

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Writing is one of the productive skills in learning English, which is to communicate the language in written form. Through writing, people can share ideas and information, persuade and convince people in written form. According to Rao (2019), writing is a language skill that is the ability to express one's thoughts, feelings, and ideas in writing to other people or parties using written media. Writing skills become skills that must be owned, learned, and even mastered by everyone. Some benefits There are several benefits that can be obtained from good writing skill. First communication. Good writing skills allow writers to deliver their message clearly to audiences. Second, it has an important role in education. Writing will help them finish their assignments, such as writing an essay, proposal, thesis, etc. Third, it can lead the writers to find a job. Through writing, they can write curriculum vitae to apply for a job.

According to Zemach and Rumisek (2005), when the writer writes, they do more than only put words together to make a sentence. To create a piece of writing, good writers must go through a number of procedures, including selecting a topic, collecting ideas, organizing, writing, reviewing the structure and content, and rewriting the structure and content. Harmer (2003) states that in teaching writing, we can focus on the product of that writing or the writing process itself. The students are required to come up with their ideas more readily and to create some simple writings on the topic of their own creativity. There are numerous different forms of writing products, including descriptive, recount, narrative, exposition, argumentative, procedure, etc.

Oshima and Hogue (2007) state that writing is never a one-step action; it is an

ongoing creative act. There are essentially four steps in the writing process. The first allow writers to generate ideas. They can select a topic and gather information to describe it in this step. The second organizing phase involves the writers putting their ideas into a simple outline. The writers compose a rough draft in the third step using their outline as direction. The writers refine their writing in the last step, which is referred to as editing. Polishing works best when done in two stages. Before anything else, the text needs to be revised. After that, they must revise the pupils' 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 writing, a person must comprehend the writing components of the target language. The majority of students at that level struggle with English through writing. Because they find it challenging to express their ideas, thoughts, and feelings in written form. Taylor (2009:4) states that writing is an extremely difficult task for most people if they are trying to grapple in their language with new ideas and new ways of looking at them. In addition, writing can be the most difficult work for pupils because it requires them to comprehend the proper written format, which is a complex activity.

In writing the seventh A students of SMPN 3 Ubud still struggle when it comes to composing paragraph that have a clear structure. They also have difficulty in findings ideas in writing paragraph. Students need to understand how to generate paragraph in order to be able to write effectively. Taylor (2009) states that to write well, writers need progressively to learn about themselves, how their mind works, and how they attain the knowledge. Students should begin writing about what they know to stimulate their interest in writing. It is not easy to start writing something for beginner writers. Writing is a challenge for many students. They lack the writing skills necessary to communicate their ideas clearly. Students struggle with how to begin writing, what they should write first, and how to finish it.

Writing requires careful thought because it involves creating ideas, words, phrases,

paragraphs, and compositions. It must also be clear about the aims or criteria, such as correct spelling, punctuation, grammar, word choice, etc. According to Harmer (2003), there are a number of different approaches to the practice of writing skills both in and outside the classroom. Some of the writing strategies that instructors can employ in the classroom are intended to help students write effectively. During the observation, the research found that the seventh-grade students of SMP Negeri 3 Ubud Academic Year 2023/2024 have low writing skill. Some factors can occur and influence students' motivation and achievements in improving their writing skills such as inappropriate use of learning strategies. Moreover, the lack of clear emphasis on the writing process makes the students confused in making their paragraphs.

Based on the explanation above, the researcher applies PPP technique to solve the aforementioned problems. Harmer (2007) states the PPP technique can help students in constructing descriptive paragraph because PPP technique consists of three phases. Firstly, presentation phase, the researcher will explain about descriptive paragraphs; the researcher is in charge of this stage. Secondly, practice phase, The teacher continues to guide the students as they practice in writing step-by-step. During this phase, the researcher corrects students' errors and offers encouraging feedback to the students. Last, Production phase, allowing students the opportunity to create descriptive paragraphs with a general structure and 6 - 12 sentences. In this stage, the researcher often makes a correction or intervene.

