

**THE EFFECT OF USING PRAISE-QUESTION-POLISH (PQP)
STRATEGY TOWARDS STUDENTS' WRITING ABILITY OF
RECOUNT TEXT AT THE FIRST YEAR OF MA AL-MAJIDIYAH
BAGAN SINEMBAH**

A THESIS

*Intended to Fulfill One of Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



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I acknowledge that this thesis is the result of my own work, except for quotations (either directly or indirectly) that I took from various sources and mentioned their names scientifically. I am responsible for data and facts which are contained in this thesis.

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ABSTRACT

Mia Setiawati Hadi, 2019, The Effect of Using Praise-Question-Polish (PQP) Strategy Towards The Students' Writing Ability of Recount Text at The First Year of Ma Al-Majidiyah.

Key Words : The effect, Writing, Recount Text, Praise Question Polish Strategy.

The purpose of this research is to find out student's writing ability in components of writing and to know how Praise-Question-Polish (PQP) strategy supports their writing. The researcher expected the students would be able to write good paragraph and considered the components of writing well. The components are content, organization, vocabulary, language use, and mechanic.

This research was classified as an experimental research. The subject of this research is the first year of Ma Al-Majidiyah, the research was conducted on 12th September 2018 until 23rd September 2018. The sample of the research was divided two groups, the first group was an experiment group, it consisted of 21 students. In order to explore the research data, the research applied writing tests to the sample in experimental group and control group. In this case the researcher used writing tests: they are pre-test, treatment, and post-test. The researcher used rater to analyze students' writing test based on scoring rubric of writing, and used SPSS 24.0 to support the data and the used of Praise-Question-Polish (PQP) strategy in writing process.

The result of the study showed that students' writing of recount text in control class there were 6 students stayed in fair level, and there were 15 students in good level. However in experimental group, there was 1 student stayed in fair level, and there were 20 students who can reach good and very good levels. From the result of students' ability in writing recount text above the researcher concluded that in writing recount text the students got challenges on punctuation, spelling, capitalization and organization. On the other hand, the result in the use of Praise-Question-Polish (PQP) strategy is effective because it can improve the students' writing ability.

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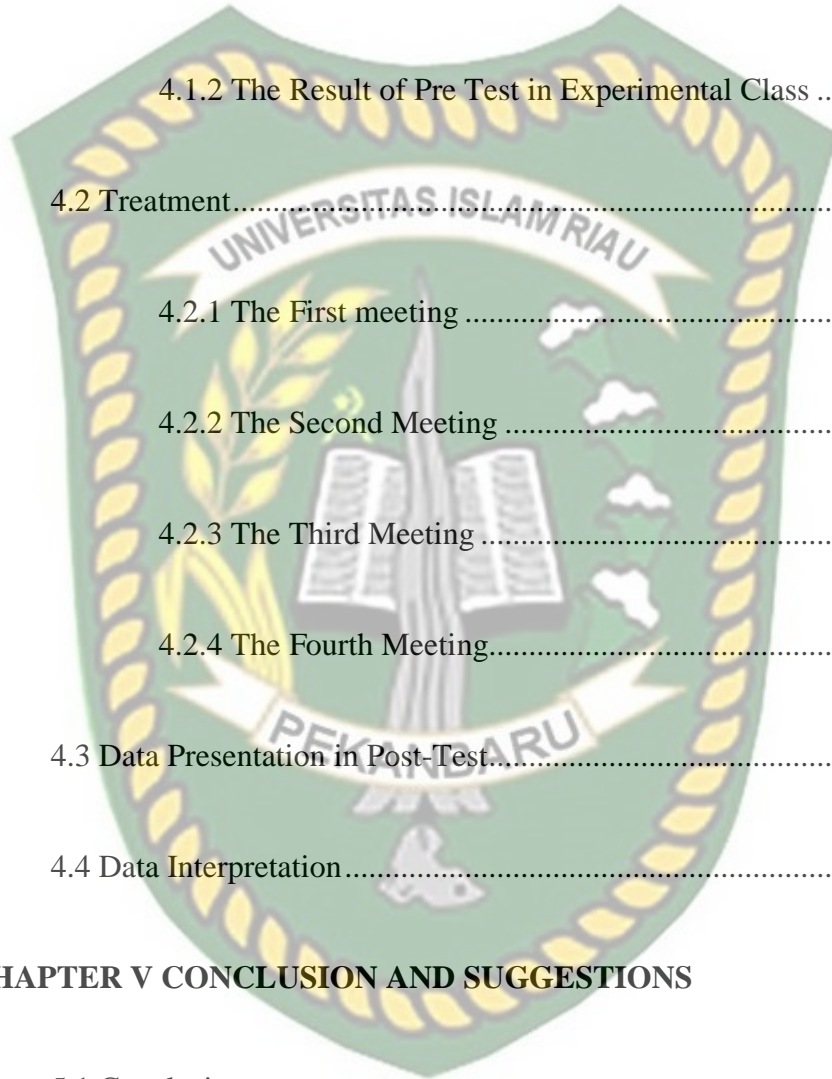
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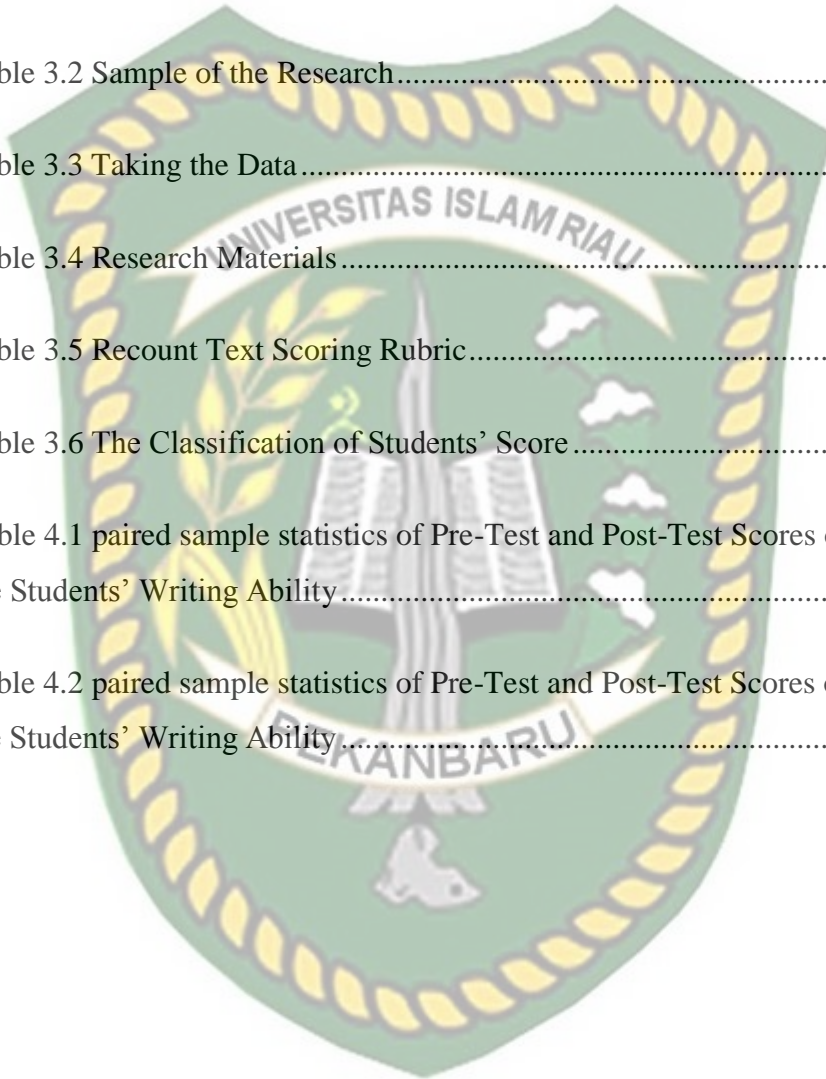


