



Triple P Strategies in Improving Vocational Students English Speaking Skill: An Empirical Study

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Abstract

This study aims to analyse the effectiveness of the Triple P (Presentation, Practice, Production) strategy in improving vocational school students English speaking skills. The research method used is classroom action research (PTK) with the research subject of DKV class X students at SMK Diponegoro Depok. Data were collected through observation, interviews, and speaking ability tests before and after implementing the Triple P strategy. In addition, students show a positive perception of this method, which motivates them to be more active in learning English. The Triple P (Presentation, Practice, Production) strategy effectively enhances the English-speaking skills of vocational students. This study at SMK Diponegoro Depok shows improvements in fluency, accuracy, pronunciation, and use of descriptive text. Results from pre-and post-tests, observations, and interviews confirm these enhancements. The strategy's relevance lies in its practical benefits for vocational education, addressing students' challenges like limited English exposure. However, the study's focus on one school and student group limits generalizability. Future research should explore broader student populations and technology integration. This study provides a roadmap for implementing Triple P, improving students' employability and professional performance.

Keywords: *Triple P Strategy; Speaking Skills; English, Vocational; Classroom Action Research*

Introduction

The ability to communicate effectively in English is a critical skill for students in vocational schools, given the increasing globalization and the demand for proficiency in English within various professional domains. Despite recognizing its importance, vocational school students often face significant challenges developing their English speaking skills. These challenges include limited exposure to English, lack of practice opportunities, and the absence of engaging instructional strategies that cater to their specific learning needs. Addressing these challenges is essential to enhance students' language proficiency and prepare them for future professional endeavours.

This study focuses on the Triple P (Presentation, Practice, Production) strategy's effectiveness in improving vocational school students' English speaking skills. The Triple P strategy is a well-structured

instructional approach that involves presenting new language material, practising the language in controlled contexts, and then producing the language in more communicative and less structured activities. This strategy is designed to provide comprehensive language practice, crucial for language acquisition and fluency.

Previous research has shown that the Triple P strategy can significantly enhance language learning outcomes. For example, Harmer (2008) highlighted that structured practice followed by production activities helps reinforce language learning and improves students' ability to use the language spontaneously. Similarly, Richards and Rodgers (2014) emphasised that the Triple P model supports incremental learning, allowing students to build their language skills progressively. The current study employs a classroom action research (PTK) method to investigate the application of the Triple P strategy among DKV class X students at SMK Diponegoro Depok. Classroom action research is a reflective process that allows educators to implement, observe, and refine teaching strategies to improve educational outcomes. Data for this study were collected through observations, interviews, and tests of speaking ability conducted before and after implementing the Triple P strategy.

Preliminary observations suggest that students positively perceive this method, reporting increased motivation and engagement in learning English. This study aims to contribute to the existing body of knowledge by demonstrating the efficacy of the Triple P strategy in enhancing English speaking skills and by providing practical recommendations for its implementation in vocational education. The outcomes of this research are expected to have significant implications for curriculum development and instructional practices, ultimately benefiting vocational school students by equipping them with essential communication skills for their professional future.

Several issues were noted regarding students' writing and character. Initially, in speaking exercises, students primarily rely on the vocabulary provided by the teacher, indicating a lack of independence in seeking information from alternative sources and using varied vocabulary. Secondly, disruptions during teaching and learning were observed as a significant issue. Students were found to engage in activities such as using social media and playing games instead of focusing on learning. Lastly, a lack of literacy awareness and self-control regarding smartphone use during the teaching and learning process were identified as critical problems.

Method

The researchers are conducting Classroom Action Research to enhance the classroom's learning process and education. Harmer (2001) defines classroom action research as a method teachers use to evaluate the success or suitability of specific activities and improve learning. Burn (2010) adds that it aims to change or improve problematic situations. Mills (2000) emphasises that it involves studying how schools' function, how teaching is implemented, and how well students grasp the learning process. Observation data was collected and analysed in multiple cycles or phases, including planning, action, observation, and reflection. Collaboration between researchers and the English teacher was crucial, involving identifying problems, devising solutions, implementing plans, and reflecting on outcomes.

