

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is the process of putting thoughts into written language. Writing is categorized as a productive skill besides speaking. It has an important role in transferring information in written form. It is a crucial skill for students who want to learn English. Through writing, the students can memorize something, write a message, and express their feelings in their daily lives or experiences. Writing is defined as an active process that is knowledge, which knows what is in the mind and then poured into a written form. The product of writing will include the ideas that have already been transformed. Several benefits can be obtained from good writing skills. First, is 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 assignment, 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 writers write, they do more than just put words together to make a sentence. Writing is an active or productive skill so students who are learning writing have to learn how to find ideas and express them in writing. Writing can be defined as the ability to communicate ideas through signs/written symbols by organizing ideas based on the rules of the messages. To create a piece of writing, good writers must go through several 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 creativity. There are numerous different forms of writing products, including descriptive, recount, exposition, argumentative, procedure, etc. Therefore, writers must pay attention to these elements to create a readable written product. However, a lot of students find difficulties when they are writing a paragraph or text.

Writing is an extremely difficult task for most people if they are trying to grapple with their language with new ideas and new ways of looking at them (Taylor, 2018). Then, they do not know how to express their ideas through written form. Besides, writing can also be the most frustrating task for students because it is a complicated activity in which they have to understand good format in written form. In writing, many students do not know how to write a text based on text structure, and to write well. The student must know how to create a well-developed text or paragraph. He also states that to write well, the writers need to learn about themselves progressively how their mind works, and how they attain knowledge. To make students interested in learning writing, they should start writing what they know. They also learned to communicate their ideas, opinions, and feelings in written form. It will be good and useful when the student gets used to writing. Writing skill is often used for academic and career purposes, such as making proposals, curriculum vitae, reports, and so forth. Therefore, writing is crucial and must be mastered by students in learning a language.

Writing is not a simple task because it needs hard thinking to produce ideas, sentences, texts, and compositions. Nevertheless, thinking of new ideas is very challenging for students. It also needs to be clear about objectives or 3 criteria like right spelling, punctuation, grammar, words, choice, etc. According to (Harmer, 2007) there are several different approaches to the practice of writing skills both in and outside the classroom. Several writing strategies that educators use to help students write better have a specific goal in mind. There are several writing strategies that instructors can use to help students write well. Problems in writing occurred in the seventh-grade students. Several factors can contribute to improving writing skills. For example, the difficulty lies in the lack of words/vocabulary when constructing story sentences in English. In addition, learning to write requires perseverance and patience in practice. Therefore, learning writing is never easy.

Oshima and Hogue (2007) state that writing is never a one-step act; it is a continuous act of creation. There are 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.

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. Students struggle not knowing how to start writing, what to write first, and how to finish writing. They have to make revisions to their writing, and then they have to edit it into a well-developed written text.

During the observation, the researcher found that seventh-grade students had low writing skills. The students of VII E SMP Negeri Hindu 3 Blahbatuh struggle to make 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 assumed that writing was difficult. The teacher should provide an appropriate teaching strategy. The teacher should know an interesting strategy to motivate the students to learn. However, the teacher used a monotonous strategy to teach writing. The teacher explained the material showed some examples of writing, and then instructed students to create their paragraphs based on the example. Moreover, the teacher does not provide clear attention to the writing process, thus making the students confused in making their paragraphs.

According to Baker and Westrup (2000), there are some advantages of the PPP technique. Firstly, PPP is very useful because it is based on effective learning principles. Secondly, the lessons are divided up into different activities or phases so that students are not bored. For example, one whole lesson can be used to present a new language item. Another lesson can be spent doing different kinds of practice

activities, and one lesson can be spent doing production activities. Thirdly, PPP has a good balance between teacher talking and student activity. The teacher has time to explain the material in the presentation while the students can practice their new language in practice their new language in practice. And the last advantage is PPP has a good balance of language skills. During the PPP lesson, the students use the four language skills of speaking, reading, writing, and listening to practice the language.

