

Enhancing EFL Students' Speaking Skill Through Triple P Method Assisted By Gamification: A Classroom Action Research

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Abstract

This research aims to enhance the speaking skills of EFL (English as a Foreign Language) students through the implementation of the Gamified Triple P (Presentation, Practice, Production) method. By focusing on strengthening existing speaking abilities, this research seeks to make a positive contribution to the development of students' communication skills. The gamified activities using digital platforms such as Word Chain, WordWall, Padlet and Google Form. This research method used Classroom Action Research (CAR). The subjects in this research are ten grade students with a total of 28 students at Senior High School in Karawang. The time of this research is in April 2025. Findings from Cycle 1 of this research reveal that 71.4% of students achieved moderate to high levels of speaking proficiency, indicating the potential effectiveness of the Gamified Triple P Model in enhancing students' speaking skills. However, the implementation could not be continued into Cycle 2 due to school regulations that restricted further instructional activities. Overall, the research highlights the effectiveness of the Triple P method in fostering a more interactive and enjoyable learning environment, thereby increasing students' motivation and engagement in the English language learning process.

Keywords: EFL Students' Speaking Skills; Gamified Triple P Model; Classroom Action Research

INTRODUCTION

Education plays a crucial role in shaping individuals and fostering communication skills vital for personal and social development. Language is a key communication tool used daily for expressing ideas, thoughts, and feelings both orally and in writing (Rahminda et al., 2023; Sari et al., 2024; Siregar et al., 2022). Among thousands of world languages, English is one of the most universal and essential for global communication (Angraeni, 2023). In language education, English is central to equipping students for international engagement. Among the four essential language skills, speaking plays a central role in facilitating real-life communication. It enables learners to express ideas, thoughts, and emotions effectively, and is often seen as the ultimate goal in language learning (Artha & Yasmin, 2022; Rahminda et al., 2023). Speaking not only reflects overall language competence but also supports learners' confidence and interaction in both academic and social contexts. However, mastering speaking skills remains a significant challenge for EFL learners due to issues like limited vocabulary, poor fluency, pronunciation difficulties, and psychological barriers such as anxiety and low confidence (Husnaini et al., 2023; Kulsum et al., 2025; Nazaruddin & Syamsuddin, 2018). These challenges are often compounded by teaching methods that focus more on grammar than real-life communication (Nazaruddin & Syamsuddin, 2018). Through experiences as both a researcher and educator at the school, the researcher found that a lack of self-confidence and fear of speaking in public are major obstacles for EFL students, often causing anxiety when they are asked to speak in English and leading to minimal participation in class activities. Furthermore, it was also found that insufficient motivation from previous teachers contributed

to the issue, as students often felt that the speaking exercises provided were neither engaging nor conducted frequently enough. This lack of stimulating practice reduced their interest and discouraged them from pursuing opportunities to improve their speaking skills. The researcher believes that implementing a more interactive and enjoyable approach, such as the Triple P method, can help students overcome these fears and build greater confidence in speaking.

The Triple P (Presentation, Practice, and Production) method is considered a promising solution. This model follows a structured approach: introducing new material (Presentation), reinforcing it through guided practice (Practice), and encouraging real-life use (Production) (Angraeni, 2023; Oryza et al., 2022). Studies report that Triple P improves speaking fluency, engagement, and confidence (Mahmudah et al., 2024; Ndraha, 2020; Restiana & Muniroh, 2021; Siregar et al., 2022). (Husnaini et al. (2023) also found significant improvement in confidence and performance using Triple P in the English Learners Community (ELC). Notably, most of these studies implemented Triple P in contextual learning settings.

