A THESIS

IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE PRESENTATION, PRACTICE, AND PRODUCTION (PPP) METHOD AT IAIN PAREPARE



BY

SRI RAHMAWATI HASMAN
REG NUM. 2120203888203039

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2026

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE PRESENTATION, PRACTICE, AND PRODUCTION (PPP) METHOD AT IAIN PAREPARE



BY

SRI RAHMAWATI HASMAN

REG. NUM. 2120203888203039

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE PAREPARE
2026 M / 1447 H

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE PRESENTATION, PRACTICE, AND PRODUCTION (PPP) METHOD AT IAIN PAREPARE

A THESIS

As a part of Fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

Submitted by

SRI RAHMAWATI HASMAN
REG NUM. 2120203888203039

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2026

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

SUPERVISORY COMMISION APPROVAL

The title of thesis	:	Improving students speaking ability through the Presentation, Practice, and Production (PPP) method at IAIN Parepare
Name of the student	:	Sri Rahmawati Hasman
Student Reg. Number	:	2120203888203039
Study program	:	English Education
Faculty	:	Tarbiyah
By Virtue of Consultant Degree	:	Dean of Faculty of Tarbiyah Decree Number:B-2655/In.39/FTAR.01/PP.00.9/07/2024

Approved By:

Consultant Commissions

Consultant : Dr. Mujahidah, S.Pd.I., M.Pd. (.....)

EIN : 19790412 200801 2 020

Knowing:

Dean of the Faculty of Tarbiyah

Dr. Abdar, M.Pd.I.

EIN. 19761230 200501 2 002

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPROVAL OF THE EXAMINING COMMISSION

The title of thesis	: Improving students' speaking skill through the Presentation, Practice, and Production (PPP) method at IAIN Parepare
Name of the student	: Sri Rahmawati Hasman
Student Reg. Number	: 2120203888203039
Study program	: English Education
Faculty	: Tarbiyah
Basis for Assigning Examiners	: B.2452 /In.39/FTAR.01//PP.00.9/06/2026
Date of Graduation	: 06 July 2026

Approved By:
Consultant Commissions

Dr. Mujahidah, S.Pd.I, M.Pd	: (Chair)	(.....)
Dr. Arqam, M.Pd.	: (Member)	(.....)
Kalsum, M.Pd	: (Member)	(.....)

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Ahdar, M.Pd.I.
NIP. 19761230 200501 2 002

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

In the name of Allah, The Beneficent and The Merciful, all praise is due to Allah, the Lord of the Worlds. The writer expresses deep gratitude to Allah SWT, the Most High and Ruler of the universe, for granting health, blessings, and mercy, enabling her to complete this thesis. She sends greetings and salawat to the Prophet Muhammad (peace be upon him), who has guided humanity from ignorance to knowledge. The writer sincerely thanks all those who supported her throughout this journey, especially her beloved parents, Sukirman and Hasriany, my family who have given love, advice, support, and endless prayers to become a successful student.

We convey high appreciation and deepest gratitude to Dr. Mujahidah, S.Pd.I, M.Pd as the consultant who has patiently guided and provided advice, motivation, and constructive corrections to the author for the completion of this thesis.

On the other hand, the author would also like to express special thanks to:

1. Prof. Dr. Hj. Darmawati, M.Pd., as Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.
2. Dr. Ahdar, M.Pd.I., as the Dean of the Faculty of Tarbiyah IAIN Parepare who has organized positive education for students at the Faculty of Tarbiyah and also allowed the author to conduct research at the Faculty of Tarbiyah.
3. Yulie Asnie, M.Pd., as Chair of the English Program and for outstanding service to students.
4. Dr. Arqam M.Pd., and Kalsum M.Pd., As examiners in the research for their valuable feedback and suggestions.
5. All the lecturer of English Education Program who has guieded writer during study at IAIN Parepare.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

6. Faculty of Tarbiyah staff who have worked hard to complete the administration of this research.
7. Fellow students of English Education Program, who has share lots of meaningful moments and support writer during the academy stage.

Finally, the writer expresses sincere gratitude to all parties involved and prays that Allah SWT rewards all kindness as *amal jariyah*. The writer realizes that this thesis still has limitations; therefore, constructive criticism and suggestions are welcomed for future improvement, with the hope that this thesis may be beneficial and serve as a reference for further studies.

Parepare, 12 May 2026
The Writer



Sri Rahmawati Hasman
Reg Num. 2120203888203039

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name	: Sri Rahmawati Hasman
Student Reg. Number	: 2120203888203039
Place and Date of Birth	: Makassar, 19 November 2003
Study program	: English Education
Faculty	: Tarbiyah
Thesis Title	: Improving Students' Speaking Skill Through the Presentation, Practice, and Production (PPP) method at IAIN Parepare.

Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 12 May 2026
The Writer



Sri Rahmawati Hasman
Reg Num. 2120203888203039

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ABSTRACT

Sri Rahmawati Hasman. *Improving students' speaking ability through the Presentation, Practice, and Production (PPP) method at IAIN Parepare.* (Supervised by Dr. Mujahidah S.Pd. M.Pd)

This research aims to improve students' speaking skills by using the Presentation, Practice, and Production (PPP) method in the first semester of the English Education Program at IAIN Parepare. The study was focused on enhancing students' speaking skills and responses to using the Presentation, Practice, and Production (PPP) method in learning speaking.

This research employed a pre-experiment design with one class using a pre-test and post-test within a quantitative approach. The sample consisted of 20 students of class B of the English Education Program in 2025 at IAIN Parepare selected through purposive sampling. Students' speaking performance was assessed by using Brown's analytical scoring rubric, covering pronunciation, fluency, vocabulary, grammar, and comprehension. The data were collected through a pre-test, a series of treatment meetings using some speaking topics, a post-test, and a questionnaire.

The findings showed that the students' speaking skills were indicated by the mean score in the pretest was (41,40), included in the "poor" category, and the mean score in the posttest was (66,00), included in the "fair" category. The data then displayed the final mathematical output of the Wilcoxon Signed-Rank Test and Paired Sample T-test to see if the overall improvement is statistically meaningful. Based on the data, it described that the Z-Value of the Wilcoxon test showed -3.935 (calculated based on the negative ranks). Then, Asymp. Sig. (2-tailed): <,001 this (p)-value is below 0.05, Then Paired sample T-test showed that the t-count value (t = –13.653) with df = 19 and Sig. (2-tailed) = 0.000 was higher in absolute value than the t-table (2.093) and lower than 0.05, it proves that the improvement from pre-test to post-test is significant. On the other hand, the students showed a positive respond of the use of the Presentation, Practice, and Production (PPP) method in improving students' speaking skills. The mean score of students' perception is (77,20%) that included in the "good" category. Overall, the findings suggest that the Presentation, Practice, and Production (PPP) method gave a significant improvement in students' speaking skills with a positive perception from the students.

Keywords: *Presentation, Practice, and Production (PPP), speaking skill.*

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

TABLE OF CONTENT

COVER.....i

PAGE OF TITLE.....ii

SUBMISSION PAGE.....iii

SUPERVISORY COMMISION APPROVAL Error! Bookmark not defined.

APPROVAL OF THE EXAMINING COMMISSION Error! Bookmark not defined.

ACKNOWLEDGEMENTS.....vi

DECLARATION OF THE RESEARCH AUTHENTICITY.....vii

ABSTRACT.....viii

TABLE OF CONTENT.....ix

LIST OF TABLES.....xi

LIST OF PICTURE.....xii

LIST OF APPENDICE.....xiii

CHAPTER I INTRODUCTION 1

A. Background.....1

B. Research Question 5

C. Objective of the Research.....5

D. Significances of the Research 6

CHAPTER II REVIEW OF RELATED LITERATURE..... 7

A. Review of Previous Research 7

B. Some Pertinent Idea.....10

C. Conceptual Framework.....21

D. Hypothesis 23

CHAPTER III METHOD OF THE RESEARCH Error! Bookmark not defined.

A. Research Design ..... **Error! Bookmark not defined.**

B. Location and Duration of The Research... **Error! Bookmark not defined.**

C. Population and Sample 26

D. Instrument of Research.....27

E. Procedure of collecting data 28

F. Technique of Data Analysis.....33

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER IV FINDINGS AND DISCUSSION 41

A. Findings **41**

B. Discussion 55

CHAPTER V CONCLUSION AND SUGGESTION 59

A. Conclusion 59

B Suggestion 60

BIBLIOGRAPY ..... **I**

APPENDICES III

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF TABLES

Number of Tables	The Title of Tables	Pages
2.1	Speaking assessment rubric	19
2.2	Classification students' score	21
3.1	Population of research	25
3.2	Students' speaking confident Grid	28
3.3	Speaking assessment rubric	33
3.4	The Classification students' score.	37
3.5	Criteria for success in student learning motivation	38
4.1	Total skor pre & post test	41
4.2	Descriptive statistics	42
4.3	Test of Normality	43
4.4	ranks	44
4.5	Test Statistics	44
4.6	Interpretasion	45
4.7	Paired T-Test	45
4.8	Item-Total Statistics	51
4.9	Reliability Statistics	52
4.10	Descriptive Statistics	53
4.11	Descriptive each Statistics	54

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF PICTURE

Number of	The Title of Tables	Pages
2.1	Conceptual Framework	23

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF APPENDICE

Number of Appendices	The Title of Appendices	Pages
1	Instrument Research of Research	IV
2	Lesson Plan	XIII
3	Students' Speaking Score	XX
4	Sample Transcripts	XXI
5	SPSS Output	XXIII
6	Virtue of Consultant Degree	XXV
7	Permission Research	XXVI
8	Letter of Research Completion	XXVII
9	Documentation	XXVIII
10	Curriculum Vitae	XXX

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER I
INTRODUCTION

A. Background

English has established itself as the main international lingua franca in a world that is becoming more interconnected by the day. As a result, being able to communicate effectively in English, especially while speaking, is now essential for success in the social, professional, and academic spheres. The demand for English proficiency in media and mass communication further underscores its importance in the modern world, making spoken English a priority for learners and educators alike[1].

Speaking has been identified as a difficult skill to learn. People can communicate with one another by speaking. Someone frequently encounters difficulties in social interactions, such as being unable to communicate his or her ideas, arguments, and feelings. Sometimes one can understand what others are saying but is unable to communicate it. This could be due to a lack of practice, motivation, communicative competence, and self-confidence. If a person understands an expression, they should be able to produce it[2].

English language learners in Indonesia face a multifaceted array of obstacles that hinder their development of speaking proficiency. These challenges stem from

[1] Aditya Permana, et al., "Analysis Student'S Speaking Fluency in Speaking Class Performance," *Globish: An English-Indonesian Journal for English, Education, and Culture* 10, no. 1 (2021).

[2] Ilyas.S, et al., "The Effectiveness of Communicative Language Teaching (CLT) Method to Improve Students Speaking Skill," *AL-IRSYAD Journal of Education Science* 2 nomor 2 (2023).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

both systemic issues within the educational environment and individual barriers experienced by the students themselves. From the student perspective, key difficulties include a lack of motivation, inhibition, and negative attitudes towards learning English.[3] These psychological factors are often compounded by linguistic hurdles, such as a limited vocabulary and a poor grasp of grammar, which acts as a "stumbling block" to fluent and coherent expression. Additionally, educators in Indonesia have reported difficulties with classroom management and a lack of a supportive English-learning environment, which further complicates the teaching process.

A core psychological barrier that has been widely documented is student anxiety and the fear of making mistakes in front of their peers or instructors. This concern, often described as a "fear of others' negative reactions," can be a significant impediment to progress. Students report a "low bravery when speaking publicly in English" due to the fear of being teased or mocked for their errors, which leads to a reluctance to participate in class discussions and activities. This dynamic creates a vicious cycle: the fear prevents them from engaging in the consistent practice required to build fluency and confidence, which in turn perpetuates their lack of speaking ability and increases their anxiety.[4] For any intervention to be successful, it must provide a scaffolded, low-risk environment that mitigates this anxiety and systematically builds a student's capacity to speak without fear.

