

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Writing is one of four language skills that should be taught along with others. Harmer (2007) found that we use language in terms of his four abilities: reading, writing, speaking and listening. Of these four skills, writing is the most difficult to learn and master. Because writing is an active skill, students who learn writing are able to generate ideas and express them in writing. In writing, many students do not know how to write paragraph based on text structure. To enable the students to write well, the students must know how to create paragraph. Taylor (2009) states that to write well, the writers need progressively to learn about themselves and how their mind works and also about the ways in which they attain the knowledge. To make students interested in learning writing, the students should start write about what they know.

According to Zemach and Rumisek (2005), when a writer writes, he does more than just put words together to form a sentence. To create a text, a good writer has to go through a number of procedures, including choosing a topic, gathering ideas, organizing, writing, reviewing structure and content, and rewriting structure and content. Harmer (2003) suggests that in teaching writing, we can focus on the product of that writing or on the writing process itself. Students are encouraged to come up with their own ideas more easily and create simple articles on the topic of their own creation. There are different forms of written work, including descriptive, narrative, presentation, argument, procedure, and etc.

Oshima and Hogue (2007) state that writing is never a one-step act; it is a continuous act of creation. There are basically four stages in the writing process. The first allows writers to generate ideas. They can choose a topic and gather information to describe it at this stage. The second stage of organization involves writers putting their ideas into a simple outline. Writers write drafts in the third stage, using their outline as a guide. Writers refine their writing in the final stage, known as editing. Polishing works best when done in two steps. First of all, the text must be revised. They then have to correct the student's writing to make it well-written.

According to Richards and Renandya (2002), writing is a difficult skill to develop for second language learners, because to write effective articles, one must understand the written components of the target language. The majority of students at this level have difficulty with English through writing. Because they find it difficult to express their ideas, thoughts and feelings in writing. Taylor (2009) state that writing is an extremely difficult task for most people if they try to struggle in their own language with new ideas and new ways of looking at them. Also, writing can be the most difficult task for students as it requires them to properly understand the text format, which is a complex activity.

In the writing section, many students have difficulty writing paragraphs with clear structure. Students must understand how to create paragraphs to write effectively. Taylor (2009) states that to write well, writers must gradually learn about themselves, how their minds work, and how they acquire knowledge. Students should start writing about what they know to stimulate interest in writing. It's not easy to start writing something for beginner writers. Writing is a challenge

for many students. They lack the writing skills to communicate their ideas clearly. Students struggle not knowing how to start writing, what to write first and how to finish writing.

The students of VII E SMPN 14 Denpasar have difficulties in making good paragraphs, especially in generating and organizing their ideas in descriptive paragraph construction. They do not know how to arrange the paragraph well using the correct format, punctuation, and mechanics. Because of those difficulties, the student's scores in writing were not good enough and they assume that writing is difficult. The teacher should provide an appropriate teaching strategy. The teacher should know an interesting strategy to motivate the students in learning. However, the teacher used a monotonous strategy to teach writing. The teacher explained the material and show some examples of writing, and then give instructions to students to create their own paragraphs based on the example. Moreover, the teacher does not give clear attention to the writing process, thus making the students confused in making their paragraphs.

Based on the above explanation, the researcher are used PPP technique to solve the above problems. Harmer (2007) suggested that PPP technique can help students to construct a descriptive paragraph because PPP technique consists of three stages. First, the presentation phase, the researcher will explain the descriptive paragraphs; The researcher is responsible for this step. Second, in the writing practice phase, teachers continue to guide students step by step to practice writing. During this phase, the researcher corrects the student's errors and provides encouraging feedback to the student. Finally, there is the production phase, which allows students to create descriptive paragraphs with a general structure and 6 to 12

sentences. At this stage, the researcher usually does not correct or intervene.

According to Vystavelova (2009), the PPP technique has certain advantages. The first advantage of the PPP technique is clarity and simplicity. Second advantage, teachers say that such a lesson is easy to prepare because the material used for the lesson is arranged from simplest to most difficult. And the types of activities are ranked from the most controlled side to the controlled side. Additionally, many teachers mention how beginners use this strategy to communicate effectively. While students practice speaking their new language, the teacher has time to discuss the presentation material. The final advantage is that PPP has a balance of language skills. The four language skills spoken, reading, writing, and listening are used by students for language practice during PPP lessons.

