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The Impact of Presentation Practice Production (PPP) Strategy on EFL Intermediate School Students' Use of Adjectives

A B S T R A C T

There are many teaching strategies that teachers can use to enhance students' learning. This study aims at: Finding out the impact of presentation practice production Strategy on EFL intermediate school students' use of adjectives; Finding out if there is any statistically significant difference of experimental group's use of adjective variables including (quality, quantity and possessive in the post- test. During the first semester of the academic year (2024–2025). a sample of 60 Iraqi EFL second intermediate school students has been chosen randomly from Suhdaa AL-Taff Intermediate School for Boys in Kirkuk. The sample is split into two equal groups, the experimental and control groups. Age, parental educational background, and children' grades in English language courses from the previous school year (2023–2024) have all been equalized for both groups. An achievement post-test has been constructed to be a data collection, and the students result treated statistically. The result shows that the presentation practice production strategy is more effective in teaching EFL intermediate school students use of adjectives than the traditional teaching strategies.

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**اثر استراتيجية العرض الممارسة الانتاج على استخدام الصفات لدى طلبة المدارس المتوسطة للعراقيين
دارسي اللغة الانكليزية كلغة اجنبية**

رشا عيدان جليل / جامعة تكريت , كلية التربية للعلوم الانسانية

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الخلاصة:

هناك العديد من الاستراتيجيات التعليمية التي يمكن للمعلمين استخدامها لتعزيز مهارات الطلاب. تهدف هذه الدراسة إلى استكشاف تأثير استراتيجية العرض والممارسة والإنتاج (PPP) على استخدام طلاب

المرحلة المتوسطة لصفات اللغة الإنجليزية كلغة أجنبية، خلال الاختبار البعدي. وكذلك إيجاد فيما اذا كان هناك أي اختلافات إحصائية بين الصفات الكمية والنوعية والتملك في الاختبار البعدي. خلال الفصل الدراسي الأول من العام الدراسي ٢٠٢٤-٢٠٢٥، تم اختيار عينة مكونة من ٦٠ طالبًا من المرحلة المتوسطة الثانية في مدرسة شهداء الطف للبنين في كركوك بشكل عشوائي. تم تقسيم العينة إلى مجموعتين متساويتين: المجموعة التجريبية والمجموعة الضابطة. لضمان تكافؤ الظروف، تم توحيد العوامل المؤثرة بين المجموعتين، بما في ذلك العمر، الخلفية التعليمية للوالدين، ودرجات الطلاب في مادة اللغة الإنجليزية من العام الدراسي السابق ٢٠٢٣-٢٠٢٤. تم تصميم اختبار تحصيلي بعدي لجمع البيانات، وتم تحليل نتائج الطلاب إحصائيًا. أظهرت النتائج أن استراتيجية العرض والممارسة والإنتاج أكثر فاعلية في تعليم طلاب المرحلة المتوسطة كيفية استخدام الصفات مقارنةً بالاستراتيجيات التقليدية في التدريس. الكلمات المفتاحية: اثر , استراتيجية, الصفات, عرض , ممارسة

Section one: Introduction

1.1 Statement of the problem

Adjectives have many forms, they can be in a simple adjective, comparative, superlative and as possessive (s). Adjectives are of many types and must be written in specific order, and as mother of fact that adjectives can modify nouns even without appearing right before them in a sentence (Mohlaroyim, 2024), and this diversity of forms and usage of adjectives form a difficulty to the EFL learners.

1.2 Aim of the study

The present study aims at

1. Finding out the impact of PPP strategy on EFL Intermediate school students' use of adjectives in the post- test.
2. Finding out if there is any statistically significant difference of experimental group's use of adjective variables including quality, quantity and possessive in the post- test.

1.3 Hypothesis of the study

1. There are no statistically significant differences in the mean scores of the experimental group who taught by using PPP strategy and that of the

control group who taught by conventional method in their use of adjectives in the post- test.