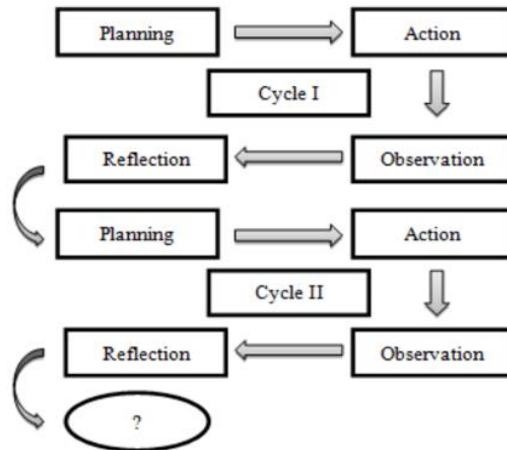


Figure 1. Illustrates the Kemmis and McTaggart study model in the following way

This study followed a structure of two cycles, each with two meetings and four phases: action planning, action execution, action observation, and reflection on each cycle's actions, all based on the analysis of current issues. However, evaluating learning outcomes involved assessing, individual completeness to determine whether to proceed or terminate the research after a given cycle. Per the criteria, a student was deemed complete if they achieved a minimum completeness score of 80, classical completeness required that at least 85% of students in the research class meet this criterion.

The study employed multiple instruments to collect data, ensuring a comprehensive approach to evaluating the impact of the Triple P strategy on students English speaking skills. The instruments included observation checklists to monitor student engagement and participation during lessons, interview guides to gather insights from both students and teachers regarding their perceptions of the strategy, and speaking ability tests administered before and after the intervention to measure improvements quantitatively. These tests assessed fluency, accuracy, pronunciation, and the effective use of descriptive text.

The research followed the Kemmis and McTaggart model of classroom action research, conducted over two cycles (planning, action, observation, and reflection). In Cycle 1, lesson plans incorporating the Triple P strategy focused on descriptive text were developed and implemented over four weeks, with three sessions per week. Each session included a presentation phase to introduce new vocabulary and grammar, a practice phase for structured exercises and role-plays, and a production phase where students created and delivered their presentations. Observations were documented using checklists, and initial reflections were analysed to identify areas for improvement. In Cycle 2, adjustments were made based on reflections from Cycle 1, and revised lessons were conducted over another four weeks following the same framework. Continued monitoring and final reflections were conducted, analysing post-intervention speaking tests and interview data.

Data analysis combined qualitative and quantitative methods. Observational data and interview responses were thematically analysed to identify common patterns and perceptions of the Triple P strategy. Speaking test scores were analysed using paired t-tests to compare pre-and post-intervention performance, providing statistical evidence of significant improvements in speaking skills. To ensure validity and reliability, the study adopted triangulation of data sources, inter-rater reliability with multiple observers, and pilot testing of the speaking ability test with a small group of students. The study assumed the adaptability of the Triple P strategy to the vocational school context and active student participation. Paired t-tests were used to analyse differences in speaking test scores, chosen for their ability to compare related samples and determine statistically significant differences.

The study's scope was limited to one vocational school and a specific group of students, which may affect the generalizability of the findings. The population for this study consisted of tenth-grade students enrolled in the DKV (Design et al.) class at SMK Diponegoro Depok, a vocational high school in Yogyakarta, Indonesia. A purposive sampling technique was employed to select participants for the study, ensuring that the sample adequately represented the target population of vocational students with varying levels of English proficiency. The intervention's success relied heavily on student engagement and the teacher's effectiveness in implementing the strategy. Future research could expand the sample size and include multiple schools to enhance the robustness of the findings. This study ensures replicability and validation by providing detailed methodological information, contributing to the broader field of educational research on improving English speaking skills in vocational settings.