Based on the explanation above PPP technique could be proposed to solve that problem. The PPP technique can help students construct a descriptive paragraph because it consists of three phases. The presentation, practice, and production. In the presentation, the teacher explains the material that would be delivered to the students. In practice, it is time for the students to try what they understand about the material from the teacher. They practice in the written form step by step, and the researcher provides positive feedback to the students and corrects their mistakes. In production, they express their ideas in writing a descriptive paragraph. The researcher does not generally intervene or correct their mistakes. It is used objectively measure how far they have understood the learning materials that have been taught to them.

1.2 Research Problem

Based on the explanation of the background of the study, the students had problems writing descriptive paragraphs. Furthermore, students continued to struggle with writing descriptive paragraph. Therefore, the researcher needed to choose and use an appropriate technique. This researcher decided to use the PPP technique because it could help students solve their writing problems. Based on the

background of the study above, the research problem could be formulated as follows: can the writing skills of the seventh-grade students of SMP Negeri Hindu 3 Blahbatuh in the academic year 2024/2025 be improved through the PPP?

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 SMP Negeri Hindu 3 Blahbatuh faced difficulty in writing. One of the teaching techniques that can use to solve the 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 SMP Negeri Hindu 3 Blahbatuh in academic year 2024/2025 can be improved through the PPP.

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 SMP Negeri Hindu 3 Blahbatuh in the academic year 2024/2025. 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, SMP Negeri Hindu 3 Blahbatuh 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 sentence structures. They include basic information and detail and vary the sentence construction in their writing. Thus, the present study focuses on writing paragraphs and emphasizes the importance of writing descriptive paragraphs that describe a person following the concert and complete generic structure, such as identification, description, and conclusion.

1.5 Significance of the Study

Every problem that happens in the field is expected to be solved in every conducted research. This research was focused on improving descriptive paragraph writing skill of the seventh-grade students of SMP Negeri Hindu 3 Blahbatuh in academic year 2024/2025 through PPP. It was concerned with teaching writing skill by applying PPP to improve students writing skill especially in writing a descriptive paragraph about person based on the generic structure. The significance is expected to give beneficial contribution to SMP Negeri Hindu 3 Blahbatuh theoretical and practical significance in relation with the teaching learning process and improving writing skill. Hence, both theoretical and practical significance are briefly elucidated as follows:

Theoretically, the findings of the present study are expected to be used as empirical evidence about the implementation of PPP to improving writing skill. In addition, it is also expected to support the exiting theories of the working knowledge and principles of English language teaching. The findings can be beneficial as theoretical evidence about the implementation of PPP. Moreover, the results are estimated to enrich theories and can be used as references for future study which is related with PPP in teaching writing skill. In addition, the findings can be used as empirical evidence which gives further information to the other researchers.

Practically, the findings of this research are expected to give a contribution and feedback to English teachers, students and other researcher in teaching writing through PPP. For the English teachers, during the teaching learning process, especially while teaching writing of descriptive paragraph, it was expected to be the guidance in conducting the teaching learning process and to help teacher to create useful and effective condition in teaching writing. For the students, the present study was expected to be able to solve the students' problem particularly in improving their ability in writing and also to help them enrich their knowledge. In addition, for the other researchers, this study would be used a reference for other researchers to overcome the problem which was faced. It could also increase and develop their knowledge about the technique that would be used in the future.

1.6 Definition of Key Term

Conducting a study to improve writing skills is not easy. Moreover, to help readers avoid misunderstandings or confusion, the research's significant words have been operationally clarified. The terms in scientific research sound complicated to the readers because they are not familiar with all of the terms, especially for the uncommon ones. To avoid misunderstanding and confession about the study, it is important to define all terms that exist in the title briefly and clearly. The researcher only focused on two key terms. There were writing skills and guided writing. The definition of the key terms will be clearly defined as follows:

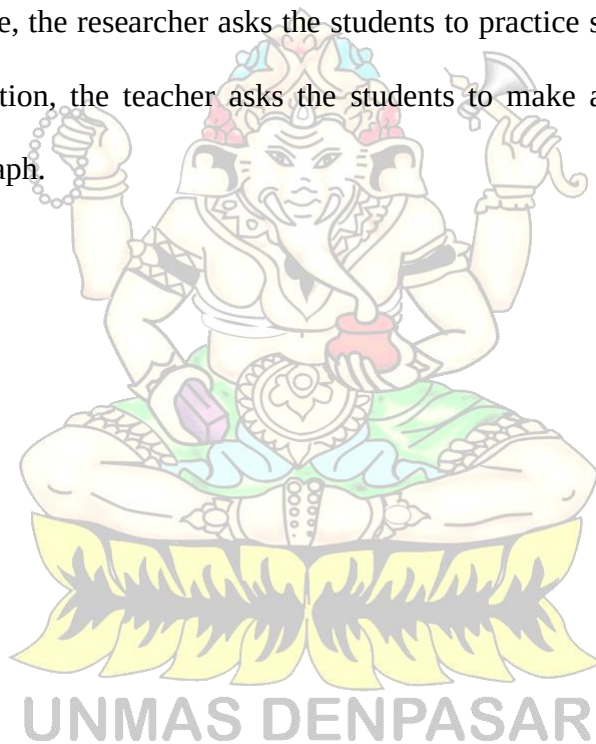
a. Writing Skill

Writing skill in this present study is operationally defined as the skill of the seventh-grade students of SMP Negeri Hindu 3 Blahbatuh in the academic year 2024/2025 in writing a descriptive paragraph about person

which consist of 6-12 sentences and its generic structure: identification, description, and conclusion.

b. PPP Technique

PPP technique is defined as a technique of teaching descriptive paragraph writing to the seventh-grade students of SMP Negeri Hindu 3 Blahbatuh, and it consists of Presentation, Practice, and Production. In the presentation, the researcher explains the materials in the class. In the practice, the researcher asks the students to practice step by step. In the production, the teacher asks the students to make a good descriptive paragraph.



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. It helps the researcher to establish what theories that they use in the study. The relationship between them, to what degree the existing theories have been investigated, and to development of a new hypothesis to be tested. To conduct a scientific study, it must be based on a theoretical foundation. This theoretical review is concepts and terms from experts that are used and required in this study. Certain theories related to the notion of writing and strategy are being examined to support an understanding of the research problem. This study is aimed at finding out the use of the PPP technique to improve students' writing skills. 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 paragraphs, (3) PPP technique, and (4) writing assessment in the form of theoretical frameworks.

2.1.1 Writing Skill

Daily communication through writing is vital. Writing is the most important skill of the four language skills that should be learned by the students besides the other language skills. Writing is one of the most productive skills besides speaking, which requires a product of its result in the form of a written product such as a report, letter, story, diary, message, and so on. Finding topics for their writing can be difficult for students because academic writing is structured differently in different cultures. There are so many theories related to the definition of writing

itself as reviewed below. Writing skill is a type of communication that can be used to communicate ideas, opinions, emotions, and various types of information through writing. Writing is the most difficult skill because students will learn how to organize their ideas into a written form that is easy to read and understand. Good writing is seen from the result of writing itself. Moreover, writers should also know about structure, grammar, and punctuation as well as how to express their knowledge.

In the process of writing, the use of grammar and punctuation is important. Graham and Perin (2007) state that writing is a skill used to express an opinion with supporting evidence and depends on the student's knowledge. According to Pollard (2008), writing is a productive skill, and how to treat it in class has some similarities with 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 the ideas that their writing 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). They are essentially, writing to express ideas, thoughts, and feelings to others in written symbols. Therefore, writing skills are expressing ideas, thoughts, and feelings in written language. It is distinguished from illustration, such as drawing and painting. Brown (2004) states that writing is a productive skill that needs creativity from the writer to deliver the idea in the form of writing.

As a good writer, the writer must consider some writing factors such as purpose, audience, and topic. The purpose of writing is to inform, entertain, and persuade the reader or audience. When students want to write something, they should decide what goal they expect to reach through their writing in which the goal may be to inform. It might be a more specific purpose in accordance with expressing feelings and sharing experiences. The second factor is the audience, which is not as physically present. It is important to shape the writer's writing as the choice of personality and purpose. The last important factor is the topic. The writer needs to consider how that topic will affect how he or she writes. In conclusion, the topic should be clear and specific. It means not too narrow and too general.

