

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is categorized as a productive skill in learning a language. It is one of the crucial skills that students must master besides speaking skill. Writing is very important to be learned since writing is a part of communication in life, but writing is often considered the most difficult skill to be learned by students. 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. Writing is an active process of delivering an idea by using symbols and arranging it into readable form. Moreover, writing is a complex process that involves brain activity to control the flow of ideas. Writers must have an idea of what they will write and develop it in writing.

According to Nunan (2003:88), writing is both physical and mental. Physical act means the act of arranging words onto paper. At the same time, mental act means thinking of new ideas, how to express the ideas, how to arrange them, and others. Writing is the process of thinking to invent ideas. Writers must think about how to express ideas in good writing and arrange the ideas into statements and paragraphs. They should also pay attention to spelling, sentence patterns, and vocabulary choices in arranging their ideas into a written form. Thus, writing is not just about arranging words but also about expressing ideas, opinions, and feelings. Since writing takes a lot of imagination, each writer has a different point of view. The writer can freely determine their point of view in viewing an object and pour it into written form. As a result, the written product is highly influenced by background knowledge.

Writing is a way of sharing personal meanings. Writing courses emphasize the power of an individual to construct his or her views on a topic (Hyland, 2003:9). Learning writing is very useful for students since they can develop their language mastery. Moreover, students can develop their creativity and critical thinking through writing. They also learned to communicate their ideas, opinions and feelings in written form. It will be good and useful when the students get used to writing. Concerning writing skill is often used for academic and career purpose, such as making a proposal, curriculum vitae, report, and so forth. Therefore, writing is crucial and must be mastered by students in learning a language.

In writing, students are required to think creatively and develop their ideas. Nevertheless, thinking of new ideas is very challenging for students. Moreover, students must be concerned with the correct writing components, making writing more difficult for them. They should master vocabulary, spelling, punctuation, paragraph organization, and grammar. In addition, learning to write requires perseverance and patience in practice. Therefore, learning writing is never easy.

Based on the researcher's interview with one of the English teachers in SMK Saraswati 1 Denpasar, the tenth-grade students face difficulties in writing. Getting ideas before writing was one of the difficulties that they faced. Furthermore, they did not know the correct use of capital letters. Incorrect word spellings were also a problem that the students had in writing. Elaborating on the unity of the written product was also difficult for the students. In addition, incorrect sentence structure and grammar were also problems that the students faced. Therefore, the students were not interested in writing because of their difficulties.

Many factors can affect the improvement of students' skills, including the teacher's teaching technique. Based on the interview with one of the English

teachers in SMK Saraswati 1 Denpasar, the teacher used a monotonous teaching technique. The teacher focused on teacher-centered learning, explaining the material without students' involvement. This teaching technique was focused on the teacher as the source of the knowledge. The students tended to be passive since they just listened to what the teacher said.

The use of the teaching technique in the teaching-learning process is very crucial. It can affect the result of the lesson, and one of them is the students' improvement. Thus, teachers need to consider using teaching techniques. Teachers should use a technique where they can make an interesting and exciting class. However, based on the problem above, the researcher concluded that the teacher's technique was ineffective in teaching writing. Many interactive techniques and media can be used to improve students' writing skill. One of those many techniques and media was PPP combined with picture.

A technique that is appropriate to be used in teaching writing is PPP.

Besides, the suitable supporting media in teaching and learning to write a descriptive paragraph is a picture. Harmer (2007:178) states that pictures are extremely useful for a variety of communication activity, such as describing and drawing activities. In addition, pictures can stimulate students to reveal and explain their ideas. By using this technique and media, students are expected to be more interested and motivated in learning to write a descriptive paragraph. Students also hoped not to feel bored in the teaching-learning process. Furthermore, this technique has simple steps that are easy to manage and do not cost much. PPP combined with picture is the perfect combination to improve students' writing skill.

