

**ENGLISH SPEAKING CONFIDENCE AND PARTICIPATION
AMONG JUNIOR HIGH SCHOOL STUDENTS:
A QUALITATIVE EXPLORATION OF THE PPP MODEL**

A THESIS



**By:
VINSENSIUS MAKSI YOHN
8212723008**

**MASTER PROGRAM IN ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

2026

**ENGLISH SPEAKING CONFIDENCE AND PARTICIPATION
AMONG JUNIOR HIGH SCHOOL STUDENTS:
A QUALITATIVE EXPLORATION OF THE PPP MODEL**

A THESIS

In Partial Fulfilment of the Requirements
for the Master Program in
English Language Education



By:
VINSENSIUS MAKSI YOHN
8212723008

**MASTER PROGRAM IN ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

2026

APPROVAL SHEET

(1)

This is to certify that the thesis entitled: **“English Speaking Confidence and Participation Among Junior High School Students: A Qualitative Exploration of the PPP Model”** has been approved and accepted as a partial fulfilment of the requirement for Master Program in English Language Education.



Prof. M.N. Siti Mina Tamah, M.Pd., Ph.D.
Supervisor

APPROVAL SHEET

(2)

This thesis has been examined by the Board of Examiners as one of the requirements for obtaining the degree of Master Program in English Language Education on June, 24th, 2026.

Board of Examiners



(Mateus Yumarnanto, M. Hum., Ph. D.)

Chairperson



(Prof. M.N. Siti Mina Tamah, M. Pd., Ph.D.)

Secretary



(Dr. H.J. Hendra Tedjasuksmana, M. Hum)

Member



(Prof. M.N. Siti Mina Tamah, M. Pd., Ph.D.)

Supervisor

Acknowledged by



Mateus Yumarnanto, M. Hum., Ph.D.)
Dean of Faculty



Dr. H.J. Hendra Tedjasuksmana, M. Hum)
Head of English Master Program

ABSTRACT

Maksi John, Vinsensius (2026). *English Speaking Confidence and Participation Among Junior High School Students: A Qualitative Exploration of the PPP Model*. Thesis, English Education Study Program, Faculty of Teacher Training and Education, Widya Mandala Catholic University Surabaya. Supervisor: Prof. Siti Mina Tamah, M.Pd., Ph.D.

Keywords:

PPP Model, Speaking Confidence, Student Participation, English Language Teaching, Qualitative Research

The capacity for effective communication in English constitutes a fundamental competency for junior high school students. Nonetheless, numerous students encounter challenges such as diminished confidence and restricted participation during speaking activities, often stemming from a fear of errors, inadequate vocabulary, and anxiety related to speaking. This research aimed to investigate the impact of the Presentation, Practice, and Production (PPP) model on the enhancement of students' speaking confidence and engagement within English language classrooms. Utilizing a qualitative research methodology, this study focused on eighth-grade students at a private junior high school in Surabaya. Data were gathered through classroom observations, semi-structured interviews, and focus group discussions (FGDs). The analysis of the collected data was conducted through thematic analysis, allowing for the identification of patterns and themes pertinent to students' experiences and perceptions regarding the PPP model. The results indicated that the PPP model exerted a beneficial influence on students' speaking confidence and their participation in the classroom. During the Presentation phase, students acquired a clearer comprehension of linguistic structures and speaking tasks, which subsequently enhanced their readiness for communication. The Practice phase facilitated structured opportunities for guided speaking exercises, enabling students to bolster their confidence through repetition, collaboration, and support from instructors. In the Production phase, a notable increase in students' willingness to articulate ideas, engage in discussions, and actively participate in communicative tasks was observed. Additionally, constructive feedback from teachers and a positive classroom environment were identified as factors that alleviated speaking anxiety, thereby fostering increased participation. The study concludes that the PPP model represents an effective instructional strategy for augmenting students' speaking confidence and involvement. The methodical progression from teacher-led guidance to independent language application cultivates a supportive learning atmosphere that promotes active engagement in speaking activities. These findings provide practical implications for English language educators and contribute to the expanding literature on communicative language teaching and speaking instruction within junior high school contexts.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to God Almighty for His unfailing love, divine providence, and abundant blessings throughout my academic journey. It is only through His grace and guidance that I have been able to complete this thesis entitled “English Speaking Confidence and Participation Among Junior High School Students: A Qualitative Exploration of the PPP Model.” This thesis is submitted in partial fulfilment of the requirements for the degree of Master of Education.