---

[3] Fitri Nur Laila, et al., "Challenges and Strategies in Teaching English Speaking Skills to Young Learners: Perspectives of Teachers in Indonesia," *VELES (Voices of English Language Education Society)* 7, no. 3 (2023).

[4] Issa Safaa Issa Al-Khalidi, "Main Challenges Encountered By Students in Learning English As a Foreign Language," *International Journal of Research in Social Sciences and Humanities* 10, no. 4 (2020).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The challenges identified in the national context are directly reflected and substantiated by research conducted within IAIN Parepare. Studies confirm that students at this institution struggle with fundamental linguistic skills, particularly in grammatical range and lexical resources (vocabulary).[5] Consistent with broader national findings, fear and anxiety are reported as the "most challenging factor" for IAIN Parepare students especially for English education students in the first year, a pervasive issue that significantly pollutes the overall learning experience. These findings underscore the pressing need for a teaching method that is specifically designed to overcome both the linguistic and affective barriers that are so prominent within this academic community.

In an effort to improve students' English language skills, the Presentation, Practice, and Production (PPP) learning method can be an effective alternative. This method allows students to learn English more interactively and engagingly, thus increasing their motivation and abilities. The Presentation, Practice, and Production (PPP) teaching method is a communicative approach that emphasizes communication as the ultimate goal of language learning.

The first phase, Presentation is teacher-controlled and serves to introduce new language items, such as grammar rules or vocabulary, within a meaningful context. The teacher's role is to provide a clear and engaging model for students to internalize. This can be achieved through the use of visual aids, audio recordings, or contextualized narratives to demonstrate a situation in which the new language is used naturally and effectively. This initial step is critical as it lays the theoretical foundation for all

[5] Revit Rendra Wicaksono et al., "Analysis of Iain Parepare Students' Academic Writing Levels on Ielts Preparation Class," *Al-Irsyad: Journal of Education Science* 2, no. 2 (2023).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

subsequent stages, establishing the purpose and relevance of the new language for the learner.

Following the controlled introduction, the Practice phase provides a structured environment for learners to apply the newly introduced language. The primary objective of this stage is to build accuracy in using the language form. Typical activities include drills, gap-fill exercises, and guided question-and-answer sessions where students can rehearse the material and become familiar with it. The teacher's role during this phase is to direct the activities and provide constructive, limited feedback and corrections, helping students to master the form without mistakes. This systematic rehearsal allows students to gain confidence in their ability to use the language correctly, serving as a critical bridge between passive knowledge and active application.

The final phase, Production, encourages students to use the newly acquired language freely and spontaneously in communicative tasks. The focus of this stage shifts from accuracy to fluency and communicative competence.[6] Activities such as role-plays, discussions, or presentations are designed to create a context where students can generate their own personalized language. The teacher's role is to observe and facilitate rather than to intervene or correct, allowing students the autonomy to express what they want to say rather than what they are directed to say. By this point, students are expected to have a firm grasp of the target language, enabling them to apply it in authentic contexts without constant correction. This transition from controlled practice

[6]Amalia Yahya*, et, al.*, "The Efficacy of the Presentation, Practice, and Production (PPP) Method on the Speaking Skill of the English Learners Community (ELC) Students," *Edulangue* 6, no. 1 (2023).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

to free production is fundamental to the method's goal of developing practical, real-world communication skills.

In this study, the researcher will apply the Presentation, Practice, and Production (PPP) learning method in English language instruction at the university level. The researcher will investigate how this strategy can improve students' English language proficiency, especially in vocabulary, grammar, pronunciation, comprehension, and fluency, as well as identify the factors that influence the success of this method. Thus, this research is expected to contribute to the development of more effective and engaging English language learning strategies for students, as well as improve students' English proficiency in Indonesia.

B. Research Question

Based on the background of the study above, the research formulates research question as follow :

1. Is the implementation of the Presentation, Practice, and Production (PPP) method able to improve the speaking skills of English Education students at IAIN Parepare?
2. How is the students' responds after using Presentation, Practice, and Production (PPP) method in their English learning?

C. Objective of the Research

Based on the research question, the objective of this research is formulated as follows :

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

1. To find out how students' speaking skill before the implementing Presentation, Practice, and Production (PPP) method in English education students at IAIN Parepare.
2. To find out if there is a significant improvement in students' speaking skill after implementing of the Presentation, Practice, and Production (PPP) method in English education students at IAIN Parepare.

D. Significances of the Research

This research is expected to provide benefits for various parties as follow:

1. For Students

   This study helps students improve their speaking skills by emphasizes positive communication between students, which can help students develop better verbal communication skills and express themselves more effectively.

2. For Teachers

   This research provides for a flexible lesson structure that can adapt to different teaching styles and student needs. This method is particularly beneficial for beginner teachers as it provides a structured approach to teaching. These benefits contribute to a more effective and engaging teaching experience for both teachers and students.

3. For Future Researchers

   This research serves as a reference for future studies in the field of educational and language learning. It opens opportunities for further exploration of various way to improving English skill especially in speaking skill.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Research

Many researcher's have conducted their research related to this research concept. Their findings are consecutively presented below :

First study from The research, authored by Rezkiawati Nazaruddin and Syamsuddin, is titled "'Triple P' to Improve English Speaking Ability of Students in English Language and Literature Study Program Sawerigading University" and investigates whether the Triple P model can improve students' speaking skills. The study addresses the problem of students' low English speaking proficiency, which is a result of monotonous, lecture-based teaching, limited vocabulary, and a lack of creative teaching methods by lecturers. This Classroom Action Research was conducted in two cycles, following the stages of planning, implementation, observation, and reflection. It applied the Triple P model : presentation, practice, and production. The findings showed that the model successfully motivated students to speak confidently and improved their creativity in the learning process. The students' ability to express their own ideas and interact with their peers also increased significantly. The percentage of students who could express ideas communicatively in English rose from 50% to 80% over the second cycle, while interactive communication increased from 40% to 87%.[7]

The similarity of this study with previous studies is that both discuss the use of method that refer to training students' speaking skills through Presentation, Practice,

[7] Rezkiawati N and Syamsuddin, "'triple P' to Improve English Speaking Ability of Student in English Language and Literature Study Program Sawerigading University" *Journal of English Education and Development* 1, no. 2 (2021).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

and Production (PPP) method. While the difference between the study conducted by Rezkiawati Nazaruddin and Syamsuddin with this study is that the location of the study, previous research was located in Sawerigading University while, the research location chosen by the researcher was IAIN Parepare.

Second study Based on the research article Improving Speaking Skills Through the 'Triple P' Model by Ernati, This research aimed to address a key problem faced by students in English speaking classes: a lack of motivation and a reluctance to use the target language in daily communication. The author noted that students tend to use their mother tongue, feel shy, and lack the necessary linguistic knowledge and confidence to participate actively. To address these issues, the researcher employed a Classroom Action Research methodology, designed in a cyclical format consisting of four main stages: planning, implementation, observation, and reflection. The theoretical framework used was the 'Triple P' (Presentation, Practice, and Production) model, which is a modification of the audio-lingual method with a focus on language production. The findings revealed that the implementation of the 'Triple P' model successfully improved students' speaking ability and learning behavior. This improvement was observed through several indicators, including an increase in students' bravery to use the language, creativity in language production, the ability to communicate automatically without reading a script, a positive attitude toward criticism, and greater motivation to interact with classmates. Ultimately, the research concluded that the 'Triple P' model is effective in enhancing students' speaking skills.[8]

The similarity between this study with previous studies is that both discuss a lack of motivation and reluctance to use the target language in daily communication.

[8] Ernati, "Pengingkatan Kemampuan Speaking Melalui Model 'Triple P," *Lingua Didaktika Jurnal Bahasa Dan Pembelajaran Bahasa* 30, no. 8 (2009).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

While the difference between this studies is that study by Ernati used a Classroom Action Research methodology and Indonesian as the native language and second-semester students as the sample, while this study uses a Quantitative Research methododlogy, English language and first-semester students as the sample.

The third study with titled "Teaching Speaking Through 3-P Technique" by Syukriah, aimed to address common problems in English speaking among second-grade students at SMAN 1 Ingin Jaya, Aceh Besar, such as a lack of vocabulary, shyness, and a fear of making mistakes. The researcher employed a pre-experimental design using both quantitative and qualitative methods, collecting data through pre-tests, post-tests, a questionnaire, and observation. The study's theoretical foundation was the 3-P Technique (Preparation, Presentation, and Production). The research found a small, non-significant improvement of 1.2% in students' speaking ability. Despite this, a majority of students (65%) responded positively to the technique, and observations showed that the Production stage dominated classroom activities with a 76% completion rate. The study concludes that while the technique did not significantly improve test scores, it was positively received by the students and increased their enthusiasm for learning English.[9]

The similarity between this study with previous studies is that both discuss a lack of vocabulary to use the target language in daily communication and use triple P method to training students' speaking skill. While the difference between this studies is that study by Syukriah used Mix Method Research that use both Qualitative and Quantitative Research methododlogy, while this study will use Quantitative Research methodology.

[9]Syukriah, "Teaching Speaking Trugh 3-P Technique," (*UIN Ar-Raniry Repository* 8, no. 5, 2018).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

B. Some Pertinent Idea

1. Implementing Presentation, Practice, and Production (PPP) method.

a. Concept of Implementing Presentation, Practice, and Production (PPP) method.

Presentation, Practice, and Production (PPP) is a teaching Approach method that popularized by Jeremy harmer in his book 'How to Teach English'. The implementation of this Presentation, Practice, and Production (PPP) model is refer to three main stages: presentation, practice and production stage.[10] In the presentation stage the lecturer introduces learning topics to be studied in accordance with the syllabus that has been prepared. Presentation activities are sometimes assisted by the media either in the form of images or media-based technologies such as using a power point. Things that need attention in the presentation stage is the media that used must be in accordance with the topics studied. In addition, lecturer introduce new words (vocabulary) related to the topic.

The second stage is practice. This stage is a stage / activity to train the skills of learners / students using the language orally (speaking), this exercise aims to shape the habits of students using language. With repetitive practice will be able to form the habits of learners. The production stage is where the language is used more openly. Things like : Role-plays, Communication tasks, Collaborative tasks, Discussion activities The focus of this stage is using the language as fluently and naturally as possible, as students would do outside of the classroom.

[10]Jeremy Harmer, *How To Teach English*, 7th ed. (Malaysia: Longman, 2001).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Implementation is the application or execution of an activity planned with a specific mechanism, requiring skills, leadership, and motivation to achieve the desired goals.[11] Interacting with teachers and educational materials in a classroom setting is the process of learning. Learning is the support teachers give students to help them acquire knowledge, master skills and character, and develop attitudes and beliefs.

In educational industry, to teach systematically teachers must consider input, process and output and decide objectives, contents, methods and assessment. The inputs are basically the objectives and objectified contents that teachers put in while the processess are the methods of delivery of contents. Outputs are the end-product of educational inputs and process those must be assessed based on objectives.[12] Simply put, implementation can be defined as the execution or application. From the above explanation, it can be inferred that implementation of education is the process of implementing an idea, program, or new activity with the expectation that the person being taught will change.

b. Procedures of Presentation, Practice, and Production (PPP) method.

The Presentation, Practice, and Production (PPP) method could be characterized as a common-sense approach to teaching as it consists of 3 stages that most people who have learnt how to do anything will be familiar with.

