

The Impacts of Grammar Translation Method Versus Presentation Practice Production on Saudi Students' Writing and Speaking Abilities

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Abstract: Presentation Practice Production method (PPP) seems as a potential new method for improving the writing and speaking performance of English as a Foreign Language university students. The goal of this research was to examine the impact of using presentation practice production versus the grammar-translation method on writing and speaking performance among Saudi EFL students. Eighty-eight students aged twenty and twenty-one years old participated in this study with an equal number of male and female students selected from the Faculty of Education, University of Tabuk in Saudi Arabia. The participants were randomly assigned to two groups. This research used a quantitative research design. Data was collected using a writing and speaking achievement test to assess the students' writing and speaking performance. The result showed that there was a significant effect of using the PPP method on the students' proficiency in writing compared to the GT method at $P < 0.001$. The findings indicated that students who use the PPP method scored higher than the group who use the GT method. The study concluded that PPP could be suitable for third-year students to help them increase their performance in speaking compared to Grammar-Translation (GT). Also, Training students on Presentation Practice Production (PPP) enhances students' practice and the exchange of ideas in the classroom.

Keywords: Grammar Translation, Presentation Practice Production, Saudi EFL Students, Writing and Speaking Performance.

1. Introduction

English has been one of the most evolving languages in several parts of the world. It has become widely used in several aspects of life and many countries use it as a native language while in others English has become a second language, and some countries teach it as a foreign language [1]. In Saudi Arabia, English is used as a foreign language throughout all academic institutions, right from the fourth grade till the first year of college. English as a foreign language student in Saudi Arabia are expected to master all the basic language skills including writing, reading, speaking, and listening. Most Saudi EFL students receive education in the English language for nine years at the school level, which helps them to possess sufficient mastery of the grammatical competence of the language. Hence, they do well at the grammatical status of the language but lack the skills and ability to demonstrate fluency and accuracy knowledge, mainly in speaking and writing [2].

Saudi EFL students who learned English language for many years at school and higher education level may have acquired the skills and ability to pass the grammar exam and achieve high scores, but still, they lack the knowledge of other language skills such as speaking and writing. Therefore, they cannot use English very well in their day-to-day activities. Such conditions have taken the attention of language teachers and decision-makers in Saudi Arabia. This indicates that many investigations should be considered to help EFL students develop their linguistic and communicative competence. These investigations should be conducted to bring about the necessary modification and adaption of new teaching methods that emphasize productive skills, including speaking and writing, rather than focusing on receptive skills such as listening and reading [3].

Testing is the practice of employing a test as an instrument to assess a person's skill, knowledge, or performance in a certain field. The test is not intended to demotivate learners, but rather to reinforce learning and motivate them to improve their performance and learning. Corder [4] argues that language examinations are evaluation devices that are applied to learners rather than instructional materials or teachers. Examinations do not inform us immediately about the teacher's or resources' influence on the process of learning. They are intended to assess the learner's awareness or knowledge of competency in the language, at a certain point in the course.

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The presentation Practice Production (PPP) method is a deductive method that often fits into a lesson structure known as PPP. The teacher presents the target language and then allows students to practice it through very controlled activities [5]. In this study, the PPP method served as a teaching method where the teacher follows specific steps. First, presentation by introducing the target language in a natural context. Second, practice by allowing the students to use it in a limited framework. Third, production by providing the opportunity for students to use the language in a free environment. At the end of the course, students will complete an achievement test which will be developed by the researcher to evaluate their performance.

Grammar Translation (GT) method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Ancient Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language [6].

Previous research conducted on the impact of PPP method at the university stage has been demonstrated to impact positively on student's writing and speaking performance compared to GT method (Evitania, 2019; Ihsan, 2020; Mahfud, 2020). Nevertheless, there is still a complicated use of PPP method among EFL Saudi university students that manifest itself into the usefulness of PPP method in improving writing and speaking performance compared to GT method [7]. This examination explores the impact of using PPP method on the writing and speaking performance of Saudi EFL university students.

Presentation, Practice, and Production (PPP) is an interconnected method that can be divided into three parts: presentation, practice, and production. In a typical situational approach class, Richards and Rodgers [8] used a three-phase sequence known as the P-P-P cycle: Presentation, Practice, and Production.

Additionally, Harmer [9] describes PPP as a progression of Audio-lingualism. One of the objections levelled with audio-lingualism is that controlled exercises do not produce the type of language behaviour observed in real-life situations, and hence fail to promote communicative actions. This indicates that PPP is comparable to the Audio-lingualism approach in that controlled exercises are used but do not result in the type of language behaviour seen in reality.