Pollard (2008) 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) states that the 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 paragraph. Writers need content and direction to produce a written text (Fulwiler 2002:19). Therefore, the teacher's role is important in teaching and guiding the students in developing their writing skills. Writing classes should be made more creative, communicative, and enjoyable. To influence the students to be interested

in learning and improving their skills, 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 to contextualize topics.

Writing is the development process. With the teacher's 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) 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 hard before writing them in their notebooks.

Furthermore, Brown (2004) points out that we also fully understand the difficulty of writing well in any language, even in the native language. Every 12 educated child in developed countries learn rudiments of writing in their native language. Still, very few learners can express themselves clearly with a logical, well-developed organization that accomplishes an intended purpose. Taylor (2009)

states that writers bring knowledge into being in writing, and they record and preserve it. Writing is the seed, the fruit, and the pickle of the person's understanding. All in all, writing skills are one of the language skills that allow people to present a language in visual-tactile forms of writing. Writing helps students learn (Raimes:2001). 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 they make.

Writing, which is categorized as an output skill, must be mastered by all grade students. Nunan (2003) states that writing is both a process and a product. Writers go through some process in producing a written product. Imagining what to write, organizing the idea, making drafts, editing text, reading, and rereading. Writing is not only about composing alphabets into words or sentences into paragraphs. Sever in Sahbaz and Duran (2011) state that if the writers explain their thoughts well written, they should have these skills; choosing, at least, words appropriate to aim, using the chosen word appropriately (word level), forming meaningful sentences inserting the sentence to suitable forms according to the purpose (sentence level), inserting the sentence to a formation which conveys thought and making formations to develop thought in the text. Writing is not only a product, but it goes through a process. Good writing pays attention to the process itself; furthermore, the writing process consists of stages such as pre-writing,

drafting, reviewing, revising, and rewriting. Thus, writing is not an easy thing to do for all people, especially students.

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) 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) 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.

To sum up, according to Pollard (2008), writing is a productive skill, and how we treat it in class has some similarities with the teaching and learning of speaking. When students want to write something, they should decide what goal they expect to reach through their writing in which the goal may be to inform. It might be a more specific purpose by expressing feelings and sharing experiences. The teacher's role is important in teaching and guiding the students in developing their writing skills. Writing classes should be made more creative, communicative, and enjoyable. To influence the students to be interested in learning and improving their skills, teachers need to motivate the students and not set all activities into the

formal assessment. Writing conducted in the classroom is called academic writing. This writing requires organization, sentence structure, grammar, and punctuation skills. Since writing is one of the productive skills, writing requires a product in the form of a written product. The writing process will develop not only the students' text-writing skills but also their creativity. 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 in sharing their idea, knowledge, feelings, and opinions 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 a topic sentence, a supporting sentence, and a concluding sentence Hogue (2008). A paragraph can give you information, opinions, explanations, or even a short story. 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 the writer develop about the 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.

A descriptive paragraph describes, gives an impression, and creates a sensory image in the reader's mind. 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 sentences 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 details. 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), two types of words 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. It is written logically so that the readers can feel it.

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. The main purpose is to create an image in readers' minds. 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).

Description involves sensory experiences, such as how something looks, sounds, or tastes, as explained by Kane (2000). Descriptions in descriptive paragraphs should be detailed and vivid to help readers form a clear mental image. Using sensory experiences is essential for creating effective and clear descriptions. A well-crafted description, combined with explicit instructions, allows readers to understand the subject more easily. According to Folse et al. (2010), a descriptive paragraph illustrates how something or someone appears or feels, providing an impression. Writers often use words that appeal to the five senses—sight, taste, touch, hearing, and smell—to express their ideas clearly. Oshima and Hogue (2007) highlight that descriptive writing depends on sensory details to engage the reader's senses effectively. A descriptive paragraph explains or expresses the writer's feelings as long as they can be easily understood by the reader. In a descriptive paragraph, adjectives are frequently used to describe the characteristics of a person, object, or place. The generic structure of a descriptive paragraph focuses on specific

participants, uses the simple present tense, and incorporates descriptive adjectives to create vivid and clear images.