[11]Unang Wahidin, et, al., "Implementasi Pembelajaran Agama Islam Implementasi Pembelajaran Agama Islam," *Edukasi Islami: Jurnal Pendidikan Islam* 10 no. 1 (2021).

[12] Abdus Salam, "Input , Process and Output : System Approach in Education to Assure the Quality and Excellence in Performance Salam A Corresponds to : Abdus Salam , Associate Professor , Medical Education Department Faculty of Medicine , Universiti Kebangsaan , Malaysia ," *Bangladesh Journal of Medical Science* 14, no. 01 (2015).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

a) The first stage is the presentation of an aspect of language in a context that students are familiar with, much the same way that a swimming instructor would demonstrate a stroke outside the pool to beginners.
b) The second stage is practice, where students will be given an activity that gives them plenty of opportunities to practice the new aspect of language and become familiar with it whilst receiving limited and appropriate assistance from the teacher. To continue with the analogy, the swimming instructor allowing the children to rehearse the stroke in the pool whilst being close enough to give any support required and plenty of encouragement.
c) The final stage is production where the students will use the language in context, in an activity set up by the teacher who will be giving minimal assistance, like the swimming instructor allowing his young charges to take their first few tentative strokes on their own.

c. Advantage of Presentation, Practice, and Production (PPP) method.

The advantage of Presentation, Practice, and Production (PPP) method in teaching speaking skill can be describe as follows :

1) It's easy to learn for new teachers.
2) It's very flexible.
3) It's easy to plan for and has a logical progression.
4) It works for most types of classes, including larger classes.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

5) Most course books use this or a similar method to structure their lessons and chapters.

d. Disadvantage of Presentation, Practice, and Production (PPP) method.

The advantage of Presentation, Practice, and Production (PPP) method in teaching speaking skill can be describe as follows :

1) Research shows that it may not be the best way to teach/learn a language.
2) Weaker learners may overuse the target language from the practice session, so it sounds unnatural.
3) Learners may not know how to use the target language in different contexts.
4) It can be boring if used repeatedly for higher-level students.

2. Concept of speaking

a. Definition of speaking

Speaking is the ability to express thoughts, ideas, and feelings through spoken language in a clear and meaningful way. It is an essential skill in communication that allows individuals to interact, share information, and build relationships with others. Speaking involves not only producing words but also using appropriate pronunciation, grammar, and vocabulary to ensure that the message is understood. Moreover, it requires confidence, fluency, and the ability to respond appropriately in different situations. In language learning, speaking is a key component that helps learners practice real-life communication and develop their overall proficiency in the target language.[13]

Speaking can be obtained by :

[13] Rina Safitriani and Muh. Karman Jayadi, *Teaching Speaking Book* (Mataram: sanabil, 2021).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

a) Imitating, namely observing a model both from peers and from older people; and

b) Training, with guidance from adults.

b. Component of speaking

Speaking is a complex skill that involves several essential components working together to produce effective oral communication. *According to Harris* in Baihaqi, the key components of speaking include pronunciation, vocabulary, grammar, fluency, and comprehension.[14] These elements must be mastered by language learners to achieve competence in spoken English.

1) Pronunciation

Pronunciation is also one of the important things to learners' need in order that speakers will have a proper conversation.[15] Correct pronunciation helps students to understand others and avoid misunderstandings in daily or academic interactions. Correct pronunciation includes accurate sound production, stress, intonation and rhythm, which are essential for achieving fluency and clarity in speaking. Without correct pronunciation, even speakers with good grammar and vocabulary will struggle to communicate effectively.

2) Fluency

Fluency is one of the key elements of language, reflecting the speaker's ability to convey a message smoothly and effectively. Fluent

[14] Baihaqi, "The Influence Of Speaking Club In Improving Students' Speaking Ability" (Thesis: UIN Ar-Raniry Banda Aceh 17, no. 2 , 2016).

[15]Muhammad Aulia Ridarma, "Mastering Vocabulary And Pronunciation Through Viewing English Subtitled Videos" (Thesis: UIN Ar-Raniry Banda Aceh 13, no. 3 2017).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

speakers can express their thoughts without frequent pauses or hesitations, so communication flows naturally. This skill is usually acquired through regular practice and exposure to authentic language use, leading to greater mastery of direct sentence construction. Speaking fluently not only increases confidence, but also improves the overall understanding of the speaker and the listener. So, fluency is the natural ability to speak spontaneously, quickly, fluently, accurately, clearly, efficiently and comprehensively, with little online processing time and few errors that distract the listener from the speaker's message.[16]

3) Vocabulary

One of the most important components in developing speaking skills is vocabulary mastery. Without adequate vocabulary, students have difficulty communicating their thoughts, emotions, or intentions clearly and effectively. A rich vocabulary allows speakers to choose the right words in various contexts, avoid misunderstandings, and improve the fluency of their communication. It also supports confidence in communication, as students are better able to respond and participate in conversations. Vocabulary is a collection of meaningful words that can be arranged into effective sentences to communicate in a language.[17]

4) Grammar

[16]Permana, et al., "Analysis Student'S Speaking Fluency in Speaking Class Performance." *Globalish: An English-Indonesian journal for English, Education and Culture* 10 no. 2 (2021).

[17]Jumriah Rusdi and Maemuna Muhayyang, "Developing English Vocabulary Mastery through English Fairy Tale Videos of the Eleventh Grade Students of SMA Negeri 1 Mamuju," *Journal of Technology in Language Pedagogy (JTechLP)* 1, no. 2 (2022).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

A language system and structure consisting of rules that govern how words and phrases are combined to form meaningful sentences is called grammar.[18] Grammar plays an important role in language skills, because through a good understanding of grammar, a person can construct sentences appropriately and effectively. In the process of learning English, grammar helps students understand word forms such as tenses, nouns, verbs, adjectives, and sentence structures that are appropriate to the context. Without adequate mastery of grammar, communication can be unclear or even misinterpreted. Therefore, understanding grammar is an important basis for improving language skills, especially in speaking and writing.

5) Comprehension

Comprehension refers to a speaker's ability to understand spoken language in real time during a conversation or listening activity. It involves processing the words, tone, context, and speaker's intention to respond appropriately. Good comprehension in speaking is essential because it allows the speaker to follow conversations, ask relevant questions, and give meaningful responses. Without comprehension, communication breaks down, even if the speaker has good pronunciation and grammar.

c. Type of speaking

[18]Auditi Chakravaty and Bonnie Boehme, "*Grammar & Usage for Better Writing*" (America: Review Literature And Arts Of The Americas, (2004).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

According to Brown in Asramadhani[19], there are five basic types of speaking:

1. Imitative

   This type involves the ability to imitate or repeat a word, phrase, or sentence. It focuses primarily on pronunciation and accuracy rather than meaningful communication. For example, students repeat after a teacher or an audio recording.

2. Intensive

   Intensive speaking goes beyond simple repetition and includes short stretches of language used to practice specific grammatical or phonological points. It may include reading aloud, sentence or dialogue completion, and controlled speaking tasks.

3. Responsive

   This type requires learners to respond to short prompts or questions. It involves brief interactions, such as giving directions or answering questions, and helps students develop conversational ability.

4. Interactive

   Interactive speaking involves longer, more complex exchanges where students engage in real-time dialogue. This includes both transactional purposes (e.x, giving and receiving information) and interpersonal functions (e.x, building social relationships). Role-plays, interviews, and discussions fall under this type.

[19]Asramadhani and Sri Murni, "Improving Students ' Speaking Skill in Expressing Offering," *Política de Desenvolvimento Urbano e o Plano Diretor Estratégico Do Município de São Paulo* 10, no. 1 (2019).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

5. Extensive

Extensive speaking includes sustained monologues, where learners produce longer stretches of speech such as speeches, oral presentations, or storytelling. These performances require planning, organization, and a higher level of fluency.

d. Speaking Assessment Rubric

To find out students' speaking skills, it was viewed from the five components, and they were: pronunciation, fluency, vocabulary, grammar, and comprehension.

Table 2.1 Speaking assesment rubric.[20]

Aspect	Score	Explanation
grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.

[20]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (United States of America: Longman, 2004).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is trully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Table 2.2 The classification students' score.[21]

Classification	Score
Excellent	86-100
Good	71-85
Fairy	56-70
Poor	41-55
Very Poor	≤40

C. Conceptual Framework

In this study, the researcher analyzed students' Fluency, Accuracy, Confidence in speaking skills. Before implementing the treatment using Presentation, Prectice, and Production (PPP) method, the researcher administered a pre-test to measure students' initial speaking abilities. After introducing the Presentation, Prectice, and Production (PPP) method as a learning tool in the classroom, the researcher provided speaking exercises and guided conversations to help students practice their pronunciation and fluency. Following the treatment phase, a post-test was conducted to evaluate whether the Presentation, Prectice, and

[21]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

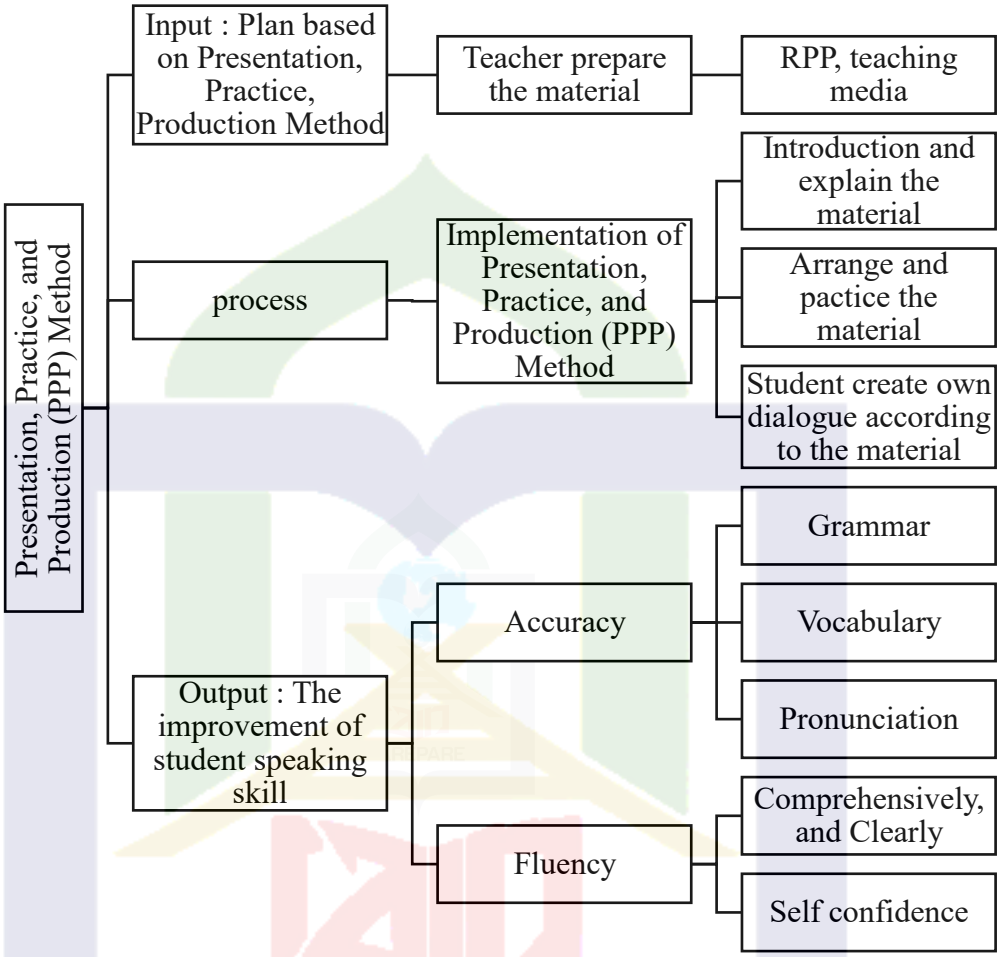
Production (PPP) method had a significant impact on improving students' speaking abilities.