Gamification, defined as applying game elements like points, badges, leaderboards, and feedback into non-game environments, has shown effectiveness in increasing motivation, reducing anxiety, and improving classroom participation (Siregar et al., 2022; Zhang & Hasim, 2023). In language education, gamified learning helps make speaking activities more enjoyable and meaningful while promoting risk-taking and collaboration (Almufareh, 2021; Ndayishimiye et al., 2024). By fostering friendly competition and providing real-time feedback, gamification encourages students to take risks in communication and become more involved in classroom interaction. Several studies have also shown that gamified also supports the development of broader competencies (language skills, students' social and emotional) through reflective and contextual tasks (Almufareh, 2021; Demirbilek, 2022; Ndayishimiye et al., 2024; Siregar et al., 2022).

Given the strengths of both the Triple P method and gamification, this study aims to enhance EFL students' speaking skills by integrating structured learning stages with engaging game-based elements. While previous studies have examined Triple P separately, this research uniquely combines it with gamification to address issues such as low confidence and anxiety in speaking. The approach is expected to improve students' fluency, accuracy, and motivation, while fostering a more interactive classroom environment. Ultimately, this study seeks to offer practical insights for developing innovative, student-centered speaking instruction.

METHOD

This study employed a Classroom Action Research (CAR) design based on the cyclical model developed by Hopkins (2007) and later adapted for classroom practice in the Indonesian context by Nurdin (2016). The model consists of four iterative stages: planning, action, observation, and reflection. The research was conducted at a senior high school in Karawang, involving 30 tenth-grade students with low to moderate levels of English-speaking proficiency. The participants were purposively selected to ensure the intervention targeted learners who needed improvement in their speaking skills. In the planning stage, the researcher conducted an initial classroom observation to identify the main problem, which was the students' low speaking performance and lack of confidence. Based on these findings, the researcher designed a lesson plan integrating the Triple P method (Presentation, Practice, Production) combined with elements of gamification. Preparations included developing teaching materials, learning media, student worksheets, observation sheets, and a speaking assessment rubric to monitor students' progress. The action stage was implemented in the classroom following the Triple P steps. In the Presentation stage, the teacher introduced the topic through explanations and supporting media to provide students with a basic understanding. The Practice stage involved structured speaking exercises and interactive activities such as digital games (e.g., Wordwall and Padlet)

to increase student engagement. The Production stage encouraged students to produce spoken output more independently through pair or group speaking tasks. Gamification elements, including a points system, leaderboards, and rewards, were applied at each stage to motivate students to participate actively.

Reflection was carried out after the action by analyzing observation data, students’ reflections, and speaking assessment results. This process aimed to evaluate the effectiveness of the implemented intervention and to formulate improvement measures for cycle 2.

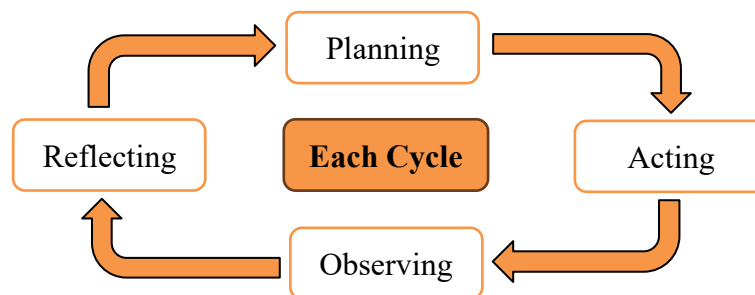


Figure 1. Cyclical action research model based on Hopkins (1985) (Amanda, 2025)

Data were collected using observation sheets, the teacher’s reflective journal, speaking tests, as well as students’ reflections and their work in the form of written tasks and audio recordings. Quantitative data from the speaking tests were analysed using descriptive statistics by calculating mean scores and the percentage of improvement. Meanwhile, qualitative data from observations and reflections were analyzed thematically. To ensure validity, data triangulation was performed by comparing various sources of information. Students’ speaking performance was assessed using a rubric adapted from Brown (2004) which evaluates five key aspects: *grammar, vocabulary, comprehension, fluency, and pronunciation* and classified into three proficiency levels, as shown in Table 1.

