

CHAPTER I

INTRODUCTION

This chapter provides a broad overview of the study, outlining its main components. It opens with a contextual background that argues why the topic matters and explains the rationale for examining it academically. The research problem is stated clearly, leading to a set of research questions that guide the inquiry. The chapter then lists the study's objectives, setting the stage for the expected scholarly contributions. It also discusses the importance of the work, pointing out its relevance both to theory and to practical application. By defining the scope of the research and acknowledging its limitations, the chapter clarifies the boundaries of the investigation. Finally, key terms are defined precisely to ensure conceptual clarity and methodological consistency.

1.1 Background of the Study

English has become a global language that many people use for communication in various areas, such as cultural exchanges, academics, and professional fields (Crystal, 2003; Jenkins, 2015). Its widespread use argues its crucial role in connecting individuals across the world. In today's globalized society, English is more than just a communication tool; it is essential for accessing information, technology, education, and global opportunities. As globalization increases, being proficient in English is increasingly important for those who want to be active participants in international communities and large social networks.

In educational contexts, English proficiency plays a significant role in helping students succeed academically. Knowing English allows students to understand their subjects better, take part in discussions, and access many learning resources that are mainly available in English. For junior high school students, developing English skills is particularly important because it lays a solid foundation for their future academic success and career opportunities.

Early effective English instruction helps students gain the language skills they need to advance in their education and future jobs.

Research shows that students with higher English proficiency often achieve better academic results and adapt more easily to English-speaking academic environments (Lin & Lei, 2021; Kamaşak & Sahan, 2024). In many education systems, English is the language of instruction, so students are expected to develop enough language skills to support their learning. Additionally, the rise of digital technology has made English even more essential for accessing information and educational materials. Many online academic resources and digital learning tools are primarily produced in English, making language proficiency necessary for students to take full advantage of these resources (Harper et al., 2021).

Among the four language skills, speaking is often seen as the most challenging for students of English as a Foreign Language (EFL). To speak well, students need to use vocabulary, pronunciation, and grammar correctly while also communicating spontaneously in real-time (Richards, 2008). However, many students struggle with their speaking skills due to limited practice opportunities, low self-confidence, and fear of making mistakes. These challenges often lead to less engagement in speaking activities, hindering their language development.

The relationship between speaking confidence and classroom participation is closely related. Students with low confidence often avoid speaking activities because of anxiety and fear of negative feedback from teachers or peers (Al Hosni, 2014). As a result, they miss out on important chances to practice and improve their speaking skills. In contrast, students with higher confidence are generally more willing to participate in classroom discussions, express their ideas, take communicative risks, and engage in speaking tasks, all of which contribute positively to their language growth (Dewaele & Li, 2020; Henry et al., 2024).

Observations in junior high school classrooms show that many eighth-grade students still have difficulty participating in English-speaking activities. Even with a basic vocabulary and knowledge of grammar, these students often hesitate to speak due to a lack of confidence and fear of making mistakes. Classroom discussions are usually dominated by a few active participants, while many others remain passive and disengaged. Moreover, traditional teaching methods that focus on grammar and written exercises provide limited opportunities for students to practice meaningful verbal communication.

To tackle these challenges, educators need to adopt teaching strategies that create a supportive, interactive, and engaging learning environment. One effective approach is the Presentation, Practice, and Production (PPP) model, which offers a structured framework for language instruction (Harmer, 2007). The PPP model consists of three stages:

- Presentation: New language elements are introduced.
- Practice: Students participate in guided activities.
- Production: Students use the target language in real communication contexts.

A gradual and well-structured learning process may contribute to reducing students' anxiety while strengthening their confidence in speaking activities, which in turn promotes more active and comfortable participation in classroom communication (Subekti, 2020; Waluyo & Bakoko, 2021).

Additionally, the PPP model promotes interaction and collaboration as key elements in developing students' speaking skills. Richards and Rodgers (2014) emphasize that communicative, learner-centered instruction provides learners with meaningful opportunities to actively use the target language through authentic classroom interaction. In line with this view, recent studies have shown that interactive and student-centered learning environments can substantially improve students' speaking confidence as well as their engagement in classroom activities (Zhang, 2024).