2. There are no statistically significant differences among the mean scores of the experimental group in their use of adjective variables—including quality, quantity, and possessive in the post-test.

1.4 Value of the Study

The value of the study can be stated as:

1. This study may help EFL teachers by outlining the procedures that should be followed when teaching English to pupils in intermediate school using the suggested strategy.
2. From a practical standpoint, this study may benefit students in intermediate school by fostering favorable learning environments that will improve their English proficiency.
3. It will help in the development of the EFLs' teaching methodologies and curricula designs.
4. Provide a basis to further writings, and add to the body of the research in language teaching.

1.5 Limits of the Study

The study is limited to:

1. This Study is limited to boys in the second intermediate school students.
2. This study specifically examines the use of (quality, quantity, and possessive) adjectives and the form of comparative and superlative.
3. This study specifically examines the use of (time and manner) adverbs in the second intermediate school book
4. This study will be last for only eight weeks.
- 5.

Section two: theoretical background

2.0 introduction

PPP strategy is a cohesive strategy in a standard situational of the classroom, it is a school model (Sánchez ,1993, 2001, 2004). Richards and Rodgers (2001) implemented a three-phase sequence referred to as the P-P-P cycle: Presentation, Practice and Production. Therefore, the simplest and most concise definition of this model is a strategy to teach language items that involves presenting the item, practicing it, and then producing (i.e., using) it.

Contrary to what some writers believe, the PPP strategy does not stem from audio-lingual approaches (Kumaravadivelu,2006; Harmer, 2007) or behaviorist theories (Lewis, 1993). The freedom inherent in the final production phase is fundamentally at odds with audio-lingual methods (Richards & Rogers ,2014). The term "Presentation, Practice, Production" was coined by Done Byrne during the transitional period between situational language teaching (SLT) and communicative language teaching (CLT) in the UK, first appearing in his 1976 edition of "Teaching Oral English". While SLT contained the first two phases, the introduction of the production phase was a significant innovation that aligned with the emerging communicative approach explored by course book authors like Abbs and Freebairn around that time (e.g., 1975, 1977) in their Strategies series. As seen in Harmer's (1983) work .

However, the acronym PPP only gained widespread recognition after the second edition of Teaching Oral English which was published by Byrne in 1986.

The ppp strategy serves as a structured framework for designing language lessons, particularly focusing on grammar, functional language, and vocabulary. This strategy is commonly used in short initial teacher training programs like the Cambridge CELTA (CELTA from Cambridge is a qualification for teaching English as a foreign language) and Trinity Cert TESOL (is an accredited professional qualification awarded in the teaching of "English for speakers of other languages" ESOL by Trinity College London), as well as in more comprehensive pre-service teacher education programs around the globe.(Anderson, 2016)

The actual term 'Presentation, Practice, Production' introduced first in Donn ByrneS' book "Teaching Oral English" (1976/1986) as a guide for training English language teachers. In this work, Byrne outlines the model as follows:

- The Presentation Stage: The teacher acts as an informant.
- The Practice Stage: The teacher takes on the role of conductor.
- The Production Stage: The teacher serves as a guide.

Byrne observes that "language learning in the classroom frequently falls short" after the presentation and practice stages. He then emphasizes the importance of the production stage, noting that it is essential for effective learning.

In his later, more comprehensive discussion of the production stage, Byrne advocates for various activities that became key features of Communicative Language Teaching (CLT). These include discussions, language games, role-play, songs, and dramatization, which were increasingly featured in more innovative teaching materials of that era. This structured strategy allows for a gradual progression from comprehension to active use, making it a cornerstone in language teaching methodologies. (Byrne,1986)

2.1 The Procedure of Presentation Practice Production (PPP) Strategy

Husnaini et al., (2023) state that the (PPP) strategy is a systematic approach to language teaching which emphasizes the introduction of new language elements, followed by practice, and ultimately allowing students to use the language independently. In the presentation phase, teachers introduce new vocabulary or grammar through clear explanations and contextual examples, often utilizing visual aids. The practice phase reinforces understanding through guided activities, such as drills and role plays, providing a supportive environment for students to apply what they've learned while receiving feedback. Finally, the production phase encourages students to creatively and freely use the language in tasks like discussions and presentations, promoting fluency and confidence. Overall, the PPP strategy offers a structured framework that enhances skill development and fosters active engagement among students, making it particularly effective for improving speaking skills in a foreign language. (aa,2023).