Table 1. Speaking Proficiency Level Classification

Level Category	Score Range	Description
Low level	0 - 1+	Basic ability; limited to very simple and familiar situations.
Middle level	2 - 3+	Intermediate ability; capable of handling social and some professional contexts.
High level	4 - 5	Advanced ability; able to function effectively in professional and complex situations.

Speaking performance data are collected through direct observation and video recordings during classroom activities. The researcher assigns scores to each student based on the rubric and analyzes the data quantitatively using descriptive statistics, specifically calculating the percentage of students within each proficiency category (*low, middle, and high*). A comparison between the pre-action and post-action results is conducted to identify the impact of the **Gamified Triple P Method** on students’ speaking skill improvement. The study will be considered successful if at least **70% of the students** reach a **minimum of the middle level** of speaking proficiency, as indicated by the average of their scores across the five assessed components.

RESULTS AND DISCUSSION

Results

The implementation of the Gamified Triple P (Presentation, Practice, Production) Method was carried out through one research cycle. Each cycle consisted of the stages: planning, action, observation, and reflection. The effectiveness of the method was assessed based on the improvement in students' speaking skill, performance and engagement throughout the intervention. This research was conducted with tenth-grade students in senior high school in Karawang.

The cycle was conducted on **Wednesday, April 9th, 2025** **Wednesday, April 23rd, 2025** and **Wednesday, April 30th, 2025**. During these sessions, **the speaking diagnostic** test conducted prior to the implementation of the first cycle, an initial overview of students' speaking proficiency levels was obtained. The findings indicated that the majority of students were still categorized as having low speaking proficiency. In detail, the results showed that:

- a. **53.6%** of students (15 out of 28) were classified as being in **the low category**, meaning they were only able to use English in very limited and familiar situations. These students tended to struggle with aspects such as fluency, pronunciation, and vocabulary mastery.
- b. **28.6%** of students (8 out of 28) fell into **the middle category**, demonstrating intermediate speaking skills. They were able to participate in general social interactions but still made frequent errors in language structure and required support in developing speaking fluency.
- c. Only **17.8%** of students (5 out of 28) were placed in **the high category**, indicating more fluent speaking ability, relatively accurate pronunciation, and more varied use of grammar and vocabulary.

Based on the results of **the diagnostic speaking assessment**, **the mean score** was **3**, which falls into the **middle level**. A total of **13** out of 28 students (**46.4%**) achieved the minimum level of Speaking Proficiency as the baseline indicator of success. However, the majority of students still exhibited difficulties in aspects such as fluency, pronunciation, and vocabulary mastery. These findings indicate that most students require structured and continuous instructional intervention to build their confidence and enhance their English-speaking skills.

While in the Presentation stage introduced students to narrative texts and relevant vocabulary using visual aids and a brief teacher explanation. In the Practice phase, students engaged in interactive games, including vocabulary matching and sentence formation tasks. These activities aimed to strengthen their speaking confidence through guided interaction and immediate feedback. In the Production stage, students were asked to retell short narratives in pairs or small groups. While some students demonstrated a moderate level of fluency and accuracy, others showed hesitation and limited vocabulary use.

The First Cycle

Planning: The researcher discovered students' challenges with previous English teacher and prepare the learning instrument's needs for the students such as; lesson plans, teaching media, and students' worksheets. To support the result data, the researcher prepared the research tools such as an observation note, student reflections forms and speaking skill rubric.

Acting: The implementation of the **Triple P Method (Present, Practice, Produce)** enhanced with **gamification** has created a structured yet engaging learning process in the EFL classroom. From the teacher's perspective, each stage of the method contributed uniquely to students' speaking development.

- a. During the **Presentation stage**, students were introduced to language models and contextual vocabulary through multimedia resources and teacher-led explanations. This stage helped establish a clear foundation and reduce cognitive load, particularly for lower-proficiency learners.