According to Vystavelova (2009), the PPP technique has some advantages. The first advantages that the PPP technique provides are clear and simple. As a second benefit, teacher said that such a lesson is easy to prepare because the material used for the lesson are ordered from the simplest to the most difficult. Types of activities are arranged from the most controlled to the least controlled. Additionally, many teachers mention how simple it is for beginning pupils to use this strategy to communicate effectively. While the pupils are engaging in practice speaking their new language, the

teacher has time to discuss the material of the presentation. The last benefit is that PPP has a balance of language skills. The four language skills of speaking, reading, writing, and listening are used by the students to practice the language during the PPP lesson.

Based on the research background, the researcher applied the PPP technique in teaching writing. The researcher considered PPP as the appropriate teaching technique and media to improve students' descriptive writing skills. Therefore, this technique can help the students easily in writing descriptive paragraph. The students could be easier to write a descriptive paragraph because the researcher guided them in writes the paragraph and explain the descriptive paragraph well by using PPP technique. Furthermore, the researcher is interested in conducting a research entitled, "Improving Writing Skill of the Seventh-grade Students of SMPN 3 Ubud in Academic Year 2023/2024 Through PPP Technique"

1.2. Research Problem

Based on the explanation of background of the study, writing is one of difficult skill to be master by the students. In other word the seventh-grade students of SMPN 3 Ubud 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 3 Ubud 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 3 Ubud faced difficulty in writing. One of the teaching strategies that can be used 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 3 Ubud in academic year 2023/2024 can be improved through the PPP technique.

1.4. Limitations 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 improving the writing skills of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 through PPP technique. It is important for the researcher to know the curriculum and the module that apply in the school in order to produce lesson plan and learning material as the research requirement. In this present study, SMP Negeri 3 Ubud is applying 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 in accordance with the correct and complete generic structure, such as identification, description, and conclusion.

1.5. The Significance of the Study

All researchers expect the results of scientific studies of theoretical and practical importance to those involved in these topics. The study is focused on the application of the Presentation, Practice, Production (PPP) technique to improve the writing skills of seventh-grade students at SMPN 3 Ubud in the academic year 2023/2024. Moreover, the result of the study is mainly expected to be useful in teaching descriptive paragraphs through PPP as a part of the teaching strategy. Furthermore, the result of the study is expected to provide both theoretical as well as practical significance as follows

Theoretically, the purpose of this study is to strengthen the theory of writing, in particular the theory of writing, the theory of classroom action research, and the PPP technique. In addition, it demonstrates the effectiveness of the specific theory applied in this study. Moreover, empirical assessments must also be strengthened so that the results can be useful as a means to illustrate the implementation of PPP. Furthermore, the results are expected to reinforce theory and serve as an inspiration for future studies with a PPP approach in teaching writing skills. Moreover, the findings can be applied as a quantitative proof that provides additional information to other researchers.

Practically, the outcome of the present classroom actions research is expected to give a contribution and feedback in general to English teachers, students, and other researchers. For the teachers, the researcher hopes that through PPP, teachers' knowledge and skills could be improved so as to increase students' ability to write. It's also helpful for the teacher to create a useful and effective learning environment for writing, and it's easy for the teacher to teach a description paragraph, and it's easy for the teacher to learn a simple way of teaching. For the students, this study will aim at solving the students' problems, in particular with improving their ability to write and helping them gain an increased knowledge of writing through use of a PPP technique. For the other researchers, this study will serve as a reference for the next

researcher to address the problem that will arise in the future. They might also gain and learn more about the techniques to be employed in the future

1.6. Definition of Key Term

The terminology used in the current study is too general and appears complicated to the readers. Additionally, the definition lacks a precise explanation. There are several essential phrases that are conceptual and operationally explained below in order to help you understand this study and give the reader a clear direction to focus on the topic at hand.

1.6.1. Writing Skill

Writing skill in this present study is operationally defined as the skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 in writing a descriptive paragraph about person which consists of 6-12 sentences and its generic structure: identification, description, and conclusion.