In presenting an object, it would be easier for the students to understand if a picture accompanies it. The picture could be powerful as illustrations, didactic

materials, or stimulating starting points for structured writing exercises. A picture can provide a broad imagination, so the students can show their creativity in writing. Showing a picture also could open up ideas for students who had little difficulty creating and developing an object. It assists students in developing vocabulary, points of view, and ideas. A picture guides the students to write well and neatly by looking at the object in the picture. Therefore, the picture is crucial in the teaching and learning process. As a result, the students could develop their creativity, vocabulary, and ideas in written form.

Based on the background of the study, the researcher tries to apply PPP combined with picture in teaching writing. The researcher considered PPP combined with picture was the appropriate teaching technique and media to improve students' writing skill in descriptive paragraphs. Using PPP combined with picture, the teacher can catch students' attention and motivate them before explaining the material. It can also stimulate them and help the students better understand by observing the picture. Students can produce a better writing composition when they already understand the material. According to the statement above, the researcher is highly interested in conducting research entitled "Improving Writing Skill of the Tenth-grade Students of SMK Saraswati 1 Denpasar in Academic Year 2021/2022 Through PPP Combined with Picture."

1.2 Research Problem

Formulating a research problem is important in conducting research to make a specific discussion. As stated in the background of the study, the tenth-grade students of SMK Saraswati 1 Denpasar in academic year 2021/2022 have many difficulties in writing. Those problems affected their writing skill, especially in

writing descriptive text. Thus, it should be improved by using an effective teaching technique and media. Hence, considering the background of the study, the research problem can be formulated as follows: can writing skill of the tenth-grade students of SMK Saraswati 1 Denpasar in academic year 2021/2022 be improved through PPP combined with picture?

1.3 Objective of the Study

The research problem previously formulated is answered by conducting a scientific investigation. The objective of the study is needed to be arranged by the researcher. Thus, the research will run properly and reach the researcher's goal. Based on the research problem above, the writing skill of the tenth-grade students of SMK Saraswati 1 Denpasar still needs to be improved. Therefore, this study was conducted to solve the problem above. This study aimed to determine whether the writing skill of the tenth-grade students of SMK Saraswati 1 Denpasar in academic year 2021/2022 can be improved through PPP combined with picture.

1.4 Limitation of the Study

It is important to limit the study to avoid complicated discussions. Therefore, the present study is limited to improving writing skill of the tenth-grade students of SMK Saraswati 1 Denpasar in academic year 2021/2022 through PPP combined with picture. The researcher needs to know the curriculum and the syllabus applied in the school to produce lesson plans and learning material as the research requirement.

In the present study, SMK Saraswati 1 Denpasar applied the revised 2013 curriculum. According to the curriculum and syllabus of the school, the researcher focuses on the fourth main competency and basic competency. The fourth main

competency was focused on processing, presenting, and producing the real of concretes and abstracts following what has been learned in school, acting effectively and creatively, and using methods according to scientific principles. Besides, the researcher focused on the fourth basic competency that was constructing a short and simple descriptive text about person in spoken and written form based on the social function, generic structure, and language features correctly and contextually. In the present study, the researcher focused on writing a short and simple descriptive text about famous tourism or historical places.

1.5 Significance of the Study

This research is focused on investigating improving writing skill of the tenth-grade students of SMK Saraswati 1 Denpasar in academic year 2021/2022 through PPP combined with picture. It would be concerned with teaching writing skills by applying PPP combined with picture to improve students' writing skills, especially in descriptive text. In addition, the findings of this study are expected to give theoretical as well as practical significance.

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about the implementation of theories based on the problem faced above. It is also expected to be references or guidance for future study related to classroom action research, writing skill and PPP combined with picture. Additionally, the findings of this study are also expected to be useful in choosing appropriate techniques for teaching writing.

