CHAPTER I
INTRODUCTION

1.1 Background of the Study

Writing is one of the productive skills in learning English, which aims to communicate the language in written form. Through writing, people can share ideas and information and persuade and convince others in written form. According to Rao (2019), writing is the ability to express thoughts, feelings, and ideas to other people or parties using written media. Learning how to write well is useful. First, writing helps in communication. Students with good writing skills can send their message clearly. Second, it is important for students, especially in university. They often need to write essays, proposals, or even theses. Third, it can help people find a job, like when they make a good curriculum vitae.

According to Zemach & Rumisek (2005, p. 3), writing involves more than just arranging words into sentences. Effective writers go through several steps: choosing a topic, gathering ideas, organizing, writing, reviewing structure and content, and revising structure and content. Harmer (2003, p. 57) also suggests that teachers can focus either on the final product or the writing process itself when teaching writing. Students are expected to be able to generate their own ideas and write simple texts based on their creativity. Writing includes various forms such as descriptive, recount, narrative, argumentative, exposition, and procedure text

In writing skills, several important aspects need attention, including punctuation, grammar, spelling, and vocabulary. As such, students must concentrate well during the writing process. Despite this, many individuals find writing challenging, especially when they are new to it or encounter difficulty midway. Taylor (2009, p. 4) states that writing is challenging for most people if

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they are trying to grapple in their language with new ideas and new ways of looking at them. Many students often struggle with expressing their thoughts clearly in written form. This becomes even harder when they do not get enough help, practice, or encouragement. As a result, students may feel frustrated and lose confidence, making it harder to improve their writing skills.

Many students are unfamiliar with how to write a paragraph following a specific structure. To write effectively, students must learn how to properly organize their ideas. Taylor (2009, p. 17) emphasizes that successful writing comes from understanding oneself and how one's mind processes and organizes knowledge. To encourage students to write, it is helpful to have them write about things they are familiar with. However, many students still find writing difficult. They do not know where to begin, how to structure their ideas, or how to conclude their writing effectively. This uncertainty can lead to frustration and disorganized texts, which may lower their confidence and motivation. Therefore, educators must provide clear guidance and support to help students develop these essential skills, which should be taught through intensive practices.

According to Oshima & Hogue (2007), writing is a continuous and creative process, not a single-step task. The writing process typically includes four main stages. The first stage allows writers to generate ideas by choosing a topic and collecting information to describe it. In the second stage, writers organize their thoughts by creating a simple outline. The third stage involves drafting a rough version of the text using the outline as a guide. Finally, in the last stage, writers improve their work through editing. Effective polishing is most successful when carried out in two phases: first, the text should be revised, followed by further refinement to ensure the writing is clear and well-crafted.

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Writing is a complex process that requires deep thought to create ideas, sentences, and well-structured paragraphs. Writers must also pay attention to correct spelling, grammar, punctuation, and vocabulary. Harmer (2003, p. 257) mentions various ways to approach writing practice inside and outside the classroom. Teachers can use different techniques depending on their instructional goals. At SMPN 14 Denpasar, students faced challenges in developing their writing skills. For instance, students often struggled with organizing ideas and getting started with their writing. These difficulties were often caused by uncertainty about how to arrange thoughts logically and how to begin writing. To overcome this, students needed clear guidance and regular opportunities to practice, which could help them build confidence and improve their writing ability step by step.

Based on preliminary observations, many students had difficulty writing a coherent paragraph. They often struggled with organizing and arranging their ideas correctly for a descriptive paragraph. Most students did not understand how to write a descriptive paragraph effectively. They were also worried about making grammatical mistakes, which made them feel anxious and disengaged. In the classroom, the teacher used traditional techniques, such as providing explanations from textbooks without further elaboration. Afterwards, they were tasked with writing texts without receiving sufficient practice or guidance, confusing them. This situation highlights the need for more interactive and supportive teaching strategies focusing on guided writing practice, clear examples, and step-by-step instruction.

The conventional teaching technique used in the classroom often involved reading and answering questions from the textbook. The teacher provided learning material but did not offer adequate explanations or examples. Students were then asked to write descriptive texts, but there were no follow-up feedback or corrections

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after submission. Additionally, the structure of the text was not discussed in detail, which led to low student engagement and boredom during lessons. This conventional teaching technique limited students' ability to fully grasp the concept of descriptive writing. Without clear modeling, guided practice, and interactive learning activities, students became passive participants in the learning process.