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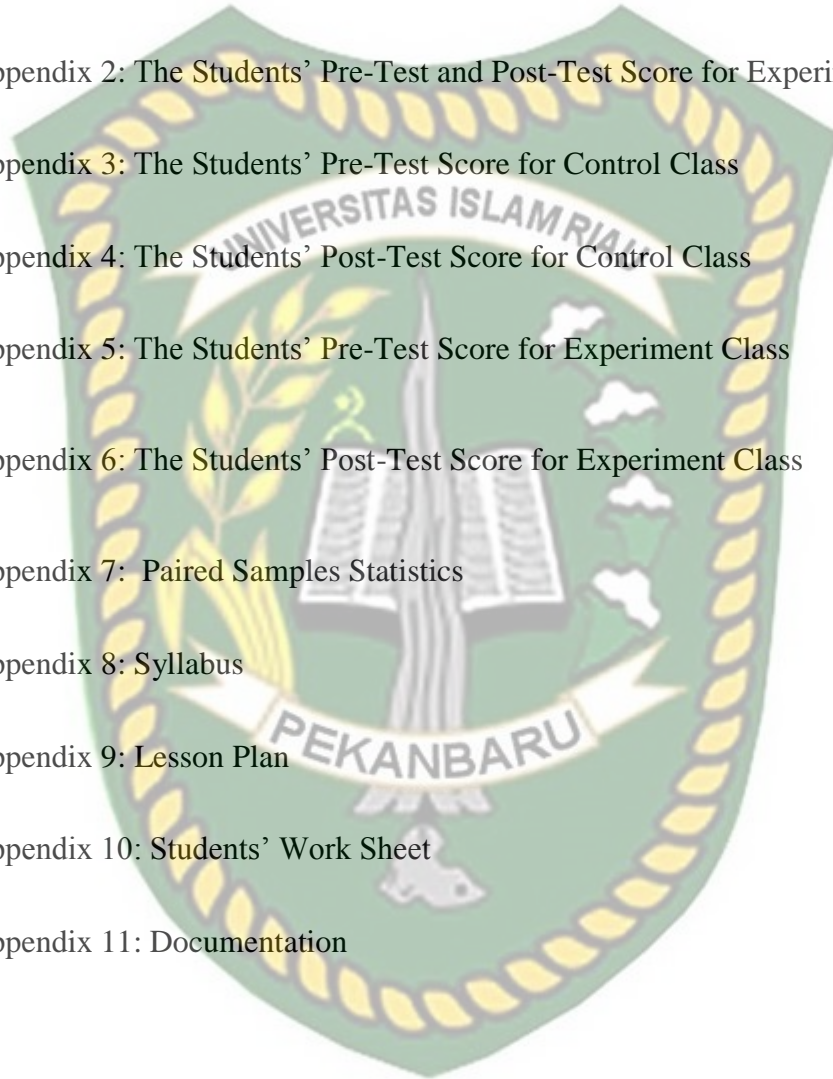
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CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Writing is very essential skill to be mastered by students, especially for English language learners. Writing is a medium of communication that represents language and emotion. Writing is not natural skill because someone cannot acquire this ability automatically and easily because this skill is the most difficult and complicated language skills to be learned. Writing needs hard thinking to produce idea, word, sentence, paragraph, and composition.

In addition, writing is one of challenging skills for students because it involves some language components (spelling, language use, vocabulary, and punctuation). Writing requires the rules of English grammar, mechanics, such as the correct use of verb and also involves many aspects such as spelling, punctuation, sentence structure and paragraphs.