The conceptual frame work above showed that the researcher applied Presentation Practice Production (PPP) method in teaching speaking skill. This requires speaking material. Students follow the steps to conduct speaking activities. In implementations this approach will apply in classroom situation.

In process of implementation the researcher presented material to the students. Then ask to the students arrange material and practice the material in front of class after the students understanding material and the last researcher correct students' mistake in speaking. The target will be achieved cover student speaking accuracy (pronunciation and vocabulary) and speaking fluency (self-confidence, comprehensively and clearly).

The conceptual framework underlying this study is given as follows:

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



D. Hypothesis

1. Null Hypothesis (H_0)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

There is no significant improvement in students' speaking skill after implementing the Presentation, Practice, and Production method at IAIN Parepare.

2. **Alternative Hypothesis (H_1)**

   There is a significant improvement in students' speaking skill after implementing the Presentation, Practice, and Production method at IAIN Parepare.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research used a pre-experimental research design by using pre-test, post-test with quantitative approach to improve students' speaking skills, because the researcher wanted to establish the possibility of an increase between the dependent and independent variables. In addition, this research also used a questionnaire to determine students' responses to the use of the Presentation, Practice, and Production (PPP) method in learning.

The researcher's design applied in this research can be illustrated as follows:

O1 X O2

In which:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and Duration of The Research

The research was conducted at the Faculty of Tarbiyah IAIN Parepare which located at Amal Bakti street No. 8, Bukit Harapan village, Soreang district, Parepare city, South Sulawesi 91131. The research was about 6 meetings, including the pretest, treatment, post-test, and the analysis data. This location was chosen by the researcher because of the observation result that show students in this class are still experiencing

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

issues related to their speaking performance and previously they have not received treatment using the Presentation, Practice, and Production (PPP) method.

C. Population and Sample

1. Population

The population from English education departement on faculty of tarbiyah at IAIN Parepare drew in the following table :

Table 3.1 Population of Research

No	Class	Total Students
1	A	20
2	B	20
Total		40

The population of this research was the student from first semester of English education department at IAIN Parepare in academic of year 2025. The total numbers of population are 40 students, divided into 2 class (A and B).

2. Sample

Relate to the total population above, that consist of 40 students. The researcher used class B from the first semester of the English education department with a total of 20 students by using intact-group/convenience. The Intact-Group Comparison design is also known as the Static Group Comparison design. This design is suitable for comparing one group with two samples, half for control and half for experiment based on observable characteristics.[22]

[22]A. R. Kumara, " *Metodologi Penelitian Kualitatif*", (Universtiy of Ahmad Dahlan: Yogyakarta, 2018).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

This decision was also supported by the results of initial classroom observation and an interview with some student they say that they never get a speaking class this semester. Since the research aims to introduce and analyze how the Presentation, Practice, and Production (PPP) method affects speaking abilities, especially in aspects such as grammar, comprehension, fluency, pronunciation, and vocabulary, selecting a group that meets these criteria enhances the validity and relevance of the results.

D. Instrument of Research

As one of the most important elements in research, researchers must also create instruments as media that used to collect data in research. Because, without the instrument, researchers was not be able to find out the results of the study. Research instruments used In this research, they are: speaking test, observation, and questionnaire sheets.

a) Speaking Test

For the speaking test it was divided into 2 parts: pre-test and post-test. Pre-test to determine students' initial speaking ability when post-test was conducted to assess fluency after using the Presentation, Practice, and Production (PPP) method, scores were focused on five main components of speaking: pronunciation, fluency, vocabulary, grammar, and comprehension. Scores were calculated using the analytical speech rating scale adapted from *Brown (2004)* for objectivity and contextual validity. By comparing the results of the pre- and post-tests, researchers were able to assess the impact of the Presentation, Practice, and Production (PPP) method on the development of students' speaking skills.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

b) Questionnaire

In this case, the researcher used a questionnaire to find out the motivation of students after implement the Presentation, Practice, and Production (PPP) method in improving students' speaking. The following is a grid of student learning motivation questionnaires.

Table 3.2. Students' Perception Grid[23]

Indicator	Item Number		Number of question
	Positive	Negative	
• General confident	1, 3, 6, 15, 16	7	6
• Learning Experience	8	2, 5, 9, 13, 17, 20	7
• Learning Independence	10, 19	11	3
• Perception of Progress	12, 14, 18	4	4
Total	11	9	20

E. Procedure of collecting data

In data collection, researchers conducted several step-by-step activities. The purpose of this method was to obtain objective and accurate information about

[23]Urip Widodo, "Faktor-Faktor Motivasi Dalam Pembelajaran Bahasa Inggris," *Jurnal Pendidikan, Sains Sosial, dan Agama* (2020).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

students' speaking skills before and after using the method. Data collection procedures include observation, pre-test, treatment, and post-test, and giving quisioner sheets as explained below:

a. Pre-test

Before the treatment was given, the researcher conducted a pre-test to measure the students' initial speaking ability. The pre-test was given to students of English education department of IAIN Parepare who were involved as the experimental group. In this test, the students were asked to perform a short speaking task related to a specific topic. The speaking performance was assessed based on five components: pronunciation, fluency, vocabulary, grammar, and comprehension. The scores from this pre-test served as the baseline data to compare with the results of the post-test. The pre-test was conducted during the first meeting before the students were introduced to the Presentation, Practice, and Production (PPP) method in English learning.

b. Treatment

After administering the pre-test, the researcher conducted a treatment phase using the Presentation, Practice, and Production (PPP) method as a learning method for speaking. The treatment was carried out in six meetings, with each meeting focusing on different speaking topics. During this phase, the researcher performed the following activities:

a) First Meeting

The first meeting began with greetings, checking student attendance, and briefly explaining the objective of the activity. The

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

researcher motivates the students by explaining the importance of speaking skills in English and how this ability can help them in daily life. After that, students were given a pre-test in the form of an oral speaking test to determine their initial speaking ability. The researcher provides several simple prompts such as dream job in the future, favourit movie or books, local tradition or festival, and dream country. The results of this test serve as a baseline to assess students' improvement after the treatment. The class ends with words of encouragement and an explanation about the Presentation, Practice, and Production (PPP) method for learning in the upcoming meetings.

b) Second Meeting

In the second meeting, the researcher opened the class by greeting the students, checking attendance, and briefly reviewing the previous material. Students were given motivation about the importance of being able to introduce themselves properly in English as a starting point to build confidence in speaking. Students are then directed to use the Presentation, Practice, and Production (PPP) method to learn the topic "Introduction". The researcher material in English through an interactive and engaging presentation. Then, the researcher explain and arrange the student for practice and train their pronunciation and grammar. The meeting ends with positive feedback and encouragement to continue practicing.

c) Third Meeting

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The third meeting begins with a greeting and a brief review of the previous topic. The researcher motivates students by explaining that understanding and answering simple questions is crucial in everyday conversations. The researcher then guide students to build their convidence in speaking with opportunities to practice speaking in English through relevant and engaging activities, such as: do class discussion activity for practice and give the topic "Learning using AI vs Learning without AI".

This activity help students in their pronunciation and add their vocabulary. The class ends with appreciation for their efforts and encouragement to continue practicing outside the classroom.

d) Fourth Meeting

In this meeting, the researcher opens with greetings and a short review of the previous material. The researcher divide the students into 2 group then have debate simulation in class with pro and contra group and give the topic ' The Using of Social Media (Usefull vs Harmfull).

This activity helps students apply vocabulary and sentence structures in realistic contexts. The meeting ends with praise and reflection on the value of the lesson.

e) Fifth Meeting

In this meeting, the researcher opens with greetings and a short review of the previous material. The researcher divide the students into 2 group then have debate simulation in class with pro and contra group and give the topic "Online Class vs Offline class).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

This activity helps students apply fluency, comprehension, and sentence structures in realistic contexts. The meeting ends with praise and reflection on the value of the lesson.

f) Sixth Meeting

This meeting started with greetings and appreciation for the students' enthusiasm throughout the previous lessons. The researcher motivates students by reminding them that this test is a chance to show how much they have improved and that they should not feel nervous. Students then take the post-test, following the same format as the pre-test, by answering oral prompts covering all the topics learned. This test aims to measure improvement in fluency, pronunciation, and vocabulary.

This final meeting also the section where the researcher gave the questionnaire sheets to the students. The researcher motivates students by reminding them that in this section they will fill the questionnaire test to measure their self-confidence. After the test, the researcher closes the session by giving feedback, encouraging students to keep learning, and officially ending the treatment activities with gratitude.

c. Post-test

At the end of the treatment period, a post-test was administered to evaluate the students' speaking ability after using the Presentation, Practice, and Production (PPP) method. The post-test used similar task types and assessment criteria as the pre-test to ensure comparability. Students were asked to speak on topics related to the lessons practiced

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

during the treatment also the quisioner sheet will be giving to them. The same five speaking components: pronunciation, fluency, vocabulary, grammar, and comprehension were assessed using the analytical speaking rubric. The results of the post-test were compared with the pre-test scores to determine whether there was a significant improvement in students' speaking ability after the treatment.

F. Technique of Data Analysis

The data was collected through the test have been analyzed by using quantitative analysis. The following are the steps which undertaken in quantitative analyze.

1. Speaking Test Scoring Classification

   To find out students' speaking skills, it was viewed from the five components, and they were: pronunciation, fluency, vocabulary, grammar, and comprehension.

Table 3.3 Speaking Assesment Rubric.

Aspect	Score	Explanation
grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

		effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	5	Has complete fluency in the language such that his speech is trully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

a. Scoring the Result of the Test

After the researcher gotten the scores from the pre-test and post- test activities, the scores obtained were then calculated using the following formula :

$$\text{Score} = \frac{\text{Students' Point}}{\text{Maximum point}} \times 100$$

b. The Classification of the students' speaking Score

Table 3.4 The Classification students' score.[24]

Classification	Score

[24]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Excellent	86-100
Good	71-85
Fairy	56-70
Poor	40-55
Very Poor	≤40

2. Questionnaire

The questionnaire data that has been obtained can be processed using the following formula:

a) Scoring

1) Positive Expressions

SA	A	N	D	SD
5	4	3	2	1

2) Negative Expressions

SA	A	N	D	SD
1	2	3	4	5

So to get the perception score of each student, the researcher used the following formula: formulas.

$$\text{Student Score} = \frac{\text{Students' Point}}{\text{Total Point}} \times 100$$

b) Average score

After obtaining the perception score of each student, the researcher then looked for the average score of the perception scores of all students, to find the average value, the researcher used the following formula[25]:

[25] Harnita, 'Improving Students' Speaking Ability through Presentation Practice Production (PPP) Method at the eight grade of MTs Bontomarannu', 2015.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

$$X = \frac{\sum x}{N}$$

Where: X = mean score

$\sum x$= the sum of all score

N= total number of students

c) Questionnaire Validity Test

The method used in this research is CITC (Corrected Item-Total Correlation). This method was chosen because it has the advantage of measuring the discriminative power of each statement item against the overall total variable score.

This "correction" process is carried out to avoid bias correlation with itself, so that the results obtained are more objective and accurate. Validity testing using the CITC method is conducted with the assistance of the SPSS program version. The testing step is carried out by analyzing all statement items within one variable thru the Reliability Analysis menu. The value used as an indicator of validity is the value in the Corrected Item-Total Correlation column.

The determination of validity criteria in research states that a statement item is considered valid if it has a corrected item-total correlation value greater than 0.30. The use of a threshold of 0.30 is considered appropriate for social science research with a limited sample size, as the r-table value at 5% significance with a small N tends to be too high and can cause many

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

items to be unnecessarily discarded[26]. Thus, the statement items in this research questionnaire will be declared valid and can be used for data collection if they have a CITC value > 0.30. Conversely, items with a CITC value ≤ 0.30 will be declared invalid and will be considered for removal or revision of their wording.