1.6.2. Presentation, Practice, and Production (PPP)

PPP technique is operationally defined as a technique of writing instruction that makes it simpler for SMPN 3 Ubud students to create descriptive texts in which the teacher provides a major topic and the students write it down in the middle of the page and circle it. After that, the students write and circle another subtopic that is linked to the primary theme. Before penning a descriptive essay about a person, place, or object, students draw a line to establish some sort of connection between the subtopics and the major theme. The PPP acronym stands for Presentation, Practice, and Production. Each letter means a stage of the learning process. The first stage is called a Presentation, where the teacher gives an explanation of the topic. The Practice Stage is the time for the students to use the language in a semi-controlled activity. And the Production stage gives the students the opportunity to use the language freely.



UNMAS DENPASAR

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 an activity that expresses thought, opinion and feeling within the language of writing. In other words, writing is an act for expressing thoughts and feelings through written forms which readers are supposed to perceive as being indirect communication tools. Therefore, it should be pointed out that the thought of writing is part of an activity to draw readers' attention to ideas in a written language and thus they can understand them. Referring to Zemach and Islam (2005) states that writing is one of the most difficult skills to master in English. It presents language sound through visual symbol. Indirect communication, such as putting letters, symbols and words on papers, is the majority of writing activities.

According to Richards and Renandya (2002), among the four skills, writing is

the most difficult skill for second or foreign learners to master because it is considered as a complex process of putting ideas down on paper to transform thoughts into words or sentences. According Zemach and Islam (2005) a good writer should be able to talk about grammar to make correct and interesting sentences easier. There are common rules for using punctuation such as capitalization, period, comma, question mark and etc. Clear punctuation makes the organization of the written product is clear and easy to read. Moreover, the use of grammar in paragraphs allows information to be found easily and gives readers a better understanding of the text's context. The students are also taught to write good sentences through the use of grammar.

Writing is the most important skill of the four language skills that should be learnt by the students besides other language skills. Writing, as well as speaking, is a productive ability that requires a written product as a result, such as a report, letter, story, diary, message, and so on. As will be discussed below, there are numerous hypotheses that relate to the definition of writing. According to Chen and Zhou in Sahbaz and Duran (2011), writing is a complicated process of problem solving, which involves controlling the text, planning-arranging the thought and collecting data for the target. It implies that writing requires careful thought in order to develop ideas, words, and phrases simultaneously in order to produce an effective paragraph or text.

Pollard (2008) states that writing focuses on the process rather than a final product. In teaching writing, the teachers should consider some factors that influence writing organization, such as; structure, grammar, spelling, mechanics and organization of ideas. Hogue (2008) states that the kind of writing done in the classroom is called academic writing because it is done in college classes. Academic writing aims to explain and give information about something with the teacher and classmates as the audience. Academic writing requires certain skills, such as sentence structure, organization, grammar, and punctuation. Organization refers to how ideas are arranged in a text, whereas sentence structure in academic writing refers to how words are arranged in a phrase. Wallace

(2004) also states that writing is the final product of separate acts that are hugely challenging to learn simultaneously. These separable acts are taking, identifying a central idea, outlining, drafting, and editing

Writing is a process of creating and organizing ideas, writing a rough draft, and finally polishing the rough draft through editing and revisions Oshima and Hogue (2007). According to the abovementioned statement, writing is not only putting thoughts in a written form but also organizing, editing and revising them so that they are adequately communicated. Writing plays a crucial role in students at both secondary and university levels, because many of the tests require them to begin with simple sentences, paragraphs, essays or even reports and thesis. Learning about structures and organization is essential for students to be able to write English. Students need to concentrate on building the text structure that's right and good when they write a piece, not only expressing or developing their ideas.

Writing skills also indicate that writing is a recursive process in which students have to revise throughout the entire process, and frequently move between stages. In this way, students should learn to invent and find their own ways of doing so while teachers will assist pupils in developing content and finding a purpose. Also, it is stated that readers, purpose and occasion define all types of writing and effective writing fulfils the researcher intention and meets the students' needs. It means that writing is a complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. That is because language usage is taken into consideration by the students in their writing activities.

In order to produce a good writing product, the writing process is essential. Zemach and Rumizek (2005) state that there are several steps the writing process: pre-writing, drafting, reviewing, revising, and rewriting. Oshima and Hogue (2007) also state that writing has four rough steps such as pre-writing, organizing, writing, and polishing.