Commonly, many English language learners get problem in writing because they still have difficulties such as developing idea, writing in correct grammar and spelling, and choosing appropriate vocabulary. It makes the teacher get confused in understanding the students' writing.

In Indonesia, students at Senior High School levels have to study English, they have to be able to write English as well. There are several types of texts taught by English teacher in Senior High School such as recount, descriptive, procedure, and narrative. The recount text is a text that is taught at the first grade students. Recount text is defined as texts that tell about a story of events or experiences in the past. The purpose of this text is to inform or entertain the

audience. When learning the recount text, the students are required to be able to write the text well.

Based on the writer's experience in MA Al-Majidiyah, the most difficult skill to learn was writing, and found problem in writing English text. Meanwhile, the writer was observed some students in MA Al-Majidiyah. There were five difficulties that they have: they got difficulties to start their writing, took a long time to write, develop the idea, have limited strategy in writing, and experience uninteresting writing media.

The students faced difficulties to start their writing, because writing was not only writing what they felt but also convey a message to the readers, they also get confused how to start the writing. They did not know what they should write, especially in English that required them to knowing a lot of things about the language.

The students also need long time to complete their writing task. In other word, they could not to overcome the writing task on time. They need more additional time for their writing. In this case, the students indicated that writing was not easy for them.

Then, the students have lack of knowledge to develop idea. They did not understand the steps or directions on writing a text whereas developing idea in writing is very important. According to Tomitch (2000), procedural knowledge is knowing "how to" or being able to extract the main ideas in the text and write a coherent text. The students admitted that learning activities run by the teacher is a boring process. The teacher just gives explanation and exercises from the

textbook. It makes the students less comprehend the material, and the students could not produce their own sentence in English at the end of the class.

The teacher used uninteresting strategy in learning process, that also influences their interest in writing because the teacher only used textbook. The teacher was realized of implementing interesting strategy in teaching writing, such as applied a strategy in learning English called Praise-Question-Polish (PQP) Strategy probably could make the students enjoy their writing activity.

According to Karani (2008), there are four problems encountered by the students when they are ordered to write a text, they are in content, organization, vocabulary, and grammar. In writing content, the students cannot produce an effective text because they cannot construct the main idea and support detail into a paragraph. Second, the students cannot organize paragraph into a good text. Third, the students have lack of vocabulary for constructing a good paragraph, so the students could not convey their ideas and opinions smoothly. Fourth is grammar, the students get difficulty to construct their paragraph to be a good paragraph. In other word, the students have many problems in writing English text. Their problem focus on the writing procedures, and they usually have lack of vocabulary and grammar mastery to start writing English text.

However, some of the students could not fulfill the demand of the minimum criteria of passing grade (KKM) given by the English teacher. Therefore, the writer applied a strategy in learning English called Praise-Question-Polish (PQP) Strategy. Praise-Question-Polish Strategy is developed by Lyons in 1981. Praise-Question-Polish is a peer response strategy that fosters

quality comments and constructive feedback. This strategy is also a good way for peers to edit each other's work, because after students have written a first draft, they meet with a partner and share what they like, what they do not understand, and also additional ideas of other's work.

Referring to the problems described above, it is clear that most of the students in MA Al-Majidiyah still have some problems that have to be solved. Therefore the writer is interested in conducting entitled: **The Effect of Using Praise-Question-Polish (PQP) Strategy Towards Students' Writing Ability of Recount Text at the First Year of MA Al-Majidiyah Bagan Sinembah.**

1.2 Setting of The Problem

Many problems faced by the students of first year students of MA Al-Majidiyah in writing, particularly in writing recount texts: first, the strategy used by the teacher probably could not successfully facilitate the students. So, the teacher used appropriate teaching strategy in the teaching process.

Second, students took long time in writing, they did not know what they should write. They used dictionary before writing to found one meaning of vocabularies that they did not know, and making English sentences is a problem for some students. So, if they went to make sentences, they write the sentences in Indonesian, and then they translate it into English. So, they need long time to write.

And the last, students were lack of exercises in writing because the teacher only used textbook in learning process. Therefore, it makes the students were not really familiar with their writing activities.

Nowadays, the teachers should be creative in presenting the lesson to the students. The teachers have to be able to used appropriate learning strategy to support the students' English skills. In this case, applied Praise-Question-Polish (PQP) strategy in writing towards students' writing skill of recount text at MA Al-Majidiyah.

1.3 Limitation of the Problem

Based on the setting of the problems, it is clear that are some problems involved in this research. So, in this research the researcher focused on using Praise-Question-Polish (PQP) strategy in writing. The researcher applied Praise-Question-Polish (PQP) strategy in writing towards the students' writing skill of recount text at MA Al-Majidiyah, because developed by Bill Lyons in 1981 Praise-Question-Polish is a peer response strategy that fosters quality comments and constructive feedback.

1.4 Formulation of the Problem

Based on limitation of the problems above, the research formulates the problem as follow: is there any significant effect of Praise-Question-Polish (PQP)

Strategy to Students' Writing Ability of Recount Text at the First Year of MA Al-Majidiyah?

1.5 Objectives of the Research

Based on the problem of the study, researcher would like to explain the goals in this research, namely: to find out significant effect of Praise-Question-Polish (PQP) Strategy to Students' Writing Ability of Recount Text at the First Year of MA Al-Majidiyah Bagan Sinembah.

1.6 Significance of the Research

This research is expected to give information to the following concerns:

1. The students

It may motivate students to improve their interest in learning English they will find out that learning English is not always difficult to learn. Their improvement of interest in learning English will help them master English well.

2. The teacher

The result of this research is useful for English teachers at Senior High School level to get information about teaching writing recount text using Praise-Question-Polish (PQP) Strategy to Students' Writing Ability of Recount Text at the First Year of MA Al-Majidiyah Bagan Sinembah.