The literature supports the use of the PPP strategies with several skills of the language. Hellström [7] investigated the difference between task-based language teaching versus presentation practice production: a comparison of two language teaching methods to encourage communication in the classroom. The research was conducted at the Swedish "Gymnasium" among high school students in 2015. The finding of the research revealed the difference between the levels of students in both groups before and after applying the treatment. The study also found that there is an increase in the students' grammar knowledge capability in grammar due to the application of the PPP method.

Ihsan [5] also explored the application of PPP for teaching speaking skills according to the perceptions of teachers and students in MI Masyhadiyah. This study used qualitative approaches such as questionnaires, interviews, and secondary data. The study revealed that the benefits of PPP implementation are varied. First, in the presentation, the instructor displays the learners a specific image and asks them if the individuals in it are at work or on vacation to elicit the knowledge that they are on vacation. Second, in practice, the teacher asks the learners to recite the phrase aloud. Finally, in production, at the end of the PPP cycle, production occurs, which some trainers refer to as "instant creation." Students are instructed to employ the new language (in this example, the present continuous) in their sentences.

Mahfud [10] examined the effect of the presentation, practice and production (ppp) method on students' writing descriptive text the first-grade students in the academic year 2019/2020. The study found that when teaching learners to write, the instructor should be cautious to choose a technique or approach that is appropriate for the topic and level of the students. After the use of the PPP method, students were motivated to practice their writing skills if this strategy is used. This strategy was acceptable for learners in Junior and first-year students in this paper.

Also, in Indonesia, Cahyono [11] investigated the relationship between Indonesian EFL learners' speaking ability and writing competence at two levels: individual and across qualifications. The study included 74 English Language Teaching majors (ELT). They were enrolled in the Essay Writing course at Universitas Negeri Malang (State University of Malang), East Java. Exemplification, comparison/contrast, categorization, process discussion, and reason discussion were among the five categories of essays presented to the student-teachers. According to the findings, the better their success in producing ratings, the higher their speaking ability scores. The learners' speaking and writing skill findings were similar throughout competence levels. This means that the learners with the highest levels of achievement also had the highest levels of the two productive talents.

In Jordan, AL-Khataybeh and AL-Awasa [12] studied the effect of using Web Quest on improving seventh-grade female students' writing skills in the Southern Almazar directorate of education. The sample of the study comprised (100) seventh-grade female students who were randomly selected from three schools and distributed into two groups. The findings of the study indicated that there were statistically significant differences at ($\alpha = 0.01$) between the experimental

group and the control group in favour of the experimental group, and there were statistically significant differences at ($\alpha = 0.01$) between the (two hours) and (four hours) of the experimental group in favour of the (four hours).

Moreover, Al-Khataybeh et al [13] investigated the effect of using Renzulli learning system and SCAMPER strategy on developing tenth-grade writing English composition in Mu'tah Model School in Al-Mazar Directorate of Education during the second semester of the scholastic year 2015-2016. The researchers designed two topics to check the skills of the students in writing composition, validity and reliability were ensured. The findings of the study indicated that there were statistically significant differences at ($p=0.05$) before and after applying Renzulli learning system and SCAMPER strategy in favour of Renzulli learning system and there were no statistically significant differences between the students due to gender.

On the other hand, Chastain [14] claimed that grammar-translation approach (GT) was employed for EFL. This approach was established in Greece and Rome to teach classical languages like Latin and Greek. Furthermore, Richards & Rodgers (2001) stated that its purpose was to know everything about everything more than the object itself. The aim of employing the grammar-translation approach was for learners to learn a foreign language through translation. It is stated in GT that by learning target language norms and grammatical structures, learners may readily grasp the target language.

Larsen-Freeman [15] argued that grammar is taught deductively via the grammar-translation approach, with an emphasis on rote memorizing of grammatical structures and terminology. Grammatical policies are taught, and learning occurs language by putting the principles into practice in a genuine setting. According to Thanasoulas [16] the learner studies language to get acquainted with target language literature. The second language literature is translated into the local language, and vocabulary and grammatical rules are mastered. Cunningham [17] believed that GT to be a good method for learners of all levels studying a second language. Conversely, Damiani [18] stated that the grammar-translation approach is the best approach to teaching grammar and vocabulary and the instructor feels that his/her students are learning, but in any other method the teacher is unsure if learners are learning the language.