Practically, the results of the present study are also expected to provide educational feedback for teachers, students, and other researchers. For the teachers, the results of this study are expected to be used as a reference in using PPP as a

technique and picture as media in teaching writing. For the students, the study results are expected to increase their motivation and interest in learning writing. For the other researchers, it is expected to be references and empirical reviews to make better studies for future research in the same field.

1.6 Definition of Key Term

The definition of key terms is very important to define to understand the present study better. Moreover, the definition of key terms are typical words used in this research, and the research should give a clear operational definition used in the present study. To avoid confusion, the researcher defines the operational definition of writing skill and PPP combined with picture. The definitions of key terms are operationally defined as follows:

1. Writing Skill

Writing skill is operationally defined as the skill of the tenth-grade students of SMK Saraswati 1 Denpasar in constructing a short and simple descriptive text about famous tourism or historical places. In addition, the text should consist of 3 paragraphs and follows the generic structure of the descriptive text: an identification, descriptions, and a conclusion.

2. PPP combined with picture

PPP combined with picture combines PPP as a teaching technique and a picture as a teaching medium. The teaching technique has three steps: Presentation, Practice, Production. In presentation, the teacher presents the learning material. In practice, the teacher gives a picture to the students and asks them to write a short draft of descriptive text. In production, the students write a descriptive text based on the generic structure.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is the review of theories related to the present study. Reviewing the theories is important to be concerned with the research as the foundation of scientific research. Moreover, it allows the readers to understand the construction and evidence in this study. Theoretical reviews also guide the researcher in conducting and determining the present study. In this chapter, there are three related theoretical reviews which are discussed as follows: (1) writing skill, (2) descriptive text, (3) PPP combined with picture and (4) assessing writing.

2.1.1 Writing Skill

Writing is an important form of communication in daily life. Writing is also one of the skills that has to be mastered in learning a language. Having good writing skills can help the listener to be able to communicate the messages clearly and easily compared to face-to-face or by telephone. Moreover, students can explore and convey their ideas through written work, such as paragraphs or texts, through writing skill. However, writing is the most difficult skill to mastered (Richards and Renandya, 2002:303). The difficulty lies not only in generating and organizing ideas but also in translating the ideas into readable text.

In the process of writing, the use of grammar and punctuation is important. Graham and Perin (2007:9) state that writing is a skill used to express an opinion with supporting evidence and depend to the students' knowledge. According to Pollard (2008:49), writing is a productive skill, and how 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 the form they speak. It means that the writers use words and sentences and construct them into texts to express their idea in their writing that makes Writing is described as a process that is the stage a writer goes through to produce something in its final written form.

Writing is a representation of language in a textual medium through a set of signs or symbols (known as a writing system). Essentially, writing expresses ideas, thoughts, and feelings to others in written symbols. Therefore, writing ability is expressing ideas, thoughts, and feelings in written language. It is distinguished from illustration, such as drawing and painting. Brown (2004:218) states that writing is a productive skill that needs creativity from its writer to deliver the idea in the form of writing. Every writer has a purpose based on the content of the written text. The purposes have to do with goals, often referred to as aims of writing or writing intentions because writing is used for various purposes. It is produced in many different forms (Harmer, 2004:4).

Pollard (2008:51) states that writing focuses on the process rather than the final product. In writing, the teacher should consider some factors that influence writing organization, such as structure, grammar, spelling, mechanics, and organization of ideas. Hogue (2008:2) 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 to the teacher and classmates as the audience. Academic writing requires certain skills, including sentence structure, organization, grammar, and punctuation. Sentence structure in academic writing is related to arranging words in a sentence, while organization is related to arranging ideas in a text.

Writers need content and direction to produce a written text (Fulwiler, 2002:19). Therefore, the teachers' role is very important in teaching and guiding the students in developing their writing ability. Writing classes should be made more creative, communicative, and enjoyable. To influence the students to be interested in learning and improving their writing ability, teachers need to motivate the students and not set all activities into the formal assessment. Moreover, teachers can set writing topics into something valuable to the students, and it can be said as contextualized topics.