Based on the research background, the researcher applies PPP technique in teaching writing. The researcher considers PPP as an appropriate teaching medium and technique to improve students' descriptive writing skills. So this technique can help students to write a descriptive paragraph easily. Students were able to write descriptive passages more easily because the researcher guided them to write the passage and clearly explained the descriptive passage using PPP technique. In addition, the researcher is interested in conducting a study titled, "The use of PPP Technique to improve writing skill of the seventh-grade students of SMPN 14 Denpasar in academic year 2023/2024"

## 1.2 Research Problem

Based on the explanation of background of the study, writing is one of difficult skill to be mastered by the students. In other word the seventh-grade students of SMPN 14 Denpasar academic year 2023/2024 still have problem in writing. In addition, the students still have some difficulties to write a descriptive paragraph and the main problem of this study has been explained that the students have low ability in writing skill. In order to solve the problem, the research use PPP technique to improve student's writing skill. Thus, the research problem can be formulated as follows can writing skill of the seventh-grade students of SMPN 14 Denpasar in academic year 2023/2024 be improved through PPP technique?

## 1.3 Objective of the Study

To carry out research that is intended for the purpose of making concrete discussions, it is important to determine a research problem. As what has been stated in the background of the study, the seventh-grade students of SMPN 14 Denpasar faced difficulty in writing. One of the teaching strategies that can use to solve the problem is PPP technique. The researcher aims at finding solutions or answers for the research problem, in accordance with the Research Problem which has previously been formulated. The present study intends to find out whether or not the writing skill of the seventh-grade students of SMPN 14 Denpasar in academic year 2023/2024 can be improved through the PPP technique.



#### **1.4 Limitation of the Study**

The discussion of writing skills is considered too broad and complex to be covered in a single study. It is important to limit the study in order to avoid complicated discussion. In this case, the researcher limited the research to the use of PPP Technique to improve writing skills of the seventh-grade students of SMPN 14 Denpasar in the academic year 2023/2024. It is important for the researcher to know the curriculum and the module that applied in the school in order to produce lesson plan and learning material as the research requirement. In this present study, SMPN 14 Denpasar is applied the Merdeka curriculum.

According to the curriculum Merdeka the researcher focuses on the third element for the D phase as students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. They include basic information and detail and also vary their sentence construction in their writing. Thus, the present study focuses on writing paragraphs and emphasizes the importance of writing descriptive paragraphs that describe persons and things in accordance with the correct and complete generic structure, such as identification, description, and conclusion.

#### **1.5 Significance of the Study**

All researchers was a waiting the results of scientific studies of theoretical and practical importance to those involved in these topics. The study focused on applied the Presentation, Practice, Production (PPP) technique to improve the writing skills of seventh-grade students at SMPN 14 Denpasar in academic year 2023/2024. In addition,

the research results was mainly be useful in teaching descriptive paragraph through PPP as part of a teaching strategy. At the same time, the research results was expected to bring theoretical and practical meanings as follows.

Theoretically, the aim of this study was to strengthen writing theory, namely writing theory, classroom action research theory and PPP technique. Furthermore, it proves the effectiveness of the specific theory applied in this study. Furthermore, empirical assessments also need to be strengthened so that the results can be useful in illustrating the implementation of PPP Technique. Furthermore, the results was strengthen the theory and serve as inspiration for future studies with PPP approaches in teaching writing skills. In addition, the results can be applied as quantitative evidence providing additional information to other researchers.

Practically, the results of this study on classroom activities should provide general input and feedback for teachers, students, and other English language researchers. For teachers, the researcher hopes that through PPP, teachers' knowledge and skills can be improved to increase students' writing ability. Creating a useful and effective writing learning environment, teaching writing descriptive paragraphs is also very useful for teachers, and teachers can easily absorb simple teaching methods. For students, the researcher is aim to solve students' problems, especially to improve their writing ability and help them gain knowledge of writing through the use of PPP technique. For other researchers, this study was serve as a reference for further researchers to solve problems that are arise in the future. They can also absorb and learn about techniques for future use.

### **1.6 Definition of Key Term**

The terminology used in this study was too general and may seem

complicated to the reader. Furthermore, the definition lacks a precise explanation. Some key phrases was conceptually and operationally explained below to help you understand this study and provide readers with a clear direction to focus on the topic.

#### 1.6.1 Writing skill

Writing skill in this study is limited to the skill of the seventh-grade students of SMPN 14 Denpasar in writing a descriptive paragraph about person. The descriptive paragraph describes persons and it also consists of six to twelve sentences in detailed description based on the generic structure of descriptive paragraphs such as identification, description, and conclusion.