After getting the average score of students' perceptions, the researcher classifies these values using the following Likert scale.[27]

Table 3. 5 Criteria for success in student learning motivation

Persentase	Criteria
86 – 100 %	Excellent
76 – 85 %	Good
60 – 75 %	Fair
55 – 59 %	Poor
≤ 54 %	Very poor

3. Calculating the data (students' score)

The next step that the researcher taken after classifying student scores was to calculate student learning outcomes in the pre-test and post- test activities, where in this step the researcher used automatic data analysis on Microsoft Excel 365 by using the The Wilcoxon Test and Paired T-test

[26] c

[27] Sampoerna University *"Pengertian Skala Likert, Cara Penggunaan Dan Contoh*," (Indonesia: Sampoerna University, 2024). https://www.sampoernauniversity.ac.id/id/news/pengertian-skala-likert-cara-penggunaan-dan-contoh (10 November 2025).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

toolbar menu in pairs of two samples for average. The Wilcoxon Test is used in SPSS if the following conditions are met: After testing (through the above steps), the Sig. value < 0.05 (meaning the difference data is not normally distributed). The data used is on an ordinal scale (for example, questionnaire data with a Likert scale of 1-5), not interval/ratio data (such as exam scores or body weight). Wilcoxon is a non-parametric test, so in the Wilcoxon test, normally distributed research data is not required.

On the other hand paired sample data is data from the same sample but received different treatment such as in the pre-test and post-test activities Interpretation of the T-test is a very important test for comparing two data results that have different sample categories and average results. Data interpretation if T-test > T-table, then it can be concluded that the PPP method has been effective in improving students'speaking.[28] If the Significance (Sig.) value > 0.05, then the difference data is normally distributed, and the researcher can proceed using the Paired Sample T-Test.

[28] Faradiba Abdullah, "Penggunaan Aplikasi Spss Untuk Analisis Statistika Program," *SEJ (School Education Journal* 10, no. 1 (2020): 65–73, https://jurnal.unimed.ac.id/2012/index.php/school/article/view/18067.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This research was conducted at English Department of Tarbiyah IAIN Parepare using a pre-experimental design (one-group pre-test and post-test). The main purpose of the study was to examine students' speaking performance before the implementation of the Presentation, Practice, and Produce PPP method. The results of the pre-test provide the following description of the students' oral communication abilities. This research used the Wilcoxon signed-rank test and Paired sample t-test because normally distributed research data is required. The findings are presented in the form of students' speaking scores, score classifications, Wilcoxon signed rank test, Paired Sample T-test, hypothesis testing, treatment in classroom and questionnaire test.

1. Descripton of Students Speaking Score

Table 4.1 Total skor pre & post test

No	Students' name	Pre test	Post test
1	NIA-H	72	88
2	IAN	28	52
3	NS	40	68
4	SA	32	76
5	SS	64	76
6	A	20	48
7	MT	40	64
8	R	20	52
9	MU	24	48

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

10	A	76	96
11	NA	36	60
12	MRA	20	44
13	YKS	28	48
14	NF	28	60
15	MAP	64	96
16	RF	44	52
17	MS	60	88
18	MSB	20	40
19	W	76	96
20	SS	36	68

Table 4.2 Descriptive statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total_Pre	20	20	76	41.40	19.906
Total_Post	20	40	96	66.00	18.739
Valid N (listwise)	20				

The descriptive statistic of pre test and post test are shown in This table that summarizes the central tendency and variability of the test scores. As there are 20 students participated in both tests (pre test and post test). The pre-test scores ranged from a minimum of 20 to a maximum of 76, with an average (Mean) score of 41.40 and a Standard Deviation of 19.906. The post-test scores ranged from a minimum of 40 to a maximum of 96, with a substantially higher average (Mean) score of 66.00 and a Standard Deviation of 18.739.

Overall, the descriptive data show that the students began with varied and generally low pre-test performance, supporting the need for an instructional intervention to improve their speaking skills. The descriptive

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

results also show that students performed much better in the post-test compared to the pre-test, with higher average scores and a higher minimum score, indicating a general improvement in their speaking skills.

2. Normality Test of Students' Score

Table 4.3 Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
N_Gain	.141	20	.200*	.961	20	.569

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

a. Lilliefors Significance Correction

This table evaluates whether the distribution of the test scores follows a normal bell curve, using the Kolmogorov-Smirnov and Shapiro-Wilk statistical tests. Total N-Gain based on the table show the Shapiro-Wilk significance value (Sig.) is .596. Because this is more than 0.05, it indicates that the data is normally distributed. These statistical findings justify the use of non-parametric tests (Wilcoxon) and parametric tests (Paired sample t-test).

3. The Wilcoxon Signed-Rank Test

The Wilcoxon Signed-Rank is a non-parametric test, so in the Wilcoxon test, normally distributed research data is not required. This test was conducted to determine whether there was a significant difference between students' speaking performance before and after the treatment. The data for the Wilcoxon Signed-Rank for this study show below:

Table 4.4 Ranks

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Ranks

		N	Mean Rank	Sum of Ranks
Total_Post - Total_Pre	Negative Ranks	0[a]	.00	.00
	Positive Ranks	20[b]	10.50	210.00
	Ties	0[c]		
	Total	20		

a. Total_Post < Total_Pre

b. Total_Post > Total_Pre

c. Total_Post = Total_Pre

This table breaks down the direction of score changes from the pre-test to the post-test across the 20 participants. Based on the data, the Negative Ranks count is 0, that mean no student experienced a decrease in scores after the treatment. Then the Positive Ranks count is 20, with a Mean Rank of 10.50 and a Sum of Ranks of 210.00. This indicates that all 20 students improved their scores. The ties of both ranks count is 0, which means no student got the exact same score on both tests (pre-test and post-test). More explanation can be shown below.

Table 4.5 Test Statistics

Test Statistics[a]

	Total_Post - Total_Pre
Z	-3.935[b]
Asymp. Sig. (2-tailed)	<,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

This table displays the final mathematical output of the Wilcoxon Signed-Rank Test to see if the overall improvement is statistically meaningful. Based on the data it describe that the Z-Value of the test show -3.935 (calculated based on the negative ranks). Then, Asymp. Sig. (2-tailed): <,001. Because this (p)-value is far below 0.05, it proves that the improvement from pre-test to post-test is highly significant and not a result of random chance.

Table 4.6 Interpretasion

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Kategori	N	Arti
Negative Ranks	**0**	No student had a post-test score lower than their pre-test score.
Positive Ranks	**20**	All students scored higher on the post-test than on the pre-test.
Ties	**0**	No student received the same score on the pre-test and post-test.

Statistik	Nilai
Z	-3.935
Asymp. Sig. (2-tailed)	<0.001

4. Paired Sample T-test

The paired sample t-test was conducted to determine whether there was a significant difference between the students' speaking scores in the pre-test and post-test after receiving the treatment. The results of the analysis are presented in table below.

Table 4.7 Paired Sample T-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Nilai Pre-test - Nilai Post-test	-26.400	8.647	1.934	-30.447	-22.353	-13.653	19	.000

Based on the results of the statistical analysis, the obtained t-count value (t_o) from the paired sample t-test was –13.653. To determine whether this value is statistically significant at the 95% confidence level or α = 0.05, it must be compared with the t-table (critical value) from the t-distribution table.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

To find the t-table value, the degree of freedom (df) must first be determined. The df for a paired sample t-test is N – 1, and in this study the number of participants was 20. Therefore, df = 20 – 1 = 19. Referring to the t-distribution table for df = 19 at the 0.05 significance level (two-tailed), the corresponding t-table value is 2.093.

If the calculated t-count exceeds the t-table value, then the difference between the pre-test and post-test scores is considered significant. In this research, the absolute value of the t-count (|–13.653| = 13.653) is much greater than the t-table value of 2.040. This result indicates a statistically significant difference between the students' pre-test and post-test scores.

5. Hypothesis

Based on the results of the Wilcoxon Signed-Rank Test, an Asymp. Sig. (2-tailed) value of < 0.001 was obtained, which is smaller than the significance level of 0.05. In addition, the result of Paired sample T-test show the obtained t-count of 13.653 with 19 degrees of freedom supports the strength of the difference between the two sets of scores. The significance value (Sig. 2-tailed) of .000, which is lower than the significance level of 0.05.

Therefore :

- ✅ H_0 rejected
- ✅ H_1 accepted

This means there is a significant difference between the pre-test and post-test scores. Thus, H_0 is rejected and H_1 is accepted. This indicates that there is a significant difference between the pre-test and post-test scores of students' speaking ability after the treatment was given. so it can be concluded that all participants experienced an improvement in speaking skills after following the learning using the method applied in the study.

6. Treatment

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

In this study, the researcher carried out treatment for 4 meetings, the agenda carried out at each meeting during the treatment period were:

a) First Meeting: Theme – Introduction

Date : 19th January 2026

The agenda for the first of treatment meeting were :

The class begins with a greeting, checking attendance, and a brief review of the previous topic and material. Students are then introduced to and directed to use the Presentation, Practice, and Production (PPP) method to learn the topic "Introduction". The researcher then explained to the students what they must do in every step.

The researcher provides students with guidance on how to compose texts and speak in public with confidence. Students are allowed to practice by creating an individual text titled "Myself." It should include a self-introduction: name, origin, and reasons for learning English. Length: 5-7 sentences. Students write drafts in their notebooks, and the researcher circulated to help students who have difficulty constructing sentences. They provide vocabulary suggestions and correct sentence structures individually.

Students are asked to present the text "Myself" without reading it fully. Individual presentations in front of the class. One by one, the students step forward. The researcher notes the shortcomings of each presentation and provides brief feedback. The researcher discussion with the student about what they have learnt before closing the class, the researchers explained the relationship between the activities they had previously conducted the PPP method, stating that they had listened to the

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

teacher's presentation, practiced through the activities that had been carried out, and produced sentences as well as presented their individual speak then asked the students to pray before backing at home.

b) Second Meeting: Theme – Learning using AI vs Learning without AI

Date: 22nd January 2026

The class begins with a greeting, checking attendance and a brief review of the previous topic and material. The researcher motivates students by explaining that understanding and answering simple questions is crucial in everyday conversations. Before going to the next material, the researcher asked students about 'What do they think about using ChatGPT, Grammarly, or AI to learn English? Is it good or bad?. Some students added their opinions, and the class became a bit noisy. The researcher then became the moderator, pointing and inviting students to answer. The researcher then wrote the topic title for this meeting about "learning using AI vs learning without AI".

The researcher then separated students into 4 groups and guided students to build their own text in groups, choose a side, and give 2 or 1 reason. The researcher walked around and helped students with their text and practice. The discussion began with the researcher as moderator, choosing one group and presenting their opinion and the reasons why they chose that side. Every group then deliver their opinion and reason why they choose the side, some students deliver their opinion with confidence and fluency, some still use text and try to make a good pronunciation in some words. There was no objection, students just added their opinion about their side and tried to

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

speak influentially. This activity focuses on students' opinions and helps students train their pronunciation, comprehension and add to their vocabulary.

The class ends with appreciation for their efforts and encouragement to continue practicing outside the classroom. The researcher do discussion and review with the student before closed the class The researchers explained the relationship between the activities they had previously conducted with the PPP method, stating that they had listened to the teacher's presentation, practiced through group discussion activities that had been carried out, and had produced sentences as well as confidently presented and expressed their opinions. Then, asked the students to pray before backing at home.

c) Third Meeting : Theme – The Using of Social Media (Usefull vs Harmfull)

Date: 26th January 2026

The class opened with greetings and attendance, then gave a short review of the previous material. The researcher then introduces a new way to learn speaking skills. The researcher divided students into 2 groups, then had a debate simulation in class with a pro and a contra group. The researcher explain the proper way to conduct a debate correctly and effectively. Then, divide the students into 2 groups to have a debate simulation in class with pro and contra groups and give the topic ' The Use of Social Media (Useful vs Harmful).