Writing is a developmental process. With teachers' guidance, students try to express their views or ideas in the best writing. Teachers must provide students with the space to make meaning in a positive and cooperative environment. What students need is to practice more and more. Brown (2001:334) illustrates that writing is like swimming. When people want to be able to swim, they must have an instructor to show them basic ways or tricks to swim, although the instructor is only their parents or their nine friends (not professional instructors). After they learn basic swimming skills, they will develop based on their style. The more chances they get to swim, the more perfect they will be. Writing has a similar illustration to swimming. For the first time, there will be teachers who guide students to write. They will show students the principles of writing. After students get the principles, they will develop their writing according to their style. Students must have ideas of what they are going to write. Even though they take notes during class, they must think hardly before writing them in their notebooks.

Writing helps students learn (Raimes, 2001:3). It means students understand better learning when they write. Writing helps students in developing their memory and deliver what they think about. Moreover, students can practice writing spelling

correctly, use vocabulary choices appropriately and make sentence patterns orderly through writing. The more students write, the better-written text they make.

Writing, which is categorized as an output skill, must be mastered by all grade students. Nunan (2003:88) states that writing is both a process and a product. Writers go through some processes in producing a written product. Imagining what to write, organizing the idea, making drafts, editing the text, reading, and rereading. Writing is not only about composing alphabets into words or sentences into paragraphs. Oshima and Hogue (2006:5-7) believe “writing is a way to explore materials and discover insights into subjects. It is a process of discovering and organizing ideas, putting them on paper, reshaping, and revising them”. Thus, writing is not an easy thing to do for all people, especially students.

In a nutshell, writing is an important part of communication which is very useful for communicating information and specific purposes from writers to readers. Regarding the theories mentioned, the researcher uses the theory of Oshima and Hogue (2007:15) which explains that writing is a creative text requiring several steps to produce it. Four steps in the writing process that should be followed in producing a well-written text are prewriting, organizing, writing and revising, and editing. These steps can be followed in making all types of texts. When the writers know and apply these steps, it will be easier to construct a written product. This theory is relevant to this study since it concerns improving writing skills.

2.1.2 Descriptive Text

Students are expected to produce a product in such written form in writing. In this case, the product mentioned is a text. A text is a group of related sentences about a single topic. A good paragraph consists of a topic sentence, supporting

sentence, and concluding sentence (Hogue, 2008:4), and it should maintain a consistent flow. Students need to learn and practice the art of putting words together in well-formed sentences, texts, and texts. Oshima and Hogue (2007:3) state that a text is a group of related statements the writer develops about a subject. A text has unity when all sentences in that text support that point. An effective text contains a good topic sentence that leads the text. These characteristics are important.

Savage and Mayer (2005:2) state that a text is a group of sentences about a topic. A typical text begins with a topic sentence, which introduces the topic. The sentences support the idea in the topic sentence with an explanation, reason, and other details. The concluding sentence brings the text to an end. In addition, Zemach and Rumisek (2005:25) define a descriptive text explains how someone or something looks or feels. This text uses adjectives, which tell us how things look, feel, taste, sound, or smell. It also uses prepositions to tell us how space is organized. In writing descriptive texts, generic structures, such as identification, description, and conclusion, must be considered.

According to Fiderer (2002), a descriptive text gives a clear picture of a person, place, object, event, or idea. Details for descriptive texts come from the writer's senses: smell, taste, touch, hearing, and sight. A descriptive text is a skill in writing that gives detailed information about the subject through sensory detail that makes the readers easily catch the picture of information in the text. A good description is a word picture; the reader can imagine the object, place, or person without seeing the real thing described. Good descriptive writing aims to involve the reader in the story as much as possible. Good description makes the readers feel as if they are present in a sense (Savage and Mayer, 2005:28). This will make the text much more descriptive.