#### 1.6.2 Presentation, Practice, and Production (PPP)

PPP is operationally defined as an instructional writing technique that makes it simple for seventh-grade VIII D students in SMPN 14 Denpasar to create a descriptive paragraph, in which the teacher introduces a main topic and students write that topic in the center of the page and circle it. Then, students write and circle another subtopic that is related to the main topic. Before writing a descriptive essay about a person, place, or thing, students draw a line to make some connection between the subtopics and the main topic. The acronym PPP is Presentation, Practice, and Production. Each letter represents a step in the learning process. The first step was called a presentation, in which the teacher gives an explanation of the topic. The practice phase was when students use language in a semi-controlled activity. And the production phase gives students the opportunity to use the language freely.



## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

Theoretical review is the utilization of the opinions of specialists to support the current study. To conduct a scientific study, it must be based on a theoretical foundation. Certain theories related to the notion of writing and strategy are being examined with a view to supporting an understanding of research problem. This study is aimed at finding out that the use of PPP technique to improve students writing skill. To support the understanding of the problem formulation in Chapter I, the researcher discusses certain theories that are relevant and important for this study. Therefore, these theories encompass topics like (1) writing skill, (2) descriptive paragraph, (3) PPP technique, and (4) writing assessment in the form of theoretical frameworks.

##### 2.1.1 Writing Skill

Writing is a language skill that students should master alongside other language skills. Writing is one of the communication skills that must be consciously acquired as a means of communication. Letters are a system of graphic symbols that can be used to convey meaning. Today, the ability to write is considered a basic skill. This helps the author communicate with the reader in writing. It is widely used in school, work, and even the author's personal life. Writing is the process of organizing ideas, opinions, and feelings into written form. This is a complex activity

in which control language occurs both at the sentence level (grammar, structure, vocabulary, punctuation, spelling, and subsequent information) and beyond the sentence level (organizing and integrating information into coherent paragraphs or text).

According to Chen and Zhou, Sahbaz and Duran (2011), writing is a complex problem-solving process that involves controlling text, planning and organizing thoughts, and collecting data toward goals. This means that writing requires careful thought to develop ideas, words and phrases simultaneously to create effective paragraphs and texts. In process of writing, the use of grammar and punctuation is important. (Graham and Perin, 2007) Writing can be defined as a skill that is used to express the opinion with support evidence and deepening the students' knowledge. According to Pollard (2008), writing is a productive skill and such as the way we treat it in class has some similarities with the teaching and learning of speaking. Writing is a product, when they learn about speaking, they should know how to write a form of they speak. It means that the writers use words and sentences and construct it into paragraph to express their idea in their writing that has purpose to make the reader understand about the idea that the writers want to share. Writing is described as a process that is the stage a writer goes through in order to produce something in its final written form.

Pollard (2008) states that writing focuses on the process rather than the final product. When teaching writing, teachers need to consider several factors that influence the organization of writing, such as structure, grammar, spelling, mechanics, and organization of ideas. Hogue (2008) states that the type of writing that takes place in a classroom is called academic his writing because it takes place

in college courses. Academic writing is about explaining something and giving information about it to an audience of teachers and classmates. Academic writing requires certain skills such as sentence structure, composition, grammar and punctuation. Organization refers to the arrangement of ideas within a text, whereas sentence structure in academic writing refers to the way words are arranged within phrases. Wallace (2004) also argues that writing is the end product of separate acts and at the same time very difficult to learn. These separable acts do not include capturing, identifying a central idea, outlining, drafting, or editing.

Penny (1991) stated that the purpose of writing in principle is the expression of ideas. By writing the writer can convey a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of writing. Practicing writing continually has a good effect on the students. By practicing writing continually, the students are able to find their mistakes in writing, and the mistakes in writing will be their challenge to make better writing. Moreover, through writing students may identify what they do not understand, and then take note of the information that can be re-read for clarification. On the other hand, the writer needs to pay some attention to the formal aspects of writing a paragraph. The formal aspects of writing such as neat handwriting, correct spelling, and punctuation, as well as acceptable grammar, and careful selection of vocabulary. The students should pay attention to these aspects of writing besides the content of the paragraph that they will create.

Ontario (2005) states that writing is a powerful instrument for students to use to express their thoughts, feelings, and judgment about what they have read, seen, or experienced. It presents the sound of language through visual symbols. Writing

may be very important for one group of students but less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill that must be taught and practiced as well. Writing is an essential feature of learning a language because it provides a very good way of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at the highest stage. Good writing is most efficiently acquired when the students practice in writing parallels practice in other skills. Writing provides an excellent consolidating learning activity.