These traditional teaching techniques were ineffective in helping students improve their writing skills. They remained uncertain about how to write properly and were unaware of their weaknesses. As a result, they found it difficult to know how to proceed when writing. They also lacked motivation, as the learning process was not interactive or engaging. With more practice, they could understand what they needed to improve. Teachers should make the classroom environment more dynamic and creative to enhance their writing skills. To achieve this, teachers can implement strategies such as providing clear writing models, encouraging collaborative writing activities and offering constructive feedback.

Based on the earlier explanation, the researcher utilized PPP as a teaching technique to address the previously identified challenges. This technique effectively assists students in creating a descriptive paragraph as it is structured in three stages: Presentation, Practice, and Production. In the first stage, the researcher introduces the concept of a descriptive paragraph to the students. The second stage involves students practicing step-by-step in written form, with guidance from the teacher. During this phase, the researcher offers positive feedback and corrects any errors. Lastly, the production phase allows students to independently write a descriptive paragraph, following the generic structure and consisting of 6-12 sentences. In this phase, the researcher typically refrains from intervention or corrections, enabling the students to develop their skills on their own.

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According to Vystavelova (2009, p. 30), PPP offers several benefits. First, it is straightforward and easy to understand. Second, it is easy for teachers to prepare since the lesson materials progress from simple to more complex concepts. Activities are also arranged from controlled exercises to more open-ended tasks. Teachers report that PPP is particularly effective for beginner students, as it encourages active communication. During the Presentation phase, the teacher introduces the material; in the Practice phase, students can apply what they have learned; in the Production, students write their own descriptive paragraph independently, using their own sentences. Furthermore, this technique engages all four language skills: speaking, reading, writing, and listening during the lesson.

Based on the research background, the researcher applied PPP in teaching writing. The researcher considered PPP as the appropriate teaching technique to improve students' descriptive writing skills. Therefore, this technique can help them write a descriptive paragraph. The students could easily write a descriptive paragraph because the researcher guided them in writing and explaining the text well using PPP. Furthermore, the researcher is extremely challenged, motivated, and interested in conducting research entitled, "The Use of PPP to Improve Writing Skill of the Seventh-grade Students of SMPN 14 Denpasar in the Academic Year 2025/2026."

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1.2 Research Problem

From the background of the study, it was found that the students had difficulties writing descriptive paragraphs. They were struggling with many aspects of writing these texts. The main issue identified in this study was that the students had low writing skills. To address this, the researcher needed to choose a suitable

teaching technique. The researcher decided to apply PPP because it can be a good way to help them improve their writing. Based on the background, the research problem can be stated as follows: can writing skill of the seventh-grade students at SMPN 14 Denpasar in the academic year 2025/2026 be improved through PPP?

1.3 Objective of the Study

Formulating a research problem is an important step in conducting a study because it focuses the discussion. As mentioned in the background of the study, the seventh-grade students at SMPN 14 Denpasar have faced challenges in writing. To address this, this research aims to identify what the researcher aims to achieve during the study. Various techniques are available for teaching writing skills and can be used to improve writing performance. Based on the research problem, this study aims to determine whether writing skill of the seventh-grade students at SMPN 14 Denpasar in the academic year 2025/2026 can be improved through PPP.

1.4 Limitation of the Study

To avoid broad discussion, the researcher needs to limit the research. Therefore, in the present study, the researcher limited the study to improving writing skill of the seventh-grade students of SMPN 14 Denpasar in the academic year 2025/2026 through PPP. The researcher needs to know the curriculum that is applied in the school to produce an appropriate learning module to improve writing skills. Furthermore, in the present study, SMPN 14 Denpasar applies the Merdeka curriculum. According to the curriculum applied at the school, the researcher focused on the learning objective in the writing and presenting phase in the present study. It was in line with the learning objective of the curriculum that was applied in SMPN 14 Denpasar in the academic year 2025/2026.