- b. In the **Practice stage**, students engaged in interactive activities such as matching games, quizzes, and group discussions. Gamification at this point—through tools like Wordwall and challenge-based tasks—played a critical role in increasing participation and reducing language anxiety. The majority of students actively responded during this phase, using target vocabulary and structures in a supportive environment. Peer collaboration was evident, although some students experienced difficulty engaging when group dynamics were not supportive.
- c. The **Production stage** allowed students to demonstrate their spoken language skills more independently. Activities like storytelling, and speaking tasks in front of peers encouraged the application of what had been learned. Students with higher speaking confidence performed fluently and accurately, while others still relied on prompts or group support. However, overall progress was visible, with many students transitioning from passive participation to active verbal expression.

Throughout the learning process, the integration of game elements—such as point scoring, friendly competition, and instant feedback—contributed significantly to learners’ **engagement, motivation, and willingness to take risks** in speaking. It transformed the classroom atmosphere into a more dynamic and student-centered space.

Observing: During the first cycle, classroom observation revealed notable insights into students’ behaviour, participation, and language use throughout the learning process. The implementation of the Gamified Triple P Method encouraged active engagement from the majority of students, particularly during the Practice and Production stages. Observation and reflective notes indicated that most students responded enthusiastically to game-based activities, such as vocabulary matching, storytelling challenges, and peer quizzes. These interactive elements fostered a positive atmosphere that reduced speaking anxiety and promoted peer collaboration.

Table 2. Observation Note During Gamified Triple P Implementation

Stage	Activity Description	Teacher’s Observation Notes
Presentation	Introduction to narrative texts and contextual vocabulary using multimedia and direct instruction	Students showed interest in visual aids; lower-proficiency students benefited from the structured input. Most students appeared attentive and engaged during explanation.
Practice	Interactive activities: matching games, quizzes, group discussions via tools like Word Chain, Wordwall and Padlet.	Majority of students actively participated; gamification boosted motivation. Some students struggled in group settings due to uneven peer interaction.
Production	Speaking tasks: storytelling, retelling narratives, group presentations	Confident students performed well with minimal support; others needed prompts. Visible improvement in fluency and expression from previously passive students.
Gamification	Points, time-based challenges, achievement and immediate feedback integrated	Game elements increased student enthusiasm, reduced anxiety, and encouraged risk-taking in speaking. Class atmosphere became more dynamic and student-centered.

These observations are further supported by teacher notes taken during each stage of the Gamified Triple P implementation. The structured stages and interactive elements allowed the teacher to monitor students' responses in real time, capturing key patterns in engagement, collaboration, and speaking performance. The following table summarizes the teacher's observations across all stages of the learning process. The patterns observed during the implementation stages were also reflected in the students' learning artifacts. These artifacts, including speaking recordings tasks, and digital submissions, provide concrete evidence of how students applied the language they had learned. Through these outputs, it was possible to assess their pronunciation, fluency, vocabulary use, and overall speaking development in authentic contexts.

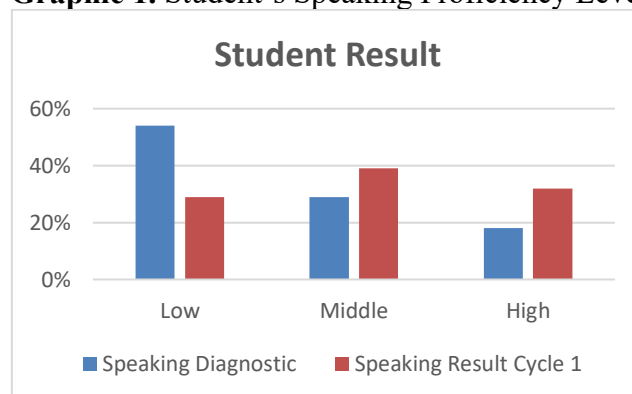
The speaking performance scores of Students 11, 18, 16, and 9 as shown in the provided learning artifacts reflect strong language proficiency across five key components: pronunciation, grammar, vocabulary, fluency, and comprehension. Students 18, 16, and 9 consistently achieved high scores (mostly 5 score) across all aspects, indicating advanced speaking proficiency. Their pronunciation is clear and accurate, grammatical structures are well-formed, vocabulary use is varied and precise, and their fluency and comprehension reflect confidence and ease in communication. Student 11, while also performing well, scored slightly lower in pronunciation (3) and fluency/comprehension (4), suggesting occasional hesitation or minor mispronunciations. However, the student still demonstrated strong control over grammar and vocabulary. Overall, these student artifacts indicate that the speaking activities provided opportunities for learners to showcase both linguistic accuracy and communicative effectiveness, particularly in a performance-based context. While individual student performance offered insight into specific strengths and areas for improvement, a broader view of class achievement is presented in the following table. It summarizes the comparison of students' speaking proficiency between the diagnostic test and Cycle 1, highlighting overall progress after the instructional intervention.