Based on Harmer (2001), writing is one of the productive skills which have to be both coherent and cohesive in particular writing. Coherent writing can make sense of the writing follows the sequence of ideas and points. Meanwhile, cohesive writing is concentrated on the technical matter of how ways to connect ideas across phrases and sentences. There are some components of writing they are grammar, vocabulary, handwriting, spelling, punctuation, and the content of that writing. Taylor (2009) states that if the students are to write, they need to know what they are talking about. They need to push themselves to expose what they know about the subject that becomes their focus. In writing the writer bring knowledge into being, record, and preserve it. Writing is the seed, the fruit, and the pickle of the writer's understanding.

According to Brown (2003), there are four types of writing performance such as imitative, intensive, responsive, and extensive. In imitative writing, students should attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. Intensive writing is the students should

produce an appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of a sentence. Furthermore, assessment tasks in responsive writing require students to perform a limited discouragement level, connecting sentences into paragraphs and creating logically connected sequences of two or three paragraphs. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

A good writer should consider many factors in the writing process, such as purpose, audience, and subject matter. Writing is intended to inform, entertain, and persuade the reader or audience. When students want to write something, they need to decide what goals they want to achieve and what goals they want to communicate. Expressing emotions and sharing experiences can be a more specific purpose. The audience is another factor. They don't have much of a physical presence. Shaping your writing is important because the writer decides who they are and what their purpose is. Clear and specific content is the last important factor. Authors should consider how this issue affects their writing.

In conclusion, writing in the class that according to all the theories, classroom writing is called instructional writing. The skills required to write such texts include sentence composition, structure, grammar, punctuation, etc. Writing is a productive skill, so you need a product that lets their create your own. The writing process encourages not only students' writing skills but also their creativity. After all, writing can be mastered through hard work and constant practice. In this way, the author can develop her communication skills in writing and share their ideas,



knowledge, feelings and opinions with others to create a building block that helps their to create good and meaningful texts.

### **2.1.2 Descriptive Paragraph**

In writing, students have to design the product in such a form. The product described is a paragraph in this case. Paragraphs are groups of similar sentences relating to a single subject. A good paragraph consists of topic sentence, supporting sentence and concluding sentence Hogue (2008) and it should maintain consistent flow. The art of grouping words in well written sentences, paragraphs and texts needs to be learned and practiced by students. Oshima and Hogue (2007) state paragraph is a group of related statement that writer develop about subject. The first sentence sets out the specific point. In addition, in constructing a good paragraph, there should be a clear identification of the paragraph that is going to be written.

Writing a paragraph is one of the skills that students need to learn in order to write decent text. According to Zemach and Islam (2006) state that paragraph is a group of 6-12 sentence about one topic. The same topic is the subject of every sentence in a single paragraph. The entire sentence explains the author's point of view. A paragraph can give you information, opinions, explanations, or even a short story. According to Savage and Mayer (2005) a paragraph is a group of sentences with introduces the topic. The supporting sentences are made to support the idea in the topic sentence with explanations, reasons, and other detail. the conclusion wraps up the idea, often summarizing what has been presented and switching to a new paragraph.

Paragraphs are divided into a number of categories, starting with the type of

paragraph according to its functions and also placing it at the main idea of an article. Paragraphs also have terms, function characteristics, and elements. Zemach and Islam (2005) state that when the writer describes a place it can be developed by adding descriptive details and information that tell how a place looks, sounds, smells or feels. In order to express a written thought, the function of paragraphs is to provide forms of thoughts and feelings for several sentences that are arranged in such a way as to form an appropriate paragraph.

Descriptive writing uses the word to build images for the readers. These images come from the five senses of humans such as sights, sounds, smells, tastes, and feelings. It can be assumed that the readers get information about the object's appearance in a descriptive paragraph. A good descriptive paragraph makes the readers feel as if they are appearing or present in the scene. Moreover, there are three points of a descriptive organization such as introduction, body paragraph, and conclusion. In the introduction, the writer will introduce what is going to be described in the paragraph. In the body paragraph, the writer explains the description something as clearly as possible. At last, in conclusion, the writer will put their final opinion about the description that is explained (Savage and Mayer, 2006:30).