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The researcher focused on processing and producing in the realm of concretes and abstracts in accordance with what has been learned in school, and can act effectively and creatively, and can use methods according to scientific principles. The learning objective 8.4 requires when students are given topics, they are able to write a simple descriptive paragraph about person and place that fulfils the criteria of writing a good paragraph. Moreover, the researcher focused on writing a simple, organized paragraphs. In the present study, the researcher focuses on producing written descriptive paragraphs. Furthermore, the present study focused on students' skills in writing a descriptive paragraph describing a particular place and person. Thus, the paragraph should fill in the scoring procedure criteria that involve the aspects of format, punctuation and mechanic, content, organization, and grammar and sentence structure.

1.5 Significance of the Study

Every research aims to address the challenges observed in the field. One key principle considered in conducting this study is the importance of the expected research outcomes. This study focuses on improving students' writing skills and knowledge through PPP. The research results are valuable for teaching descriptive paragraphs through PPP as a teaching technique. The study's significance is expected to contribute theoretically and practically. The research findings are also expected to provide theoretical and practical value, which can be further elaborated upon. These outcomes can help teachers better understand effective teaching methods and offer guidance for future instructional improvements.

Theoretically, the study aims to strengthen writing theories, especially those related to writing, classroom action research, and PPP. It also validates the

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effectiveness of the theories used in this research. Moreover, the study strengthens the empirical evidence supporting these theories. The findings are expected to offer theoretical insights into the implementation of PPP. Additionally, the results aim to expand existing theories and provide a useful reference for future studies on PPP in teaching writing. The research findings also serve as empirical evidence, offering valuable information for other researchers. This contribution helps bridge existing literature gaps and supports the continuous development of effective writing instruction methods.

Practically, the results of this classroom action research are expected to provide feedback and contributions to English teachers, students, and future researchers. For teachers, the research aims to enhance their knowledge and techniques in improving students' writing skills through PPP. It is expected to help teachers create more effective teaching environments and make it easier to teach descriptive paragraph. For students, the study is intended to address their writing challenges, particularly in improving their writing abilities, and to help them expand their writing knowledge through PPP. For future researchers, this study can serve as a reference for overcoming similar challenges and contribute to developing knowledge about teaching techniques for the future.

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1.6 Definition of Key Term

The title of this study is "The Use of PPP to Improve Writing Skill of the Seventh-grade Students of SMPN 14 Denpasar in the Academic Year 2025/2026." It is essential to provide operational definitions of the key terms used in this research to ensure clarity and avoid any potential misunderstanding or confusion. There are several essential phrases that are 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. In this regard, the primary terms that require definition are writing skill and PPP, which are central to the present investigation. The operational definitions can be briefly elaborated as follows:

1. Writing Skill

   Writing skill in this study refers to the ability of the seventh-grade students of SMPN 14 Denpasar in the academic year 2025/2026 to compose a good descriptive paragraph which describes a person or place; besides, it follows the generic structure of a descriptive paragraph, which includes an identification, a description, and a conclusion.

2. PPP

   PPP in this research refers to a teaching technique applied to guide students in writing descriptive paragraphs, which consists of three stages: Presentation, Practice, and Production. In the Presentation stage, the teacher introduces and explains the lesson material. In the Practice stage, students engage in guided writing activities with step-by-step support from the teacher. In the Production stage, students are required to write a descriptive paragraph independently, allowing them to apply what they have learned with minimal teacher intervention.

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CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientific investigation must be grounded in a review of relevant literature to build its theoretical basis. This enables the researcher to identify and apply appropriate theories for the study. Theoretical review refers to abstract ideas that define specific terms within academic fields, assuming that the researcher understands and agrees with the chosen theories. Its main goal is to provide insights into the variables involved. A theoretical review includes a framework that helps present the study by summarizing key literature. To support the development of this research, several theories and relevant information are discussed to assist in its formulation. The theoretical framework for this study includes (1) Writing Skill, (2) Descriptive Paragraph, (3) PPP, and (4) Writing Assessment. These theoretical elements serve to reinforce and support the current research.

2.1.1 Writing Skill

Writing is one of the key language skills students need to learn, along with listening, speaking, and reading. It is a productive skill, like speaking, because it creates something such as a story, message, report, or diary. Many experts have shared ideas about what writing means. Shahbaz & Duran (2011, p. 702) describe writing as a complex activity that involves solving problems, planning ideas, organizing them, and turning them into a clear message. This shows that writing requires deep thinking to combine ideas, words, and sentences into meaningful writing. According to Pollard (2008, p. 51), writing is a process that focuses more on how something is written rather than just the final result. Teachers should help

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students with writing by focusing on structure, grammar, spelling, punctuation, and how ideas are organized.

