



A Classroom Action Research: Empowering Students English Grammar Proficiency through PPP (Presentation, Practice, Production) Strategy

Bal Janatte Raj Kaur^{1*}, Desty Febria², Maya Marsevani³ 

^{1,2,3}Faculty of English Language Education, Universitas Internasional Batam, Indonesia

E-mail addresses: jannatkaur1208@gmail.com (Corresponding Author)

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ABSTRAK

Penelitian ini meneliti dampak dari strategi Presentasi, Praktek, dan Produksi (PPP) dalam meningkatkan kemampuan tata bahasa Inggris di kalangan siswa sekolah menengah di Kota Batam. Tata bahasa sangat penting untuk komunikasi yang efektif, namun siswa sering mengalami kesulitan karena kerumitannya, perbedaannya dengan bahasa ibu mereka, dan ketakutan akan ejekan. Menggunakan Penelitian Tindakan Kelas (PTK) selama tiga bulan dengan 45 siswa, penelitian ini menggunakan proses siklus perencanaan, tindakan, observasi, dan refleksi. Evaluasi pra-tes dan pasca-tes menunjukkan peningkatan yang signifikan dalam kemampuan tata bahasa, dengan nilai rata-rata meningkat dari 70,00 menjadi 82,62. Metode PPP secara efektif mengatasi tantangan pembelajaran tata bahasa dengan memperkenalkan konsep (Presentasi), memfasilitasi latihan terkontrol (Praktek), dan mendorong penggunaan kreatif dalam komunikasi (Produksi). Implikasi dari temuan ini menggarisbawahi pentingnya metode pembelajaran yang disesuaikan dengan lingkungan yang mendukung, mengurangi kecemasan, dan membangun kepercayaan diri siswa. Mengintegrasikan strategi PPP ke dalam pengembangan kurikulum dapat meningkatkan pembelajaran bahasa dalam berbagai konteks, mendorong keterlibatan siswa yang lebih besar dan hasil yang lebih baik. Pada akhirnya, penelitian ini bertujuan untuk memberdayakan siswa dalam perjalanan pembelajaran bahasa mereka, memastikan bahwa semua siswa, terlepas dari kemahiran awal mereka, dapat mencapai hasil yang diinginkan dalam keterampilan komunikasi bahasa Inggris.

ABSTRACT

This study investigates the impact of the Presentation, Practice, and Production (PPP) strategy on enhancing English grammar proficiency among high school students in Batam City. Grammar is essential for effective communication, yet students often struggle due to its complexity, differences from their native languages, and fear of ridicule. Utilizing Classroom Action Research (CAR) over three months with 45 students, the study employed a cyclical process of planning, action, observation, and reflection. Pre-test and post-test evaluations revealed a significant improvement in grammar skills, with average scores rising from 70.00 to 82.62. The PPP method effectively addresses grammar learning challenges by introducing concepts (Presentation), facilitating controlled practice (Practice), and encouraging creative use in communication (Production). The implications of these findings underscore the importance of tailored instructional methods that foster a supportive environment, reducing anxiety and building students' confidence. Integrating the PPP strategy into curriculum development can enhance language learning across diverse contexts, promoting greater student engagement and improved outcomes. Ultimately, this study aims to empower students in their language learning journey, ensuring that all learners, regardless of initial proficiency, can achieve desired outcomes in English communication skills.

1. INTRODUCTION

Speaking, writing, listening, and reading are the four general skills in English as a Lingua Franca (Pratiwi, 2021). Furthermore, knowledge of crucial components, including grammar, vocabulary, and pronunciation, is essential (Mariani & Basuki, 2023). Among these components, grammar is one of the most

important of these skills. Grammar refers to the structural rules that control language structure across several linguistic categories, specifically governing the correct arrangement of words within sentences. A solid understanding of grammar ensures that sentences are coherent, accurate, and convey intended meanings. According to (Harun et al., 2017), grammar competency is a learner's capacity to perceive and apply a language's grammatical patterns effectively and efficiently. It entails writing correct sentences, using suitable verb tenses, and understanding the interaction of various grammatical aspects to deliver meanings. Grammar proficiency is essential for efficient verbal and written communication (Ishikawa, 2018). It allows students to successfully articulate their ideas and understand the nuances of language others use.