The assessment criteria for creating descriptive texts were identified to analyse the test, and a scale was developed for each criterion. These assessment requirements for producing descriptive writings were derived from the ESL (English as a Second Language) program, adapted from Nurgiyantoro (2013).

Table 1. The Assessment Components of Producing Descriptive Texts

No.	Aspect	criteria	Score Range
1.	Content or ideas developed	Background of title selection	1-5
		Accuracy of writing with the title	6-10
2.	Content organisation	Compilation of description paragraphs	11-15
		Description of facts in sentences	16-20
3.	Grammar	Communicative language	6-10
		Sentence effectiveness	11-15
4.	Style	Expression	1-5
		Vocabulary	6-10
5.	Mechanic	Word writing	1-5
		Use of punctuation	1-5
		Total	100

Descriptive qualitative analysis and descriptive statistics were the analysis methods employed in this study. Descriptive statistics were utilised to analyse quantitative data, whereas qualitative descriptive analysis was applied to analyse qualitative data. Quantitative data were derived from pre-test scores, which assessed the initial ability to write descriptive texts, and post-test scores for each cycle, measuring the impact of the Triple P technique. Qualitative data were gathered from observations, field notes, and interviews with classroom teachers.

Finding and Discussion

The findings underscore the effectiveness of the Triple P strategy in enhancing language skills among vocational students, who often struggle with English proficiency. The Triple P strategy addresses critical challenges such as limited practice opportunities and a lack of engaging instructional methods by incorporating a structured approach to language learning. This improvement is crucial for vocational students as it prepares them for the global workforce, where English proficiency is increasingly essential.

The pre-and post-intervention speaking test scores provided clear evidence of the strategy's impact. A paired t-test analysis showed a statistically significant improvement in the student's speaking abilities, confirming the positive effects of the Triple P strategy. Observational data supported these findings, highlighting increased student participation and confidence during speaking activities. Interview

responses further validated the results, with students expressing a greater interest in learning and using English.

A table checklist is prepared for each CAR meeting. The checklist table is used to evaluate learning at each meeting. Then, each stage of the meeting is observed and used as evaluation material to develop the next meeting. The results of observations are also used to conclude learning progress during the implementation of Problem-based Learning (PBL). Learning is demonstrated through two cycles, each of which is held in two meetings. For that purpose, three meetings were observed. The dominant facts are concluded in Table 2 below by highlighting essential teaching aspects.

Table 2. Class Observation

Cycle 1	
Meeting 1	<p>The class began promptly and lasted approximately 90 minutes, with most students attending. This facilitated smooth and manageable teaching. The teacher and observers collaborated to ensure proper time management, and our frequent communication with the teacher aided in maintaining control during the teaching and learning process.</p> <p>However, we observed that some students lacked collaboration, with only a few being diligent in their group work. Many seemed unmotivated, possibly due to the new teacher and their limited understanding of English. Additionally, many students did not pay close attention to instructions.</p> <p>During the first meeting, the teacher introduced the topic of descriptive text, aiming to stimulate students' speaking skills through a complex explanation. However, this initial meeting was challenging due to the lack of familiarity between the teacher and students, resulting in limited interaction.</p>
Meeting 2	<p>In the second meeting of the first cycle, approximately ten per cent of students brought headphones to class, requiring the teacher to be particularly attentive to time management. Despite this, the class started on time as scheduled.</p> <p>Initially, the teacher reviewed previously covered material to ensure students understood the lesson's main points. While students were beginning to grasp the concepts of descriptive text, their enthusiasm remained low. To address this, the teacher needed to employ additional learning strategies or media to make the lessons more engaging and enjoyable. Consequently, students were grouped randomly, highlighting the need for the teacher to categorise students based on their capabilities for future cycles.</p>
Cycle 2	
Meeting 1	<p>While implementing the Triple P model with descriptive text, students divided into four groups had the opportunity to practice their speaking skills based on the material provided. They also practised their writing through exercises presented by the teacher. Initially, some students found it challenging to grasp the concept of the model, but observers patiently explained and taught them until they understood.</p> <p>In the initial meeting, students actively participated in the teacher's presentation and paid attention. Some students showed high motivation to understand the teaching material and instructions, demonstrating a strong desire to learn.</p>