Good writing also needs correct grammar and punctuation (Graham & Perin, 2007, p. 9). Writing is a way to express thoughts, backed by reasons and examples, while also helping students learn more. Pollard (2008, p. 49) explains that writing is a productive skill and is quite similar to speaking in how it is taught in classrooms. Writing creates a final product. Students must also know how to write those ideas down when speaking. Writers must choose the right words and organize them into sentences and paragraphs so the reader understands the message. This careful organization is crucial in ensuring the message is communicated clearly and effectively to the reader.

According to Hedge (2005, p. 12), writing is an essential communicative skill that integrates cognitive and linguistic abilities. It involves encoding ideas into written symbols that others can decode and understand. Writing requires knowledge of vocabulary and grammar and the ability to organize content logically to serve a clear purpose. She emphasizes that writing is a recursive process, meaning writers often return to earlier stages, such as planning or revising, to improve the text. This cyclical nature distinguishes writing from other language skills, highlighting the importance of drafting and feedback in developing writing proficiency.

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Richards (2002, p. 86) highlights the social context of writing by stating that writing is a form of social interaction that allows writers to communicate with readers who are not physically present. Because of this, writers must anticipate the reader's knowledge, expectations, and reactions. This makes writing a thoughtful and deliberate act where clarity, tone, and style are adjusted to suit the intended audience. He also notes that cultural background and genre conventions influence

writing styles, especially in second language learning, where understanding these nuances can significantly affect the effectiveness of written communication.

Hyland (2013, p. 7) explains that writing development is closely linked to motivation and identity. He explains that students' attitudes towards writing and their confidence in their abilities can impact their writing performance. Therefore, writing instruction should focus on linguistic accuracy and foster students' self-efficacy by providing meaningful, relevant writing tasks. Creating a supportive classroom environment where mistakes are viewed as learning opportunities encourages risk-taking and experimentation in writing. This holistic approach helps learners become more autonomous writers who can express their ideas with linguistic competence and personal voice.

Wallace et al. (2004, p. 15) explain that writing results from multiple steps, each presenting significant challenges when attempted simultaneously. These steps include note-taking, determining a central theme, outlining, composing a draft, and revising. People of all ages may face the obstacle of writer's block, particularly when trying to manage more than one or two of these tasks at once. Similarly, Hyland (2003, p. 3) emphasizes that writing in a second or foreign language primarily demands mastery of linguistic elements, including vocabulary, sentence structure, and cohesive devices, which are crucial for constructing coherent texts. Writing involves more than simply putting words on paper; it requires constructing paragraphs that flow logically. It also serves as a medium through which individuals express their thoughts, emotions, and personal experiences. As such, writing enhances their critical thinking and contributes to their overall writing proficiency.

Writing is not a single-step task; it involves a comprehensive process that must meet specific standards, such as proper formatting, punctuation, mechanics,

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content quality, organization, grammar, and sentence structure. According to Richards & Schmidt (2002, p. 592), writing is the outcome of a complex process involving planning, drafting, evaluating, and revising. Some instructional approaches to second language writing encourage learners to adopt these stages to improve their writing. This process-driven approach helps students develop and refine their ideas at each stage, leading to stronger writing skills. Likewise, McKay (2006, p. 246) describes writing as a series of stages, including prewriting, drafting, revising, and editing, all of which contribute to the final written product. Consequently, teaching writing should emphasize the importance of each phase in producing effective written work.

Mastering writing is particularly difficult because it differs significantly from speaking. Harmer (2004, p. 255) explains that writing poses unique challenges related to the visual aspects of language, such as handwriting, spelling, formatting, and punctuation. Unlike spoken communication, writers cannot rely on visual cues like gestures or facial expressions to help convey meaning. They cannot immediately clarify their ideas if the reader misinterprets the message. Therefore, writers must make extra effort to ensure their writing is clear and understandable by using appropriate punctuation, selecting precise vocabulary, organizing ideas logically, and applying correct grammatical structures.