This academic journey has been both challenging and profoundly meaningful. I acknowledge with sincere humility that the completion of this work would not have been possible without the support, encouragement, and kindness of many individuals whom God has placed in my path.

I would like to express my heartfelt gratitude to my thesis supervisor for her patience, wisdom, insightful guidance, and continuous encouragement throughout the research process. Her mentorship has not only strengthened my academic competence but has also contributed significantly to my personal and professional growth. I am also sincerely grateful to the examiners for their valuable feedback, scholarly insights, and constructive suggestions, which have greatly enriched the quality of this thesis.

With deep appreciation, I extend my sincere gratitude to the Brothers of Our Lady of the Sacred Heart and the Mardi Wiyata Foundation for their generous support, trust, and encouragement in enabling me to pursue my Master’s studies in the English Education Program at Widya Mandala Catholic University Surabaya. Their accompaniment and guidance, rooted in faith and service, have been a profound source of strength, inspiration, and motivation throughout my academic journey. I remain truly grateful for the opportunity entrusted to me.

I also extend my sincere appreciation to all lecturers and academic staff of the graduate program for their dedication, academic guidance, and continuous support during my studies.

My gratitude further goes to the school principal, the English teacher, and the Grade 8 students who participated in this study. Their openness, cooperation, and willingness to share their experiences have made this research possible and deeply meaningful.

From the bottom of my heart, I would like to thank my beloved family, brother and sisters for their unconditional love, prayers, sacrifices, and unwavering support. Their faith in me and constant encouragement have been a true blessing and the foundation of my perseverance. I am also deeply grateful to my colleagues and friends for their kindness, companionship, and encouragement, which have helped me remain strong and hopeful throughout both difficult and joyful moments of this journey.

Finally, I humbly acknowledge that this thesis is not without limitations. I sincerely welcome constructive criticism and suggestions for future improvement. May this study, in a small way, contribute to the development of English language teaching, particularly in fostering students' speaking confidence and participation, and may it be of service to educational growth and the greater glory of God.

Surabaya, June 2026

The Writer

DECLARATION OF ORIGINALITY

I, the undersigned:

Name : Vinsensius Maksi John
Student Number : 8212723008
Study Program : Master Program in English Language Education
Department : English Education
Faculty : Faculty of Teacher Training and Education

hereby declare that my thesis entitled:

ENGLISH SPEAKING CONFIDENCE AND PARTICIPATION AMONG JUNIOR HIGH SCHOOL STUDENTS: A QUALITATIVE EXPLORATION OF THE PPP MODEL

is entirely my own original work. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where appropriate acknowledgment and references **have been** made.

Should this thesis be found to **contain** any form of plagiarism, I am willing to accept the sanctions imposed by the University, including the annulment of my graduation and/or the revocation of the academic degree that has been awarded to me.

I hereby make this declaration truthfully, voluntarily, and with full awareness of its legal and academic consequences.

Surabaya, June 25, 2026

The Declarant,

Vinsensius Maksi John



Acknowledged by,
Thesis Supervisor

Prof. M.N. Siti Mina Tamah, M.Pd., Ph.D.

DECLARATION OF APPROVAL FOR THESIS PUBLICATION

For the advancement of knowledge and academic purposes, I, the undersigned:

Name : Vinsensius Maksi Yohn

NRP : 8212723008

Faculty/Major : Graduate School / Master Program in Teaching English as a Foreign Language

hereby give my consent and approval for the publication of my thesis entitled:

“ENGLISH SPEAKING CONFIDENCE AND PARTICIPATION AMONG JUNIOR HIGH SCHOOL STUDENTS: A QUALITATIVE EXPLORATION OF THE PPP MODEL”

I hereby grant permission to Widya Mandala Catholic University Surabaya to publish, store, reproduce, and make my thesis accessible through the Internet and other academic media, including the Digital Library/Institutional Repository of Widya Mandala Catholic University Surabaya.

The publication and dissemination of this thesis are intended for educational, academic, and scientific purposes and shall be carried out in accordance with the applicable copyright laws and regulations.

I declare that this statement is made truthfully, voluntarily, and with full responsibility for the purposes stated above.