Each team is allowed to formulate arguments supporting their opinions, then researcher walked around and gave students help in their

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

practice and build argument. During the debate simulation, each student from each team presents their opinions and arguments one by one while the researcher acts as the moderator and timekeeper, this activity helps students apply Fluency, comprehension, and students' pronunciation.

At the end of class, the researcher invites the students to discuss the activity they just conducted and what aspects could improve if they continue to practice speaking The researchers explained the relationship between the activities they had previously conducted and the PPP method, stating that they had listened to the teacher's presentation, practiced building arguments in groups as previously done, and had produced sentences confidently presenting arguments and countering any arguments that did not align with their opinions.

d) Fourth Meeting: Theme – Online class vs Offline class

Date: 29th January 2026

The researcher opened with greetings, checking attendance, and a short review of the previous material. This section begin with a review of the previous material, then the researcher explain that they were doing the same activity as the last meeting. The researcher divided the students into 2 groups, then have debate simulation in class with a pro and a contra group, and gave the topic. Then, the researcher divides the class in 2 side the: pro and contra then write the theme on the whiteboard: "Online Class vs Offline class".

Each team is allowed to formulate arguments supporting their opinions, and then the researcher walked around and gave students help in

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

their practice and building arguments. During the debate simulation, each student from each team presents their opinions and arguments one by one while the researcher acts as the moderator and timekeeper. This activity helps students apply fluency, comprehension, and sentence structures in realistic contexts. The meeting ends with praise and reflection on the value of the lesson. The researcher discusses and reviews the material with the student before closing the class and asked the students to pray before going back home.

7. Questionnaire

a. Validity test

Validity is the degree of accuracy of an instrument in measuring what it is supposed to measure. A valid instrument means that the measuring tool truly measures the construct that is intended to be measured. The validity test in this study was conducted using the CITC (Corrected Item-Total Correlation).

Table 4.8 Item-Total Statistics

Item	CITC	Conclution
Q1	0.470	Valid
Q2	0.471	Valid
Q3	0.575	Valid
Q4	0.405	Valid
Q5	0.702	Valid
Q6	0.681	Valid
Q7	0.734	Valid
Q8	0.640	Valid
Q9	0.365	Valid
Q10	0.338	Valid
Q11	0.418	Valid
Q12	0.542	Valid
Q13	0.402	Valid
Q14	0.432	Valid

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Q15	0.505	Valid
Q16	0.636	Valid
Q17	0.560	Valid
Q18	0.590	Valid
Q19	0.642	Valid
Q20	0.356	Valid

This table assesses the validity of the 20 individual questionnaire items (Q1 to Q20) designed to measure student perceptions. Based on the data it can be describe as follows:

1) Corrected Item-Total Correlation (CITC): This column shows how well each question aligns with the rest of the questionnaire. Values range from a low of .338 (Q10) to a high of .734 (Q7).
2) Cronbach's Alpha if Item Deleted: This shows what the total reliability would be if a specific question were removed. It stays consistently around .885 to .897, meaning all items contribute smoothly to the survey.
3) It lists all 20 items next to their exact CITC values and gives a definitive conclusion ("Valid") for every single item, confirming that all 20 questions are statistically sound to use.

b. Reliability test

Table 4.9 Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.897	20

The reliability test was conducted using cronbach's alpha. The questionnaire obtained a cronbach's alpha coefficient of 0.897 for the 20 items. Since the coefficient exceeded the minimum acceptable value of 0.70, the questionnaire demonstrated good internal consistency and was therefore considered reliable for data collection. it confirms that the questionnaire has strong internal consistency and is highly reliable.

c. Descriptive

1) Descriptive of total questionnaire

Table 4.10 Descriptive Statistics

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
total	20	54	96	77.20	9.362
Valid N (listwise)	20				

Interpretation

The maximum score of the questionnaire is:

20 items × 5 = **100**

The average obtained is:

$$\frac{77.20}{100} \times 100 = 77.2\%$$

According to the following categories:

Persentase	Criteria
86 – 100 %	Excellent
76 – 85 %	Good
60 – 75 %	Fair
55 – 59 %	Poor
≤ 54 %	Very poor

Therefore:

77,20% falls into the Good category.

It means that, overall, students respond positively to the media or teaching methods used.

2) Descriptive of each questionnaire

Table 4.11 Descriptive each Statistics

Descriptive Statistics

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	20	3	5	3.70	.657
Q2	20	1	5	4.05	1.050
Q3	20	3	5	4.10	.641
Q4	20	2	5	3.95	.887
Q5	20	1	5	3.75	1.020
Q6	20	1	5	3.95	.945
Q7	20	2	5	3.80	.951
Q8	20	2	5	3.60	.940
Q9	20	2	5	3.75	.851
Q10	20	3	5	3.95	.759
Q11	20	3	5	3.90	.718
Q12	20	2	5	3.80	.768
Q13	20	3	5	4.40	.598
Q14	20	3	5	3.80	.696
Q15	20	3	5	3.85	.745
Q16	20	2	4	3.30	.733
Q17	20	3	5	4.00	.649
Q18	20	2	5	3.75	.851
Q19	20	3	5	4.10	.641
Q20	20	2	5	3.70	.801
Valid N (listwise)	20				

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

This table breaks down the response scores for each individual question (Q1 to Q20) across all 20 respondents, assuming a typical 1–5 Likert scale. Based on data it can be describe that at the table It lists the Minimum score, Maximum score, Mean, and Standard Deviation for every question. Q13 has the highest mean score (4.40), whereas Q16 has the lowest mean score (3.30).

B. Discussion

This section presents a discussion of the findings presented in the previous section. The discussion section of this study provides an example of students' improvement after treatment of their English learning and students' perception of using the Presentation, Practice, and Production (PPP) method in improving speaking skills.

1. Students' Improvement after Using the Presentation, Practice, And Production (PPP) method in improving speaking skills.

This research was conducted to examine the improvement of Students Speaking Skill Through The Presentation, Practice, and Production (PPP) method at IAIN Parepare. This study employed a pre-experimental design using one group with a pre-test and a post-test to measure students' speaking ability before and after the treatment. The sample of this research was 20 students from class B of English depatment, chosen through purposive sampling. The data were collected through three main stages: pre-test, treatment, and post-test. This research also using quisoner to average how students' respond after implementing of this method in their way of learning english. In both tests,

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

students' speaking performance was assessed based on five speaking components, namely pronunciation, fluency, vocabulary, grammar, and comprehension. During the treatment, students practiced speaking through the method learning activities such as story telling, discussion, and debate that covered daily communication topics such as "Introduction", "Learning using AI vs Learning without AI", "the using of social media in learning", then "Online class vs Offline class".

The significant improvement can be interpreted from the learning process that provide by using Presentation, Practice, and Production (PPP) method. Based on the results of the Wilcoxon Signed-Rank Test, an Asymp. Sig. (2-tailed) value of < 0.001 was obtained, which is smaller than the significance level of 0.05. In addition, the result of Paired sample T-test show the obtained t-count of 13.653 with 19 degrees of freedom supports the strength of the difference between the two sets of scores. The significance value (Sig. 2-tailed) of .000, which is lower than the significance level of 0.05. This means there is a significant difference between the pre-test and post-test scores. This indicates that there is a significant difference between the pre-test and post-test scores of students' speaking ability after the treatment was given.

Based on the background Studies confirm that students at this institution struggle with fundamental linguistic skills, particularly in grammatical range and lexical resources (vocabulary).[29] Consistent with broader national findings, fear and anxiety are reported as the "most challenging factor" for IAIN Parepare

[29] Revit Rendra Wicaksono et al., "Analysis of Iain Parepare Students' Academic Writing Levels on Ielts Preparation Class," *Al-Irsyad: Journal of Education Science* 2, no. 2 (2023).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

students especially for English education students in the first year, a pervasive issue that significantly pollutes the overall learning experience. In an effort to improve students' English language skills, the Presentation, Practice, and Production (PPP) learning method can be an effective alternative. This method allows students to learn English more interactively and engagingly, thus increasing their motivation and abilities.

2. Students' Perception of using the Presentation, Practice, and Production (PPP) method in improving speaking skills.

According to Jeremy Harmer, the Presentation, Practice, and Production (PPP) method is one of better ways for learning because it uses clear steps, which refer to three main stages: the presentation, practice, and production stage.[30] It gives students a small amount of language at a time, lets them practice it safely, and then helps them speak on their own. This structured plan reduces stress and builds strong speaking confidence.

The final results of the Wilcoxon test also prove that the PPP method was highly effective. This statistical test shows a significant change, meaning that the students' improvement was real and not just by chance. The findings of this research show that the improvement in English speaking skills can also be seen in the students' feedback. On the questionnaire, 77.20% of the students gave positive answers about the media and the teaching methods used in class[31].

[30]Jeremy Harmer, *How To Teach English*, 7th ed. (Malaysia: Longman, 2001).

[31] Sampoerna University *"Pengertian Skala Likert, Cara Penggunaan Dan Contoh*," (Indonesia: Sampoerna University, 2024). https://www.sampoernauniversity.ac.id/id/news/pengertian-skala-likert-cara-penggunaan-dan-contoh (10 November 2025).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

This shows that the students really enjoyed the lessons and felt that the new materials were helpful for their learning.

Having a positive attitude in class is very important for language learners. When students feel happy and comfortable with the teaching method, they lose their fear of making mistakes. This good environment encourages them to practice speaking more often, which is the main reason why their descriptive scores and grades improved so much. In conclusion, based on the improvement in descriptive scores, classification changes, and the significant result of the Wilcoxon signed rank test, the use of the Presentation, Practice, and Production (PPP) learning method gave a positive and significant influence on students' speaking skill at IAIN Parepare.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out whether the Presentation, Practice, and Production (PPP) method influences the speaking ability of the English department students at IAIN Parepare. The research used a pre-experimental design with one group using pre-test and post-test, and involved 20 students from class B selected through purposive sampling. Students' speaking was measured through five components: pronunciation, fluency, vocabulary, grammar, and comprehension.

Based on the result using Presentation, Practice, and Production (PPP) method effective to improving students speaking performance. This is supported by the significant increased in mean scores from 41.40 in pre test which can categorized as poor to 66.00 in post test which can categorized as fair and the Wilcoxon Signed-Rank Test result ($p < 0.001$). In addition, the result of Paired sample T-test show the obtained t-count of 13.653 with 19 degrees of freedom supports the strength of the difference between the two sets of scores. The significance value (Sig. 2-tailed) of .000, which is lower than the significance level of 0.05. The intervention yields a success rate in progress within this sample, as all 20 participants successfully achieved higher post-test scores with zero negative regressions or stagnant outcomes.

Students also maintain a highly positive attitude toward the implementation of this learning strategy, this evidenced by an overall questionnaire favorability score of 77.20%. Based on these findings, it can be concluded that the Presentation, Practice,

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

and Production (PPP) method is one of effective learning method for enhancing students‟ English speaking skill.

B Suggestion

Based on the findings of this research on the influence of using the Presentation, Practice, and Production (PPP) method on students' speaking ability at English Department Students at IAIN Parepare, the researcher provides several suggestions for students, teachers, and future researchers as follows:

1. For the Students

   Students are suggested to use the Presentation, Practice, and Production (PPP) method regularly, not only during class but also outside the classroom. Regular practice will help students become more confident in speaking performent.