Students frequently need help in acquiring English grammar. These difficulties can be attributed to various issues, including the intrinsic intricacies of English grammar, discrepancies between a student's home language and English grammatical structures, and teaching technique constraints (Adedokun & Adedokun, 2024). Many students struggle with subject-verb agreement, verb tenses, and proper sentence structure (Pandapatan, 2020). These difficulties may hamper their communication abilities and diminish their confidence in using English. Many EFL textbooks emphasize explicit instruction in parts of speech and grammatical concepts (Nu & Murray, 2020). While some fundamental knowledge is required, relying only on rules may result in rote memorization without practical application. Furthermore, direct translation from a student's original language may cause issues (Hatim & Munday, 2019). Grammar patterns and word order frequently differ between languages, causing confusion and mistakes when students apply native language reasoning to English (Leacock et al., 2015).

During the observation phase of classroom action research (CAR), it was noted that students were hesitant to inquire about available resources. Additionally, there were instances where students received poor results on practice questions. A prominent issue revealed was the students' anxiety surrounding questions, stemming from fears of being mocked by peers for not grasping what they saw as straightforward content. This aligns with findings that suggest fear of making mistakes and facing humiliation leads to student inaction in the classroom (Weda et al., 2020). Given these findings, it is vital to discover and use CAR-based techniques to improve the learning process. The goal is to guarantee that all students, regardless of starting achievement level, can understand the course material and accomplish the learning objectives.

Several educational strategies may aid students in improving their understanding of English grammar. One common method is explicit grammar instruction, which teaches grammatical rules and concepts through clear explanations and examples (Mcmanus & Marsden, 2018). This approach aligns with the Grammar Translation Method (GTM), which facilitates students' acquisition of a foreign language by presenting and translating grammatical principles from the target language into their native language (Elian et al., 2023). Furthermore, this research will employ the PPP (Presentation, Practice, Production) strategy, which offers a structured framework for teaching language, including grammar (Maldonado & Miguel, 2023). The PPP method guides teachers through a precise sequence: In the Presentation stage, the teacher explains the new grammar point using examples, visuals, and real-life applications (Pratista, 2023). This initial phase ensures that students grasp the concept. Next, the Practice stage allows students to solidify their understanding through supervised tasks, such as drills, gap-filling activities, or sentence transformations that enable them to engage with grammar actively in a secure environment. Finally, the Production stage empowers students to apply their learned grammar in freer contexts, such as role-playing, writing exercises, or debates that encourage the organic incorporation of grammar into communication (Pazmiño, 2021). This systematic approach ensures that students progress from understanding grammar to effectively using it.

This activity aims to empower students' English grammar proficiency through the PPP (presentation, practice, production) strategy. Several studies implemented this strategy to help students empower their grammar. (Apriliani, 2019; Hamdani, 2018; Indriyani, 2021; Ismail & Dedi, 2021; Jafaripour & Salehi, 2020; Katemba, 2022; Mapunda & Siama Vuzo, 2023; Oktaviana, 2018; Purnomo et al., 2023). This approach methodically provides grammatical principles, allows for practice, and fosters creative application, resulting in a better knowledge and use of English grammar in many educational situations. Previous research also indicated that students were excited and engaged in teaching and learning (Nopiyadi et al., 2023; Purnomo et al., 2023). This represents a shift toward more engaged learning environments where students actively contribute to their educational experience rather than passively collect information.

This study seeks to address existing gaps and establish novelty in grammar instruction by investigating the PPP strategy alongside the psychological factors influencing student engagement and success in grammar acquisition. While grammar's importance in mastering English as a Lingua Franca is well-recognized, there is a lack of a focused exploration of the specific challenges students face in various

sociolinguistic contexts. Many studies address broad strategies for teaching grammar or traditional methods without considering students' emotional dynamics, such as anxiety and fear of peer judgment, that impede their learning. Moreover, while explicit instruction methods, like GTM, are prevalent, limited research focuses on integrating these strategies with a more supportive classroom environment aimed at alleviating student anxiety. This research intends to bridge this gap through CAR-based techniques that foster an interactive and less intimidating learning atmosphere, enabling all students to thrive regardless of their initial English proficiency. Additionally, the research will apply the PPP method in real classroom settings to assess its effectiveness on grammar proficiency and student engagement, thereby adding valuable insights to English as a Foreign Language (EFL) education. Considering the cognitive and emotional aspects of grammar learning, this study offers a comprehensive approach to improving English grammar instruction that reflects the whole student experience.

2. METHODS

This study intended to investigate the effectiveness of Classroom Action Research (CAR) in improving teaching and learning methods, with a particular emphasis on increasing students' English grammatical abilities. The study design used was Classroom Action study (CAR), which is defined by a cyclical process that involves phases of preparation, action, observation, and reflection. This strategy seeks to identify and address classroom difficulties in order to enhance student outcomes. (Wulandari et al., 2019) argue that CAR is critical for improving educational processes for both students and teachers. In this respect, the researchers intended to identify and relieve problems with students' English grammatical abilities by investigating various teaching and learning approaches.