According to Evans (2000), the generic structure of a descriptive paragraph is an 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 characteristics. 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 a 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. 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.

In conclusion, a descriptive paragraph is a way of writing that explains a person, thing, animal, or place in detail. It follows a generic structure that includes identification, description, and conclusion. This structure helps writers organize their ideas clearly. A descriptive paragraph uses sensory details to help readers visualize the subject easily. According to Zemach and Rumisek (2005), adjectives play an essential role in describing how something looks or feels. Zemach and Islam

(2004) add that a descriptive paragraph typically contains 6–12 sentences about one topic. Words that appeal to the five senses—sight, taste, touch, hearing, and smell—enhance the vividness of the description. Through these details, readers can form strong impressions of the subject. Descriptive writing ensures readers understand the subject while engaging their imagination. Ultimately, good writers consider their audience, making descriptions clear and impactful.

2.1.3 PPP Technique

One strategy that might be used in writing classes to solve issues is the PPP technique. The PPP technique is one of communicative language teaching that works through three sequential steps. The first phase is the presentation which focuses on warm-up and lead-in in this case. The teacher introduces descriptive paragraphs to be caught. The second phase is the practice in which the student usually focuses on writing practice. In this phase, the teacher provides the students with opportunities to write texts. The end phase of PPP is Production, which some trainers have called ‘immediate creativity’. Here, the students give them new ideas on the subject by using their language in a sentence. This technique is very interesting to be applied in the teaching and learning process of writing.

According to Harmer (2007), there are the procedures of Presentation, Practice, Production (PPP) method. In the presentation, the teacher shows the students the following picture and ask them. The process of presenting the lesson focuses on the teacher giving information to the students, for example a brief description of the new topic, idea, or picture. In practice, the teacher has the class repeat the sentence using activities like brainstorming, worksheets done on the

board with the teacher, comprehension exercises involving questions and answers, teacher-led games, drills and repetition, and role-playing or demonstration. At the end of the point, the PPP is production, what some trainers have called ‘immediate creativity’, it is a chance for students to express their ideas in the writing test. The steps of PPP can be briefly elaborated in the following discussions.

2.1.3.1 Presentation

According to Pollard (2008), the first stage is the presentation, where the teachers explain the material and answer the students' questions. Presenting a linguistic point is what the name implies, and teachers typically carry this out. The presentation might be like the audio-lingual approach using pictures and focused learning. It can also be achieved through explanation and demonstration. In this stage, the teachers show the students the example of a descriptive monologue to motivate them to make a descriptive monologue. In this study, the researcher explains more clearly how to describe a person. The teacher might use texts or pictures to demonstrate a situation, and the teacher might present the grammar rule of the sentences given.

2.1.3.2 Practice

Some theories explain about practice stage, which is part of PPP technique in the present study. The second stage of PPP technique allows the students to practice a new word which has already been explained by the teacher. Harmer (2007) states in practice activity, the teacher gets the students to repeat the

sentences. After that, the teacher might select a few students to go for each sentence individually and correct any mistakes. During the practice activity, students learn to use the language structure correctly.

The teacher can correct the errors that the students have made immediately. Moreover, according to Pollard (2008), Practice refers to controlled practice that involves students using the target language in a controlled way. Drilling, regulating speech activities, fixing errors, and providing an example of the proper forms are some possible methods. Students have to rehearse making their descriptive monologue in a fluent, comprehensive, and grammatically correct manner as part of the practice.

2.1.3.3 Production

The third stage, called production, is when students practice informally for a while and could apply the new word to things they already know and have experienced. Furthermore, Pollard (2008) Production refers to freer practice; students use the target language in their own sentences. They may also mix it with other languages they are conversant in. It's not the same as practicing speaking. In production to become fluent with the pattern and offer themselves an opportunity to practice or apply the material they have been taught; the students perform the descriptive monologues in the production using the new framework in a different setting. Put differently, the teacher should only provide corrections after the practice, and the students should take a more active role. Free practice is the term for this phase. The researcher asks the students to characterize the person at this point.