3. Others researcher

For further researchers who are interested in teaching writing recount text using Praise-Question-Polish (PQP) strategy can get basic

information from this study to do further research, and also for researcher who wants to make Praise-Question-Polish (PQP) Strategy as one of variables.

1.7 Definition of the Terms

The key-words available in the title can be defined as in the followings:

1.7.1 Effect

An effect is change or even that is produce by an action or causes, result of something, Oxford learners pocket dictionary (1980:134)

1.7.2 Recount text

According to Knapp (2005: 224), Recount text, basically is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.

1.7.3 Ability

The ability is “the quality or skill that someone has in order to do an activity” (collinscobuild essential English dictionary, 1989). So the subject of this research about speaking ability. That made the student and teacher can developing their ability to be better than before.

1.7.4 Writing ability

Writing ability is the ability to write something in a productive way is an indicator of success during the learning process (Geiser&Studley, 2001).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 General Concept of Writing

Writing is one basic skill in learning English beside listening, speaking, and reading. To write means communicate using written language. In writing, all information is delivered through text.

Writing means producing or creating a piece of text. Like speaking, writing requires someone to produce language. Harmer (2001: 249) states, “Language production means that students should use all and any languages at their disposal to achieve a communicative purpose rather than be restricted to specific practice points”. Therefore, the form of language produce different among those two. Speaking produce language oral form while writing does in written form. That’s why those skills belong to productive skill (Harmer, 2001:246;Harmer,2004:6).

According to Ruddell (2005:39), “Writing is the act of constructing meaning while transacting with texts”. She adds that “in writing, the meaning was made through the combination of prior knowledge and previous experience; information emerging from text; the stance he or she takes relationship to the text; and immediate, remembered, or anticipated social interaction and communication” (Ruddell, 2005:39-40). It means that in order to write something, a writer need to have an idea or memory

of certain event or phenomenon and be able to construct that idea or memory in a certain order so that the reader can catch the meaning concluded in the text.

According to Harmer (2001:255), “in writing, there are problems with grammar, vocabulary, handwriting, spelling, layout, and punctuation”. It means that good content of writing only is not enough. A writer must also have sufficient language components like grammar, vocabulary, punctuation, and spelling to facilitate him/her ideas, experiences, thoughts, and feelings, the writing should be organized well, too, in order to be able to be easily read and understood by the readers.

2.2 The Process of Writing

Writing is not as simple as putting text on paper. It needs a long process from planning until producing the final version of the writing. Harmer (2004) argues that the process of writing consist of steps: (1) planning, (2) drafting, (3) editing (reflecting and revising), and (4) final version.

The first step of writing is planning. Before starting to write or type, writers need to plan what they are going to say. It can be done by making detailed notes, jotting words down, or simply planning in the head. Harmer (2004:4) proposes three main issues writers should think about when planning to write: (1) the purpose of the writing, (2) the audience they are writing for, and (3) the content structure of the piece.

The second step is drafting. In this step, a writer writes what student has been planned before. This writing is called the first draft because it is not finished yet. The writer should check it minutely and make changes and corrections before considering it as the final version of the writing. Checking the first draft will direct the writer to edit it. This is the third step of the writing process. In this step, the writer makes changes and corrections due to the ambiguity, grammatical errors, disorganized orders, etc of the writing.

The last step of writing process is writing the final version. This final draft of writing is written after the writer has done with editing and revising the first draft. However, Harmer (2004:5) states, “writing process is recursive”. It means that writers revise throughout the process, frequently moving back and forth among the steps. For the example, when writers think that they have done the final version; they may change their mind and go back to re-edit, re-draft, even re-plan the writing. As stated by Harmer (2004:6), “Even when they get to what they think is their final draft they may find themselves changing their mind and planning, drafting, and editing.

Writing is communicating using text. Through writing, a writer communicates with the readers. According to Healey (2007:181), “Writers need to communicate with their readers, which in close having a sense of audience and writing to the expectations of that audience, using peer review effectively, and revising and editing as needed rather than

assuming that once is enough”. Moreover, Healey (2007:181) states that “broadening the audience base can enhance motivation for taking the time to edit and revise”. Therefore, it is clear then that the real communication with readers is very important. By sharing the writing with the readers, a writer can collect the feedback and review from them as means to revise students to be better. Revising once only by their self is not enough. A writer will need someone else to see writing from another point of view to see whether there is any oddity or not in students writing. For the example, a writer may made errors, ambiguity, or miss spelled words in students writing. The student may not be aware of that; however, the readers who realize the peculiarity can inform it to the writer so taht student can revise the writing.

2.3 The Component of Writing

Writing is an important and complex skill in English language learning. It is not simply a matter of putting words together but also considering some skills in order to make a better writing. Writing also needs time; time to think, to write, edit to rewrite in order to make a good composition. But the most important thing is it takes more studies and practices.

Besides that, some expert view writing as a mean of communication Heffernan (2001:5) states that writing is a mean of communication that must be learnt consciously not automatically. It is supported by Harris (1989:9) that writing is a toll of communication is important to be included

in teaching English, besides writing is the activates of presenting idea in correct sentences.

From explanation above, it can be concluded that writing is an activity of expressing idea, thought or opinion that written systematically which used as media or communication between a researcher and reader.

There are some aspects that can influence the student writing skill. Huges (1989) claim that there are five aspects of making a good writing. Firstly, grammar, in writing the knowledge of grammar is very important. Grammar is the rule by which we put together meaning full and part of the word of a language to communicate message that are comprehensible. Describe that of basic grammar is essential for understanding of language and become successful in writing. Without knowledge of grammar, the researcher cannot make student language communication to great variety of readers from differences situation and background. Its seems that the knowledge of grammar in a basic to successful writing and to build a sentence it's a very important for student to mastery the grammar of English in other to able construct correct sentence as basic to be successful in writing.

