongly disagree". The researcher considers 4 scales instead of 5 scales because if there are odd scales in the choice, the participants will tend to choose the middle scale and the odd scales present those choices in showing a neutral attitude. The even scales are advised to be used in order to make the subjects have a clear position that represents their ideas towards the questions delivered. Furthermore, the

collected data will be meaningless to be analyzed if the subjects generally choose a neutral attitude towards the questions given (Setiyadi, 2018).

Meanwhile, the analysis of the questionnaire was based on the students' answer for each statement. There were odd items that referred to positive statements, meanwhile even items that referred to negative statements. However, before the questionnaire was used, it was required to pass the validity check of instruments. The result of the validity check of the questionnaire is presented as below;

**Table 3.3.** Validity of The Questionnaire

Test	Construct		
	Rater 1	Rater 2	Rater 3
Pre-test	100%	100%	100%
Post-test	100%	100%	100%
Average	100%		

The result of the questionnaire's validity elucidated that the questionnaire had met the criteria of the construct validity of the questionnaire based on the result in table 3.3. above. Hence, it can be summed up that the questionnaire made by the researcher is valid.

### **3.5.2. Reliability**

Measuring reliability is also essential to fill the criteria of a good instrument, to indicate whether or not the instrument is consistent in its results and accurate (Hatch & Farhady, 1982).

#### **a. Reliability of The Test Result**

The reliability of the speaking test is explained as follows. In order to gain test reliability, the researcher used inter-rater reliability. The pre-test and post-test scores were assessed by two raters of speaking. The researcher herself was the

first rater, meanwhile the second rater was one of English teachers at school, SMAN 5 Bandar Lampung, who have the capability of assessing speaking to be the rater. The researcher also talked to the rater what had to be assessed and what standard of the assessment speaking was while giving the rubric of speaking assessment from Harris (1969: 84). To assist the raters in scoring the students' pre-test and post-test score in control class, the arrangement of the score can be seen in table 3.4. and 3.5. as follows:

**Table 3.4. The Scoring System of Two Raters in Pretest of Control Class**

No	Ss Code	Rater 1						Rater 2						Mean
		P	G	V	F	C	TS R1	P	G	V	F	C	TS R2	TS
1	A													
2	B													
3	C													

**Note:**

**P : Pronunciation**

**G : Grammar**

**V : Vocabulary**

**F : Fluency**

**C : Comprehension**

**TS : Total Score**

**Table 3.5. The Scoring System of Two Raters in Post-test of Control Class**

No	Ss Code	Rater 1						Rater 2						Mean
		P	G	V	F	C	TS R1	P	G	V	F	C	TS R2	TS
1	A													
2	B													
3	C													

**Note:**

**P : Pronunciation**

**G : Grammar**

**V : Vocabulary**

**F : Fluency**



Meanwhile, to assist the raters in scoring the students' pre-test and post-test scores in experimental class, the arrangement of the score can be seen in table 3.6 and 3.7. as follows:

**Table 3.6. The Scoring System of Two Raters in Pre-Test of Experimental Class**

No	Ss Code	Rater 1						Rater 2						Mean
		P	G	V	F	C	TS R1	P	G	V	F	C	TS R2	TS
1	A													
2	B													
3	C													

**Note:**

**P** : Pronunciation  
**G** : Grammar  
**V** : Vocabulary  
**F** : Fluency  
**C** : Comprehension  
**TS** : Total Score

**Table 3.7. The Scoring System of Two Raters in Post-Test of Experimental Class**

No	Ss Code	Rater 1						Rater 2						Mean
		P	G	V	F	C	TS R1	P	G	V	F	C	TS R2	TS
1	A													
2	B													
3	C													

**Note:**

**P** : Pronunciation  
**G** : Grammar  
**V** : Vocabulary  
**F** : Fluency

Then, the result of both pre-test and post-test of two raters were tabulated in Table 3.8. as follows;