Those processes are important to follow in teaching writing. In-pre writing, the students choose the topic by themselves, and when they have a topic, they then think what they want to write. In organizing, they have to organize the ideas into a simple outline. In writing, they should write a rough draft based on an outline, and then use the model to guide them. In polishing, they polish what they have written. This step is also called revising and editing to make good writing

A good writer has to take into consideration a number of factors in the writing process, including purpose, audience and topic. Writing is intended to inform, entertain, and persuade the reader or the audience. When students want to write something, they should decide what the goal they expect to reach through their writing in which the goal may be to inform. By expressing feelings and sharing experiences, that might be a more concrete purpose. The audience is a further factor. They're not having as much physical presence. As a writer's choice of personality and purpose, shaping his or her writing is important. Clear and specific content is the last significant factor. The writer needs to consider how that topic will affect how they write.

Brown (2004:22) state that four categories of written performance capture the ranges of written production, and they are considered here, such as the first is imitative. Imitative is the category that produces written language; in this category, the learners attain the fundamental, basic task of written letters, word punctuation, and very brief sentences. The second is intensive (controlled). Beyond the principles of imitative, writing is a skill in producing suitable vocabulary for contexts, collections and idioms, as well as proper grammatical elements up to sentence length. The third is responsive; in this session, the assessment task requires the learners to perform at a limited discourse level, connect into a paragraph, and create a logically connected sequence of two or three paragraphs and then become a text. The fourth is extensive writing. This means that, for a period of no more than the length of an essay, term paper, major research project report or thesis, all writing procedures must be properly managed.

In day to day life, writing has been an important form of communication. They communicate their ideas, meaning, message, feeling, emotion, and love through speaking and writing. Kane (2000:3) states that writing is worth learning. It is of immediate practical benefit in almost any job or career. Certainly, there are many jobs in which they can get along without being able to write clearly. Taylor (2009:2) states that if they are to write well, they need to know what they are talking about They need to push themselves to uncover everything they know about a subject that becomes their focus; they must reach every gap in understanding a problem they thought fairly. He also adds that the writer should bring knowledge into being, record and preserve it in writing. In addition, the writing needs to be organized in a way that makes it interesting, easy and entertaining for reading and understanding.

In conclusion, writing in class is called educational writing according to all the theories. The skills required for such writing include organization, structure of the sentences, grammar and punctuation. As writing is one of our productive skills, it requires a product that can be produced in its own right. Not only students' written skills, but also their creativity will be developed during the writing process. Lastly, writing can be mastered through working hard and practicing continuously; thus, a writer can construct which can improve his or her communicative ability in written form and assist the writer is sharing their idea, knowledge, feeling, and opinion with other people to make a good text that is meaningful

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). 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.

The first sentence in a paragraph states the main idea of the topic and then the rest of the sentences support the point. A paragraph has a topic sentence that directly tells the reader the main idea. The other sentences in the paragraph are called supporting sentences. Supporting sentences will give more information about the topic and explain the topic sentence clearly. The writer will add specific details information and explanations to the topic in other words, the words will be used to play a central role to replace the object. The skill of the writers to modify the sentences with descriptive words is essential for successful descriptive writing. According to Juzwiak (2009:279), there are two types of words that are considered to be descriptive words such as adverbs and adjectives. Those words play a vital role in modifying sentences, so the readers will able to distinguish the specific details in which they can simultaneously see, feel, hear, and taste what is

being described in the paragraph.

Descriptive writing uses the word to create an image that's intended for readers. Those images are the result of five senses in human beings, namely sight, sound, smell, taste, and feel. It is assumed that the reader will get information on the characteristics of this object in a description paragraph. Oshima and Hongue (2007) write that a good descriptive is a word picture; the readers can imagine the object, place, or person in their mind. The main purpose is to create an image in readers' minds. Humans are able to sense the language of their surroundings through five senses: sight, hearing, taste, smell and touch.