A descriptive paragraph is a paragraph that explains how someone or something looks or feels by using adjectives (Zemach and Rumisek, 2005). A descriptive paragraph includes details that appeal to the five senses such as smell, taste, touch, hearing, and sight. The writer must convey information that appeals to all of those senses in order to give the best possible description. In organizing a good descriptive paragraph, the writer needs to describe the object in more detail in

order to make the reader imagine the descriptions clearly which can make the descriptive paragraph more interesting to read for the readers.

According to Folse et al. (2010), a descriptive paragraph is a paragraph which describes how something or someone looks or feels. It gives an impression of something. A descriptive paragraph describes, gives an impression, and creates a sensory image in the mind of the reader. The words that appeal to at least one or all of the five senses, sight, taste, touch, hearing and smell are used by writers in order to express a subject. The best writers always take their audience into account when writing. Moreover, Oshima and Hogue (2007) express that descriptive writing appeal to the senses (looks, feels, smells, tastes and sounds). A good description allows the reader to imagine the object. It's usually worded in an obvious and logical manner, so that readers are able to perceive what the writer is writing.

According to Fiderer (2002), a descriptive paragraph gives a clear picture of a person, place, object, events, or idea. Details for descriptive paragraph come from the writer's sense those are: smell, taste, touch, hearing, and sight. Descriptive paragraph is a skill in writing that give detail information about the subject through sensory detail that makes the reads catch the picture of information in the paragraph easily. A good description is a word picture, the reader can image the object, place or person in his or her mind without see the real thing which is described. The goal of good description writing is to involve the reader in the story as much as possible. Good descriptive makes the reader fell as if he or she is present in the scene (Savage and Mayer, 2005).

According to Savage and Mayer (2005), descriptive paragraph has three kinds of structure. The three generic structures are, introduction, body paragraph and

conclusion. Firstly, in introduction is to introduce about the object or event of description, the sentences provide the background and the thesis statement tells the reason why object or event is important for writers. Secondly, body paragraphs are most of description, adjectives and adverbs make the experiences more vivid, often described with preposition and can make the writing more descriptive, familiar and expressive. Lastly, conclusion is the final opinion of the description and it present the overall ideas of the paragraph.

Furthermore, Evans (2000) defines that a descriptive paragraph about a person should consist of the following structure: a) introduction in which you give general information about the person, saying when, where and how you first met them, b) main body in which you describe their physical appearance, personal qualities, and hobbies or interests, c) conclusion in which you write your comments or your feelings about something that you have described. In summary, it can be concluded that a descriptive paragraph is a form of writing that talks about describing a person, animal, or certain in vivid detail, which has a generic structure; identification, description, and conclusion (optional).

In writing descriptive paragraph, Savage and Shafici (2007) state that the topic sentence introduces the item that the writer will be describe. It may include the author's personal views and opinions. Further information relating to this topic is also provided in the accompanying text. These details describe the appearance, smell, feel, and taste of the object. The final sentence of the paragraph ends with a restatement of that idea, using another word. The conclusion is optional in the explanatory paragraph. This means that the last sentence may or may not be inserted. However, everything an author writes must be relevant or related to the

topic.

To sum up a good descriptive paragraph is commonly supposed to describe about, person or animals. In constructing a descriptive paragraph the students must think about generic structure which will mention as follows: identification, description, and conclusion. In the present study the researcher refers to the definition on descriptive paragraph by Savage and Shafiei (2007) who believes that in constructing a descriptive paragraph the writer uses adjective words that assist the readers to see, touch, feel, smell, or taste the topic which is described. Adjectives are important in writing a good descriptive paragraph; they add like spices. They add flavor to their writing.

### 2.1.3 PPP Technique

PPP technique is one of the techniques that can be use in a writing class to overcome the problem, PPP technique is one of the communicative language teaching techniques that is based on three sequential steps. The first phase is Presentation which focuses on warm-up and lead-in in this case the teacher introduces descriptive paragraph to be teach. Practice is the second stage; in practice, it means that students tend to focus more on generic structure The teacher offers pupils a chance to write descriptive paragraphs at this stage. Production is the end point of PPP, and some trainers call it 'instant creativity'. In this context, students learn to use their own language in sentences and help them come up with new ideas on the subject.

According to Harmer (2007), there is a technique called presentation, practice, production (PPP) techniques. In the presentation, the teacher introduces



the lesson and explains the information they want to present to the students. In practice, the focus was on teacher-student collaboration to put the new material into practice, and the final production provided students with an opportunity to express their ideas on the test. Students' comprehension of these documents is also measured. These three stages of PPP method (Presentation, Practice, and Production) help students cement new words into their mental vocabulary.