**Table 3.8. The Scoring System of Two Raters**

No	Ss' Code	Proficiency Level					
		Pre Test			Post Test		
		Rater 1	Rater 2	Mean	Rater 1	Rater 2	Mean
1	A						
2	B						

Further, when the scores were obtained from the two raters, the data was added and divided into two in order to get the final score of each student. The researcher utilized Pearson Product Moment to examine the scores' correlation between two raters. The researcher analyzed the scores through SPSS Version 25 for windows. Thus, a statistical procedure was applied to determine the reliability of the score. Meanwhile, the researcher analyzed the reliability coefficient with the standard of reliability by Hatch and Farhady (1982) that is presented below:

Ranges from 0.00 - 0.19	A very low reliability
Ranges from 0.20 - 0.39	A low reliability
Ranges from 0.40 - 0.59	An average reliability
Ranges from 0.60 - 0.79	A high reliability
Ranges from 0.80 - 1.00	A very high reliability

Based on the reliability standard above, it could be concluded that the speaking test could be considered as reliable if the reliability score starting from ranges 0.60 or above. Moreover, as this the speaking test reliability measured by using inter-rater reliability, the reliability of the performance judgements by the two raters was compared. The scores of two raters can be correlated to determine the consistency of the scoring, or the proportion of agreement in scoring can be computed (Gronlund and Waugh, 2009). In this research, the reliability was gained through Spearman Rank Order. The reliability of raters for pre-test in this research is presented as follows;

**Table 3.9. Reliability of Raters for Pre-test Scores for Experimental Class**

Correlations				
			X1	X2
Spearman's rho	X1	Correlation Coefficient	1.000	.678**
		Sig. (2-tailed)	.	.000
		N	30	30
	X2	Correlation Coefficient	.678**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

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

Table 3.9. above elucidates that the pre-test appears to be a reliable measure, providing strong evidence of a significant positive correlation between first and second rater. The correlation coefficient (Spearman's rho) of 0.678 is considered as a high reliability and significant level (sig two-tailed value) less than 0.001 indicate that a very high reliability. Further, the reliability of two raters for the post-test is presented in the following table:

**Table 3.10. Reliability of Raters for Post-test Scores for Experimental Class**

Correlations				
			X1	X2
Spearman's rho	X1	Correlation Coefficient	1.000	.786**
		Sig. (2-tailed)	.	.000
		N	30	30
	X2	Correlation Coefficient	.786**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

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

Based on table 3.10. above, the reliability of the post-test is 0.786. According to the specification, Hatch and Farhady (1982), if the value of the test is in the range of 0.60 to 0.79, it indicates that the test has a high reliability level. Overall, the result depicts that both pre-test and post-test have high reliability by getting a score of 0.678 for the pre-test and 0.786 for the post-test. Meanwhile, the significant 2-tailed value of both tests, pre-test and post-test, from the two raters

are 0.00. This indicates that all the tests have a good consistency of assessment results.

### **b. Reliability of Questionnaire**

A reliability analysis was administered to assess the consistency of students' perception towards the measurement items. The aim was to determine the degree of cohesion among the items. The researcher used the Cronbach's Alpha Coefficient, since it was the most common analysis used for the questionnaire's reliability. The analysis of the questionnaire was based on the students' answer for each statement. There were odd items that referred to positive statements, meanwhile even items that referred to negative statements. Before analyzing the data through SPSS Version 25 for Windows, the researcher made a code for each of the students' responses. For the negative statement, the researcher converted the students' negative answer for the negative statements. For example, "strongly disagree" category was converted to 4, and "disagree" was valued as 3 for the negative statements. Therefore, the result of questionnaire's reliability is presented as follows:

**Table 3.11. Reliability of Questionnaire**

<b>Reliability Statistics</b>	
<b>Cronbach's Alpha</b>	<b>N of Items</b>
.828	15

Furthermore, to interpret the classification of reliability, the researcher used the following scale:

Ranges from 0.00 - 0.19	A very low reliability
Ranges from 0.20 - 0.39	A low reliability
Ranges from 0.40 - 0.59	An average reliability
Ranges from 0.60 - 0.79	A high reliability
Ranges from 0.80 - 1.00	A very high reliability

(Hatch and Farhady, 1982)

Hence, the result of questionnaire reliability revealed that Cronbach's Alpha value is 0.828, it indicates that the reliability of the questionnaire is confirmed as a very high level within the scale.