The second is vocabulary, in order to make the writing process flows significantly, the ability in expending and choosing appropriate vocabulary should be mastered. The third, mechanics, include some matter spelling, punctuation, and capitalized. Spelling is prior aspect in order to make a meaningful writing. Punctuation also plays a role in helping reader to

establish information. If the researcher to put the punctuation the meaning will change. The fourth, fluency, in writing is dealing with choice of structure and vocabulary. A researcher cannot master this aspect; it will impact the comprehensible of communication.

The last, form(organization), According to Levy & Ransdell (1995) coherence is the underlying the organizational structure of text organization that makes the words on sentence in discourse unified and significant for the reader. It is clear that a researcher needs to know the next organization in reader their writing has a logical flow of ideas.

There are some characteristic of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. The deviation is initially a convenience to the reader; it prepares the student turn attention to something new. In writing a good text or 13 paragraphs should have four qualities, there are completeness, unity, order, and coherences.

Firstly, Completeness, a complete text or paragraph contains details as fact such as name are specifics individual, data, figures, cost, location, signal or statistical detail. Completeness means the controlling idea thoroughly develop by the use of particular information.

Second, unity, order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the ideas the written form.

Houghton Mifflin says that “chronological order is a way organizing according to the time in which are happen not. I began with what is oldest what happen first and the end with what in newest or happen that’s.

The last, coherences, the characteristic of the text or paragraph is coherence. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

2.4 Recount Text

Recount is one of genres taught in Indonesia schools. According to Gerot&Wignell (1994:194), “Recounts are genre that retells events for the purpose of informing and entertaining”. Similarly, Anderson (1997:48) define “Recount text as a piece of text that retells past event, usually in the order in which they happened”. The purpose of a recount is to give the audience a description of an event covering what occurred, when and how it occurred. Some examples of recount texts are: newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.

From the explanation above, it can be concluded that recount text is a piece of text which retells experiences or past events in chronological order for the purpose of informing, entertaining, or reflecting. They may also retell the experiences of other people such as family, friends, relatives, etc. The examples of recount text that can be met in our everyday life is diary writing. Some people get used to write everything happened to

them in diary. Commonly, the things they write are factual events that they faced at the day.

2.5 Types of Recount Text

Cited from a resource paper spread out by the Government of South Australia in Meika (2014:12), there are several types of recount text:

a. Personal recount

Personal recount retells the writer's own experience. The examples of personal recount are diary journal, and personal letter.

b. Factual recount

Factual recount reports events by using factual information. The examples of factual recounts are historical recount, biographical and autobiographical recounts.

c. Imaginative recount

Imaginative recount mixes factual knowledge with imaginary stories.

d. Procedural recount

Procedural recount records the steps in an investigation or experiment.

e. Literary recount

Literary recount retells a series of events for the purpose of entertaining.

2.6 Generic Structure of Recount Text

In learning recount text, students learn to retell anything they experienced in the past using certain structure or order. This order is a part of recount text that cannot be separated from it. This order is a part of



recount text that cannot be separate from it. This order is called the generic structure of recount text.

Anderson (1997:50) divide recount into three main parts, they are: (1) a first paragraph that give background information about who, what, where, and when. This paragraph is called orientation, (2) a series of paragraphs that retell the events in the order in which they happened, and (3) a concluding paragraph that may include a personal comment (not always necessary).

According to Gerot&Wignell (1994:194), the generic (schematic) structure of recounts consists of three parts named orientation, events, and re-orientation. Orientation is the opening of recount which provides the setting and introduces the participants of the text. Events tell the events in the order they happened. The last part, re-orientation, is optional. This part closes the text by telling how is the experience ended and some of the writer's thoughts about it.

Similarly, Sadler and Hayllar (2000:1) also argue that most recounts are organized to include three parts they named as;

- (1) An orientation that gives the listener or reader information about the time, the place, and those involved.
- (2) A series of events recounted as they happened.
- (3) A conclusion that gives writer's own view of the events and the feelings that were aroused at the time.

2.7 Language Features of Recount Text

Based on Gerot & Wignell (1994:194), there are some significant lexical grammatical features in recounts:

- (1) Focus on specific participants,
- (2) Use of material processes,
- (3) Use of circumstances of time and place,
- (4) Use of past tense,
- (5) Focus on temporal sequence.

While the recounts language features noted in Anderson & Anderson (1997:50) are:

- (1) Proper noun to identify those involved in the text,
- (2) Descriptive words to give details about who, what, when, where, and how
- (3) Past tense to retell the events, and
- (4) Words that show the order of events (for example: *first, next, then*). From the

explanation above, it can be concluded that a recount text have the following language features:

- (1) The presence of specific participant (noun or pronoun) that involved in the text.
- (2) The use of material processes are the action verbs refer to what the participants did.
- (3) The use of circumstances of time and place.
- (4) The use of adjectives to give details about who, what, when, where, and how.
- (5) The use of past tense to retell the events, and

- (6) The use of temporal sequence is to show the order of the events. Students should master those language features in order to be able to write a good recount.

2.8 The Concept of Praise-Question-Polish (PQP) Strategy

Lyons states that Praise-Question-Polish Strategy is a good way for peers to edit each other's work. Praise-Question-Polish Strategy is a peer response strategy that fosters quality comments and constructive feedback. It means this strategy is useful and giving opportunity to students to edit each other's work in writing. In this case, the students in peer give the critical comments about each other's work in constructive way. In conclusion, the feedbacks given by the peers are utilized to help students develop the quality of their writing.