Description is also about sensory experience like how something looks how something sounds, and how something tastes Kane, (2000). It means the descriptions in descriptive paragraph should be expressed in detail and vivid descriptions even to have good descriptions, using sensory experience is important to create clear descriptions. Moreover, a clear description accompanied by detailed instructions can help readers understand what is to be made and written. In addition, descriptive paragraph is written with the senses since the paragraph will make the readers picture the object by using their sense too

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 word that appeals 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 is usually worded in an obvious and logical manner, so that readers are able to perceive what the

writer is writing.

Savage and Meyer (2005) give the other theory about descriptive paragraph. They state that descriptive writing uses word to build imager for the reader. It can be assumed that, in the descriptive paragraph, readers are able to gain information or a clear description of how an object looks. In addition, a descriptive paragraph may also explain or express the writer's feelings in so far as they can be easily understood by the reader. Therefore, all the theories state that a descriptive paragraph explains or describes a thing, a person, or a place in detail, so that the reader can imagine the object to be described by the writer. In order to give readers an accurate imagination, it describes somethings in order, from left to right or from large to small items.

In writing a descriptive paragraph, the part of speech that is most used is an adjective, because in a descriptive paragraph, the writer tells about the characteristics of an object. the process of identifying in the descriptive paragraph tells about the information and introduces the object in detail. The object can be a person, thing, animal, and place. The descriptive paragraph uses frequent epithet and classifiers in a nominal group. The tense that will be used is simple present tense. A descriptive paragraph has a generic structure and social function. Besides that, a descriptive paragraph also uses significant grammatical patterns that support the form of a descriptive paragraph. They include focusing on the specific participants, using simple present tense, using verbs of being and having, and use of descriptive adjectives to build up long nominal groups.

According to Evans (2000), the generic structure of descriptive paragraph is introduction, main body, and conclusion. The generality of the paragraph is stated in its introduction or identification. The writers write some statements about describing the object in the whole paragraph. The main body or description may be used to describe an object, for example its physical appearance, hobby and characteristic. The last is the conclusion of this paragraph. It's supposed to summarize a paragraph or the writer's remarks on an object which it describes. The idea which is derived from the identification

shall usually be used to conclude this paragraph.

In writing descriptive paragraph, Savage and Shafici (2007) state that the topic sentence introduces the item that the writer will 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. In other words, everything an author writes must be relevant or related to the topic.

According to the explanation above, a descriptive paragraph is a paragraph that describes a person, thing, animal, or place, which consists of a generic structure. In constructing a descriptive paragraph, the students must think about generic structure which will mention as follows: identification, description, and conclusion. According to the theories mentioned, the researcher will use the theory of Zemach and Rumisek (2005), which states that a descriptive paragraph is how a person, thing, animal, or place looks or feels, and it is described by using adjectives. Moreover, the researcher will use the theory of Zemach and Islam (2004), which states that a paragraph is a group of about 6 – 12 sentences about one topic.

UNMAS DENPASAR

2.1.3. PPP Technique

PPP technique is one of the techniques that can be used 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 taught. 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.

A variation on Audiolingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production Harmer, (2007). In this procedure, the teacher introduces a situation that contextualizes the language to be teach. The pupils then make their own sentences with the new language, referred to as production. It means that in the PPP technique, there are three steps: Presentation, Practice, and Production. Teachers will present and ask students to practice a language they've been taught during implementation of the PPP technique; after that, they must practise it themselves. It is a good place to start applying good communicative language teaching in the classroom

In applying Presentation, Practice, Production (PPP) technique, for the first is the teacher introduction of lesson and give explanation about the material that want to deliver to the students. In practice, it focuses on the teacher and the students working together to implement the new material. The last is production, in the test students have an opportunity to express their ideas and measure how much they know about this material. The PPP technique helps students to consolidate new words in their mind's dictionary with the three stages of presentation, practice, production.

Presentation, practice, Production (PPP) technique is the common method to introduce new words to students in an English Foreign Language (EFL) classroom. Presentation, Practice, Production (PPP) technique is a three step lesson plan in the field of English teaching. This strategy aim to help students to learn, understand and practice new vocabulary. Barker and Westrup (2000) stated during the presentation phase, the teacher introduces the new language items that the students need to learn. Presentation, Practice, Production (PPP) technique is not only applicable to the teaching of grammar and vocabulary items but can be implement to any subject matter. According to Pollard

(2008:22) in presentation involved, the name suggests presenting a language point. It usually done by the teacher. It can be achieved through explanation and demonstration.