2.2 Adjectives

One of the simple definitions of adjective is that of Quirk et al., (1972) in that an adjective modifies or describes a noun or a pronoun. And in(1986) he defines adjectives as words that can stand alone or serve as the main component of an adjective phrase. Many adjectives are formed by adding specific suffixes to nouns and verbs .

According to Feder (2002),adjective uses attributes like size, color, number, and kind to characterize nouns. Adjectives can modify nouns, such as a lovely spring, a reckless attitude, a helpful critique, etc.

Lester (2009) stated three characteristics set true adjectives apart:

1. They come before the nouns they modify right away.
2. They might be superlative or comparative.
3. These adjectives can be predicate adjectives.

McNally & Kennedy,(2008) states that adjectives can modify nouns, such as a lovely spring, a green car, an offensive comment, etc. Adjectives like nouns can occasionally be recognized by certain formal traits: Gradable adjectives and non- Gradable adjectives. Gradable adjectives are those that can be modified by degree adverbs or take on the -er/-est inflection. Unfortunately, not every adjective is gradable for the purposes of identifying adjectives. Adjectives that cannot be graded(non- Gradable adjectives) don't Accept the modification by degree adverb, or the -er/-est inflection.

2.2.1 Classification of adjectives

Thomson & Martinet, (2015) classify adjectives as :

2.2.1.1 Demonstration

This, that, these, and those are demonstrative adjectives that restrict the modified noun to the one the speaker has identified: this one, that one. Similar to the demonstrative pronouns, the demonstrative adjectives express proximity (this, these) or separation (that, those). They can be used in the singular or plural to describe both human and non-human objects (this century, these girls, that cat, those brakes). Additionally, a new topic entity is introduced into the discourse by using the determinatives this and these. (Downing, 2014).

2.2.1.2 Distributive

Distributive adjectives is a small set which may include: each, every ; either, neither (Thomson & Martinet,2015) such as :

every girl in this event is beautiful\Neither of them is the criminal.

2.2.1.3 Quantitative

For Lester (2009) descriptive adjectives give broad details about the nouns they modify. They frequently respond by asking how much or how many? Some, any; each, every; few, little; many,much ; one, twenty and all are some of the most often used indefinable adjectives. Let's examine a few statements that demonstrate their application:

All work must be completed by noon. how much work?

Cardinal adjectives ,simply said, cardinal adjectives are adjectives that are numbers. They indicate a quantity to limit the nouns they alter. It can be as small as "zero" or as large as any number you can think of. For instance one boy scraped his knee on the ground, fifteen girls are in the contest, Eighty dollars was too much for the blouse. (Jitpranee,2017).

Ordinal adjectives and numbers are employed in slightly different adjectival forms. These adjectives describe numerical order, which restricts the nouns they alter. For instance: The first question on the test was simple. (Lester,2009).

2.2.1.4 Interrogative

What, which, and whose (which is also a possessive adjective) are the interrogative adjectives. Similar to other restricting adjectives, they alter nouns. What and which look at choosing between two people or objects, as well as from a group of people or items. Whose inquiry concerns ownership? Here are a few instances:

What airline are you taking to Brazil? (Swick,2009).

2.2.1.5 Possessive:

The genitives of the personal pronouns are the possessive pronouns. Two sets are present. The possessive determiners. A noun is necessary for a possessive determiner to function: This is your book....You own this book.(Greenbaum & Nelson,2002)

My, your, his, her, its, our, and there are examples of possessive adjectives that restrict the nouns they modify in terms of the inferred ownership. Although it belongs in this group, the possessive whose, which asks about ownership is also an interrogative adjective . (Jitpranee,2017).