Praise-Question-Polish Strategy was developed by Lyons in 1981. In 1990, Naubert and McNelis also introduced this strategy through their research on middle school students for peer conferencing. In their study, Naubert and McNelis found that this strategy helped for reducing the percentage of vague comments given in peer conferencing and increasing the percentage of "general but somewhat useful" and "specific" comments that were made. So, the teacher teaches students how to give the comment that will help their peer in developing writing ability.

Praise-Question-Polish is critical comments given by students in Praise-Question-Polish Strategy are not only about "what you do not like" but also about "what you like" and "suggestions for improvement". Firstly,

the students give Praise for what they like about the writing style or ideas of their peers. Then students give the Questions in order to lead the writer/peer to remove any confusion they have about her/his writing. Finally, students are expected to polish ideas to their peer for improvement in her/his writing. So, this strategy is very useful for giving contribution to students' writing ability because each student has the opportunity to revise their writing with their partner and improve the quality of their writing.

There are several suggestions in using Praise-Question-Polish Strategy for teaching writing in the classroom. One of them is by using sticky note: For example the teacher provides the students with three different colors of sticky notes and asks the students to give Praise in the yellow sticky, Questions in the Purple sticky, and Polish in the blue one. As the students read the composition of their peer, they will give feedback to their peer onto the color coded sticky notes. The teacher can also use Praise-Question-Polish Strategy in specific way for teaching

writing Recount paragraphs by providing the form as follows:

The form of Recount PQP

Use this form to give feedback to the writer.

Writer's Name :

P		P = Praise I like It was neat that...

		<p>That was cool when..</p> <p>I agree with...</p> <p>I was surprised when..</p>
Q		<p>Q = Questions (what confused you)</p> <p>I was confused with..</p> <p>I didn't understand...</p> <p>I didn't get...</p> <p>What did you mean when...</p>
P		<p>P = Polishing (things to improve)</p> <p>I would change...</p> <p>I wish that...</p> <p>I wonder if..</p> <p>I couldn't believe that..</p>

In conclusion, Praise-Question-Polish Strategy is one of the strategies in writing that provides students the opportunity for improving their writing ability by considering others opinion and

critical comments. Here, they also learn to give feedback to their peer for the improvement of his/her writing. This strategy also can be used in any materials of writing.

2.9 Purposes of Praise-Question-Polish Strategy

Writing is a complex process in which there are several stages that have to be through by the writer in order to produce a good piece of writing. So, the writer needs strategy for helping them in writing activity. Here, the writers need to master not only vocabulary and grammatical features of English, but also developed the ability to generate their ideas. Praise-Question-Polish Strategy gives students an organizational strategy in responding their peers' writing and focusing on content features of writing and it helps students focus on their writing as well as maintain a positive attitude toward the critique process, Naubert and McNelish (1990). In conclusion, students must be able to communicate their ideas effectively in order to evaluate the writing of others.

Otherwise, when teacher asks student for giving comments on one another's writing, the result could be less than teacher's expectations. Students often give the vague and unconstructive comments, such as: "I like it", "add a little more detail", or "change the last two sentences so they sound better". So, students often fail in using peer review in their writing activities. In the other hands, Praise-

Question-Polish Strategy offers the structures that have specific feedback that can be used by students for improving their writing ability. Praise-Question-Polish strategy can achieve the objective of peer review, such as:

1. Provide focused, informative, and specific feedback
2. Emphasize use of specific content or process language
3. Describe what was done and not done
4. Reinforce, encourage and support an individual
5. Establish relationships of mutual respect

2.10 Procedures of Praise-Question-Polish Strategy

Praise-Question-Polish Strategy has some procedures for implementing it in the classroom as writing activities, they are:

1. Model quality in comments, begin by providing instruction in what quality feedback looks like and sounds like. Provide examples of students' comments and classify them as vague, general but useful, or specific. Have students construct their own specific comments.
2. Model and Implement the PQP strategy

3. Remind students that the purpose of peer review is to note areas of strength and to clarify, justify, and extend texts. As you model the PQP strategy, emphasize these purposes:

Praise: What is good about the writing? What should not be changed? Why is it good?

Example: Your first two arguments against offshore drilling were very convincing. You gave 2 or 3 examples for each reason and supported them with details from your research.

Question: As a reader, what do you not understand?

Example: Why did you say that the BP Gulf oil disaster “didn’t have to happen”? What, in your opinion, could have prevented it? Can you support your opinion with facts?

Polish: What specific suggestions for improvement can you make?

Example: In your conclusion, you say we need to focus on finding alternative forms of energy. Give some examples of these alternative forms of energy.

The procedures of Praise-Question-Polish in a very simple way. In this research, the researcher applied these procedures, Kaminski (2013):

1. The teacher asks the students to write a recount text for 30 minutes based on the topic the topic given.
2. The teacher asks students to arrange the desk in circle at ease to communicate. Each group consists of 3 to 5 students.
3. Each person will play as the writer and read his paper aloud to the group. The rest may get the copy of his writing.
4. Each member should be polite and attentive while listening.
5. In the “praise” part, the responders must be supportive and appreciative as there is always something can be praised from the writing, for the example the students can say “your writing/ your story is very good”.
6. The responders are supposed to find the weaknesses of the writing by asking what they do not understand from it in the “question” part.
7. In the “polish” part, given any feedback and suggestion for better writing. The students were guided to give their comments on these components, they are in term of the students’ writing quality, grammatical, and generic structure.
8. Discuss the feedback with teacher.

2.11 Using Praise-Question-Polish Strategy for Teaching Writing

Recount Text

Praise-Question-Polish Strategy needs students' participation for helping each other's writing through the comments given in the form of Praise, Question, and also Polish. These comments are expected to be useful for their peer to improve the quality of his/her writing. The students are also expected to have confidence in writing activities as they are helping each other in their work, showing a high level of enthusiasm, curiosity, and involvement since they work cooperatively each other. As stated by Naubert and McNelis (1990), the integration in activity of Praise-Question-Polish Strategy will be a great benefit for students and help them enhancing their writing skill, Lewin (2003).