Al-Dosari et al [19] argued that teaching English as a foreign language is a difficult endeavour. English is only used for a few things in Saudi Arabia. English instruction in Saudi Arabia begins in elementary school. Despite good overall planning, purposeful curriculum, integrated textbooks, and qualified teachers, success tends to fall short of expectations. Therefore, he suggested that diagnostic research be conducted in various language areas and skills so that teachers can identify the types of issues and the corresponding factors. He also suggested that teachers employ various techniques of instruction in addition to the GTM.

Al Nassir [20] demonstrated that acquiring vocabulary is a crucial component of learning a second language. According to SLA experts, an explicit vocabulary approach is more successful than an incidental vocabulary strategy, particularly for learners at the primary competency level. Previous research has demonstrated that the translation technique is an effective style of instruction for teaching English vocabulary to ESL and EFL students at the primary level.

Abdullah [21] stated that learning a second language was originally done for the sake of enjoyment or intellectual growth, but with fast technological advancement, new vistas of knowledge have opened up to the human mind. People from all languages, regions, and nations have contributed to this technological advancement, therefore acquiring a second language has become a necessity, and in some circumstances, an inevitability. As a result, specialists have attempted from time to time to propose the finest method of learning a foreign language, and among them, the grammar-translation and direct methods are of the highest value, as all other methods and approaches appear to have sprouted from these two. This study aimed to provide a full examination of two of the most popular and widely used strategies and methods for teaching a second language, namely the grammar-translation method and the direct approach since all other techniques have evolved from these two primary techniques.

2. Methodology

2.1. Design

This research was conducted using a quantitative design to collect, analyze, and interpret the data. The study used a quantitative method to better understand English as a foreign language regarding the relationship between gender, writing, and speaking performance in Saudi universities by using PPP Vs GT methods. The study was conducted over two weeks. The same group was presented with the instruments. There are different sources from where quantitative data was collected to broaden the understanding and awareness of all the aspects associated with foreign language learning and students' capabilities in dealing with foreign language learning, specifically within a Saudi university environment.

2.2. Participants

The participants in this study were chosen based on convenience sampling from the total population of the EFL Saudi university students (N= 720) who were studying in their third year at the university of Tabuk in Saudi Arabia. The sample size was 88 students enrolled in the third year, 44 female and 44 male Students. The English proficiency level of all students had already been assessed by the department upon their entrance into the university as they were obliged to take the placement test before the commencement of their English courses. The participants of the study were sampled because of their availability and convenience of participation. Another reason for choosing the participants of the study at this level was to make sure that students had as little knowledge as possible about the target structure of the study. The consent of the participants was obtained after explaining to them the nature of the study and its purposes. The students volunteered to participate in the study.

2.3. Instrument

As the aim of this study was to investigate the impact of using presentation practice production versus grammar-translation method on writing and speaking performance among Saudi English as a foreign language, a Writing Achievement Test and Speaking Achievement Test were used as instruments for data collection. Both tests were designed by the researchers.

The study used a rubric for both of the achievement tests to be graded. Both tests were validated by being presented to a group of judges in the field of education. The experts provided their opinions and views on the content of the tests.

2.3.1. Writing achievement test

All participants were asked to write an essay titled "a description of your house/ flat (real or imaginary) for a website to sell it, or a narrative paragraph about a nightmare journey you had (or invent one)." The participants were asked to produce a minimum of 150 words to "state, explain, and support" their opinions on the issue. The essays were written under controlled conditions in lecture halls at Tabuk University. The researcher and three male colleagues supervised the male students while three female colleagues supervised the female students. All supervisors are from the University's Department of Languages and Translation.

The purpose of this instrument was to provide material for two kinds of discussion. Firstly, it enabled the researcher to examine the participants' overall strengths, weaknesses, and overall competence in their command of the English language, resulting in a holistic score. Secondly, it allowed the participants to use various grammatical forms. According to the holistic scale noted above, two English native speakers checked the students' writing and rated each script, giving it a score in the range of 1-5.

2.3.2. Speaking achievement test

The speaking task was designed to examine the participants speaking performance holistically. It was designed to compare writing and speaking performance. Each of the 88 participants was asked to produce an individual speaking task, and participants were given 10 minutes to respond to the speaking topic " Describe your home or apartment".

2.4. Research procedures

The study was conducted among 88 third-year students at the University of Tabuk in Saudi Arabia. Students were asked to take a writing achievement test and a speaking achievement test. The purpose of these tests was to find out the student's ability to use PPP method and GT method to evaluate their English proficiency level. Students' paper was rated by two expert English lecturers from the University of Tabuk, who are expert in the area of English writing and speaking. The results showed that there is a significant difference between the two achievement tests, Writing PPP, Writing GT and Speaking PPP, Speaking GT.