According to Harmer (2007), in presentations teachers introduce situations that contextualize the new language being taught. The teacher explains to the students the language they should learn. The teacher reviews the new structure and students' understanding. During the presentation, the teacher does most of the talking and exerts strong control over the students. Baker and Westrup (2000) also state that during the presentation stage teachers introduce new language elements that students need to learn. Pollard (2008) points out that the name suggests that the presentation in question presents a linguistic point. This is usually done by teachers. This can be achieved through explanation and demonstration.

According to Pollard (2008), there are various ways to present language; they vary in the amount of student and teacher involvement. The presentation involves, as the name suggests, presenting a language point. This is usually done by the teacher. The presentation might be similar to the audio-lingual approach through the use of pictures and focused learning. The presentation can also be achieved through explanation and demonstration. In the explanation, teachers can give an explanation in English or the students' mother tongue. Students used to a traditional way of teaching tend to like and expect this type of presentation. While demonstrating, the teachers can demonstrate the language that they wish to teach.

The teacher can use mime to demonstrate action verbs. The teacher can also use objects or the students themselves to teach comparatives and superlatives (John is taller than Susan). The new grammar structure is presented, often using a conversation or short text. The teacher explains the new structure and checks their comprehension (Richards, 2006).

Baker and Westrup (2000:), in presentation, the teacher introduces the new language items that the students need to learn. This new language may be some vocabulary, grammar, or functional language. When presenting a new language, the teacher must show three things very clearly: What it means? How and when it is used? What it sounds like? It is also important to show students how to form the vocabulary, grammar, or functional language and check the spelling of new words students need to understand the meaning of the new language, so the teacher must set the scene and put the new language into a very clear and obvious context. During the presentation, the teacher does most of the talking and has strong control over the students. If the students make a mistake in writing or speaking, the teacher corrects them. In this phase, students focus on the learning material and teacher explanation. When students still do not understand the material, they can ask a related question to the teacher. Moreover, the teacher can check their understanding by giving some questions related to the material.

Harmer (2007) states that students practice the new language presented to them by the teacher. Teachers usually pair students so that they can practice together. At this stage, the teacher corrects the student's sentence structure, language usage and pronunciation. Teachers guide students to write good sentences. Pollard (2008) states that inter author practice refers to controlled practice. The aim

is to enable students to use the target language in a controlled manner. Baker and Westrup (2000) state that practice is important for students to get bored with the new language the teacher is explaining, but that practice must start in a very simple way.

Richards (2006) states that students practice using the new structure in a controlled context, through drills or substitution exercises. According to Pollard (2008), the practice can generally be practiced in two ways: controlled or free practice. In controlled practice, the teacher will choose a language structure that they want their students to focus on. In free language practice, students use all and any language they know to express themselves. Ellis (2003). Practice in a controlled manner using what we had called exercise. It involves students using the target language in a controlled way. Practice should begin in a very simple way where the teacher controls everything the students say or write. At this stage, the teacher corrects sentence construction, use of the language, and pronunciation. In the present study, the researcher gives some topics about person and thing, and then students choose one of the topics. The students then construct their ideas into a written text, and it is guided by the teacher.

The final step is production. Harmer (2007) states that what some teachers call immediate creativity is production. In this step, students are asked to use the new language in their writing. Pollard (2008) writes that production refers to free practice. Students use the target language in their writing. During the production stage, the ability of students to be creative is very important. Harmer (2007) writes that production is the stage some teachers call immediate creativity. In the current study, students form paragraphs in their writing, and the researcher silently checks

and notes the student's mistakes.

Barker and Westrup (2000) state that the students need time to use the new language they have learned to communicate with each other; this is the production phase. During production phases, the new language becomes part of students' own knowledge of the language. They should be able to use it easily together with other English that they have learned before. Moreover, Pollard (2008) states that production refers to freer practice; students use the target language in sentences of their own. They might also combine it with other languages they know. The production phase in the present research focused on students' writing creativity. The students did free writing using their language to describe a person or thing based on the topic given.

In teaching writing, the PPP technique steps consist of presentation, practice, and production. The presentation explains what material the teacher wants to convey to the students. In practice, students practice what they have learned using the materials provided by the teacher. The practice in this case is still supervised by the teacher. Teachers always give hints to students. In the production, students will have the opportunity to express their opinion on this topic in the text. For this, students create their own paragraphs based on the topics taught. Attention is also paid to the extent to which the student understands the material. To significantly improve, teachers can make global revisions at the end of the writing performance.