2. For the Teachers

   Teachers are suggested to integrate Presentation, Practice, and Production (PPP) method as an additional learning tool to provide more speaking practice for students. The method can be used to support daily conversation topics and help students practice in a more interactive way.

3. For Future Researchers

   This research still has several limitations; therefore, future researchers are encouraged to conduct further studies in a similar area by improving the research methodology, or to use the present study as a reference to investigate the use of the Presentation, Practice, and Production (PPP)method as a learning medium in different teaching contexts.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

BIBLIOGRAPY

Al-Qur'an_Al-Karim

Abdullah, Faradiba. "Penggunaan Aplikasi Spss Untuk Analisis Statistika Program." *SEJ (School Education Journal* 10, no. 1 (2020): 65–73. https://jurnal.unimed.ac.id/2012/index.php/school/article/view/18067.

Arikunto, Suharsimi. *Dasar-Dasar Evaluasi Pendidikan*, 2005.

Asramadhani, and Sri Murni. "Improving Students ' Speaking Skill in Expressing Offering." *LEI Nº 16.050, DE 31 DE JULHO DE 2014 - Política de Desenvolvimento Urbano e o Plano Diretor Estratégico Do Município de São Paulo* 10, no. 1 (2019): 1–10.

Baihaqi. ""The Influence Of Speaking Club In Improving Students' Speaking Ability"" 17, no. 2 (2016): 5–9.

Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. Edited by Virginia L Blanford. 1st ed. United States of America: Longman, 2004.

Chakravaty (eds), Auditi, and Bonnie Boehme. *Grammar & Usage for Better Writing*. *Review Literature And Arts Of The Americas*, 2004.

Ernati. "Pengingkatan Kemampuan Speaking Melalui Model 'Triple P.'" *Lingua Didaktika Jurnal Bahasa Dan Pembelajaran Bahasa* 30, no. 8 (2009): 2221.

Harmer, Jeremy. *How To Teach English*. 7th ed. Malaysia: Longman, 2001. www.longman-elt.com.

Harnita. "Improving Students' Speaking Ability Through Presentation Practice Production (PPP) Method at the Eight Grade of MTs Bontomaru," 2015.

Ilyas.S, Mujahidah, Yulie asni M, Pd. "The Effectiveness of Communicative Language Teaching (CLT) Method to Improve Students Speaking Skill." *AL-IRSYAD Journal of Education Science* 2 nomor 2 (2023): 161–67.

Issa Al-Khalidi, Issa Safaa. "Main Challenges Encountered By Students in Learning English As a Foreign Language." *International Journal of Research in Social Sciences and Humanities* 10, no. 4 (2020): 33–41. https://doi.org/10.37648/ijrssh.v10i04.004.

Jr, Joseph F Hair, William C Black, Barry J Babin, Rolph E Anderson, William C Black, and Rolph E Anderson. *MULTIVARIATE DATA ANALYSIS Multivariate Data Analysis*, n.d.

Kumara, A. R. "Metodologi Penelitian Kualitatif." *Metodologi Penelitian Kualitatif*, 2018, 3–92.

Laila, Fitri Nur, Hepy Adityarini, and Maryadi Maryadi. "Challenges and Strategies in Teaching English Speaking Skills to Young Learners: Perspectives of Teachers in Indonesia." *VELES (Voices of English Language Education Society)* 7, no. 3 (2023): 542–56. https://doi.org/10.29408/veles.v7i3.24030.

Muhammad Aulia Ridarma. "'Mastering Vocabulary And Pronunciation Through Viewing English Subtitled Videos'" 13, no. 3 (2017): 27.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

file:///C:/Users/user/Downloads/Pedoman AUTP 2017.pdf%0D.

"Pengertian Skala Likert, Cara Penggunaan Dan Contoh." Sampoerna University, 2024.

Permana, Aditya -, - - Arjulayana, and M. Abduh Al-Manar. "Analysis Student'S Speaking Fluency in Speaking Class Performance." *Globish: An English-Indonesian Journal for English, Education, and Culture* 10, no. 1 (2021): 43. https://doi.org/10.31000/globish.v10i1.3940.

Rusdi, Jumriah, and Maemuna Muhayyang. "Developing English Vocabulary Mastery through English Fairy Tale Videos of the Eleventh Grade Students of SMA Negeri 1 Mamuju." *Journal of Technology in Language Pedagogy (JTechLP)* 1, no. 2 (2022): 152–57.

Safitriani, Rina, and Muh. Karman Jayadi. *Teaching Speaking Book*. Edited by Akhmad Asyari. 1st ed. Mataram: sanabil, 2021.

Salam, Abdus. "Input , Process and Output : System Approach in Education to Assure the Quality and Excellence in Performance Salam A Corresponds to : Abdus Salam , Associate Professor , Medical Education Department Faculty of Medicine , Universiti Kebangsaan , Malaysia ." *Bangladesh Journal of Medical Science* 14, no. 01 (n.d.): 1–2.

Syamsuddin, Rezkiawati N dan. "'triple P' to Improve English Speaking Ability of Student in English Language and Literature Study Program Sawerigading University" 1, no. 2 (2021): 167–86.

Syukriah. "'Teaching Speaking Trugh 3-P Technique.'" *UIN Ar-Raniry Repository* 8, no. 5 (2018): 55.

Unang Wahidin, Muhammad Sarbini, AliMaulida, Miftah Wangsadanureja. "Implementasi Pembelajaran Agama Islam Implementasi Pembelajaran Agama Islam," no. 1 (2021): 21–32.

Wicaksono, Revit Rendra, Nurhamdah Nurhamdah, and Kalsum Kalsum. "Analysis of Iain Parepare Students' Academic Writing Levels on Ielts Preparation Class." *Al-Irsyad: Journal of Education Science* 2, no. 2 (2023): 132–46. https://doi.org/10.58917/aijes.v2i2.77.

Widodo, Urip. "Faktor-Faktor Motivasi Dalam Pembelajaran Bahasa Inggris," no. July (2020). https://doi.org/10.53565/pssa.v5i2.110.

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

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPENDICES

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendice I : Instrument of Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

INSTRUMEN PENELITIAN PENULISAN SKRIPSI

Name of The Student	:	Sri Rahmawati Hasman
The Title of Thesis	:	Improving students' speaking skill through the Presentatiton, Practice, and Production (PPP) method at IAIN Parepare
Student Reg. Number	:	2120203888203039
Faculty	:	Tarbiyah
Study Program	:	English Education Program
Instrument	:	Oral Test, Observation sheets, and Questionaire

1. Speaking Test

1) Pre-Test Questions : Student explain their opinion about the choosen topic in 2 minutes
   a. Dream job in the future: What kind of job is your dream job and why?
   b. Favourite movie or book: What kind of movie or book genres do you like and why?
   c. local traditions or festivals: local traditions or festivals from your region
   d. Dream country: Is there a country you want to visit and why do you want to go there?
2) Post-Test Questions : Student explain their opinion about the choosen topic in 2

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

minutes

a. English as a Second Language: The Importance of Using English and Whether English Should Be a Main Subject to Learn
b. AI technology: What kind of AI technology do you usually use in learning and what benefits do you feel?
c. Social media usage: students' opinions on the benefits of social media and the impact of excessive use.
d. The influence of influencers on social media: what is an influencer, and can it be a dream job?

3. Instrumen Questionnaire to measure students' confidence

Table.1 Instrumen to measure students' confidence

Numeral Order	Questions	Answer				
		SA	A	N	D	SD
1.	I feel more confidence to learn English after using Presentation, Practice, and Production (PPP) method.					
2.	I didn't enjoy the speaking activity when use Presentation, Practice, and Production (PPP) method.					
3.	I have more desire to practice speaking English after using Presentation, Practice, and Production (PPP) method.					

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Numeral Order	Questions	Answer				
		SA	A	N	D	SD
4.	I think Presentation, Practice, and Production (PPP) method is a less effective method for improving English speaking skills.					
5.	The use of the Presentation, Practice, and Production (PPP) method did not help me understand the new vocabulary better.					
6.	Presentation, Practice, and Production (PPP) method made me more excited to practice speaking.					
7.	The use of Presentation, Practice, and Production (PPP) method makes me feel frustrated and unmotivated to learn.					
8.	My experience using Presentation, Practice, and Production (PPP) method to practice speaking was very satisfying.					

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Numeral Order	Questions	Answer				
		SA	A	N	D	SD
9.	I found the Presentation, Practice, and Production (PPP) method difficult to use to practice speaking.					
10.	I was able to learn English better without the help of others after using Presentation, Practice, and Production (PPP) method.					
11.	I will not continue to use the Presentation, Practice, and Production (PPP) method to learn English in the future.					
12.	I feel more confident speaking in English after using Presentation, Practice, and Production (PPP) method.					
13.	The Presentation, Practice, and Production (PPP) method is not relevant to learn english.					
14.	I feel that my speaking skills have improved after using the Presentation, Practice, and Production (PPP) method.					

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Numeral Order	Questions	Answer				
		SA	A	N	D	SD
15.	I plan not to use the Presentation, Practice, and Production (PPP) method in learning English in the future.					
16.	My interest in English increased after using the Presentation, Practice, and Production (PPP) method.					
17.	The Presentation, Practice, and Production (PPP) method does not provide any useful feedback to improve my English speaking skill					
18.	I feel that the feedback from Presentation, Practice, and Production (PPP) method gives me a clear direction to improve my abilities.					
19.	I strive to practice speaking every day with the help of the Presentation, Practice, and Production (PPP) method.					
20.	I prefer to learn to speak English through traditional methods rather					

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Numeral Order	Questions	Answer				
		SA	A	N	D	SD
	than the Presentation, Practice, and Production (PPP) method.					

Assessment Scale

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Parepare, Kamis, 20 November 2025.

Knowing,

Consultant Commision,

Dr. Mujahidah, M.Pd

NIP. 19790412 200801 2 020

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Table.3 Speaking Assessment Rubric

Aspect	Score	Explanation
grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

		conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is trully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Table 4 The Classification students' score.

Classification	Score
Excellent	86-100
Good	71-85
Fairy	56-70
Poor	40-55
Very Poor	≤40

Tabel 5. Lembar penilain test speaking

Nu.	Name students	Fluency	Comp.	Grammar	Vocab.	Pronoun.	Score
1.							
2.							
Etc.							

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendice II : Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

- Nama Instansi : Institut Agama Islam Negeri Parepare
- Mata Pelajaran : Pendidikan Bahasa Inggris
- Kelas : B
- Semester : Ganjil
- Materi : Peningkatan Keterampilan Berbicara menggunakan metode Practice, and Production (PPP)
- Alokasi : 2 x 45 menit (80 menit)

- Media:
  - Alat tulis dan lembar kuesioner
- Kompetensi Dasar:
  - Mampu berkomunikasi secara lisan dalam Bahasa Inggris di berbagai situasi.
  - Meningkatkan kemampuan berbicara melalui praktik mandiri dengan menggunakan metode Presentatiton, Practice, and Production (PPP)
- Tujuan Pembelajaran:
  - Siswa dapat meningkatkan keterampilan berbicara Bahasa Inggris.
  - Siswa dapat berlatih percakapan dalam konteks sehari-hari secara mandiri.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Siswa lebih percaya diri dalam berbicara Bahasa Inggris setelah penerapan metode.