Praise-Question-Polish Strategy is very helpful for writing activities because each comment given by students to their peer hold the answer for a better piece of writing that the writer even cannot imagine on their own. According to Lyons, the answer to "Praise" will identify the strength of writing, boost writer's ego and prepare the writer for the following critiques, then the answer of "question" will guide the writer to think critically about their writing – whether it is clear, organized, fluent, and specific enough, Finally, the answer of "Polish" will help the writer for a better proofreading because the writer will be encouraged to polish their writing in a painless way, Naubert and McNelish(1990). Peer conferencing can be a powerful tool for helping struggling writer. It means that this

strategy is very helpful in helping students who have less confidence in their writing; because they can cooperate with others in order to know their weaknesses in writing so they can improve their writing. As stated by Lewin (2013) Peer assistance in writing can be highly effective to improve writing quality and that it can be even more effective for students who are struggling writers. Lewin (2013) In Praise-Question-Polish Strategy, students cooperate each other in a small group in applying this strategy. So, students in groups can have the opportunity to assist each other in order to know the strengths and the weaknesses of their own writing.

This strategy requires the students in the group to take a turn reading their drafts aloud as the other students follow along with copies. According to Naubert and McNelish, this oral reading helps the writer to hear the piece in another voice to independently identify possible change. So, this strategy can integrate the skill of writing with other skills in English – reading and listening – and they still can focus in writing activity. These integrations of skills in English can help the students to increase their communication skill in English.

In conclusion, this strategy provides many ways for students to increase both their writing ability and their communication skill in English. Having students to assist each other for improving the quality of their own writing proves that this strategy can make students into an independent student which have the initiative and creativity. This strategy also integrates

writing skill with other skills of English such as: reading and listening. Thus, it makes the students increase their communication skill which is the goal of teaching English.

2. 12 Relevant Research

In order to avoid plagiarism, the writer states some researches dealing with Praise-Questions-Polish(PQP) strategy and Writing ability as follows:

A research was done by Lestari from Universitas Riau in 2012. This research is entitled: “Using PQP (Praise-Question-Polish) Strategy to Improve the SMA Santa Maria Pekanbaru Second Year Students’ Ability in Writing Hortatory Exposition Text”. This research focused on finding the effect of using Praise-Question-Polish on writing ability in writing hortatory text at SMA Santa Maria Pekanbaru. This research was an experimental research which used quasi-experimental design. The data were analyzed statistically by using SPSS 16 Version. Here, alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. In this research, the researcher found out that Praise-Question-Polish Strategy was very helpful for struggling writers in writing hortatory text. The researcher concluded that this strategy helped students to give feedback each other in order to improve the quality of their writing. Research done by Herni Lestari is relevant with my research because we both have the same purpose in conducting research. Even though we started with quite different problems we came out with similar solution which is applying a

strategy called PQP strategy and the strategy showed a success in increasing and improving students' ability in writing.

Furthermore, there is a research that was conducted by Ismed in 2013; the research entitled: "Using Praise – Question – Polish (PQP) Technique in Teaching Writing a Hortatory Exposition Text to Senior High School Students". The objective of this research was to find out whether there is significant effect of using Praise – Question – Polish (PQP) Technique in Teaching Writing a Hortatory Exposition Text to Senior High School. In this procedure the teaching technique that will be used in teaching writing is by using Praise-Question-Polish (PQP) technique. It defined PQP technique as one of the techniques regarding group work. It also requires students' critical thinking and good interaction among members in group. This consist of three phases, praise, questions, and polish. These stages will be able to do in three stages of teaching activities, Pre- teaching activities, Whilst-teaching activities and Post- teaching activities.

PQP technique also uses to help students to focus to their writing and give feedback to their writing process. The students tend to be motivated and enjoy with the activities in the each teaching procedures. As a result, the students were not bored and could understand the text more easily. In this journal, the writer suggests to the teacher to create his or/ her class situation more friendly and cooperatively in using PQP technique to enrich students' knowledge about the text, therefore, the students are not bored with teacher explanation in writing session. In addition, in doing this technique, it is better for teacher to do an activity that is related to student's level. The activity for example: writing and presenting the student's text or memo in front of the classroom and analyze or discuss the revision of the text.