### **3.6. Data Collecting Technique**

In collecting the data, the technique employed was administering the speaking test. There are two kinds of tests that are administered to the students namely pre-test and post-test for both classes. The students were asked to make procedure text by choosing one recycled product related to the topic and were asked to write procedure text and present the procedure text on how to make the recycled product. The speaking test that was administered for pre-test and post-test was typically the same. Overall, the data collecting technique utilized by the researcher in this study was divided into four sections, specifically pre-test, treatment, post-test, and questionnaire.

### **3.7. Research Procedures**

The research procedure of this research is explained as follows:

#### **1. Determining the research question**

The research questions of this research were:

1. Is there any significant difference of SHS students' speaking achievement in procedure text between those who are taught using modified PPP Procedure with CLT and those who are taught using original PPP Procedure?
2. What are the students' perception towards the learning process after being taught using modified PPP Procedure with CLT?

#### **2. Determining population and sample of the research**

The sample of this research was determined by using purposive sampling. A class of twelve-grade students of SMAN 5 Bandar Lampung in the academic

year of 2022/2023 is the sample of this research. This study used a quasi-experimental method with control group pretest and posttest design, therefore the subject was chosen using purposive sampling in two classes, specifically XII MIPA 3 for experimental class and XII MIPA 2 for control class.

### 3. Selecting an instrument of materials and the material

The instrument materials of students' speaking test and the materials for the teaching-learning process of implementing the treatment were based on the materials in the syllabus of XII grade of senior high school (Curriculum K-13).

### 4. Administering the pre-test of speaking to the experimental group

The students were asked to choose one solution regarding how to make a recycled product in a particular theme given. The students made an outline about the procedure text before recording their speaking.

### 5. Giving treatment of speaking learning activity to the experimental group

The researcher gave the treatment of learning speaking activity PPP Procedure. In the presentation, the teacher encouraged the students about the topic of climate crisis awareness by watching videos of natural disasters caused by poor waste management. Then, the teacher asked the students opinions and ideas on the related topic. There was a discussion about the procedure text on how to make a recycled product to be a part of a problem-solver to the environmental issues. In the practice, the students asked to make a framework through a procedure text to the related topic of recycling products.

### 6. Administering the post-test of speaking to the experimental group and questionnaires for students' perception.

The students were asked to present their procedure text they have made while recording their speaking in the production process or final step. Thus, the improvement of students' speaking skill can be seen from the N-Gain scores from the pre-test and post-test results.

## 7. Analyzing the data from the results

After the data was gathered from tests, the data was analyzed to answer the research questions of this research. The researcher examined the results by comparing before and after the result of the test to discover the aim of the research. In order to answer the first research question, the researcher found N-Gain (g) score and applied the independent group T-test from N-Gain percentage to find out the more effective way in improving the students' speaking achievement between those who are taught by using modified and those who are taught by original PPP. It would be very effective (High - g) with  $g > 0.7$ ; fair effective (Medium - g) with  $0.3 < g \leq 0.7$ ; and not effective (Low - g) with  $g \leq 0.3$  (Hake, 1999). In detail, the categorization for Interpretation of N-gain (Percentage) Effectiveness is presented as below:

**Table 3.12. Interpretation of N-gain (Percentage) Effectiveness**

Percentage (%)	Interpretation
<40	Not Effective
40-55	Less Effective
56-75	Fair Effective
>76	Very Effective

(Hake, 1999)

Meanwhile, the analysis of the questionnaire was in descriptive qualitative based on the result of students' perception towards the modified PPP.