Table 3. Comparison of Students' Speaking Proficiency Between Diagnostic Test and Cycle 1

Assessment Phase	Proficient Students	Class Success Rate (%)	Score Increase	Percentage Improvement
Diagnostic Speaking Test	13 out of 28	46.4%	+7 students	+25.0%
Speaking Result – Cycle 1	20 out of 28	71.4%		

The results of **Table 3** showed a marked improvement in students' speaking proficiency. The number of students meeting the minimum standard increased from 13 (46.4%) in the diagnostic test to 20 (71.4%) in Cycle 1, reflecting a 25% improvement. This indicates that the implemented teaching strategies had a positive impact on students' speaking performance. Next, the researcher analyzed students' individual speaking scores then categorized into three proficiency levels: low, middle, and high, as illustrated in **Graphic 1**. Among 28 students, the **average score of student's speaking proficiency fell within the middle level**, indicating that most students demonstrated **intermediate speaking ability**, such as handling basic social and academic interactions.

Graphic 1. Student’s Speaking Proficiency Level



Notably, **71.4% of students** were classified as having middle to high speaking proficiency by the end of Cycle 1, reflecting a generally positive development in their speaking skills. Before the intervention, **55% of students** were in the low category, with only **29%** in the middle and **16%** in the high category. After the implementation of the Gamified Triple P Method, the proportion of low-level students decreased to **28%**, while those in the middle and high categories rose to **38% and 34%**, respectively. These results suggest that the intervention was effective in improving speaking performance. The structured Triple P framework, supported by gamified elements like point systems and rewards, likely contributed to increased motivation and participation, leading to measurable gains in speaking proficiency.

To gain a deeper understanding of the factors that contributed to students’ speaking proficiency levels, qualitative data were also analyzed. These insights were drawn from student reflections and observational notes, which highlight specific aspects of speaking development as experienced during the learning process. **Table 4** presents indicators of students’ speaking skill development across four key aspects, providing contextual evidence that complements the quantitative findings from **Graphic 1**.

Table 4. Indicators of EFL Students’ Speaking Skill Development

Speaking Skill Aspects	Example
Collaborative Speaking (Peer Interaction)	<p>A total of 15 students stated that group work helped them become more active in speaking English. They also expressed a desire to participate more actively in group discussions. While most of these students found group activities motivating, some shared that working in groups was less encouraging due to several factors.</p> <p>For instance, Student 8 remarked, <i>“If I’m not in a group with close friends, things can get complicated... even when I help with the task, people still say I didn’t contribute.”</i></p> <p>Similarly, Student 14 stated, <i>“I think I was quite active during group work. However, I felt that my group members weren’t interested in learning English, so they just stayed quiet during quizzes or other activities.”</i></p>
Active Verbal Participation	<p>13 students expressed that they had sufficient vocabulary to speak in English and enjoyed learning to speak through games. This indicates that the integration of gamification into learning can enhance students’ Active Verbal Participation. These findings are supported by several student reflections that highlight their positive experiences with gamified learning.</p>

	Student 1 stated, <i>“Playing games can help with speaking English.”</i> Student 6 added, <i>“In my opinion, it’s good because the lesson feels like a game, so we can speak English more easily.”</i> Student 10 shared, <i>“We get to arrange words using English.”</i>
Verbal Initiative	Student 19 commented, <i>“I like the way Ms teaches because she usually uses games so it’s not boring, and I feel more comfortable with that method.”</i>
Effective Language Use	Student 1 shared, <i>“When I tried speaking English, I didn’t feel awkward... it was really fun.”</i> Collaborative learning, especially through group work, also proved effective, with 79% of students agreeing it encouraged them to speak more actively. Student 23 noted, <i>“We learned to arrange words in English.”</i>

The table *“Indicators of EFL Students’ Speaking Skill Development”* shows the progress of students’ speaking skills through four main aspects. First, in *Collaborative Speaking*, most students felt that group work helped them become more active in speaking. It increased their confidence and allowed for mutual support during discussions. However, some students still faced challenges when group dynamics were less supportive. Second, in *Active Verbal Participation*, the use of games in learning made students more engaged and willing to speak. A fun learning environment helped them use their vocabulary more confidently. Third, *Communicative Initiative* revealed that students were more likely to initiate conversations when the learning method was comfortable and enjoyable. Lastly, in *Effective Language Use*, students began to speak English more fluently and naturally. A positive and collaborative classroom atmosphere encouraged them to speak more frequently and effectively. Overall, interactive and enjoyable learning strategies proved to be effective in supporting the development of students’ speaking skills.

Reflecting: Based on the results of the first cycle, it can be concluded that the implementation of the Gamified Triple P Method positively impacted students’ speaking skill development. Quantitative data indicated that **71.4%** of students reached the middle to high proficiency levels, with an **average score of 3**. This reflects a significant improvement in students’ ability to communicate in English, especially in familiar and semi-structured contexts. In addition, qualitative data from observations, student artifacts, and reflections confirmed that the use of game-based activities successfully increased students’ participation, reduced speaking anxiety, and promoted more meaningful peer interaction.

Students responded enthusiastically to the structured learning stages, particularly during the Practice and Production phases, where they engaged in interactive tasks such as storytelling, quizzes, and vocabulary games. These activities not only supported vocabulary acquisition and fluency but also built students’ confidence in speaking. However, the reflection also revealed several areas that need further improvement. A number of students especially those at the lower proficiency level still faced difficulties with pronunciation, spontaneous expression, and group collaboration. Some challenges also emerged in managing group dynamics, where less motivated learners tended to rely on more active peers.

To address these limitations, adjustments are necessary for the next cycle. These include providing more scaffolding for struggling students, redesigning group roles to ensure balanced participation, and diversifying gamified tasks to maintain high motivation. However, the continuation of the plan into the second cycle could not be carried out due to school regulations requiring students to participate in the P5 (Pancasila Student Profile Strengthening) Project. This institutional obligation significantly limited the available time and opportunity to proceed with the second cycle of the classroom action research. Overall, the finding from first cycle

demonstrated the potential of the Gamified Triple P Method in fostering a more engaging, supportive, and productive speaking environment for EFL students.