However, most studies on the PPP model primarily focus on language outcomes, like grammar mastery and vocabulary acquisition. There has been less attention on the emotional aspects, particularly regarding students' confidence in speaking and participation in classroom interactions (Ellis, 2009).

Furthermore, many previous studies have mainly used quantitative research methods, which may not fully capture students' experiences, perceptions, and emotional engagement in learning. Recent academic discussions have argued the importance of qualitative approaches in exploring students' engagement and classroom experiences. However, there is a lack of qualitative research specifically addressing junior high school EFL contexts (Siwa & Basthomi, 2023).

Given these gaps in research, further exploration is needed to understand how the PPP model affects students' speaking confidence and classroom participation in real learning environments. Investigating these aspects may provide valuable insights into effective practices for teaching English. Thus, this study aims to examine how applying the PPP model can enhance speaking confidence and participation among eighth-grade students in a junior high school setting, ultimately contributing to improved language learning outcomes.

Focusing on the PPP model is relevant because this approach can create a structured and supportive learning environment where students can practice speaking with less anxiety. Its sequential stages allow for a gradual buildup of language proficiency before engaging in more spontaneous communication, thereby easing fears of negative evaluation. Additionally, the PPP model integrates elements of interaction and collaboration, which not only support language development but also enhance classroom engagement and students' sense of belonging within the learning community (Gao et al., 2024).

This study aims to explore how the implementation of the PPP model can improve speaking confidence and classroom participation among junior high school students. By using

a qualitative research framework, this inquiry seeks to gain a deeper understanding of students' experiences and classroom dynamics while also contributing to the development of more effective and contextually relevant methodologies for teaching English.

1.2 Research Questions

To address the specific issue identified in this study, the research will explore the following research questions:

1. How does the PPP model affect students' confidence in improving their English speaking?
2. In what ways does the PPP model encourage students to participate more actively in classroom speaking activities?

1.3 Objectives of the Study

The primary aim of this research is to examine how effective the PPP model is in enhancing English speaking confidence and participation among junior high school students.

The study focuses on three key objectives:

1. To explore how the PPP model influences students' confidence in improving their English speaking skills.
2. To examine how the PPP model encourages students to participate more actively in classroom speaking activities.

This research aims to enhance our understanding of how structured speaking instruction can help boost students' confidence and encourage their active participation in spoken English, specifically in real junior high school settings.

1.4 Significance of the Study

This study is expected to make both theoretical and practical contributions to the field of English language teaching, particularly in relation to speaking instruction through the

Presentation, Practice, and Production (PPP) model. The study focuses on an important yet relatively underexplored area, namely the development of students' speaking confidence and classroom participation within structured instructional settings.

From a theoretical perspective, this research aims to broaden the discussion of the PPP model beyond its traditional focus on linguistic outcomes such as grammatical accuracy and vocabulary mastery. Specifically, the study emphasizes the role of the PPP model in influencing affective dimensions of language learning, including speaking confidence and students' willingness to participate in communicative activities. By examining these aspects, the study seeks to address a gap in previous research, where affective variables have often received limited attention within structured language teaching approaches.

In addition, the use of a qualitative research design is expected to provide deeper and more contextually grounded insights into students' perceptions, experiences, and emotional responses throughout the learning process. This approach contributes to a more comprehensive understanding of how instructional models function not only as pedagogical frameworks for language development but also as mechanisms that shape students' engagement and participation in classroom interaction.

From a practical perspective, the findings of this study are expected to provide useful pedagogical implications for English teachers, particularly in implementing the PPP model in speaking instruction. The study may offer guidance for designing classroom activities that facilitate gradual learning, minimize speaking anxiety, and encourage students to participate more actively in communicative tasks. In this regard, the research supports the development of instructional practices that balance linguistic achievement with students' affective needs.

For students, this study may contribute to the creation of more supportive and interactive learning environments that foster active participation in speaking activities. By exploring the relationship between structured instructional approaches, speaking confidence, and classroom

participation, the findings may help teachers create learning experiences that enhance students' engagement and communicative readiness.