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In conclusion, writing is vital to language learning as it facilitates vocabulary development, spelling, and sentence construction. Writing skills are essential for students in the education system to express their ideas critically in written form. Once students complete a piece of writing, they must review, revise, and refine it until it accurately conveys their intended meaning. Therefore, writers should devote careful attention to the clarity and coherence of their work by using

appropriate punctuation, selecting the right words, organizing their thoughts, and maintaining grammatical accuracy. Writing can be mastered through working hard and practicing continuously; thus, writers can construct a style that can improve their communicative ability in written form and assist them in sharing idea, knowledge, feeling, and opinion with others 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. In this case, the product described is a paragraph. Paragraphs are groups of similar sentences relating to a single subject. A good paragraph consists of a topic sentence, supporting sentence and concluding sentence (Hogue, 2008) and it should maintain consistent flow. Students need to learn and practice the art of grouping words in well written sentences, paragraphs and texts. Oshima & Hogue (2007) state that a paragraph is a group of related statements the writer develops about a 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 to be written.

Writing a paragraph is one of the skills that students need to learn to write decent text. According to Zemach & Islam (2006), a 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 & Mayer (2005), a paragraph is a group of sentences that 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.

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The first sentence in a paragraph states the topic's main idea, and then the rest 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 give more information about the topic and explain the topic sentence clearly. The writer adds specific detailed information and explanations to the topic; in other words, the words are used to play a central role in replacing the object. The skill of the writers to modify the sentences with descriptive words is essential for successful descriptive writing. According to Juzwiak (2009, p. 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 can distinguish the specific details in which they can simultaneously see, feel, hear, and taste what is described in the paragraph.

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 reader's mind. The word that appeals to at least one or all of the five senses, sight, taste, touch, hearing and smell, are used by writers to express a subject. The best writers always take their audience into account when writing. Moreover, Oshima & Hogue (2007) express that descriptive writing appeals 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 readers can perceive what the writer is writing.

Savage & Mayer (2005) give another theory about descriptive paragraphs. They state that descriptive writing uses words to build images for the readers. It can be assumed that, in the descriptive paragraph, readers can gain information or a

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clear description of an object's appearance. In addition, a descriptive paragraph may also explain or express the writer's feelings so that the readers can easily understand them. Therefore, all the theories state that a descriptive paragraph explains or describes a thing, a person, or a place in detail, so that the readers can imagine the object to be described by the writer. To give readers an accurate imagination, it describes something 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 talks 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, or place. The descriptive paragraph uses frequent epithets and classifiers in a nominal group. The tense that is used is the simple present tense. A descriptive paragraph has a generic structure and social function. A descriptive paragraph also uses significant grammatical patterns. They include focusing on the specific participants, using simple present tense, verbs of being and having, and descriptive adjectives to build up long nominal groups.

According to Evans (2000), the generic structure of a 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, such as its physical appearance, hobbies, and characteristics. The last is the conclusion of this paragraph. It is supposed to summarize a paragraph or the writer's remarks on an object which is described. The idea which is derived from the identification shall usually be used to conclude this paragraph.

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In writing a descriptive paragraph, Savage & Shafiei (2007) state that the topic sentence introduces the item that the writer will be described. 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 object's appearance, smell, feel, and taste. The final sentence of the paragraph ends with a restatement of that idea, using another word. The conclusion in the explanatory paragraph is optional. 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 a generic structure which includes identification, description, and conclusion. According to the theories mentioned, the researcher uses the theory of Zemach & Rumisek (2005), which states that a descriptive paragraph is how a person, thing, animal, or place looks or feels and is described by using adjectives. Moreover, the researcher uses the theory of Zemach & Islam (2004), which states that a paragraph is a group of 6 – 12 sentences about one topic.

2.1.3 PPP

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PPP (Presentation, Practice, and Production) is a technique that can be effectively implemented in writing classes to address learning difficulties. PPP is structured into three progressive stages as part of the communicative language teaching approach. The initial stage, known as presentation, typically involves a warm-up and an introduction. At this point, the teacher presents the descriptive writing topic. The next stage, practice, allows students to engage in guided writing

activities. Learners are encouraged to compose texts with the teacher's support in this phase. The final phase, called production, sometimes called "spontaneous creativity", encourages learners to apply the language independently, helping them develop new ideas around the subject. This teaching model proves to be engaging and valuable for enhancing writing abilities.