My new car is a Ford. Ownership of the car is limited to me.

Naturally, nouns' possessive forms can indicate a variety of things in addition to ownership. To express that something is an aspect or a component of something else, we frequently employ the possessive form with inanimate nouns. Take the following sentence, for instance:

The computer's screen is flickering. (Thomson& Martinet,2015)

2.2.1.6 Adjectives of quality

General qualities: clever, dry, fat, golden, good, heavy, square, and general qualities: hot, cold, full, empty, sweet, sour, hard, soft, strong, weak, bright, dull (Thomson & Martinet,2015)

2.2.2 Participles used as adjectives

Both present participles (ing) and past participles (ed) can be used as adjectives. Care must be taken not to confuse them. Present participle adjectives, amusing, boring, tiring etc., are active and mean 'having this effect'. Past participle adjectives, amused, horrified, tired... etc, are passive and mean 'affected in this way'. The play was boring. (The audience was bored.)The work was tiring. (The workers were soon tired.) (McNally & Kennedy,2008).

2.2.3 Agreement

Adjectives in English have the same form for singular and plural, masculine and feminine nouns: a good boy, good boys a good girl, good girls. The only exceptions are the demonstrative adjectives this and that, which change to these and those before plural nouns: this cat, these cats that man, those men. Many adjectives/participles can be followed by prepositions: good at, tired of. (Thomson & Martinet,2015)

2.2.4 Sequence of multiple true adjectives

Lester,(2009) advocates that there is a fixed left-to-right order to the adjectives according to their meaning when several true adjectives modify the same noun. The following rule on the order of true adjectives based on meaning can be applied to all adjective categories.

Table 1

Adjectives Order

Size	Age	Color	Noun
Large	Old	Dingy	apartment building

Section Three: Procedures

3.0 Experimental Design

a. Experimental Design

The process outline known as experimental design aids the researcher in testing hypotheses by generating important findings regarding the interrelationship between independent and dependent variables (Best and Khan, 2006).

The entire research process is organized according to the research design, which also includes a set of rules to help one stay on course. In essence, the conceptual framework of research design includes the research process. Actually, the study designs lay the foundation for the entire endeavor and make the selected task easier and more structured (Lillykutty & Samson, 2018). In this study, two groups of second-year intermediate school student are chosen. The Post-test is applied for the two independent groups of the experimental design ,as indicated in the table (2),

Table 2

the expermrntal design of the study

Groups	Pretest	Independent Variable (Treatment)	Posttest
Experimental	Students' Achievement in the pretest	Teaching English according to the PPP strategy	Students' Achievement in the posttest
Control	Students' Achievement in the pretest	Teaching English according to the traditional strategy	Students' Achievement in the posttest

3.1 Population and Sampling

The population of this study consists of EFL Iraqi intermediate school students of the second intermediate school students for both girls and boys in Al-Wasity ,Kirkuk. The total number of the second –class students' population is (924) divided in to six schools in Al-Wasity

The sample of the current study is taken from Suhada'a Al-Taff intermediate school for boys in Kirkuk Province during the academic year 2024- 2025. The whole number of those students is eighty. They are divided into two classes (D) and (H) equally, which means that each class has forty students. Students were selected at random from the two groups to take the test in the pilot administration. Thus, thirty students make up the final experimental group, and thirty students make up the control group.

3.1.1 Equivalence of the Two Groups

The two groups were equalized by Parents' Educational Attainment, Age of the Students, Students Previous Year Degrees in English and Students' Scores in the Pretest

3.2 Instructional material and student instruction

Only the adjectives found in the second and third units from the Students' Book and Activity Book in "English for Iraq"—that is, instruction to intermediate stage—have been covered. The yearly schedule for teaching, the Second intermediate English Text Book has been followed in the specification of these modules. During two months of the first semester of the academic year (2024–2025), the instruction was conducted. While the experimental group was instructed to use the presentation practice production strategy, the control group received instruction using the conventional method.