3. Results and discussion

3.1. Results

To address the objective of the present study, the researcher extracted the mean scores and standard deviation of the use of the PPP method on the students' proficiency in both writing and speaking compared to GT method. Furthermore, the test was run to find out whether there is an impact of using PPP method on students' proficiency in both skill writing and speaking compared to GT method. The following tables indicate the results of PPP Method on Students' Proficiency in Writing and speaking Compared to GT Method.

Table 1: The Results of PPP Method on Students’ Proficiency in Writing Compared to GT Method

	<i>Number</i>	<i>mean score</i>	<i>standard deviation</i>	<i>t score</i>	<i>difference</i>	<i>significance</i>
Writing PPP	44	4.38	.492	16.75	87	.000
Writing GT	44	2.52	.549			

F (87, t= 16.75 p<.000)

Table 1 shows that the mean score of PPP writing method was 4.38 and the standard deviation was .492, while the mean score of the GT method was 2.52 and the standard deviation was .549. The result indicates that the group who use PPP method scored higher than the group who use GT method F (87, t= 16.75 p<.000). To conclude, the result shows that there is a significant effect of using PPP method on students’ proficiency in writing compared to GT method.

Table 2: The Results of TTT Method on Students’ Proficiency in Speaking Compared to GT Method

	<i>Number</i>	<i>mean score</i>	<i>standard deviation</i>	<i>t score</i>	<i>difference</i>	<i>significance</i>
Speaking PPP	44	4.45	.588	15.05	87	.000
Speaking GT	44	2.56	.586			

F (87, t= 15.05 p<.000)

Table 2 reveals that the mean score of PPP speaking method was 4.45 and the standard deviation was .588, while the mean of the GT speaking method was 2.56 and the standard deviation was .586. The result indicates that the group who use PPP method scored higher than the group who use GT method F (87, t= 15.05 p<.000). In summary, the statistics of the above table confirmed that there is a significant effect of using PPP method on students’ proficiency in speaking skill compared to GT method.

3.2. Discussion

The purpose of this study was to determine whether Presentation Practice Production (PPP) methods can improve students' proficiency in both writing and speaking skills compared to Grammar-Translation (GT) method in third-year university students. Further, the researcher obtained the results of the study by carrying out an Independent Sample T-Test on means of the group who use PPP method compared to GT method and due to gender. However, as the researcher had anticipated, the results showed that the PPP method had a positive effect on improving the students' proficiency in both writing and speaking compared to GT approach.

The research question concentrated on the impact of using PPP method on the students’ proficiency in writing and speaking compared to GT method. The results showed a significant difference between the group that uses PPP method and the group that use GT method. It was indicated that the PPP method was better than GT method. The use of the PPP method could be beneficial to students’ proficiency in increasing their writing and speaking skills compared to GT method.

These findings were in line with previous studies [3, 7, 12, 18, 22, 23, 24]. These studies have suggested that using PPP method among EFL students to improve their writing and speaking seemed to be beneficial. However, it should be remarked that the findings were not in line with Pham [24], which highlighted that there was no effect of using PPP method on students’ writing and speaking, since PPP method does not support students in developing their skills in writing and speaking.

This study, however, clearly demonstrated that engaging Saudi EFL students in PPP method allowed them to build and succeed better on their writing and speaking skills compared to GT method. Likewise, these findings advised that using PPP method among Saudi EFL university students could enhance them by using this strategy to improve their writing and speaking. The PPP method is crucial for instructors as well if they want to ensure their students' validity and reliability in writing and speaking. PPP can also enhance students' writing and speaking abilities, which is a true hypothesis.

4. Conclusion

The present study was conducted to reveal the impact of using the Presentation Practice Production (PPP) method vs the Grammar-Translation (GT) method on writing and speaking performance among EFL Saudi university students. According to the finding of the present study, the findings showed that there was a significant difference between the two, PPP method and GT method. However, the findings found that Presentation Practice Production (PPP) could be suitable for third-year students to help them in increasing their performance in writing compared to Grammar-Translation (GT). Furthermore, PPP could be suitable for third-year students to help them in increasing their performance in speaking compared to Grammar-Translation (GT). Also, Training students on Presentation Practice Production (PPP) enhances

students' practice and the exchange of ideas in the classroom.

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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