According to Harmer (2007), there are the procedures of Presentation, Practice, Production (PPP) technique. At the presentation, teachers shall introduce lessons and explain to students what information they wish to present. In practice, it focused on the teacher and the students working together to put the new material into practice, and the last production was a chance for students to express their ideas in a test. And the degree of understanding that students have for these documents is also measured. These three stages of Presentation, Practice, Production (PPP) method help the student to consolidate the new word in their mental vocabulary bank.

According to Harmer (2007) the teacher introduces a situation that contextualizes the new language to be teach in the presentation. The teacher explains the language that will be learn to the students. The teacher checks a new structure and the students' comprehension. During the presentation, the teacher does most of the talking and has strong control over the students. Baker and Westrup (2000) also state during the presentation phase, the teacher introduces the new language items that the students need to learn. Pollard (2008) state that , the name suggests presenting a language point in the presentation involved. It is usually done by the teacher. It can be achieved through explanation and demonstration.

Harmer (2007) states that the students practice the new language that the teacher presents for the students in practice. Usually, the teacher puts the students in pairs to practice together in practice. At this stage, the teacher corrects the students' sentence construction, use of language, and pronunciation. The teacher also directs the students to make a good written. Pollard (2008) states that writers that practice refers to controlled practice. It involves students using the target language in control way. Baker and Westrup (2000) state that practice is important that students have enough of the new language that the teacher explains to them, however, practice must begin in a very simple way. Thus,

students can more easily understand the material provided.

Harmer (2007) state that production is when some teachers have called immediate creativity. In this step, the students are asked to use the new language in their own sentences. Pollard (2008) writes that production refers to free practice; students use the target language in their own sentences. In the production phase, the ability of students to channel their creativity is very important. Harmer (2007) writes that production is a stage in which some teachers have called immediate creativity. In the present study, the students make a paragraph by their sentences, and the researcher does silent control and notes every mistake made by the students.

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 teaching and learning in a classroom is assessment. Teachers need to understand the criterion of writing assessment when assessing the writing of students. There is both a process and a product in the writing skills. Prewriting, drafting and revising the proposal is part of this process. Because writing is a productive skill, it requires a product in such written form. In order to assess the product itself, an assessment needs to be made in this context. Then it is possible to identify and analyze whether skills have been improved or not. Linse (2005) states that

writing is assessed by eliciting and examining a sample of writing. A sample consisting of a sentence, a paragraph or an essay may be written by the students. The sample can be fiction or no fiction and evaluated by an analytic analysis or the comprehensive rubric.

According to Hyland (2003:212), assessment is simply a matter of setting an exam and giving grades. Scores and evaluated 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 that desired impact and that students are being judged fairly. Without the information gained from assessments, it will be difficult to identify the gap between students' current and target performance and to help them make progress in the learning process in the classroom. Both teacher and students will be helped by the assessment.

Carter and Nunan (2001:138) states that assessment is carried out to collect information on learners' language proficiency and achievement that can be used by the stakeholders in language learning programs for various purposes. In addition, Brown (2003:4) states that the assessment is a popular and sometimes misunderstood term in the current educational practice. The assessment involves an ongoing process that covers a wide range of areas. Written work from a note down phrases to a formal essay that ultimately will be assess by themselves, teacher and possibly other students is also one kind of assessment of students' performances and the teacher make students assessment. Moreover, Brown (2003) states that test can be useful to assess students' skill but there are among many procedures and task that teacher could ultimately use to assess the students.

Black and William in McKay (2006) state that classroom assessment or teacher assessment refers to assessment carried out by teachers in the classroom. It may be formative when teachers are collecting information about children's strengths and weaknesses in order to provide feedback to learners and to make further decisions about teaching. and it can also be summative, when teacher are collecting information at the end

of the semester, generally to report to other about children's progress. Summative assessment carried out by teacher may also inform their own teaching. Formative assessment is also called assessment for learning while summative assessment is final test

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, awarding a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs to name some of the more obvious. In view of the high stakes involved for a large number of those assessment tasks, it is vital to ensure that examination practices take into account appropriate principles and are based on good practice in relation to the context and purposes which they seek to meet. That guidance is intended to be given in this position statement.

