

CHAPTER V

CONCLUSION

This chapter presents the conclusion of the study on English speaking confidence and classroom participation through the implementation of the Presentation, Practice, and Production (PPP) stages. It begins with an integrated summary and critical discussion of the main findings, followed by an explanation of their pedagogical implications for English language teaching and learning. The chapter then addresses the limitations that define the scope of the study, and concludes with recommendations for future research as well as practical guidance for teachers who intend to apply the PPP model in similar instructional contexts.

5.1 Summary

The findings show that students' speaking confidence improved through the structured support provided in the PPP stages. In the Presentation stage, students were given clear input on vocabulary, pronunciation, and grammatical structures, which helped reduce uncertainty and establish a foundation for speaking. In the Practice stage, guided and controlled activities enabled students to use the language in a structured and supportive environment, which further strengthened their confidence and reduced speaking anxiety.

In terms of participation, the findings reveal a noticeable increase in students' willingness to speak during classroom activities, particularly in the Production stage. Classroom observations indicate that students became more active in responding, interacting with peers, and engaging in communicative tasks when they were gradually prepared through the earlier stages. FGDs further confirmed that students felt more ready and confident to speak because they had previously practiced the language in a structured manner before engaging in freer communication.

The study also argues the important role of teacher feedback in supporting students' speaking development. Corrective feedback provided throughout the learning process helped students identify errors, improve accuracy, and refine their language use. More importantly, this continuous support contributed to the development of students' confidence, as they felt guided and encouraged during speaking activities.

Overall, the PPP model functions as a structured scaffolding approach that facilitates gradual development from controlled practice to more independent speaking. The integration of clear input, guided practice, communicative output, and continuous feedback creates a supportive learning environment that promotes both linguistic improvement and learner confidence.

In conclusion, the findings confirm that the PPP model positively influences Grade 8 students' speaking confidence and participation in the EFL classroom. Its effectiveness lies in its structured progression and consistent teacher support, which together enable students to transition from guided practice to more confident and active English communication.

5.2 Implications

Based on the findings of this study, several important implications emerge for English language teaching in junior high schools, particularly in relation to speaking instruction using the Presentation, Practice, and Production (PPP) model. The findings, which show improvements in students' speaking confidence and classroom participation, suggest that structured and progressive instructional approaches are effective in supporting learners' speaking development.

First, the results imply that speaking instruction should be designed as a structured and gradual process that moves from controlled practice to more independent communication, as reflected in the PPP model. The findings on students' confidence indicate that clear input and guided practice help reduce speaking anxiety and build a foundation for language use.

Therefore, English teachers are encouraged to implement lesson sequences that begin with explicit language presentation, followed by guided practice activities, before moving to communicative production tasks. This structured progression supports students in developing confidence before engaging in more spontaneous speaking.

Second, the improvement in classroom participation implies that students benefit from systematic opportunities to speak in a supportive learning environment. The findings show that when students are gradually prepared through structured stages, they become more willing to participate in speaking activities. This suggests that teachers should create classroom conditions that encourage interaction, peer communication, and active student involvement, particularly during communicative speaking tasks.

Third, the findings argue the importance of teacher feedback as a continuous support mechanism in speaking instruction. As shown in the results, corrective feedback contributes to students' improvement in accuracy while also strengthening their confidence. This implies that feedback should be integrated throughout the learning process in a balanced way, ensuring that error correction supports learning without discouraging students' willingness to speak.

Finally, the study implies that effective speaking instruction should not rely solely on free communication activities. Instead, a balanced combination of structured input, guided practice, and meaningful production is necessary to support both accuracy and confidence. The PPP model therefore provides a practical instructional framework that can be adopted or adapted by English teachers to enhance speaking instruction in junior high school contexts.

In conclusion, the implications of this study confirm that structured, progressive, and feedback-supported instruction plays an important role in developing students' speaking confidence and participation. By applying approaches such as the PPP model, teachers can create a more supportive and effective learning environment that facilitates students' transition from guided practice to more confident and active English communication.

5.3 Limitations

Despite its contributions, this study has several limitations that should be acknowledged when interpreting the findings.

First, the study employed a qualitative design with a limited sample size, focusing on only one class of Grade 8 students. As a result, the findings are context-specific and cannot be broadly generalized to other schools or larger populations.

Second, the data collection relied on classroom observations, interviews, and Focus Group Discussions (FGDs), which are subject to potential social desirability bias. Students may have provided responses that reflect expected or acceptable views rather than fully expressing their genuine perceptions.

Third, the relatively short duration of the study limits the ability to capture long-term changes in students' speaking confidence and participation. Speaking development is gradual, and a longer observation period may provide a more comprehensive understanding of sustained learning outcomes.

Fourth, the study primarily focused on in-class learning experiences and did not examine external factors that may influence students' speaking performance, such as exposure to English outside school. Such factors may contribute significantly to variations in confidence and participation.

Finally, individual learner differences, including personality traits, motivation, and prior language proficiency, were not explored in-depth, although they may have influenced students' engagement and responses during learning activities.

In summary, while the study provides meaningful insights into the implementation of the PPP model in improving speaking confidence and participation, these limitations should be considered when interpreting the results. Future research is recommended to involve larger and

more diverse samples, longer study durations, and a broader examination of external and individual factors to enrich understanding of students' speaking development.

5.4 Recommendations

Based on the findings of this study, several recommendations are made for educators, learners, and future researchers.

English language instructors should continue using the Presentation, Practice, and Production (PPP) model. This approach helps boost students' confidence and involvement in speaking activities. Teachers are encouraged to improve each stage of the PPP model: during the Presentation phase, they should provide clear information; in the Practice phase, they should create structured and relevant tasks; and in the Production phase, they should facilitate speaking exercises that encourage communication. Additionally, it is crucial for teachers to give constructive feedback consistently to help students progress without losing motivation.

Students are advised to take an active role in the PPP learning process. They should use the organized phases of the model to build their confidence and reduce anxiety about speaking in English. It is important for them to participate more actively in speaking exercises in class, accept the possibility of making mistakes, and view errors as a natural part of learning.

For future researchers, it is suggested to explore the use of the PPP model in different educational contexts, grade levels, or larger groups. Investigations could also look at how the PPP model works with other teaching strategies or digital tools to improve students' speaking skills, particularly in fluency and accuracy.

Additionally, future studies should consider using quantitative or mixed-methods approaches to evaluate the PPP model's effectiveness more comprehensively. By including statistical analyses and measurable learning outcomes, researchers can provide strong evidence on how the model impacts students' speaking development. This research could enhance the reliability and applicability of the findings, contributing significantly to the field of English language education.

These recommendations aim to improve English speaking instruction and offer practical advice for increasing students' confidence and participation in classroom communication.

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