## 3.8. Data Treatment

There are some steps that are required to be fulfilled, specifically normality test and homogeneity test. Also, several assumptions are required to be completed in using Independent Group T-test to investigate the hypotheses (Setiyadi, 2018), specifically the data are an interval, taken from a random sample in a population,

and are distributed normally. Hence, investigating the normality and homogeneity of the test are essential before having further analysis of the result.

### 3.8.1. Normality Test

The main goal of the normality test is to find out whether or not the data are normally distributed or not. To determine the value, the researcher used the *Saphiro Wilk* to analyze the data because the population was less than 100 people, with the formula as below:

H0: The distribution of the data is not normal.

H1: The distribution of the data is normal.

The significance level used is 0.05. H1 is accepted if the result of the normality test is higher than 0.05 (sign > 0.05). Thus, the results of the normality test for control class are presented in the table below:

**Table 3.13. The Normality Test for Control Class**

Tests of Normality							
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test Control Class	.228	30	.000	.936	30	.070
	Post-test Control Class	.228	30	.000	.937	30	.077

a. Lilliefors Significance Correction

Table 3.13. indicates that the value of the normality test in the control class is higher than 0.05 namely 0.07 for the pre-test and 0.077 for the post-test. Further, the results of normality test for experimental class are presented as follows;

**Table 3.14. The Normality Test for Experimental Class**

Tests of Normality							
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test Experimental Class	.106	30	.200 <sup>*</sup>	.981	30	.844
	Post-test Experimental Class	.120	30	.200 <sup>*</sup>	.980	30	.838

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



Table 3.14. elucidates that the normality test value for the experimental class is higher than 0.05 namely 0.844 for the pre-test and 0.838 for the post-test. Overall, it can be concluded that the data from both classes, the control class and the experimental class, are distributed normally since the data from both groups are higher than 0.05 or in other words H1 is accepted.

### 3.8.2. Homogeneity Test

A homogeneity test must also be conducted prior to the data being processed. The test was analyzed in order to see the similarity of the distribution between the two classes. The hypotheses are:

H1: The data is taken from two samples in the same variances (homogeneous).

H0: The data is not taken from two samples in the same variances (homogenous).

The alternative hypothesis (H1) is accepted if the significant level of the test is higher than 0.05. The result of the homogeneity test in this study is presented in the following table:

**Table 3.15. The Homogeneity Test**

Case Processing Summary							
		Valid		Cases Missing		Total	
	Class	N	Percent	N	Percent	N	Percent
Result	Posttest Experimental Class	30	100.0%	0	0.0%	30	100.0%
	Posttest Control Class	30	100.0%	0	0.0%	30	100.0%

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	3.132	1	58	.082
	Based on Median	3.258	1	58	.076
	Based on Median and with adjusted df	3.258	1	56.663	.076
	Based on trimmed mean	3.115	1	58	.083

Table 3.15 shows that the significant number of homogeneity for the speaking test was 0.082 which is higher than 0.05. Thus, it can be inferred that the H1 is accepted.

### 3.9. Data Analysis

To answer the research questions, the speaking test is used. To analyze the first research question about whether there is a significant effect on the students' speaking achievement through the modified PPP Procedure with CLT in procedure text, the data was analyzed as follows:

1. Scoring the pretest to post-test of speaking from two-raters.
2. Tabulating the results of the test and calculating the gain and the N-Gain percentage of pretest and post-test. The formulas used in finding gain and N-Gain are as follows;

Gain formula : Post-test Score minus Pre-test Score.