Derived from British-based Audiolingual methods, PPP stands for Presentation, Practice, and Production (Harmer, 2007, p. 80). In this framework, the instructor sets up a scenario that helps make the target language meaningful. After the introduction, students are guided to use the new language in original sentences called production. Essentially, PPP involves three key stages: presenting the language, engaging students in structured practice, and finally, allowing them to use the language more freely. This technique supports the development of communicative competence and is widely recommended for classroom use. Moreover, the clear structure of PPP makes it an effective approach for language teaching and learning.

Harmer (2007, p. 65) elaborates on the PPP sequence. During the presentation, teachers may display visual prompts or initiate discussions. This step involves delivering new content, such as topic outlines or images, to clarify ideas. In the practice phase, students might participate in repetition drills, brainstorming, and answering comprehension questions. These may include guided tasks like completing worksheets or engaging in role plays. In the final production phase, students express their thoughts through writing based on a provided topic. This step serves as both practice and an informal assessment to gauge student comprehension.

PPP approach is among the instructional techniques that can be effectively implemented in the classroom to address challenges in teaching productive skills,

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especially writing, when previous methods fail to enhance students' abilities, particularly in writing proficiency. It is a widely recognized method in communicative language teaching, consisting of three consecutive phases. As Baker & Westrup (2000) state, PPP framework is beneficial for designing lessons that introduce new grammar and vocabulary. This technique can be applied in writing classes to help resolve instructional issues. Harmer (2007) explains that PPP refers to Presentation, Practice, and Production, indicating that the method involves three distinct stages in language instruction. By using PPP as a technique, they can be guided in practicing and improving their skills in writing descriptive paragraphs.

As its name indicates, the presentation stage is centered on introducing a particular language point. This step is typically conducted by the teacher and is carried out through explanation and demonstration. According to Harmer (2001), this stage involves the teacher providing a paragraph and context related to the language while clarifying and showing the meaning and structure of the new language item. Richards (2006) explains that the new grammatical concept is introduced through a dialogue or a short text, after which the teacher explains and checks the students' understanding. Baker & Westrup (2000) state that the presentation stage is among the most effective starting points for helping learners achieve the goal of acquiring a new language. In conclusion, teachers deliver and explain the learning content to students during the presentation phase.

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Practice plays a vital role because it lets learners work with the new language that has already been introduced (Baker & Westrup, 2000). This stage should start very simply, with the teacher guiding everything the students say or write. The teacher also shapes their sentence construction, word use, and pronunciation. During practice, learners build sentences that use the new language

point. Pollard (2008) explains that this is a form of controlled practice, where students use the target language under close supervision. Similarly, Richards (2006) notes that practice involves learners applying the new structure in a controlled passage through drills or substitution exercises. Baker & Westrup (2000) add that a wide range of activities is needed here to reinforce the language. In short, the practice phase requires students to complete tasks that demand precise accuracy in their writing, helping them make substantial progress.

This stage is the final part of PPP. The production phase is used to assess students' writing abilities. During this step, students can use the new language they have learned to interact with one another (Baker & Westrup, 2000). Richards (2006) explains that in this stage, learners apply the new structure in various situations, often using their ideas or experiences to help them gain fluency in the new pattern. They typically use personal content or information to become more comfortable using the language. According to Harmer (2001), the production phase allows students to speak more freely about themselves or others in real-life contexts. Furthermore, Baker & Westrup (2000) emphasize that students need time to use the newly learned language in communication with their peers. In conclusion, during the production phase, students are expected to create or write their own paragraphs using the language they have learned.

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This current study is based on theories from experts. According to Harmer (2007), PPP stands for Presentation, Practice, and Production. Based on these theories, the researcher concludes that PPP is an effective method for teaching writing skills, especially in composing recount paragraphs, within the classroom setting. It is hoped that this approach will give students more chances to practice writing recount paragraphs, which enhances their writing skills. Furthermore, this

technique allows students to express or share their ideas. Before exploring the topic in greater depth, using PPP can help improve the students' understanding. In addition, it enables learners to apply what they have learned in practical situations.