	<p>However, the rest of the students appeared less interested in English but still participated in the activities. To enhance the learning experience, the teachers incorporated small games to activate and motivate the students before and during the learning process.</p>
Meeting 2	<p>In the morning session, the class started late as some students had not arrived yet. However, after a brief wait, most of the students were present. The teacher began by taking attendance and then explained the material for the day. Towards the end of the session, students found it relatively easy to understand the instructions, and this part of the lesson was delivered effectively.</p> <p>The students demonstrated a good understanding of the teacher's presentation on descriptive text. Once they grasped the concept, the teacher encouraged them to practice speaking in front of the class. Initially, they were hesitant and spoke in broken English, but as they gained confidence, they began to speak more fluently. Each student invited a classmate to take turns speaking and explaining the topic.</p> <p>Providing feedback took longer than expected. Self and peer collaborative reviews were conducted before and during this phase to ensure that the teaching and learning process stayed on track. Despite some students appearing sleepy, they were enthusiastic about the activity overall. In the final stage, the teacher instructed them to produce what they had learned, which involved completing a worksheet to demonstrate their understanding and practising their speaking skills with their peers.</p>

Interviews with students were conducted to determine their shortcomings, needs, desires and perceptions of the English teaching and learning process. There may be differences between the student's and teacher's perspectives. For this purpose, teachers are also interviewed before teaching. Researchers will analyse the differences in perspectives between students and teachers. The urgency of the problem will be prioritised for consideration in teaching development. The results are considered when developing teaching content, strategies, and techniques and preparing teaching media. Based on interviews with three 12 students and a class X DKV teacher, several problems were revealed in Table 3.

Table 3. The Student and Teacher interview

No	Aspects	Problems
1	Students Lack	The limitation of practising speaking skills is that students use English restricted in the classroom while studying English. Code-switching and code-mixing were mainly used during the meeting.
		Students wanted to improve their speaking skills.
		Students had an obstacle in listening. Listening was more difficult than other skills.
		Students lacked pronunciation skills and had limited vocabulary.

		When listening to the conversation, students sometimes confuse the accents of English Americans and English British.
		When listening, students also faced difficulties in comprehending the conversation due to the way native speakers were speaking, including the accent, intonation, and speed of speaking.
2	Students need and want	Students needed to improve speaking, reading, and listening skills. Students prefer materials or activities related to: <ul style="list-style-type: none"> - Listening to the music - games - Speaking - Reading stories and enriching vocabulary and pronunciation. - Prefer group work.
3	Learning process	The daily materials mostly came from the teachers rather than students' books.
		High-motivated students were not interested in working in groups. This was caused by the students' low motivation, who were not motivated to follow the teacher's instructions. High-motivation students were dominantly doing group work.
		The teacher did not directly check the process of group work. The focus of the peers teaching only on the result. She did not manually check the process, and there was no peer review. Therefore, the students who did not involve themselves in group work could not be accurately detected and controlled.
		The Internet and other learning media were not optimally used, mainly paper as a medium for teaching and learning.
4	Students' perceptions	Students feel unfair when doing group work. Because The teacher only scored teamwork results without assessing the personal effort of each member.
		The teacher sometimes does not focus on teaching English materials. However, the students were interested in listening to the teacher's narrative, life experience, and other meaningful, authentic stories.
		The teacher hurriedly taught one topic to another without considering the student's comprehension or achievement.