N-Gain : 
$$\frac{\text{Post-test Score} - \text{Pre-test Score}}{\text{Ideal Score} - \text{Pre-test}}$$

N-gain Percentage : N-gain Score x 100%

3. Analyzing the data by using Independent Sample T-test, since the result of normality and homogeneity test of the score showed a normal distribution.
4. Interpreting the data and composing a discussion concerning the result.
5. Drawing a conclusion from the tabulated result of both pretest and post-test

Meanwhile, to answer the second research question about the questionnaire of students' perception on the learning process, the data was analyzed as follows:

1. Collecting the data of the questionnaire.
2. Classifying the students' answers based on the questions.
3. Tabulating the questionnaire's result. The strongly disagreed answers from the students for the negative statements had been converted before the data was interpreted.

4. Interpreting the gained data.
5. Drawing a conclusion.

### 3.10. Hypothesis Testing

The researcher analyzed the data of students' scores in pre-test and post-test by using statistical calculation. If the result of t-table is bigger than t-obtained at the level of significance 0.05, the null hypotheses can not be rejected. In other words, the criterion for hypothesis acceptance is that if the significant p obtained is less than the significant level (0.05), it means that  $H_a$  is accepted. Meanwhile, if t-obtained is bigger than t-table at the level of significance 0.05, the null hypothesis can be rejected. The hypotheses are drawn as follows;

1. Related to the first question in the chapter one of this research, the hypothesis are:
  - a.  $H_o$ : There is no significant difference in learning effectiveness of students' speaking achievement in procedure text between those who were taught using modified PPP Procedure with CLT and those who were taught using original PPP Procedure.
  - b.  $H_i$ : There is a significant difference in learning effectiveness of students' speaking achievement in procedure text between those who were taught using modified PPP Procedure with CLT and those who were taught using original PPP Procedure.

The criteria for accepting the hypothesis are as follows:

1.  $H_o$  is accepted if sig. (p) value is higher than the sig. level. ( $H_o = \text{Sig.} > 0.05$ )
2.  $H_i$  is accepted if sig. (p) value is lower than the sig. level. ( $H_i = \text{Sig.} < 0.05$ )

2. Related to the second question in the chapter one of this research, there is no statistically tested; however, the answer was based on the result of students' perception towards the learning process after being taught by using the modified PPP Procedure with CLT and was elaborated in descriptive qualitative.

In summary, from the explanation of the research method above, the hypothesis will be tested by passing some processes of the research, starting from determining the research design, variables, population and sample, research instruments, criteria of evaluating students' speaking achievement, data collecting technique, research procedure, data treatments, data analysis, and hypothesis testing.

## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter deals with the conclusions of the results of the data analysis and suggestions.

### **5.1. Conclusions**

Based on the results of the data analysis and the discussion, the writer draws the following conclusions:

1. Modified PPP Procedure with CLT will be effective to be used in teaching learning speaking procedure text. After being taught by the modified PPP with CLT, the students' speaking achievement indicated a better progress than the students who were taught by the original PPP Procedure. It might be because of the process provided during the teaching and learning. Modified PPP Procedure with CLT provides the students an opportunity to develop their speaking skills with a variety of linguistic forms. The students became more aware about language function that can have many different linguistic forms since the concern of the learning process is on real language use. Therefore, the students might use different words in expressing their ideas in speaking practice. It was proved by a significant difference in learning effectiveness of students' N-Gain scores in the experimental class compared to the control class.

By using their own words, it indicates that the students have a better understanding of language use. Also, the procedure text and the topic given were related to their real daily life. Thus, the combination of both enriched both their English speaking skills and insights in environmental issues. The use of a language game in CLT gives the students valuable communicative practice that makes the students feel more enjoyable in the teaching and learning activity. The students try to predict the next steps and they have a choice how they would word it. As a result, the students get feedback to let

them experience learning through a communicative technique in problem-solving tasks.

In brief, the modified PPP Procedure with Communicative Language Teaching (CLT) provides a dynamic approach to English Language Teaching. By incorporating language games, students are immersed in meaningful communication, fostering an enjoyable learning atmosphere. This method encourages active participation, allowing students to predict and express their thoughts freely, enhancing their language proficiency. Furthermore, through problem-solving tasks, students receive valuable feedback, promoting experiential learning and effective communication skills development. Thus, the combination of the modified PPP Procedure and CLT not only engages students but also facilitates their progress in language acquisition.