3.3 Lesson plan for the experimental group

According to Moore et al. (2011) lesson plans are the result of the planning process and can be used as a window to assess how teachers approach lesson organization in relation to actual instructional activities.

Droff (1988) states that the following are the objectives of lesson preparation: Educate teachers on the language content and goals of the lessons they teach ;to help teachers understand the many phases of a lesson and how they relate to one another; to show teachers how to draft a simple lesson plan.

The PPP strategy is used to give the instruction to the experimental group in the second intermediate class The lesson plan is illustrated in table 10.

Table 3

Daily Lesson Plan for The Experimental Group

2nd Intermediate	Unit 2-3	November and December ٢٠٢٤	Unit tow and unit three
Material needed: board, MP3, Data show, color markers ,activity/student book.			
Lesson Goal		Teach and help students practice the usage of the adjectives and adverbs. Students should be able to understand when and how to use the adjectives and adverbs in real life contexts (writing.)	

Class room instruction	Notes
<p>Warm up activity:</p> <p>Discussion questions:</p> <p>Ask student what is an adjective?</p> <p>Simple answer: it is a word that gives an information about a noun.</p> <p>Example sentences:</p> <p>I have a big meal with my friends.</p> <p>It was delicious.</p> <p>The teacher shows them, using the data show, an educational film talking about a family having dinner in the restaurant noticing how food is described.</p> <p>-Ask the students to find out other adjectives that can be used to describe food in the film.</p>	<p>Students work with partners</p> <p>Students answer</p> <p>Write sentences on the board</p> <p>Elicit answers from students</p>

<p>-Explain that adjectives have many types and can be used in different positions in a sentence.</p> <p>Presentation:</p> <p>- Ask the students to find out other things to describe in the film</p> <p>Ask student to suggest suitable adjectives to describe these things</p> <p>-Ask students to elicit the formula</p> <p>-provide student with the correct formula to use these adjectives .</p> <p>Formation:</p> <p>subject +verb to be + Adjective</p> <p>the teacher</p> <p>Construct sentences using adjectives according to the previous formula</p> <p>Practice:</p> <p>Students practice these sentences by repeating them</p> <p>Production:</p> <p>Ask student to construct sentences to describe things in the class ,school or home</p> <p>Write these sentences in their note books</p> <p>ask students to solve the activities on their activity book as a homework</p>	<p>Student work out with partner</p> <p>Student elicit the formula</p> <p>Students practice the use of adjectives</p> <p>Students produce sentences to describe things</p>
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Lesson plan for the control group

A traditional method is used to give the instructions to the second intermediate school students how has been chosen as the control group. the lesson plan of the control group is illustrated in table 11

Table 4

Lesson Plan For The Cotrol Group

2nd Intermediate	Unit 2-3	November, December ٢٠٢٤	Unit tow , unit three
Material needed: white board, markers, activity/student book.			
Lesson goal		Teach adjectives and adverbs to students the usage of the Adjectives and Adverbs. students should be able to understand when and how to use the adjectives and adverbs (writing.)	
Class instruction		Note	
<p>Warm up: in Arabic, ask student what is adjectives</p> <p>Teacher explain the meaning and usage of adjectives, to student</p> <p>Give examples and write it on the board</p> <p style="text-align: center;">Write the formula on the board.</p> <p>Formation:</p> <p style="text-align: center;">subject +verb to be + Adjective</p> <p style="text-align: center;">Give examples within sentences.</p> <p>Ask students if they have understood the rule, if not give other examples</p> <p>Ask student to Read the passage on the student book</p> <p style="text-align: center;">Highlight the adjectives used in it .</p> <p>ask students to solve the activities on their activity book as a homework</p>		<p style="text-align: center;">Student explain adjectives in Arabic</p> <p>Student listen carefully</p> <p>Student copy these notes into their note book, teacher observe their writing</p> <p>Student read the passage</p>	

3.2 Constructing writing post-test

The content and behavioral goals of the teaching materials have been taken into account while creating an accomplishment test. It has two questions each question has three branches and are rated on a scale of 1 to 100. As indicated in appendix (2), the first two branch of each questions assessed students' performance at the recognition level, while the remaining brunches assessed their performance at the production level.