According to Kane (2000:351), the description is about the sensory experience of how something tastes, sounds, feels, or looks. Description mostly about visual experience, but it also deals with other kinds of perception. Description can give imagination and feeling about something. Emotion may also be described as feelings such as happiness, fear, gloom, loneliness, and joy. The description helps the reader visualize a scene or person or understand a sensation or emotion through their imagination. A reader can follow your ideas easily because one sentence leads naturally to the next one; there are no sudden jumps.

Wagner (2002:95) argues that sensory details call for readers to participate in writing since writers connect personal impressions and views on the object through the most effective use of verbs, adverbs, and adjectives. These impressions should be sharply presented; therefore, they can provide words and pictures in readers' minds (Hogue, 2008:95). Another statement by Langan (2010:92) is that writers should be able to provide readers with a picture in words when describing the object. Furthermore, writing the details can be challenging since writers should put themselves as readers to know whether the details are clear or vague.

Furthermore, Folse et al. (2010:135) believe that description is commonly done in everyday life since it is the most common purpose of using a language. Everyone studying a language will inevitably experience a situation in which they must describe a person, place, or thing. It can be a short or long description with a few specific details. More often, the way it is delivered has no identical rules. Instead, it is just composed following the flow of ideas. Its aim is usually only to keep the communication going on rather than being critical in formats and aspects.

Based on Evans (2000:4), descriptive writing should consist of three generic structures: an introduction, a main body, and a conclusion. First, an introduction or

identification is a part that provides general information about a place. Moreover, identify the person, place, or object to be explained. Second, the main body or description needs to describe the person, place, or object clearly explained. The description can be physical appearance, personal qualities of the object, or other characteristics. The last is a conclusion, which concludes or restates identification. A conclusion is unnecessary; however, it is often very helpful to make the reader understand what the text describes. In this study, the researcher focuses more on Evans (2000), who states the descriptive text's generic structure are introduction or identification, main body or description, and conclusion. This theory is relevant to the present study, which aims to improve writing skills.

A descriptive text is a text that describes a vivid detail of a person, place or thing. Zemach and Rumisek (2005:25) state that a descriptive text explains how someone or something looks or feels. It is also supported by Zemach and Islam (2005:3), who state that when you describe a place, you can develop your text by adding descriptive details that tell how a place looks, sounds, smells, or feels. According to Hogue (2008:85), descriptions are "word pictures". You tell how something looks, smells, tastes, and sounds. He also added that there are two keys to writing good descriptions. One of them is using many descriptive details. A descriptive text uses a simple present for grammar and uses adjectives in vocabulary. A good descriptive text should have a generic structure that builds up the text: identification, description, and conclusion.

2.1.3 PPP Combined with Picture

PPP Technique is a teaching technique that can be applied in the writing class to overcome the problem. PPP is a communicative language teaching that

works through three sequential steps. According to Pollard (2008:22), PPP stands for presentation, practice, and production; in other words, it has three stages in language teaching technique that can allow the students to improve their writing ability. PPP technique is a common technique in communicative language teaching that works through the progression of the sequential stages.

PPP is a technique in which teachers explain and demonstrate the context and situation for learning. Students then practice the language within controlled parameters, including language drills. Finally, students are allowed to be free with the language and encouraged to be creative and explorative. PPP is relatively straightforward and structured enough to be understood by students and new emerging teachers easily. Thus, this method makes it the teacher easier to understand the material to the students.

Furthermore, according to Harmer (2009:92), PPP is a variation of an audiolingual and a traditional teaching method. Presentation refers to the introduction to a new subject or lesson. It requires creating a realistic situation where the target language would be taught and acquired. Usually, this is done using pictures, dialogues and actual classroom situations. Practice refers to the students practicing the target language in one or three activities, progressing from very structured to less structured. These activities should include as much “student talk” as possible and not focus on written activities, though written activities can provide a structure for verbal practices. Production is the stage of the lesson where the students take the target language and use it in conversation and use it to talk about themselves or their daily lives or situation.