2. Students in the experimental class confirmed a positive perception towards the learning process on practice speaking procedure text with the modified PPP Procedure with CLT in all three domains of learning by Bloom (1956). It might be caused by the learning atmosphere in the class while conducting the technique that the students enjoyed, were interested and actively engaged in the activities given. The students also got an opportunity by having discussions with their pair or small group work. They had good preparation by creating a list of different patterns or a variety of linguistic forms, in which it helps them to create words in their own way. They were also enthusiastic with the learning process by having practice speaking procedure text through demonstrating the process of recycling the waste simultaneously.

## **5.2. Suggestions**

Considering the conclusion of the research above, the modified PPP Procedure with Communicative Language Teaching (CLT) may open up several intriguing avenues to be explored in ELT as follows;

### **5.2.1. Suggestions for teachers**

English teachers are recommended to apply the modified PPP Procedure with Communicative Language Teaching in teaching speaking since it allows freedom for the students to be more creative in creating sentences using their own words and specifically encourages the students' understanding of language forms and language use. The students also can increase their speaking skills through interaction during the communication process both in pairs and groups, by having immediate feedback from the listener and making a negotiation of meaning in between. Furthermore, every student, class or even school and region has different conditions like backgrounds, characteristics, and culture. As the person in charge in the class who knows the uniqueness of the class, an English teacher should be capable of adapting his/ her teaching techniques. Since there is nothing fixed teaching techniques and methods that can be generalized to every student. A change is possible, so that the modification in teaching materials, techniques, methods, or approach is possible. Therefore, English teachers are required to adapt and modify the teaching materials, techniques, methods, and approaches that suit their students' conditions and characteristics. The agility skills of teachers are essential in ELT, one of them, by adapting modified PPP with CLT in teaching procedure text for increasing the students' speaking achievement.

### **5.2.2. Suggestions for further research**

The researcher admits that there are many limitation to this research, therefore the researcher would like to propose some points to be considered for further research as below;

#### **1. Expanding to Different Topics, Language Skills and Types of Texts**

While this research focused on a specific aspect of language learning, namely the PPP Procedure with CLT in speaking procedure text, future research could investigate how this modification affects other language skills and topics. Additionally, exploring different types of texts, could provide further insights into the effectiveness of the modified approach across various linguistic contexts.

## 2. Scaling Up to a Larger Population and Diverse Student Levels

As this current research was conducted on a small scale, limiting the generalizability of its findings. Conducting similar research with a larger and more diverse population of students, including different students' proficiency levels, and educational backgrounds, would provide a more comprehensive understanding of the impact of the modified PPP Procedure with CLT.

## 3. Identifying Areas of Greatest Student Improvement

Further research could also delve deeper into identifying the specific aspects of language learning where students demonstrate the most improvement with the modified PPP Procedure. This could involve conducting detailed assessments or qualitative analyses to areas regarding vocabulary, grammatical accuracy, fluency, or communicative competence.

## 4. Combining with Other Techniques, Methodologies and Approaches

Next researchers could also explore the potential synergies and complementarities between the modified PPP Procedure with other language teaching methodologies and approaches. This could involve integrating content-based instruction, experiential learning, or project-based learning with the modified PPP Procedure to create hybrid or blended teaching models. Because modification is possible to any other teaching techniques, methodologies and approaches, thus, the adding, changing, or even deleting some steps in PPP Procedures are allowed. Also, combining PPP Procedure by integrating and inserting other steps from other teaching techniques, methodologies and approaches are possible in order to optimize the teaching and learning process.

Overall, the suggestions for further research highlight the diverse opportunities for expanding and enriching our understanding of the use of the modified PPP Procedure with CLT in language teaching and learning contexts. By exploring these avenues, researchers can contribute to the ongoing innovation in language education, ultimately benefiting both students and English teachers.



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