4	The teacher's perspectives of the student's lack, wants, and needs.	<ol style="list-style-type: none"> 1. Teachers feel that students have low motivation in the speaking section due to limited time. 2. Teachers have limited time to teach speaking skills to students. 3. The teacher feels students lack vocabulary, especially in speaking. So, students cannot fully understand the context of what is being discussed. 4. Teachers feel that students do not pay enough attention to the teacher's teaching. 5. Teachers feel that students prefer to work in pairs or groups rather than individually in the teaching and learning process. 6. Teachers pay less attention to student progress during the learning process. 7. Teachers feel that students with high knowledge prefer to be active learners than students with low knowledge. 8. The teacher asks students to present their assignments individually. 9. In the assessment section, teachers have individual rubrics to provide or assess student assignments (formative and summative). 10. Students are less motivated to search for reading sources individually/without teacher instruction. They are only interested in finding learning materials based on the teacher's instructions.
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In Cycle 2, the researcher evaluated the result of using the Triple P (Presentation, Practice, Production) strategy to improve students' speaking skills. In the first cycle, in the last meeting, the researcher asked the students about their obstacles and problems in learning to speak and participate in the lesson. The evaluation was obtained from the student's test results and the researcher's observation of the student's behaviour. The researcher used the observation sheet and post-test.

Based on the data, the average score was 66.44, with the highest score being 80 and the lowest being 44. Only eight students, or 44%, scored 75 or higher, meeting the passing grade, while ten students, or 56%, did not meet the passing grade in the post test for Cycle 1. This indicates that Cycle 1 did not address the students' challenges in improving their speaking skills. Consequently, the researcher deemed it necessary to conduct a second research cycle. This conclusion is further supported by observational data, highlighting several issues: some students scored below 75, some were still confused about the material, and some remained passive or shy during speaking activities, requiring additional motivation and guidance. Based on these findings, the researcher implemented a second cycle to achieve better results.

In Cycle 2, the researcher also evaluated using the Triple P (Presentation, Practice, Production) strategy to improve the students' speaking skills during the learning process. After that, the researcher observed the post test result, which was conducted in the last meeting of Cycle 2. Based on the data, the average score was 76.22, with the highest score of 84 and the lowest 56. Notably, 15 students, or 83%, scored 75 or higher, meeting the passing grade, while only 3 students, or 17%, did not meet the passing grade. This indicates that the post-test of the second cycle was successful. Cycle 2's post-test results suggest that the Triple P method was effective and positively impacted improving students' speaking skills. The comparison between student achievements in the Cycle 1 and Cycle 2 post-tests is illustrated in the graph below, highlighting the significant improvement in students' performance.