Berikut adalah langkah-langkah penelitian model Kuantitative pre-eksperimen di setiap pertemuan dalam bentuk table:

Perte-muan	Waktu	Kegiatan
1	2 x 45 menit	**Pre-Test** • Berdoa bersama dan presensi siswa (10 menit). • Pendahuluan (10 menit): Menyampaikan tujuan penelitian yaitu mengukur keefektifan penggunaan metode Presentatiton, Practice, and Production (PPP) dalam meningkatkan speaking siswa. • Pre-Test (60 menit): guru meminta siswa melakukan tes berbicara dengan memilih topik pembahasan yang telah disediakan di depan kelas satu persatu. Serta merekam suara siswa untuk mengukur kemampuan berbicaranya. • Penutup (10 menit): Mengumpulkan hasil pre-test, dan menutup pertemuan.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2	2 x 45 menit	**Pembelajaran Menggunakan metode PPP - Tema: Introduction** • Berdoa bersama dan presensi siswa (20 menit). • Pendahuluan (30 menit): Menjelaskan materi yang akan di pelajari " Introduction". • Praktik (30 menit): guru mengarahkan siswa untuk berlatih speaking dan mempresentasikan dirinya di depan kelas • Penutup (10 menit): Diskusi pengalaman siswa.
3	2x 45 menit	**Pembelajaran Menggunakan metode PPP - Tema: Learning using AI vs Learning without AI** • Berdoa bersama dan presensi siswa (10 menit). • Pendahuluan (10 menit): Menyegarkan kembali ingatan siswa tentang pembelajaran sebelumnya dan berlanjut dengan tema berikutnya yaitu "Learning using AI vs Learning without AI". • Praktik (60 menit): Siswa berlatih berbicara menggunakan model discussion untuk mengungkapkan opini mereka. • Penutup (10 menit): Umpan balik dari siswa.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

4	2 x 45 menit	**Pembelajaran Menggunakan metode PPP - Tema: Penggunaan media sosial (bermanfaat vs berbahaya)** • Berdoa bersama dan presensi siswa (10 menit). • Pendahuluan (10 menit): Menyegarkan kembali ingatan siswa tentang pembelajaran sebelumnya". • Praktik (50 menit): Siswa berlatih berbicara menggunakan model debate class dengan tema "Penggunaan media social (bermanfaat vs berbahaya)'. • Penutup (10 menit): Diskusi pengalaman siswa.
5	2 x 45 menit	**Pembelajaran Menggunakan metode PPP - Tema: Kelas Online vs Kelas Offline** • Berdoa bersama dan presensi siswa (10 menit).Pendahuluan • Pendahuluan (10 menit): Menyegarkan kembali ingatan siswa tentang pembelajaran sebelumnya". • Praktik (60 menit): Siswa berlatih berbicara menggunakan model debate class dengan tema "Kelas online vs kelas offline'. • Penutup (10 menit): Diskusi pengalaman siswa.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

6	2 x 45 menit	**Post test dan Kuesioner Kepercayaan diri** • Berdoa bersama dan presensi siswa (10 menit). • Pendahuluan (10 menit): Menjelaskan tujuan post test dan pengisian kuesioner untuk menilai kepercayaan diri siswa setelah menggunakan metode belajar PPP dalam pembelajaran speaking. • Post-Test (50 menit): guru meminta siswa melakukan tes berbicara dengan memilih topik pembahasan yang telah disediakan di depan kelas satu persatu. Serta menilai secara langsung kemampuan berbicara siswa. • .Distribusi Kuesioner (15 menit): Siswa mengisi kuesioner setelah penggunaan metode. • Diskusi dan Penutup (5 menit): Diskusi tentang pengalaman siswa dan hasil yang diharapkan.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Evaluasi

1) Pre-test dan post-test untuk menilai peningkatan keterampilan berbicara dengan tema yang bervariasi.
2) Kuesioner untuk menilai dan mengukur kepercayaan diri siswa setelah menggunakan metode pembelajaran.

Parepare, Kamis, 20 November 2025.

Peneliti



Sri Rahmawati Hasman

NIM. 2120203888203039

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendice III : Students' Speaking Score

No	Students' name	Pre test	Post test
1	NIA-H	72	88
2	IAN	28	52
3	NS	40	68
4	SA	32	76
5	SS	64	76
6	A	20	48
7	MT	40	64
8	R	20	52
9	MU	24	48
10	A	76	100
11	NA	36	60
12	MRA	20	44
13	YKS	28	48
14	NF	28	60
15	MAP	64	96
16	RF	44	52
17	MS	60	88
18	MSB	20	40
19	W	76	96
20	SS	36	68

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix IV

SAMPLE TRANSCRIPTS OF STUDENTS' SPEAKING TEST (PRE-TEST AND POST-TEST)

A. PRE-TEST TRANSCRIPT – STUDENT 1 (NIA-H)

Name: NIA-H

Scores: Grammar = 3; Vocabulary = 4; Comprehension = 4; Fluency = 3; Pronunciation = 4

Transcript

R: Please introduce yourself. Tell your name, and what topic did you chose and why you chose that topic?.

S: Good morning everyone. My name is NAH-H. Today I want to talk about my dream country. My dream country is Japan, I like Japanese very much.

First, Japanese is a beautiful country. It has big city and beautiful nature. I want to see Mount Fuji and cherry blossoms. Second, the people in there are very kind and polite. I want to learn about their culture. I like Japanese food like sushi and ramen. Deliciuos!. Third, Japanese has good technology. The trains are very fast and clean. I want to see it. In the future, I want to visit Japanese. I want to speak a little Japanese and make new friends there.

That is my dream country. Thank you for listening.

Scoring

1. Grammar = 3 (Some noticeable errors, but the meaning remains clear and the presentation continues).
2. Vocabulary = 4 (enerally appropriate and varied, occasionally there are pauses while searching for the right word).
3. Comprehension = 4 (Understands most of the presentation).
4. Fluency = 3 (Speech sometimes halts with some long pauses, but the student can complete the presentation).
5. Pronunciation = 4 (Generally clear and understandable; minor issues may arise but do not hinder the presentation).

B. POST-TEST TRANSCRIPT – STUDENT 1 (AZM)

Name: NIA-H

Scores: Grammar = 4; Vocabulary = 5; Comprehension = 5; Fluency = 4; Pronunciation = 4

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Transcript

R: Please tell what topic you chose and why you chose that topic?.

S: Good morning everyone. Today I would like to talk about my dream job. My dream job is to become an English teacher. I have wanted to be a teacher since I was in high school. The reason is simple: I love helping other people and I love the English language.

In my opinion, being a teacher is not just about teaching grammar or vocabulary. It is also about inspiring students and helping them to be more confident. I believe that English is a very important skill nowadays. It can open many doors for students, like getting a good job, studying abroad, or making friends from other countries.

If I become a teacher, I want to create a fun and comfortable classroom. I don't want my students to be afraid of making mistakes. I want them to speak a lot and practice every day. I also want to use games, videos, and real-life conversations so the class will not be boring. In the future, I hope I can work in a school or a language center and help many students achieve their goals. I believe that if you do a job you love, you will never feel tired of it.

That's all about my dream job. Thank you for your attention.

Scoring

1. Grammar = 4 (Grammar is mostly accurate and consistent).
2. Vocabulary = 5 (enerally appropriate and varied).
3. Comprehension = 5 (Understands most of the presentation).
4. Fluency = 4 (Speech is generally smooth and connected).
5. Pronunciation = 4 (Pronunciation is clear and understandable for communication).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendice V : SPSS Output

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total_Pre	20	20	76	41.40	19.906
Total_Post	20	40	100	66.20	19.094
Valid N (listwise)	20				

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total_Pre	.178	20	.097	.868	20	.011
Total_Post	.171	20	.126	.916	20	.083

Ranks

		N	Mean Rank	Sum of Ranks
Total_Post - Total_Pre	Negative Ranks	0[a]	.00	.00
	Positive Ranks	20[b]	10.50	210.00
	Ties	0[c]		
	Total	20		

Test Statistics[a]

	Total_Post - Total_Pre
Z	-3.938[b]
Asymp. Sig. (2-tailed)	<,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Nilai Pre-test - Nilai Post-test	-26.400	8.647	1.934	-30.447	-22.353	-13.653	19	.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	73.50	81.632	.470	.893
Q2	73.15	77.818	.471	.894
Q3	73.10	80.621	.575	.891
Q4	73.25	80.408	.405	.895
Q5	73.45	74.261	.702	.886
Q6	73.25	75.566	.681	.887
Q7	73.40	74.674	.734	.885
Q8	73.60	76.253	.640	.888
Q9	73.45	81.313	.365	.896
Q10	73.25	82.408	.338	.897
Q11	73.30	81.695	.418	.894
Q12	73.40	79.621	.542	.891
Q13	72.80	82.905	.402	.895
Q14	73.40	81.726	.432	.894
Q15	73.35	80.345	.505	.892
Q16	73.90	78.832	.636	.889
Q17	73.20	80.695	.560	.891
Q18	73.45	78.050	.590	.890
Q19	73.10	79.884	.642	.889
Q20	73.50	81.842	.356	.896

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendice VI : Virtue of Consultant Degree

DEKAN FAKULTAS TARBIYAH
NOMOR : B-4191/In.39/FTAR.01/PP.00.9/11/2024
TENTANG
PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAEREPARE

Menimbang
a. Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2024
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.

Mengingat
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 157 TAHUN 2024 Tahun 2024, tanggal 22 Januari 2024 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

Menetapkan :
a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2024
b. Menunjuk saudara: **Dr. Mujahidah, M.Pd.**, sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :

Nama Mahasiswa	: RANI PEBRIANI
NIM	: 2120203888203059
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: THE EFFECTIVENESS OF CICI APPLICATION IN IMPROVING STUDENTS' ENGLISH SPEAKING SKILL AT SMKN 3 PAREPARE

c. Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
e. Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare
Pada tanggal 20 November 2024
Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendice VII : Research Permittion

SRN IP0000017

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

IZIN PENELITIAN

Nomor : 17/IP/DPM-PTSP/1/2026

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Wali Kota Parepare Nomor 31 tahun 2025 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan Berusaha dan Nonperizinan Daerah Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA : **SRI RAHMAWATI HASMAN**
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **JL. IR. JUANDA, KAB. PINRANG**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
JUDUL PENELITIAN : **IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE PRESENTATION, PRACTICE, AND PRODUCTION (PPP) METHOD AT IAIN PAREPARE**
LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
LAMA PENELITIAN : **13 Januari 2026 s.d 08 Pebruari 2026**

a. Izin Penelitian berlaku selama penelitian berlangsung
b. Iizn ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **14 Januari 2026**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Balai Sertifikasi Elektronik

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendice VIII : Letter of Research Completion

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

SURAT KETERANGAN SELESAI MENELITI
Nomor: B-694/In.39/FTAR.01/PP.00.9/03/2026

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Parepare

Nama	: Dr. Zulfah, S.Pd., M.Pd.
NIP	: 198304202008012010
Pangkat / Golongan	: Pembina / IV a
Jabatan	: Dekan
Instansi	: Institut Agama Islam Negeri Parepare

menerangkan dengan sesungguhnya bahwa :

Nama	: SRI RAHMAWATI HASMAN
NIM	: 2120203888203039
Alamat	: JL IR JUANDA
Fakultas	: Tarbiyah
Program Studi	: Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Tahun Akademik	: 2025-2026

Benar yang bersangkutan telah melakukan penelitian dalam rangka penyusunan skripsi pada IAIN Parepare.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya

Parepare, 11 Maret 2026
Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendice IX : Documentation







CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE



Sri Rahmawati Hasman, was born on November 19th, 2003, in Makassar, South Sulawesi. She is the Third child of her parents, Sukirman and Hasriany. Her educational background began at TK Bhayangkari Pinrang in 2008–2009. She continued her studies at SDN 9 Pinrang in 2009 and graduated in 2015. She attended SMPN 1 Pinrang for her junior high school education and graduated in 2018. She then continued her senior high school education at SMAN 1 Pinrang and graduated in 2021. In the same year, she was admitted to the English Education Program of the Tarbiyah Faculty at the State Islamic Institute of Parepare. She completed her undergraduate studies with a thesis entitled "Improving Students' Speaking Skill Through The Presentation, Practice, and Production (PPP) Method at IAIN Parepare."

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE