

## ABSTRACT

This study aims to analyse the components of the Presentation–Practice–Production (PPP) framework evident in the speaking curriculum and to assess students' reactions to the execution of each PPP phase in English as a foreign language (EFL) education. The research employs a qualitative methodology using a case study framework carried out at a secondary school in Ciamis Regency. The study involved one English educator and a tenth-grade cohort of 30 pupils, with comprehensive interviews carried out with 5 of the students. Data were gathered by document analysis, classroom observation, and semi-structured interviews, thereafter analysed qualitatively through data reduction, thematic categorisation, data presentation, and conclusion formulation. The findings indicate that the curriculum and instructional execution consistently embodied all three phases of PPP: Presentation, Practice, and Production. During the Presentation phase, pupils focused on the instructor's explanations, comprehended the content, and acquired adequate foundational knowledge. During the Practice phase, learners exhibited favourable reactions by actively participating, engaging in collaborative learning, and taking part in structured tasks. During the Production phase, learners demonstrated greater autonomy in language use, used their acquired information, and exhibited heightened confidence in articulating their viewpoints. Nevertheless, certain students continued to have challenges in generating ideas and selecting subjects during solo speaking tasks. The results demonstrate that the three phases facilitated assistance from educators, fostering more autonomy among students. The execution of the PPP model fostered an organised approach to speaking education, promoted active engagement among students, and provided opportunities for autonomous speaking practice, thereby enhancing their confidence in EFL acquisition.