2.1.4 Assessment

Assessment is one of the essential components of teaching and learning in the classroom. Teachers must understand the criteria for writing assessment when evaluating students' writing. Writing involves both a process and a product. The process includes steps such as prewriting, drafting, and revising. As a productive skill, writing results in a tangible product in the form of written text. To evaluate this product, an appropriate assessment is necessary. Through assessment, teachers can identify and analyze whether students' writing skills have improved. Linse (2005) explains that writing is assessed by eliciting and examining a writing sample. This sample can range from a single sentence to a full essay. It can be fiction or non-fiction and evaluated using either analytic analysis or a comprehensive rubric.

Brookhart, as cited in Fulcher and Davidson (2007), emphasizes the strong connection between assessment and learning in the classroom. Teachers continually assess students to improve teaching strategies and support better learning outcomes. In this role, teachers act as active assessors who are fully engaged in the assessment process. They are deeply invested in the results, using them to guide instructional decisions. Assessment is not a separate or isolated activity; it is integrated into daily classroom practices. It directly impacts how students learn and grow academically. Teachers use assessment to identify strengths and areas for improvement in learners. This connection ensures that teaching and assessment work together for the benefit of students. By aligning assessment with learning goals, teachers create a more effective educational experience. Ultimately, assessment shapes and influences the lives of learners in meaningful ways.

Assessment is an ongoing process that goes beyond formal tests. For instance, when students answer questions or try new words or structures, teachers subconsciously evaluate their performance. Tests are just one part of assessment, specifically aimed at measuring students' knowledge. Brown (2004) highlights that evaluation is a continuous process, helping students develop into skilled writers. To make assessment more effective, attention should be given to early stages like drafting and revising before reaching the final product. Writing assessments also benefit from incorporating multiple perspectives, including feedback from students, peers, and teachers. This collaborative approach ensures a comprehensive evaluation of the writing process. By focusing on these aspects, assessment becomes a tool for enhancing both teaching and learning. It supports students in their journey to improve and refine their writing skills.

According to Hyland (2003), 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 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) state 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 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 note-down phrases to a formal essay that ultimately will be assessed by themselves, the teacher, and possibly other students is also one kind of assessment of students' performances and the teacher makes students assessment. Moreover, Brown (2003) states that tests can be useful for assessing students' skills but there are many procedures and tasks that teachers could ultimately use to assess the students.

Moreover, Oshima and Hogue (2007) describe that the success of writing can be show in from its completeness of some writing aspects. This aspect of writing can be explained as follows: (1) Format refers to writing skill and styles in writing skill (margin); (2). mechanics refers to using correct punctuation and grammar. Errors in spelling and punctuation gave the writing a different meaning; (3) content refers to the writing's actual content, which means that the supporting sentences should coherently develop the main idea; (4) organization refers to the content's logical information (coherence), which includes a well-written sentence arrangement; (5) Grammar and sentence structure pertains to the application of proper grammar and how sentences are put together using sentence structure. Assessment is very important to know and analyzer whether the students have mastered such a skill, in this case, writing skill. Therefore, related to this study, the assessment only focuses on assessing students writing skill I writing descriptive paragraph. This study focused more on Oshima and Hogue (2007) theory that when

grading papers, the teacher sometimes assigns points for each writing skill. The task for students is to create a descriptive paragraph on a given subject. The product is assessed. The format, punctuation and mechanics, content, organization, grammar, and sentence structure components of Oshima and Hogue's rubric are used to determine the score objectively.

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.

Based on the explanation, the researcher will focus on assessing students' skills in writing descriptive paragraphs. To evaluate these skills, the researcher plans to test the students and assign them scores. A paragraph construction task will be used as the primary method to determine whether there is any improvement in students' writing skills. The assessment process will be guided by the theory proposed by Oshima and Hogue. This theory outlines the essential elements of a scoring rubric for writing. The rubric includes five key components: format,

punctuation, content, organization, and grammar. These five elements will form the basis of the scoring system used in the study. The researcher has adapted the scoring rubrics to suit the needs of the present classroom action research. The rubrics are designed to provide a comprehensive and fair evaluation of students' writing abilities. This approach ensures that the assessment aligns with the study's objectives. By focusing on these elements, the researcher aims to measure and enhance students' writing skills effectively.