Throughout the study, the researchers will actively identify classroom difficulties and explore evidence-based strategies to address them. The objective is to get a thorough and comprehensive understanding of the problematic scenario (Lee & Yang, 2019), allowing for new learning practices to improve student performance and enrich the classroom experience, as supported by (Wulandari et al., 2019). Furthermore, CAR is a tool for educators to examine and improve their teaching efficacy by altering their instructional practices based on study findings. By using CAR, educators want to improve the educational experience for both students and teachers.

The primary data for this study were collected from 45 students at a public senior high school in Batam City. The researchers performed this study in this location because it provided for a broad sample of kids from varying socioeconomic origins, academic skills, and cultural perspectives. The diversity boost enhanced the study's external validity, increasing the relevance of the findings for comparable educational settings. Moreover, the urban setting and educational structure in Batam City offered an interesting setting for researching study topics, resulting in important results relevant to broader educational practices and policies.

The researchers used three methods to collect the data to gain a better understanding of the relationship between learning outcomes and students' perspectives to measure the impact of the CAR model. At the beginning of the study, the researchers observed the students before the learning process to reveal more unique behavior patterns than proportional analyses, which are more effective for examining differences between students (Schermer & Fosker, 2020). After the observation phase, the pre-test is given to the students. Providing learners context before pre-testing may considerably enhance their acquisition of new knowledge (Overono et al., 2021). Furthermore, the researchers began to carry out the learning process by providing teaching related to the existing material using the PPP (Presentation, Practice, Production) strategy. Finally, once the researchers had completed the learning process, the students were given a post-test to check that they had met the learning objectives based on the minimal completion criteria. The post-test reveals student learning scores, allowing teachers to evaluate the effectiveness of their lesson and identify areas for improvement. A strong evaluation system is established by regular observation, pre-testing, and post-testing, which combine qualitative and quantitative data. This approach develops a deep understanding of students' abilities and fosters ongoing development in both teaching and learning methods.

The Action Research Model used in this study, as proposed originally by (Kemmis & McTaggart, 1988; cited in Burns, 2019), comprises four main stages of Classroom Action Research (CAR): planning, action, observing, and reflecting. The first step is planning, where the researchers does an observation, identify students' challenges, develops a lesson plan, prepares teaching materials, and determines assessment criteria. In the second step, action is taken to implement the intervention in the classroom. In the observation, the researchers collects data on the effectiveness of the intervention to determine whether it is having the desired effect and can make any necessary modifications to improve its effectiveness. The researchers was a teacher who taught grammar using the Presentation, Practice, Production (PPP) teaching

method and an observer who observed class activities when teaching grammar using the PPP method was implemented. In addition, reflection is an activity to analyze students' scores in grammar tests conducted at the end of these studies by giving the questionnaire. The results of this reflection were used to make further improvements to the teaching strategies and materials used in the classroom.

The researchers will observe the classroom before implementing the cycle to identify students' challenges in English grammar. To support this finding, the researchers conducted a pre-test to assess the students' abilities in English grammar. After observing pre-test result, the researchers will apply a cycle by using the PPP teaching method to improve students' grammar skills. The cycle was applied for 5 weeks, then, students were given post-test after the first cycle to measure the average grade for the class. The score of students' grammar skills was measured according to the following categories:

Table 1. Students' Score Category

Score	Category
10-39	Very Poor
40-60	Poor
61-70	Average
71-80	Good
81-100	Very Good

Source: (Marsevani, 2023)

The researchers carefully analyzed the pre-and post-test findings from the observed classroom sessions to reveal the students' grammar skills. The observation notes and test results are also thoroughly examined to attain essential data points. A pre-test and post-test analysis are carried out to evaluate and analyze the impact of the cycle that will be executed. Pre-test and post-test scores were compared to measure overall progress in students' grammar development. Statistical measures like mean and standard deviation were used by the researchers to evaluate the central tendency and variability of the data (Berry et al., 2021). This allowed for a comprehensive understanding of the distribution of grammar skills within the class. The researchers also divided students' grammatical skills into various levels according to preset criteria. This made it easier to evaluate the success of applying the PPP strategy to improve students' grammatical abilities.