In conclusion PPP is one of teaching strategy that consist of three steps there are : Presentation, in presentation the teacher explains about the material that want to deliver to the students. The second is practice; in practice the students try about what they understand from the material that given by the teacher. Practice in this

case is still guided by the teacher. The teacher always gives hint to help the students. The last is production, production is chance to the students express their idea in the writing test. In this case, students make a paragraph based on the topic that gives by the teacher. It also to measure how far the students understand about the material.

#### **2.1.4 Assessing Writing**

One of the fundamental elements of classroom teaching and learning is assessment. Teachers need to understand the writing assessment criteria when assessing student writing. Writing skills are both a process and an outcome. Part of this process is the pre-writing, drafting and revision of the proposal. Writing is a productive skill, so written deliverables are required. In order to be able to judge the product for ourselves, the evaluation should be done in this context. That way, you can recognize and analyze if your skills have improved. Linse (2005) states that writing is assessed by collecting and examining text samples. Students can write samples consisting of sentences, paragraphs, or essays. Samples can be fiction or non-fiction and are assessed by analytical analysis or comprehensive rubrics.

According to Brown (2004), assessing text is not an easy task. As always, when assessing a student's writing ability, goals and criteria should be clearly defined such as handwriting, ability, correct spelling, grammatically correct writing, sentence structure and the logic of the main idea. Each element has a set of criteria to which its results are written. Determining the best way to measure a student's writing ability is an important issue in reading assessment. Saag et al. (2003) suggest that when assessing writing, teachers focus on both content and form of writing. H. Language use, text structure, argument structure, grammar, and



punctuation. To write well, students need to focus on the content and form of writing.

Brookhart in Fulcher and Davidson (2007) argue that assessment and learning are integrated within the classroom. Teachers are constantly assessing, but the primary purpose of the assessment is to inform better teaching and more efficient learning. In the classroom, the assessor is therefore deeply involved in the assessment, and cares about the outcomes of the assessment. There is nothing distant about intervening in the lives of learners. Assessment, furthermore, is an ongoing process that encompasses a much wider domain. Whenever the students respond to a question, or try out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Tests, then, are a subset of assessment which is used for assessing the students' knowledge.

Brown (2004) points out that valuation plays an important role in such an approach. Students go through a fairly constant evaluation period as they learn to become good writers. To provide students with the maximum benefit from the assessment, it is important to consider the early stages of preliminary writing, from the first draft to the second draft, followed by revision and final production of the assessment. Another factor in writing assessments is to involve yourself, your peers, and your teacher at relevant points throughout the process.

Hyland (2003) finds that assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. An understanding of assessment procedures is necessary to ensure that teaching is having the desired impact and that students are being

judged fairly. Without the information gained from assessments, it would be difficult to identify the gap between students' current and target performance and to help them progress in learning process in the classroom.

Marzano (2006) states that classroom assessment can have a dramatic influence on student achievement. Given this finding, one might be tempted to conclude that assessing students more automatically increase their learning. Moreover, many conclusions provide insights into effective classroom assessment, such as, (1) feedback from classroom assessments should give students a clear picture of their progress on learning goal and how they might improve, (2) feedback on classroom assessment should encourage students to improve, (3) classroom assessment should be formative in nature, and (4) formative classroom assessments should be frequent and continue for get better result.

Rudner and Schafer (2002) state in their book that measurement of students' performance may seem "objective" with such practices as machine scoring and multiple-choice test items, but even these approaches are based on professional assumptions and values. Whether that judgment occurs in constructing test questions, scoring essays, creating rubrics, grading participation, combining scores, or interpreting standardized test scores, the essence of the process is making professional interpretations and decision. Assessment can be used as reflection for the teacher to improve the teaching learning methods. Moreover, teacher can make a better learning process and instruction process for the next learning process and assessment.

Black and William in McKay (2006) state that classroom assessment or teacher assessment refers to assessments made by teachers in the classroom.

Collecting information about children's strengths and weaknesses can be formative for teachers to provide feedback to learners and to make further decisions about teaching. It can also be summative, with the teacher gathering information at the end of the term and generally reporting to others on the child's progress. The teacher's summative assessment can also be incorporated into your own teaching. Formative assessment is also called learning assessment, while summative assessment is the final test.