2.2 Empirical Review

An empirical review is a critical summary of relevant research findings that helps evaluate previous studies related to the ongoing research. It allows researchers to understand how past studies have contributed to the current topic. The studies included in the empirical review typically focus on different methods and techniques used in education. In the case of writing instruction, various approaches are explored, including the PPP technique, which consists of Presentation, Practice, and Production. This technique is often used to improve students' writing skills. The primary aim of the empirical review is to gather evidence from previous research to support the current study. This process involves not just summarizing but also critically evaluating the relevance and validity of past findings. The researcher compares the current study with previous research to understand trends and gaps in the field. The empirical review ensures that the new study builds upon established knowledge, offering a foundation for further research.

In addition to summarizing previous research, an empirical review also considers the historical context of the topic. Understanding how research has

evolved over time allows researchers to place their work in a broader academic landscape. By reviewing past studies, researchers can observe shifts in theories, methods, and findings. This historical perspective highlights the advancements made and the areas where further exploration is needed. A comparison between the current study and past research helps identify both similarities and differences. This comparison is essential for refining the direction of the new study and ensuring it addresses unresolved questions. Moreover, it allows the researcher to determine whether the current study is likely to succeed based on prior evidence. The empirical review serves as a tool to confirm or challenge existing knowledge. By doing so, it strengthens the foundation for future research and contributes to the field's advancement.

The researcher conducted an empirical review of two relevant studies related to the current research. The first study, conducted by Wahyudi (2024), focused on improving writing skills through the PPP Technique. This study, titled *"Improving Writing Skills of the Seventh-Grade Students of SMP Negeri 3 Ubud in the Academic Year 2023/2024 Through PPP Technique,"* applied the PPP technique effectively. The step-by-step process was well-explained, providing a clear reference for similar research. However, a significant weakness was noted in the scoring rubric used for assessing the students' writing. The rubric did not include enough detail in evaluating the organization of the text, such as identifying key components like the introduction or sufficient descriptions. As a result, the assessment lacked accuracy and failed to capture the intended elements of the students' writing. To address this limitation, the current researcher plans to

implement a more detailed scoring rubric. This revised rubric will ensure a more accurate evaluation of text organization, improving the overall assessment process.

The second study reviewed in the empirical review was conducted by Suryana (2022). The study, titled "*The Use of PPP Technique to Improve Writing Skills of Seventh-Grade Students of SMPN 14 Denpasar in the Academic Year 2023/2024*," examined the impact of the PPP technique on students' writing skills. The study demonstrated that the PPP technique was highly effective in improving students' writing abilities. It used a systematic approach, with pre-tests and post-tests measuring the students' progress. The results showed a significant improvement in the students' ability to write descriptive paragraphs. The study highlighted that clear instructions and practical activities played a crucial role in engaging students. By the end of two cycles, students' written work became more organized and coherent. However, the study also faced challenges in maintaining student motivation throughout the process. It suggested that integrating multimedia or real-world examples could further enhance student engagement and motivation.

The empirical review of these two studies provides valuable insights into the application of the PPP technique for improving writing skills. Wahyudi's study highlighted the importance of a clear and detailed scoring rubric, which was a limitation in the study. In contrast, Suryana's research demonstrated the practical success of the PPP technique, showing significant improvements in student writing. Despite the success of both studies, challenges related to assessment and student motivation were noted. The current researcher aims to build upon these findings by addressing the weaknesses in the assessment rubric. By incorporating a more

detailed rubric, the researcher hopes to improve the accuracy and reliability of the assessment process. The empirical review confirms that the PPP technique is effective in enhancing writing skills, though additional strategies may be needed to address student engagement. Ultimately, this review strengthens the foundation for the current study, offering insights into both the successes and limitations of past research. The researcher aims to refine the approach to writing instruction by addressing the gaps identified in previous studies.