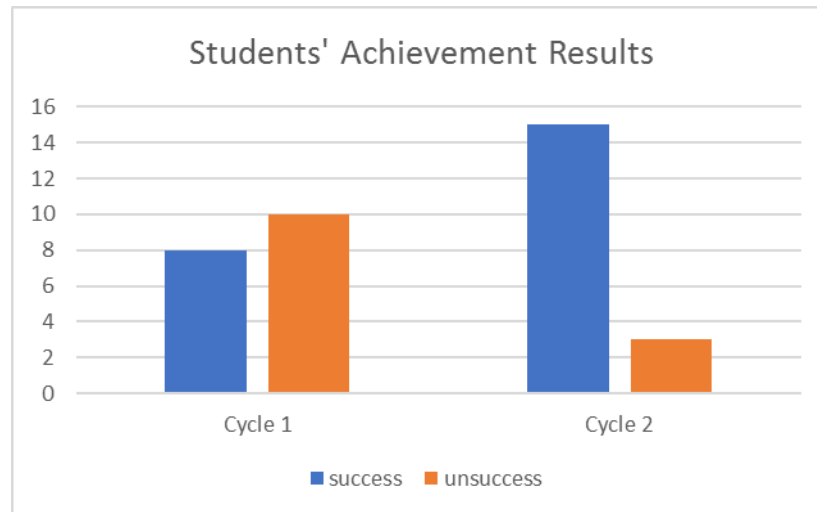


Figure 1. Students' Achievement Result

Based on the picture above, it is evident that the number of successful students in Cycle 2 increased from 8 to 15, representing an 87.5% improvement. Conversely, the number of unsuccessful students decreased from 10 to 3, a reduction of 70%. These results suggest that the repeated application of the Triple P strategy for improving speaking skills is efficient in the classroom. Additionally, the Triple P strategy positively impacted the post-test results for each speaking aspect in Cycle 1 and 2. The achievements in each speaking aspect are illustrated in the picture below, demonstrating significant improvements across the board.

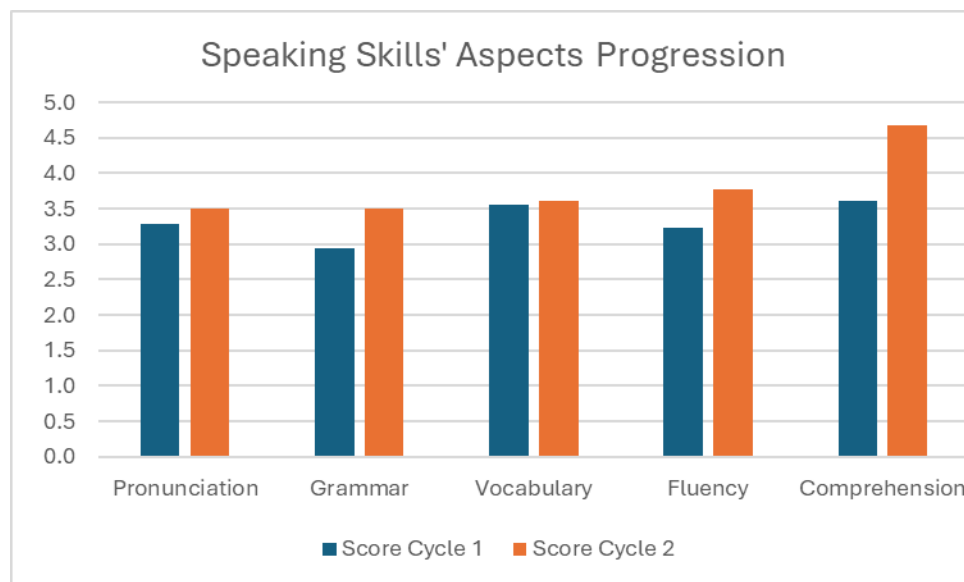


Figure 1. Speaking Skills' Aspects Progression

Based on the graph above, it is clear that the Triple P method significantly improved all aspects of speaking, including pronunciation, grammar, vocabulary, fluency, and comprehension. By repeating the method in Cycle 2, the students' achievements in these speaking aspects showed marked improvement. The consistent application of the Triple P strategy effectively enhanced the overall speaking skills of the students, as evidenced by the noticeable progress depicted in the graph.

While the school provides facilities such as a language laboratory and classroom resources to support English language teaching (ELT), these are not being effectively utilised by educators or students. The language laboratory remains underused, which could significantly enhance ELT, especially for writing skills (Rahamath & Shanthi, 2022). A fully utilised language lab would allow students to access various references, expanding their language knowledge and improving their speaking skills. Maintaining a clean classroom is crucial for creating a positive learning environment. Although classrooms are equipped with necessary materials and students can access textbooks, they often neglect to use printed dictionaries despite teacher instructions. Dictionaries are invaluable tools for finding new words, selecting appropriate vocabulary, and using correct grammar and tenses (Nation, 2013). Moreover, the school's extracurricular activities are limited, with only a Language Literacy program that not all students participate in. Engaging more students in such activities could enhance their speaking skills through additional language practice (Johnson, 2008). Before implementing Classroom Action Research (CAR), a pre-test was conducted to identify students' speaking weaknesses. The results indicated that students lacked vocabulary and knowledge of speaking mechanisms, negatively impacting their speaking abilities. Interviews with both teachers and students supported this finding. Adequate vocabulary and understanding of speaking mechanisms are vital for effective communication, as they help students choose the right words and construct well-formed sentences and paragraphs (Nation, 2013). Therefore, teachers must enhance these aspects before engaging students in speaking activities. Developing students' vocabulary and speaking mechanisms is critical to improving their speaking skills.