Oshima and Hogue (2007) describe that the success of writing can be shown from its completeness of some writing aspects. Those writing aspects can describe as follows: (1) Format refers to the rules and styles of writing. (2) Mechanics refers to the use of correct spelling and punctuation. Incorrect spelling and punctuation was made different sense of writing. (3) Content to the substance of writing. It means that the supporting sentences should develop the main idea clearly (unity). (4) Organization refers to the logical information on the content (coherence). (5) The use of correct grammar and how to combine and organize words into phrases and sentences are referred to in the context of grammar and sentence structure.

In the present study, the researcher will focus on assessing students' skills in writing descriptive paragraphs. The researcher needs to test the students to score them. Therefore, the researcher will use a paragraph construction task that will be given to the students to know whether or not improvement of students' writing skills. To assess students' writing, in the present study the researcher will use the will focus on the theory from Oshima and Hogue. The theory is about the element of the rubric for assessing writing which covers five elements, such as format, punctuation, content, organization, and grammar. Those five elements of scoring

rubrics are adapted for the score of the study and it is relevant for this present classroom action research.

## 2.2 Empirical Review

The empirical review is a review of pertinent research findings with the purpose of evaluating earlier researchers who have relevance to the current research. The pertinent investigations, which have already been carried out by other researchers, focus on enhancing students' writing abilities with PPP Technique. The goal is to provide evidence for the current study by taking the findings into account and evaluating whether or not the study would be as successful as the pertinent studies utilized in the empirical reviews.

The first research was from Melati (2019) entitled "Improving Writing Skill of the Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2018/2019 Through PPP Technique." The research was clearly found out that the writing skill of the eighth-grade students of SMPN 1 Mengwi in academic year 2018/2019 can be improved through PPP Technique. The research design of this research was classroom action research. The data of this study were collected in two-cycles through a pre-test and post-test. The researcher used paragraph construction as the instrument of writing tests for the students. The data from the post-test of this research clearly showed that the students writing ability improved when the PPP technique was applied. Moreover, the questionnaire that has been given at the end of the last cycle was shown the students' positive responses toward learning English, especially in learning writing through PPP technique.

Melati (2019) has proven that the writing skill of the eighth-grade students of

SMPN 1 Mengwi in academic year 2018/2019 can be improved through PPP technique. The researcher clearly described the implementation of PPP in teaching descriptive material, which made the students instantly understand the material delivered. However, the researcher did not put the specific basic competency in the research as the limitation of the study and the limitation of students' learning achievement, especially in descriptive writing text. This case can doubt whether the material was given based on the school syllabus or not, and there was no strong limitation of writing achievement. Therefore, in the present study, the researcher taught the descriptive text based on the school syllabus that focused on 4.4 basic competency about constructing descriptive text. This can make a clear limitation of the present study and strong support of students writing achievement carrying out, so there was no doubt about the limitation of this study.

Evitania (2019) also conducted a research entitled "Improving the Students' Writing Skill of Descriptive Text by Using Presentation, Practice, and Production Method at MTs N 2 Deli Serdang". The subjects of this study were the eighth-grade students of Mts. N.2 Deli Serdang consisted of 36 students in academic year 2019/2020. This research was done in two cycles. Each cycle consisted of 4 steps, namely, planning, acting, observing, and reflecting. The result of data analysis showed improvement of the students' skill in writing a descriptive text in each cycle. The mean score in pre-test was 54,5; post-test I was 75,22; and post-test II was 81,58. There were 8,33% or 3 of 36 students who passed the standard minimum score achievement in the pre-test; 44,44% or 16 of 36 students, in post-test I; and 83,33% or 30 of 36 students, in post-test II. The improvement from post-test I and post-test II were 38,89%. Based on the data, it could be concluded that their skill in



writing descriptive text using PPP technique was improved. It showed that PPP technique could improve their skill in writing descriptive text.

The second researcher also found positive results in the present study, which found out that the implementation of PPP technique could improve the subjects' writing ability of descriptive text. The researcher clearly described the steps in implementing PPP technique. The researcher also explained the descriptive text in the research that was easier for students to understand the material. Moreover, the researcher instrument showed specific instructions that can limit and focused on the subjects' written tests. However, the researcher did not put the time allocation in taking the test, both in the pre-test and post-test. This would confuse them about what times, or how many times they have to finish their work. Thus, in the present study, the researcher would put the specific instructions that included the time allocation. The time allocation would be 35 minutes, which meant that they had to finish their written test. This can make students know well how many times they had to finish their work and maximize their time doing the test.