A picture will accompany the implementation of PPP. A picture is a common learning medium in the teaching-learning process. It can accompany some

teaching techniques to make the technique more effective and enjoyable. In teaching and learning English, a teacher should be creative to find out the technique of education, so that the students can easily understand the material of the subject they teach. One of the methods is using a picture as the learning media. Based 2013 curriculum, picture media have proved to be effective and encourage the students in the learning process that are purposed to improve their skills in English subject. A picture can be employed for very creative use in communicative language teaching. Using pictures is intended, but the technique of teaching aid constitutes the material from which language can be generated.

In addition, the researcher implemented PPP combined with picture. The researcher guided the students to make a short descriptive text. By applying PPP combined with picture the students would get opportunities to share their ideas and make themselves confident to write through the PPP combined with picture. Therefore, the students' writing skill can improve as well as possible. According to Harmer (2007:65-66), there are three procedures for applying PPP combined with picture. They are as follows:

1. Presentation: The lesson presentation focuses on the teacher giving information to the students. A presentation aims to introduce the new material to the learners through short and simple explanations, a brief description of the new topic, idea, picture, video, music, and demonstrating acting.
2. Practice: The practice process focuses on teachers and students working and interacting to put the new material into practice. The students will be given an activity that gives them plenty of opportunities to practice the new aspect of language and become familiar with it while receiving limited appropriate

assistance from the teacher. The students repeat the sentence individually, and the teacher corrects any mistakes he hears by doing question and answer and comprehension exercises.

3. Production: Production focuses on students demonstrating their ability to the teacher. The teacher can observe what the individual students have learned and which students need additional support. In this process, the teachers receive information and indirect students' mistakes, monitoring the students as they complete exercises that enable them to demonstrate comprehension without giving the answer.

2.1.4 Assessing Writing

Assessing students' skill is important during the teaching and learning process. According to Nunan (2004:138), assessment is the procedure for collecting the students' data. Assessment is an ongoing process that encompasses a much wider domain. Teachers are constantly assessing, but the primary purpose of the assessment is to inform better teaching and more efficient learning. By doing an assessment, the teacher knows how far the improvement of the students' skill and their understanding of the material that the teacher has taught. The assessment result is used to inform and enhance students' learning process. Therefore, assessments have an important role in teaching and learning activities.

Brown (2004:247), the assessment plays a crucial role in such an approach. Learning how to become a good writer places the students in an almost constant assessment stage. Brown (2004:4) states that assessment is a popular and sometimes misunderstood term in current educational practice because the teacher might be tempted to think of testing and assessment as synonymous terms. In giving students

the maximum benefit of assessment, it is important to consider earlier stages, which are consisted of the prewriting process until the first or second draft, and later stages, which are consisted of revising and finalizing, and producing a written text. Involvement of self, peers, and teacher at appropriate steps become further factors in assessing writing.

The teacher, in doing an assessment, must consider some aspects. For instance, in assessing writing, the teacher must know what component will be assessed. Brown (2004:221) states that assessing more common genres may include criteria such as expected conventions for each writing, conveying purpose, goal, or main idea, effective writing strategies, syntactic variety demonstration, and rhetorical fluency. Furthermore, McKay (2006:245) states that the curriculum may determine the construction of writing assessment and or by the expert's theory. In constructing an assessment, the teacher should be concerned about the curriculum and the learning objective of the study that has already been told or explained. The teacher designs assessments and evaluations to assess the curriculum content and critical thinking.

The teacher does the assessment based on what is taught to the students. Therefore, they could pass the test very well based on the material that had been taught. Assessment usually refers to the full range of information gathered and synthesized by teachers about their students and classrooms (Arends (2012:217). This information can be gathered through observation of the students. This is known as informal ways. In formal ways, it can be gathered through tests or reports. In addition, Arends (2012:217) adds that information about classroom and teacher's instruction can also be part of the assessment. In other words, assessment is not only about getting the result of the students but as well as the teacher. Assessment can

be used as a reflection for the teacher to improve the teaching-learning methods. Moreover, the teacher can improve learning and instruction processes for the next learning process and assessment.