Surabaya, 14 July 2026

The Declarant,



Vinsensius Maksi Yohn

NRP. 8212723008

TABLE OF CONTENTS

TITLE PAGE.....	i
APPROVAL SHEET.....	ii
APPROVAL SHEET.....	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	v
DECLARATION OF ORIGINALITY.....	vii
DECLARATION OF APPROVAL FOR THESIS PUBLICATION.....	viii
TABLE OF CONTENTS	ix
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Research Questions	5
1.3 Objectives of the Study	5
1.4 Significance of the Study	5
1.5 Scope and Limitation of the Study.....	7
1.5.1 Scope of the Study.....	7
1.5.2 Limitation of the Study.....	7
1.6 Definition of Key Terms	8
CHAPTER II LITERATURE REVIEW.....	11
2.1 The Importance of Confidence and Communicative Interaction in SLA.....	11
2.2 Communicative Language Teaching (CLT)	13
2.3 The Presentation, Practice, and Production (PPP) Model.....	14
2.4 Teaching Speaking in EFL Context.....	16
2.4.1 The Importance of Speaking in English as a Foreign Language.....	16
2.4.2 Challenges in Teaching and Learning Speaking	18
2.4.3 Effective Strategies for Teaching Speaking	19
2.5 Speaking Confidence in Language Learning	22
2.5.1 Definition and Dimensions of Speaking Confidence	22
2.5.2 Factors Affecting Speaking Confidence.....	23
2.5.3 Strategies to Build Confidence through Instructional Design	25
2.6 Student participation in classroom speaking activities	27
2.6.1 The Importance of Classroom Participation in Language Learning.....	27
2.6.2 Factors Influencing Student Participation in Speaking Activities.....	28

2.6.3 The Role of the PPP Model in Promoting Participation	31
2.7 Related studies to the PPP Model, Speaking confidence, and Participation	33
2.7.1 Studies on the PPP Model in EFL Teaching	33
2.7.2 Studies on Confidence and Participation in Speaking Classes	35
2.8 Research Gap	37
CHAPTER III RESEARCH METHOD	40
3.1. Research Design.....	40
3.2 Research Setting.....	44
3.3 Participants.....	44
3.3.1 Selection Criteria.....	44
3.4 Demographic Information.....	46
3.5 Data Collection Procedures.....	46
3.5.1 Classroom Observation	47
3.5.2 Semi Structured Interviews	49
3.5.3 Focus Group Discussions (FGDs).....	50
3.6 Techniques for Data Analysis.....	54
3.6.1 Analysis Techniques of Classroom Observations	55
3.6.2 Analysis Techniques of Student Interviews	55
3.6.3 Analysis Techniques of FGD	56
3.6.4 The Triangulation of Data Sources	57
3.7 Ethical Considerations.....	58
CHAPTER IV FINDINGS AND DISCUSSIONS	60
4.1 Findings and Discussion on Students' Confidence	60
4.1.1 Confidence in the Presentation Phase.....	61
4.1.2 Confidence in the Practice Phase.....	64
4.1.3 Confidence in the Production Phase.....	68
4.2 Findings and Discussion on Students' Participation	72
4.2.1 Participation in the Presentation Phase.....	72
4.2.2 Participation in the Practice Phase.....	76
4.2.3 Participation in the Production Phase.....	79
4.3 Cross Data Analysis (Triangulation).....	83
4.3.1 Triangulation of Data on Students' Speaking Confidence (RQ1).....	83
4.3.2 Triangulation of Data on Students' Participation (RQ2).....	85

CHAPTER V CONCLUSION.....	87
5.1 Summary.....	87
5.2 Implications.....	88
5.3 Limitations	90
5.4 Recommendations	91
REFERENCES	91
APPENDICES.....	97
Appendix 1: Letter of Permission	97
Appendix 2: Letter of Acceptance	99
Appendix 3: Classroom Observation Checklist	100
Appendix 4: Questions of Semi Structured Interview	102
Appendix 5: Questions of Focus Group Discussion (FGD).....	103
Appendix 6: Results of Classroom Observation 1	105
Appendix 7: Results Semi Structured Interview	109
Appendix 8: Focus Group Discussion	145

LIST OF FIGURES

Figure 3. 1 Diagram of research design.....	43
Figure 3. 2 Flowchart the process of data collection and analysis.....	52