2.1.4 Writing Assessment

Assessment plays a critical role in teaching and learning, particularly when evaluating students' writing performance. Teachers must be familiar with the key criteria used in writing assessments. Writing as a skill involves both the creation process and the final product. Since writing is a productive skill, evaluating the output becomes essential. Through assessment, educators can identify the extent to which students' writing abilities have progressed. Linse (2005, p. 153) explains that writing assessment involves asking students to produce a writing sample, that may be a sentence, a paragraph, or a complete essay, either fiction or non-fiction. This sample can be rated using either an analytical or a holistic rubric.

Brown (2004, p. 218) emphasizes that assessing writing is a complex task. To accurately evaluate writing abilities, educators must clearly define assessment criteria such as legibility, spelling accuracy, grammatical structure, coherence of ideas, and text organization. Each aspect includes various benchmarks that contribute to the overall writing evaluation. A key goal in writing assessment is to find an effective way to evaluate learners' writing proficiency. Coffin et al. (2003:2) add that assessment should address both what is written (content) and how it is written (form), including grammar, structure, punctuation, and argumentation. Effective writing requires attention to both these components.

Brookhart, as cited in Fulcher & Davidson (2007, p. 27–28), argues that assessment and learning are deeply interconnected in the classroom. Teachers are

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continuously assessing students to improve instruction and enhance learning outcomes. As a result, teachers must engage with the assessment process and value its findings. Assessment is not limited to formal exams; it is a continuous activity. For instance, teachers often evaluate their performance informally when students attempt to use a new word or respond to a question. Formal tests, therefore, are only a subset of this broader assessment framework. This ongoing assessment process provides timely feedback and enables teachers to adjust their teaching strategies.

Brown (2004, p. 247) states that assessment becomes an essential tool within this context. Writing instruction involves ongoing evaluation, requiring learners to be assessed continuously throughout the writing process. According to Brown (2004, p. 4), the term assessment is frequently misunderstood and is often mistakenly equated with testing. To provide meaningful feedback, teachers must assess early writing stages, such as brainstorming and initial drafts and later stages, such as revising and polishing final compositions. Involving students in peer and self-assessment also enhances the writing evaluation process, encouraging greater student responsibility and reflection on their own learning progress.

Hyland (2003, p. 212) highlights that assessment extends beyond assigning grades or giving exams. Constructive feedback and scoring help shape student learning and improve writing instruction. Teachers must assess content already taught to determine how well students have achieved learning objectives. Understanding how to assess writing accurately ensures instruction is effective and students are evaluated fairly. Teachers cannot identify gaps between students' current and desired writing abilities without assessment data or providing appropriate support. Therefore, ongoing and accurate assessment is vital for guiding teaching strategies and student progress toward writing mastery.

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Marzano (2006, p. 3) notes that classroom-based assessment can significantly impact student achievement. Therefore, it's tempting to believe that more frequent assessment directly improves learning outcomes. Effective assessment practices include: (1) providing students with clear feedback on their progress and ways to improve; (2) motivating students to enhance their performance; (3) emphasizing formative assessment approaches; and (4) conducting assessments frequently to ensure progress is being made. Ultimately, these practices help create a supportive learning environment where students understand their strengths and areas for growth, leading to sustained academic improvement.

Rudner & Schafer (2002, p. 6) explain that even seemingly objective evaluation methods, like machine scoring or multiple-choice tests, rely on professional judgment. Assessment involves expert decisions, whether in writing test questions, evaluating essays, or interpreting scores. In this regard, assessment serves to measure student performance and help teachers reflect on and improve instructional practices. It contributes to refining teaching methods for future lessons. Therefore, assessment is an integral part of the teaching and learning cycle that supports continuous improvement and better educational outcomes. By carefully analyzing assessment results, teachers can identify areas where students struggle and adjust their strategies accordingly, creating a more effective and responsive learning environment.

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Black & William in McKay (2006, p. 140) define classroom or teacher-led assessment as evaluations conducted by teachers in learning environments. This can be formative, used to monitor student development and guide instructional decisions or summative, used to report learning outcomes at the end of an

instructional period. Even summative assessments can inform future teaching practices. Formative assessment, often called “assessment for learning,” supports student growth, while summative assessment is the final evaluation. These assessments provide valuable insights that help teachers improve their teaching strategies and better support students’ learning needs.