At the institutional level, this study may serve as a reference for improving English language teaching practices in junior high school contexts. It argues the importance of instructional approaches that address both cognitive and affective dimensions of language learning, thereby supporting the development of more learner-centered and communicative classrooms.

Finally, this study may provide a foundation for future research concerning the role of affective factors within structured instructional models such as PPP. The findings may encourage further investigations in different educational settings and promote the exploration of related variables, including motivation, anxiety, willingness to communicate, and learner autonomy through various research approaches.

1.5 Scope and Limitation of the Study

1.5.1 Scope of the Study

This study explores the implementation of the Presentation, Practice, and Production (PPP) model in English speaking activities among eighth-grade students at a junior high school in Indonesia. The participants are students from one selected Grade 8 classroom.

The research explores three key aspects from the students' perspective: (1) students' perceptions of how the PPP model influences their confidence and active participation in English speaking activities; (2) the challenges students encounter while participating in speaking tasks structured through the PPP model; and (3) the patterns of classroom interaction and student participation that emerge during the implementation of the PPP model. The study aims to gain a deeper understanding of how the PPP model contributes to students' speaking confidence and encourages meaningful participation in classroom speaking activities.

The scope of this study is limited to English speaking instruction and does not examine other language skills, including listening, reading, and writing. Furthermore, the research does not compare

the PPP model with other instructional approaches or evaluate its effectiveness using quantitative measures. Instead, it seeks to provide an in-depth understanding of students' experiences with the PPP model through a qualitative research approach. Data are collected through classroom observations, semi-structured interviews, and focus group discussions conducted within the selected school setting.

1.5.2 Limitation of the Study

This study has several limitations that should be noted. First, the research was conducted in just one school with a relatively small number of participants. As a result, the findings may not apply to other schools or different groups of students.

Second, this study is qualitative, meaning the results come from the perspectives and experiences of the participants. These experiences can be influenced by personal feelings, memories, and how willing participants are to share their thoughts. Therefore, the data may show personal views rather than universal truths.

Third, classroom observations were limited to a short time and focused on specific lessons. This means that the study might not capture all the different interactions in the classroom or the variations in teaching methods over a longer period.

Finally, there are external factors, such as students' motivation, the classroom environment, and time limits within the school curriculum, that the researcher cannot control. These factors might affect how the PPP model is applied and the overall interactions in the classroom during the study.

1.6 Definition of Key Terms

To avoid ambiguity and ensure conceptual clarity, the following key terms are defined as they are used in this study:

1. English Speaking Skill

English speaking skill refers to the ability to express ideas, opinions, thoughts, and information orally in English by using appropriate vocabulary, grammar, pronunciation, fluency, and interactive communication skills (Brown, 2004).

2. Speaking Confidence

Speaking confidence refers to students' belief in their ability to communicate effectively in English with reduced anxiety and fear of making mistakes. It includes students' willingness to speak, readiness to participate, and self-assurance during oral communication activities (MacIntyre et al., 1998).

3. Classroom Participation

Classroom participation refers to students' active engagement in classroom learning activities, particularly speaking tasks such as discussions, role-plays, and question-and-answer sessions. It encompasses the extent, relevance, and effectiveness of learners' verbal contributions during classroom interactions (Aslan & Şahin, 2020).

4. Presentation, Practice, and Production (PPP) Model

The Presentation, Practice, and Production (PPP) model is a structured language teaching approach consisting of three stages: Presentation, in which new language forms are introduced; Practice, in which learners use the language through controlled and guided activities; and Production, in which learners independently apply the language in communicative contexts (Harmer, 2007; Richards & Rodgers, 2014).

5. English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to a learning context in which English is studied in a country where it is not the primary language of daily communication (Richards & Schmidt, 2010).

6. Junior High School Students (Grade 8)

Junior high school students in this study refer specifically to eighth-grade learners, typically aged between 13 and 14 years, who are enrolled in a formal educational setting and are developing intermediate-level English proficiency (Piaget, 1972).

7. Willingness to Communicate (WTC)

Willingness to Communicate (WTC) refers to a learner's readiness to initiate and engage in communication in a second language when opportunities arise. It is influenced by factors such as confidence, anxiety, and classroom environment (MacIntyre et al., 1998).