3. RESULT AND DISCUSSION

Results

The research results were consistent with the problem statement that highlighted concerns about student involvement, academic achievements, and the efficiency of teaching methods. The findings of this study are outlined in this portion, followed by the analysis. The researchers carried out the research for more than three months at a public school in Batam City. Started by evaluating the student's understanding of grammar, a phase that extended for two weeks, from August end to the beginning of September 2024. The observations showed that most Grade 11 students understood grammar well but needed help to achieve the required score. Many students had difficulty understanding the teacher's explanation in English, requiring the teacher to use the translation method strategy. This study is in support with another recent study conducted by (Sundari & Febriyanti, 2021) who came up with evidence that L1 use in EFL classroom reduces anxiety and improve comprehension among the students. This finding was then validated with a pre-test consisting of commonly known grammar questions.

Before implementing the PPP (Presentation, Practice, Production) in the classroom, the researchers conducted a pre-test to gather data. Pre-tests were used to observe and gather data from 45 students in 11th-grade. One of the students missed class due to illness. According to the scoring rubric developed by the researchers (Marsevani, 2023), the pre-test score of 70.00 was considered average. This is backed by (Isbell, 2019) who stresses that diagnostic assessment is critical in establishing students' learning profile in a second language.

According to the pre-test results, students demonstrated different levels of comprehension and usage of English grammar rules. It was clear that although certain students understood the fundamental ideas, many had difficulty with more advanced structures, showing a discrepancy between their comprehension and the curriculum requirements. This is in line with the results obtained in data collection through the grammar pre-test which shows that a noticeable number of students could not correctly apply the grammar rules in constructing sentences as can be seen in Table 2 below:

Table 2. The Students' Average Pre-test Score

	Score	Classification
Highest Score	100	Very good
Lowest Score	40	Poor
Average	70,00	Average

The average student score is classed as average if it corresponds to the criterion in Table 1 developed by the researchers.

Hence, the researchers face difficulties of teaching grammar in different language environments, and comes up with a new approach by using the Presentation, Practice, and Production (PPP) framework (van Rijt et al., 2020). This revamped approach is specifically designed to close the discrepancies in linguistic structures and arrangement of words that frequently occur across different languages. The solid base of this advanced PPP framework lies in its adaptability to the intricate characteristics of various languages, showcasing its flexibility. Recognizing and addressing the numerous grammatical rules and conventions, along with the subtle nuances of syntax and word order, the framework advocates for a teaching approach that is thorough and effective. This change recognizes the intricacy of acquiring languages and emphasizes the importance of creating compassionate relationships that honor and adapt to the diverse range of human languages (Le Diem Bui & Newton, 2022). This method guarantees that individualized learning paths incorporate real-time assessment and quick feedback to accommodate the specific requirements of each student. (Ma'rifah et al., 2022) have recently verified this approach, showing that incorporating teaching methods like the modified PPP can improve grammar acquisition in EFL student groups.

Using the PPP technique as a teaching tool can help students gain interest and comprehension as they learn difficult grammatical patterns. Breaking down the learning process into several stages (introduction, practice, and application) helps students to gradually improve their knowledge and talents with confidence. This approach is supported in recent research carried out by (Ndraha, 2020) which claimed that the PPP method gives a systematic approach of helping learners acquire new language skills systematically with emphasis on the instructional dimension of the acquisition process.

The first phase of the PPP plan was carried out on September 16, 2024. The researchers used the PPP technique for students by designing a series of interactive and engaging activities to accommodate the classroom's different learning styles. The researchers began the Presentation phase by presenting new grammatical structures using multimedia presentations that included visual representations of the topics. This strategy was chosen to help students comprehend and understand grammatical principles in a more tangible way, making abstract things simpler to grasp.

Following the presentation phase, the practice phase commenced. During this level, students were divided into small groups to encourage collaboration and learning from one another. They were charged with doing organized activities that allowed them to apply the grammatical principles they had previously learned. The researchers constantly monitored the exercises and provided fast comments and advice to ensure that the students correctly used the concepts. The emphasis was on improving comprehension and resolving misconceptions in a supportive environment.

The last step, Production, encouraged students to use grammatical principles in their sentences and short paragraphs creatively. They were encouraged to play with the language, employing grammatical structures in a variety of circumstances to communicate diverse messages. This step was crucial because it allowed students to use the language realistically, reinforcing their learning and increasing their confidence in English.

The researchers administered a post-test to the students after three meetings of grammar instruction using the PPP approach. 45 students took the grammar test that they had studied using this approach. The researchers next evaluated and contrasted the students' grammar skills using the pre-test and post-test data. The post-test findings revealed an improvement over the pre-test before employing this method. The improvement in student scores was fairly acceptable, exceeding the school's Minimum Completion Criteria (KKM) of 75. As a result, the study was finished in one cycle. The post-test findings of this research are presented in Table 3.