Furthermore, Oshima & Hogue (2007, p. 196) assert that strong writing can be judged based on several key criteria. These include: (1) format, which refers to writing conventions and layout (e.g., margins); (2) mechanics, focusing on accurate spelling and punctuation, as errors in these areas can distort meaning; (3) content, which reflects the relevance and clarity of supporting ideas (unity); (4) organization, emphasizing the logical flow and smooth transition of ideas (coherence); and (5) grammar and sentence structure, which concern the correct usage of grammar and the construction of phrases and sentences. By applying these criteria consistently, teachers and students can better identify writing strengths and weaknesses, which helps guide effective teaching and learning processes.

Assessment is necessary to determine if students have mastered writing skills. In relation to this study, the focus is placed on evaluating students’ abilities to produce descriptive texts. The research primarily uses Oshima & Hogue’s (2007, p. 196) rubric to grade students’ written outputs. Students are tasked with writing a descriptive passage on a given topic, and their final product is assessed. The scoring involves an analytical rubric that covers format, punctuation and mechanics, content, organization, grammar, and sentence structure, ensuring a fair and objective assessment. This thorough assessment process provides clear feedback to students about their strengths and areas for improvement and helps teachers tailor their instruction to better support development in writing skills.

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2.2 Empirical Review

An empirical review involves examining the existing information and theories related to a particular topic and its historical context. This type of review compares the current study with similar previous research to identify similarities and differences, and it helps assess the potential success of the study in comparison to the relevant research used. Furthermore, empirical research is based on observable and measurable phenomena and derives findings from real-world experiences rather than theoretical concepts or beliefs. One of the main purposes of conducting an empirical review is to demonstrate that the research problem has not been previously explored, or if it has, to highlight any gaps in the existing research. The following two studies were relevant to this research and were reviewed as part of the empirical review.

The first study was by Rianndari (2017) entitled "Improving the Descriptive Paragraph Writing Skills through Presentation, Practice, Production (PPP) Method among the Eighth Grader of SMPN 01 Pekalongan." The study aimed to determine whether students' writing skill could be improved through implementing PPP as a technique. The result of this study showed that the students' writing skills improved after the implementation of PPP. The subjects' writing ability showed development after each cycle of the classroom action research. Under the guidance of the teacher, the students were able to write descriptive paragraphs more clearly, showing improvement in vocabulary use, sentence structure, and overall organization of ideas.

The strengths of this study were that the researcher supported the work with relevant theories from experts and used a complete classroom action research model consisting of planning, action, observation, and reflection. In addition, scoring

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students' writing performance was based on key writing elements such as content, organization, grammar, vocabulary, and mechanics, making the assessment structured and reliable. However, in the test instructions, the researcher did not mention clear scoring criteria that should be fulfilled when writing a paragraph. It would confuse the students about how to write a good paragraph. Therefore, in the present study, the researcher specifically mentioned the criteria used to score the descriptive paragraphs. It was based on Oshima & Hogue (2007), which consists of five criteria: format, punctuation and mechanics, content, organization, and grammar and sentence structure. It is hoped that they could pay attention to the criteria when writing paragraphs to optimize their writing achievement.

The second study was by Evitania (2019), entitled "Improving the Students' Writing Skill of Descriptive Text by Using Presentation, Practice, Production Method at MTs N 2 Deli Serdang." This study aimed to investigate whether PPP could improve the writing skills of seventh-grade students at MTs N 2 Deli Serdang. The study was conducted using classroom action research in two cycles. The results indicated that the students' writing skills improved after applying PPP. The improvement could be seen in how students organized their ideas, used appropriate vocabulary, improved grammatical accuracy, and developed more coherent and complete descriptive texts.

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The strength of this study was the strong theoretical foundation presented by the researcher, with relevant expert opinions supporting the use of PPP. The researcher also applied a detailed scoring system for students' writing performance, assessing content, organization, grammar, vocabulary, and mechanics. This made the scoring process valid and systematic. However, the study did not clearly explain the procedural steps of PPP in the lesson plan. The researcher did not elaborate on

how PPP was applied during teaching and learning. It might confuse the students and affect their writing ability. In the present research, the researcher clearly stated the steps of implementing PPP in teaching descriptive paragraph writing based on the theories proposed by Harmer (2007) and Pollard (2008). Thus, the subjects' descriptive paragraph writing ability could be improved.



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