Moreover, Oshima and Hogue (2007:196) describe that the completeness of some writing aspects can show the success of writing. Those writing aspects can describe as follows: 1. Format refers to rules and style in writing skill (margin); 2. Mechanics refers to the use of correct spelling and punctuation. Incorrect spelling and punctuation made a different sense of writing; 3. Content to the substance of writing means that the supporting sentences should develop the main idea clearly (unity); 4. Organization refers to the logical information of the content (coherence), which contains an arrangement of written sentences, and the sentence should go smoothly; 5. Grammar and sentence structure refers to correct grammar and how sentence structure combines and organizes words into phrases and sentences.

In the present study, a paragraph construction task is given to the students to know whether there is an improvement in students' writing skills. Regarding the theories mentioned, the researcher uses the theory from Oshima and Hogue (2007:196), which explains the scoring rubric's elements for assessing writing paragraphs: format, punctuation and mechanics, content, organization, and grammar and sentence structure. These five elements are adapted for scoring writing paragraphs. It is relevant for the present study since it concerns improving students' writing skills in constructing a descriptive paragraph.

2.2 Empirical Review

The empirical review is the review for showing relevant research that is related to the present study. In addition, it can be used as reference in conducting

the study in the same field. Empirical review can be used to consider whether the present study could be as successful as the relevant studies. In the present study, the researcher wants to improve students' writing skill through PPP combined with picture. Some relevant studies are summarized as follows:

Wahyuni (2016) conducted the first similar study entitled "Improving Writing Skill Through PPP of the Eighth-Grade Students of SMP Ganesha Denpasar in Academic Year 2015/2016". The objective of this study was to find out whether writing skill of the eighth-grade students of SMP Ganesha Denpasar can be improved through PPP. Based on the tests given to the subjects, the results showed an improvement in the subjects' achievement in writing descriptive paragraphs. It can be seen that the subjects' scores increased in each cycle of the study. Thus, after giving treatment for PPP, the subjects' writing skill was significantly improved.

The strengths of this study were the researcher already provided well related theories from experts to support the statements. In addition, the researcher put clear instructions for finishing the tests. However, implementing the PPP technique in the lesson plan was unclear. In the 'engage' phase of PPP, the researcher only showed an example of a descriptive paragraph without guiding the students to read the paragraph. Concerning the weakness above, in the present study, the researcher uses picture to engage the students and tries to give a good brainstorming first. Then, the researcher gives and invites the students to read an example of a descriptive paragraph related to picture. Engaging the students with pictures will make it easier to understand what they will learn.

The second similar study was conducted by Mira (2017) entitled "An Effort to Improve Writing Skill of the Eighth-Grade Students of SMPN 2 Susut in

Academic Year 2017/2018 Through PPP”. The purpose of the study was to find out a whether or not writing skill of the tenth-grade students of SMK PGRI 1 Denpasar in academic year 2016/2017 can be improved through the implementation of PPP as the technique. The result of this study showed that students’ writing skill improved after the implementation of PPP technique. The subjects’ scores changed and showed improvement from the pre-test to the post-test. In addition, the subjects can write a descriptive text under her guidance which affected their achievement.

The strengths of this study were the researcher provided well related theories from experts to support the statements. In addition, the scoring rubric used was adapted from Oshima and Hogue (2007:196), which was very clear. However, on the test instruction, the researcher did not mention how many sentences the subjects should write. Therefore, in the present study, the researcher put the number of sentences that the subjects should write on the test instruction. The students were instructed to write a paragraph that consists of 3-4 paragraphs. Attaching the number of paragraphs on the test instruction would make the instructions clearer and may avoid confusion for the subjects in doing the test.