The first question is about adjectives. It consists four brunches it is rated on a scale from 1-50. The section 'A' contains ten items in which students should recognize the meaning of adjectives and put it in the right slot to complete the passage. The branch 'B' consists of five items in which students should choose the right form of the adjective to complete the sentences, while in the Brunch 'C' students should be able to re-arrange the words into a meaningful sentence with a correct grammar, this brunch has five items, at the last branch 'D' student should use the given adjectives in a complete sentence. On the other hand the second question is about 'adverbs', it is rated on a scale from 1-50. Tt consists of four brunches the 'A' brunch consists of ten words put in a box which the students should use to complete the followed paragraph with missing words. The second brunch is 'B', it is about choose the right adverb to complete the sentence, and this brunch contain five items. The 'C' brunch consist of five items, in which is demanded students to use the adverbs in a compete sentence, the final brunch is 'D' which requires students to re-write the sentence with the use of adverbs in the brackets.

Section Four: Analysis of Data, Discussion of Results and Conclusions

4.1 Discussion of The Obtained Results

First hypothesis results show that the calculated t-value of 2.793 exceeds the tabulated t-value of 2.00, these fundamental differences

between the experimental and control group on the adjective modifier posttest which reflects the actual effect of the PPP strategy on teaching adjectives as

seen in figure 8.

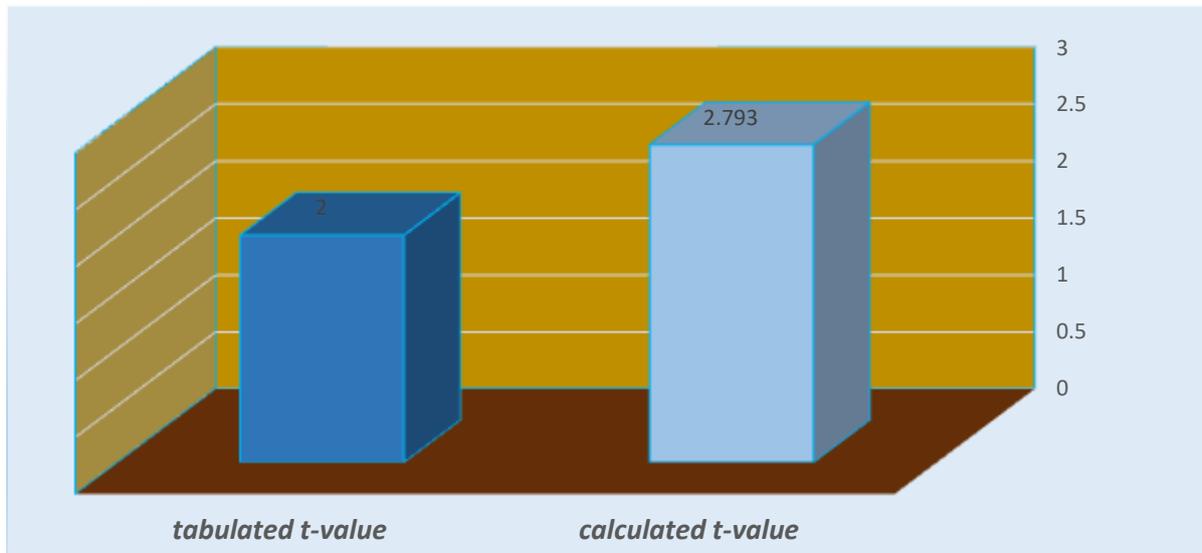


Figure 1

The calculated t-value and the tabulated t-value of the adjective variable in the posttest