The Triple P (Presentation, Practice, Production) model is a powerful tool for enhancing vocational students' speaking skills, covering pronunciation, grammar, vocabulary, fluency, and comprehension. Each phase of this model significantly contributes to their speaking abilities. This model's positive impact on students' speaking skills is evident from the results of the post-test cycles. Teachers introduce new vocabulary and grammatical structures relevant to the student's vocational field in the presentation phase, using real-world scenarios, pictures, or videos. This approach improves comprehension as students encounter new language in a vocational context, making it easier to understand. Exposure to job-specific terms also strengthens their professional vocabulary.

The practice phase focuses on controlled activities to reinforce the introduced language. Teachers use drills to target pronunciation and grammar, while role-playing helps students practice relevant dialogues. This phase helps students refine specific sounds and intonation patterns, improve pronunciation, and solidify newly learned grammar structures. In the production phase, students independently use the learned language for spontaneous communication. Activities include debates, discussions, and presentations on vocational topics, improving fluency and comprehension. Engaging in these activities strengthens their ability to understand spoken language and communicate effectively.

In fostering students' Problem-Based Learning (PBL) skills, the Triple P (Presentation, Practice, Production) method was applied during the Classroom Action Research (CAR) cycles. The speaking products from the pre-test and post-test served as the data, indicating the progress in students' speaking skills. The significant improvement observed in students' speaking skills due to CAR underscores the importance of investigating the effectiveness of the Triple P method. According to Harmer (2004), the Triple P method modifies the audio-lingual method, focusing on producing target language in context rather than the repetitive practice of context-free language. Implementing the Triple P model involves three main stages: presentation, practice, and production. In the presentation stage, the teacher introduces learning topics aligned with the syllabus, often using visual aids or technology like PowerPoint presentations. Attention is paid to ensure the media is relevant to the topic and introduces new vocabulary. The practice stage focuses on oral language skills, aiming to develop students' language use habits through repetitive exercises such as repetition or responding to teacher questions.

Conclusion

Implementing the Triple P (Presentation, Practice, Production) strategy has proven to be highly effective in enhancing the English-speaking skills of vocational school students at SMK Diponegoro Depok. This study demonstrated significant improvements in students' fluency, accuracy, pronunciation, and ability to use descriptive text effectively. These improvements were quantitatively confirmed through pre- and post-intervention speaking tests and qualitatively supported by observations and interviews, highlighting increased student engagement and motivation. The relevance of this study is underscored by its practical implications for vocational education. Given the critical importance of English proficiency in today's globalised professional environment, the Triple P strategy provides a structured, engaging, and practical approach to language learning. It addresses the specific challenges vocational students face, such as limited exposure to English and the need for engaging instructional methods, thereby better preparing them for their future careers.

However, the study also acknowledges certain limitations, including its focus on a single school and a specific group of students, which may affect the generalizability of the results. Future research should aim to include a broader range of vocational schools and student populations to validate these findings. Investigating the long-term retention of language skills and integrating technology into the Triple P framework could further enhance its effectiveness. This study reinforces the value of the Triple P strategy and provides a practical roadmap for its implementation in vocational education. By improving English speaking skills, this strategy equips students with essential communication capabilities, thereby enhancing their employability and professional performance. This contribution to educational practices holds significant potential for broader application and future research.

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