According to McKay (2006:245) the construct of writing assessment may be determined by the curriculum, and or by theory of expert, in the same way as discussed for reading. It means that, when assessing the students' writing for an assessment purpose, the teacher should determine a study curriculum and learning objectives which are already known or established. A test should be given to the teacher in accordance with the curriculum and subject taught. The assessment should be carried out by the English teachers, because they will know how many students have mastered the materials. The students also know how their writing will be scored.

According to Brown (2004), the assessment of writing is no simple task. As usual, the objectives or criteria, such as handwriting, ability, correct spelling, writing grammatically correct sentences, text construction or logical development of the main idea, must be clearly defined when assessing the ability of students to write. Each element has a number of criteria that are used to determine its results in writing. The identification of the best way to measure students' writing skills is a major issue in reading assessment. Coffin et al. (2003) express that in assessing writing, teachers focus on both the content and the form of the writing, which is the language use, text structure, construction of

argument, grammar, and punctuation. To make good writing, students have to focus on the content and form of writing.

Brown (2004) state that assessment takes on a crucial role in such an approach. The students are placed in a fairly constant phase of assessment as they learn to become good writers. It is important to take account of the early stages, which are composed of a preparatory writing phase up to the initial or second draft and subsequently including revisions and finalizing production for an academic text, when providing students with maximum benefit from an assessment. Another factor in writing evaluation is the involvement of oneself, peers and teachers at relevant junctures throughout the process.

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 assessing writing, the teacher needs criteria that the teacher will use. The score criteria can be in the form of a scoring rubric. Oshima and Hogue (2006:196) state that the elements of the rubric for assessing a paragraph are format, punctuation, content, organization, and grammar. The theory of Oshima and Hogue will be the focus of this study. This theory deals with an element in a rubric for assessing writing which covers five elements, such as format, puncturing, content, organization and grammar. The five elements of the grading rubrics are changed for this study to reflect its score, which is an important point in current classroom action research.

In order to assess whether students have acquired such a skill, and in this case is

written skills, it is very important that assessment be carried out. The assessment therefore only addresses the evaluation of students' ability to write descriptive paragraphs in relation to this study. The test that is given is in the form of a paragraph contraction test. Students are asked to write a descriptive paragraph on one topic. In assessing writing, the teacher needs criteria that the teacher will use. The score criteria can be in the form of a scoring rubric. This present study will focus on the theory from Oshima and Hogue (2006:196) which state that the elements of the rubric for assessing a paragraph are format, punctuation, content, organization, and grammar. Thus, those five elements of scoring rubrics are adapted for the score of the study and it is relevant for this present classroom action research.

2.1. 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 study is written by Kastawa (2022) entitled "Improving Writing Skill of the Tenth-Grade Students of SMK N 5 Denpasar in Academic Year 2021/2022 Through PPP Technique". The objective of the study was intended to find out whether the writing skill of the tenth-grade students of SMK N 5 Denpasar academic year (2021/2022) can be improved through PPP technique. This research was carried out as a classroom action study. The data of the study were collected via a pre test and post test, in two cycles. In writing tests for students, the researcher used paragraph construction. Data from a posttest of this research clearly show that when the PPP technique is used, students' ability to

write improves.

Another researcher was conducted by Yuni (2017) entitled "Improving Writing Skill Through PPP Technique of the Eighth Grade Students of SMPN Widya Swara Sukawati in Academic Year 2016/2017". The objective of her study was to know whether or not writing skill of the seventh-grade students of SMPN Widya Suara Sukawati in Academic Year 2016/2017 can be improved by using PPP. Based on her research, the steps of PPP was successfully achieved after two cycles were carried out.

Both of the previous studies were used revised K.13 curriculum especially in the fourth main competency about developing an oral and written descriptive text, short and simple, about person, thing, and place, taking into account the social function, the structure of the text, and correct linguistic elements in the context. Meanwhile in this present study, the researcher taught the descriptive paragraph based on the Merdeka curriculum that focused 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.