Table 3. The Students' Average Post-test Score

	Score Average	Classification
Pre-test	70,00	Very good
Post-test	82,62	Average
Improvements	12,06	

According to [Table 3](#), students typically score an average of 70.00 on the pre-test, placing them in the average category. In contrast, their average score on the post-test rises to 82.62, classified as very good. The improvement between the pre-test and post-test averages is 12.06%, indicating a notable enhancement. Additionally, this progress satisfies the school's Minimum Completion Criteria (KKM).

The PPP technique had a substantial effect on student engagement and learning results. Post-tests done following the adoption of the PPP technique revealed a significant improvement in students' grammar scores, with the average score increasing from 70.00 to 82.62. Students also reported feeling more competent in utilizing proper English language in various settings. Teachers indicated that students were more interested in English lessons, and the quality of their written work had greatly increased. Such findings may be connected to the accessible outcomes of the PPP strategy, as [\(Zhao, 2024\)](#) said that grammatical accuracy leads to general language confidence and willingness to communicate in the target language, as well as an increase in percentage points.

Discussion

The implementation of the PPP approach demonstrated significant improvements in student performance across multiple dimensions. The framework successfully addressed the challenges of teaching grammar in different language environments, as supported by [\(van Rijt et al., 2020\)](#). The approach's adaptability to various linguistic structures proved particularly beneficial in bridging language discrepancies, with recent validation by [\(Ma'rifah et al., 2022\)](#) supporting its effectiveness in improving grammar acquisition among EFL students. The systematic breakdown of learning into distinct phases, as noted by [\(Ndraha, 2020\)](#), provided students with structured progression opportunities. The interactive activities and multimedia presentations made abstract grammatical concepts more tangible, while small group collaborations fostered peer learning and immediate feedback opportunities. This structured approach resulted in observable improvements in student engagement and learning outcomes.

Students demonstrated increased competence in utilizing English in various contexts, with teachers reporting higher student engagement in English lessons and substantial improvements in written work quality. These outcomes align with [\(Zhao's, 2024\)](#) findings linking grammatical accuracy to increased language confidence and willingness to communicate in the target language. Initial observations highlighting the necessity of translation methods correspond with [\(Sundari & Febriyanti's, 2021\)](#) research, which demonstrated that L1 use in EFL classrooms reduces anxiety and improves comprehension among students.

The pre-test served as an effective diagnostic tool, supporting [\(Isbell's, 2019\)](#) emphasis on diagnostic assessment in second language learning. The significant improvement in post-test scores validates the effectiveness of the PPP approach in meeting curricular requirements. The integration of these findings demonstrates that the PPP strategy effectively addresses both the technical aspects of grammar acquisition and the broader goals of language learning confidence and competence. The improvement in student performance, coupled with increased engagement and confidence, suggests that this approach provides a comprehensive framework for grammar instruction in EFL contexts.

4. CONCLUSION

The findings of this research underscore the critical role of effective grammar instruction in enhancing students' proficiency in English. By implementing the PPP (Presentation, Practice, Production) strategy, educators can create a structured and supportive learning environment that encourages students to engage with grammatical concepts actively. This method not only helps students understand the structural aspects of English but also builds their confidence in using the language, thereby addressing the common anxieties associated with learning grammar.

The implications of this research extend beyond individual classrooms. Firstly, by adopting the PPP approach, teachers can foster a more inclusive environment that caters to diverse learning needs, allowing every student, regardless of their starting proficiency, to grasp complex grammatical constructs. This approach highlights the necessity of tailoring instructional strategies to meet the varied linguistic backgrounds and capabilities of students, which is vital in a diverse classroom setting.

Furthermore, the research suggests that effective grammar instruction can have a lasting impact on students' overall language skills. By integrating interactive and communicative practices into grammar lessons, educators can ensure that students not only learn the rules but also apply them in meaningful contexts. This relevance to real-life communication fosters a deeper understanding and appreciation of the language, enhancing students' motivation to use English confidently.

Ultimately, the insights offered by this research serve as a valuable guide for educators seeking to enhance language learning outcomes. By focusing on systematic grammar instruction that emphasizes engagement and practical application, teachers can significantly improve students' communication skills and equip them with the tools needed for effective interaction in English as a Lingua Franca. Such advancements can contribute to greater linguistic competence and inspire lifelong learning in a globalized world.

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