In the second hypothesis, the experimental group's mean scores among the adjective variables of quality, quantity, and possessive on the post-test differ significantly from one another in which the quality variable is favorable. This is showed in the calculated f- value 62.337 which is higher than the tabulated f- value 3.10 at the DF = 2, 87 and 0.05 level of significance, as well as in the mean scores for quantity, possessive, and quality which are 7.966, 9.333, and 17.866, respectively as seen in figure 11

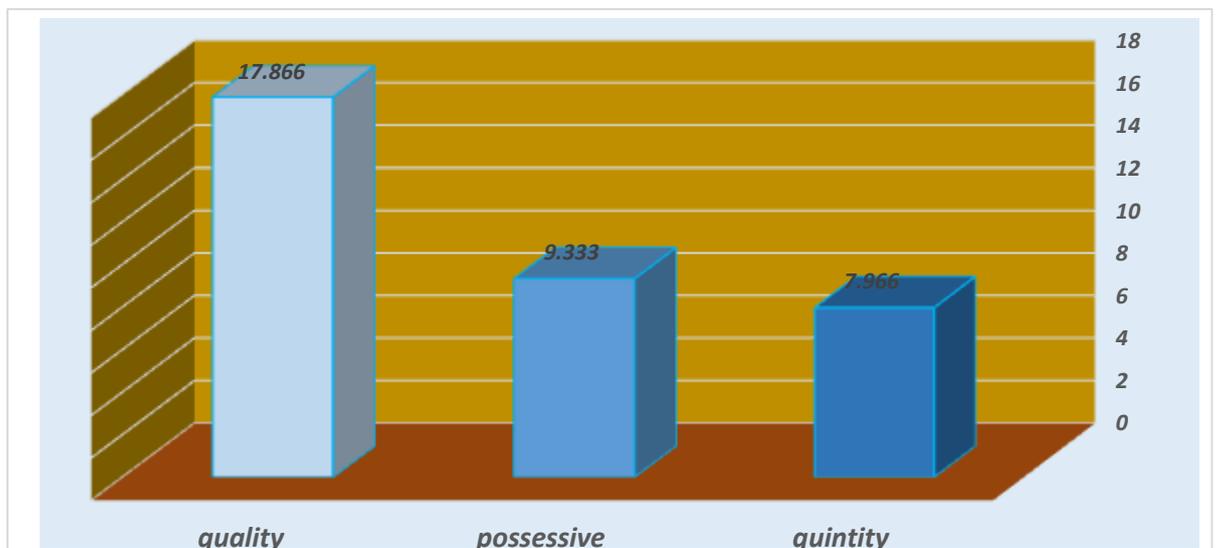


Figure 2

The mean score of the quality, possessive and quantity variables of adjective

According to the results, the experimental group's students who were exposed to the PPP Strategy were able to recognize and use adjectives better which improve their English proficiency.

The findings of the current study are consistent with prior research, reinforcing the effectiveness of the Presentation, Practice, and Production (PPP) strategy in enhancing students' English language skills.

4.2 Conclusions

The following points illustrate a number of conclusions drawn from the study's findings and results:

1. The structured approach provided by the PPP strategy improves students' ability to internalize and apply adjectives in a better way.
2. The experimental group shows a significant different performance among the adjective' variables which reveal that the PPP strategy helps students to differentiate and apply a various kinds of adjectives.
3. Using the PPP strategy increase students' engagement in the class as it facilitate learning even for weak student.
4. The statistical results show that The PPP strategy prove EFL intermediate school student use of adjectives which in its role encourage teachers to integrate the PPP strategy in the instruction of their classes
5. The study fosters the structured learning that gradually helps students to understand adjectives and how to use them, which improve the effectiveness of the PPP strategy in teaching writing.

4.3 Recommendations

1. Use the real life situations storytelling and media usage to introduce adjectives and adverbs in an engaging way.
2. Using guided practice with immediate feedback to help students internalized the use of modifiers.
3. Encourage students to use adjectives in a verbal communication
4. Encourage students to participate in story telling competition and interactive writing to make learning more dynamic and engaging.

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