Discussion

The results from the first cycle of this Classroom Action Research indicate that the Gamified Triple P (Presentation, Practice, Production) Method had a significant and positive impact on enhancing EFL students' speaking skills. This conclusion is supported by both quantitative and qualitative data. Quantitatively, 71.4% of students reached middle to high speaking proficiency. Qualitatively, classroom observations and student reflections revealed increased participation, reduced anxiety, and greater engagement in speaking tasks. These findings point to improvements in both students' performance and their attitudes toward speaking in English. A major contributor to this improvement was the integration of gamification into the Triple P framework. Gamified tools such as Wordwall and Padlet made learning more interactive and enjoyable, leading to increased student participation. These findings align with Zhang and Hasim (2023), who emphasize that gamification promotes risk-taking and engagement two crucial factors in developing speaking fluency. The motivational effect of game mechanics also appeared to reduce students' fear of making mistakes, creating a more supportive environment for speaking practice. Another key factor was the structured implementation of the Triple P Method itself. Its phased approach effectively scaffolded students' speaking development. In the Presentation stage, students were introduced to contextualised language input that established a strong foundation. In the Practice stage, guided tasks enabled students to use the language in controlled settings, helping to reinforce accuracy and build confidence. The Production stage allowed learners to communicate more freely and creatively through tasks like storytelling and group presentations. This progression aligns with Angraeni (2023) perspective that the PPP model gradually transitions responsibility from teacher to student, promoting independent language use. Peer collaboration also enriched the learning process. Group tasks provided meaningful opportunities for students to interact in English and co-construct knowledge. These interactions helped normalise speaking and built a sense of shared responsibility. However, group dynamics were not always smooth. Some students noted difficulties with unbalanced participation or uncooperative peers. This supports Ndraha (2020) emphasis on the need for clear role assignment and structure to ensure all group members contribute equitably. Despite the overall success, 28.6% of students remained at a low level of proficiency. These learners continued to struggle with vocabulary recall, pronunciation, and spontaneous speaking. This suggests that while the method was effective for many, it needs to be supported with differentiated instruction for students who require additional time and targeted assistance. As highlighted by Restiana and Muniroh (2021), learners with lower language proficiency benefit most when given extended support and opportunities to practice in low-pressure environments. Beyond cognitive gains, the study highlighted the role of emotional and motivational factors. Many students reported feeling more confident and less anxious during gamified tasks, which encouraged active participation. This supports Siregar et al. (2022), who argue that emotionally supportive classrooms foster learner confidence. Hence, a positive affective climate is essential in speaking-focused instruction. A limitation of this study is its restriction to a single implementation cycle. Due to school commitments, particularly those related to the P5 Project, a second cycle could not be carried out. This limited the opportunity to evaluate the method's long-term impact and make iterative improvements. Nevertheless, the encouraging results from this initial cycle provide a strong foundation for future exploration and continued application of the Gamified Triple P Method in EFL classrooms.

CONCLUSION

The present study concludes that the Gamified Triple P Method offers an effective and engaging instructional approach for developing students' speaking skills in EFL classrooms. Through the integration of structured pedagogical phases (Triple P) and gamified elements, this method addresses both the cognitive challenges of language acquisition and the emotional needs commonly associated with second language speaking. This dual focus enables learners to build fluency, increase their confidence, and maintain motivation, while also helping to reduce speaking anxiety and encourage greater classroom participation. As a result, students are more willing to take communicative risks, allowing for more meaningful engagement in oral language tasks. The learning environment shaped by this method becomes notably more dynamic, inclusive, and student-centered. It encourages collaborative learning and shifts the focus from teacher-dominated instruction to learner-driven interactions. However, variations in student performance during the implementation suggest the need for differentiated support tailored to individual proficiency levels, as well as more structured and intentional group management. Without careful monitoring, issues such as unequal participation, passivity, or dominance within groups may hinder the method's effectiveness in promoting equitable learning opportunities. Looking ahead, the long-term success of the Gamified Triple P Method would benefit from several key improvements.

Extending its implementation over multiple learning cycles can help reinforce speaking strategies and promote sustained progress. For students who require additional support, incorporating scaffolding techniques such as simplified tasks, focused pronunciation practice, and personalized feedback can help close learning gaps. In terms of group dynamics, assigning clear roles and ensuring active monitoring can support more balanced and productive collaboration. Additionally, embedding formative assessments and reflective activities throughout the learning process will allow educators to track student development and adjust instruction responsively. Lastly, maintaining a purposeful use of gamification ensuring it aligns with pedagogical goals will help preserve the method's educational value. With these enhancements, the Gamified Triple P Method holds considerable promise for creating more engaging, inclusive, and communicatively rich EFL learning environments.

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