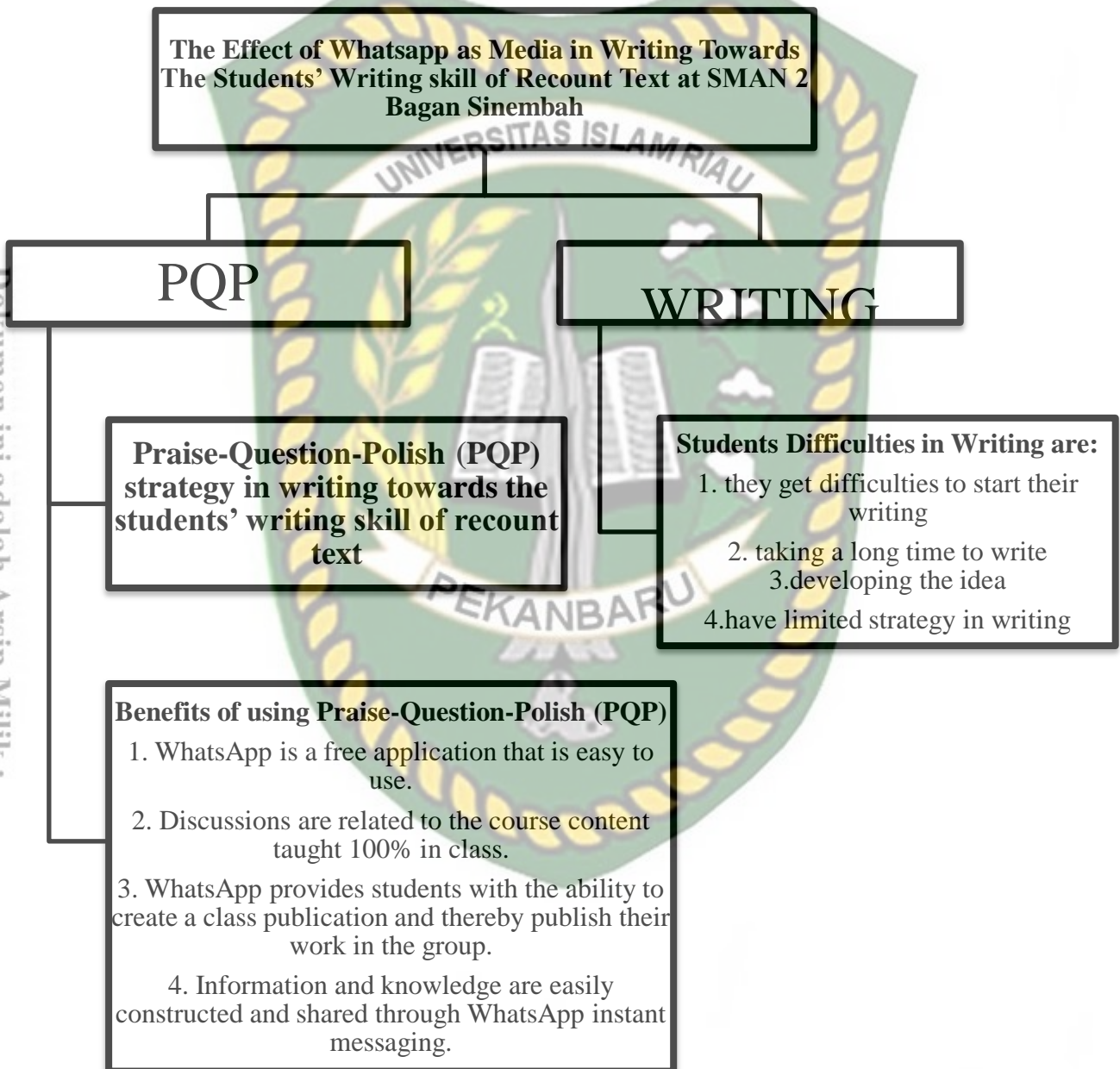
Based on the researcher findings above, the researcher applied Praise-Question-Polish (PQP) Strategy in teaching writing to solve the students' difficulties in writing. It can be implied that guided writing strategy can be used in teaching writing to junior high school students to improve their writing ability.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

2.13 Conceptual Framework



CHAPTER III

THE RESEARCH METHODOLOGY

3.1 Research Design

This research was experimental which focused on quantitative approach. This research requires at least two groups, they are independent (X) and dependent variable (Y). Using Praise-Question-Polish (PQP) strategy as The independent variable and students' writing ability as dependent variable. Each of which is formed by random assignment. Both groups are administrated a pre-test and post-test, but each of them will get different treatment. The design of this research drawn as follows:

Table 3.1

Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X ₁	T	X ₂
Control	Y ₁	-	Y ₂

Where:

X₁ : The students' writing ability before treatment of experimental class

Y₁ : The students' writing ability before treatment of control class

T :Teaching writing by using Praise-Question-Polish (PQP) strategy
(treatment)

X₂ : The students' writing ability after treatment of experimental class

Y₂ : The students' writing ability after treatment of control class

3.2 Location and Time of the Research

The location of the research was conducted at MA Al-Majidiyah. The data was conducted through teaching and learning process in the class room. It was started from September 2018 by using Praise-Question-Polish (PQP) strategy in writing towards the students' writing skill of recount text at MA Al-Majidiyah.

3.3 Population and Sample of the Research

3.3.1 Population

According to Fathoni (2011: 103) population is elementary unit which parameter will be predicted through analyzing statistical results that conducted to research sample. The subjects of this study were the students of the first year of MA Al-Majidiyah.

3.3.2 Sample

According to Sugiyono in Lestari (2017: 32) part of the number and characteristics possessed by the population is the definition of sample. Furthermore, Arikunto in Lestari (2017: 32) explained that it is better to take all

the subject if the population less than 100 people. In this research, the researcher used purposive sampling methods. The researcher only have license to conducted the experiment in two classes that was divided into experimental class in X.1 and control class in X.2.

Table 3.2

Sample of the Research

Class	Total of Students
X.1	21
X.2	21
TOTAL	42

3.4 Instrument of the Reasearch

The instrument in this study was writing test. The purpose of the test was to know the improvement of the students' writing skill. In this study, the researcher used two series of test, pre-test and post-test. The pre-test was used to determine students' writing recount text before getting the treatment, and the post-test was used to determine students' writing recount text after getting the treatment. The test is constructed from the students' English textbook and from internet websites.

Table 3.3

Taking the Data

No	Topic of Writing Skill Test	Indicators	Topics
1	Pre-test	<ol style="list-style-type: none"> 1. Grammar 2. Content 3. Organization 4. Mechanics 	Retelling a series from: <ol style="list-style-type: none"> a. Vacation b. My first day school c. Going to school d. Very tired day

No	Topic of Writing Skill Test	Indicators	Topics
2	Post-test	<ol style="list-style-type: none"> 1. Grammar 2. Content 3. Organization 4. Mechanics 	Retelling a series from <ol style="list-style-type: none"> a. Unforgettable Experience b. My time at Elementary School c. Horrible Experience d. My Holiday

3.5 Procedure of the Research

3.5.1 Instrument of the Experimental Group

In this procedure the teaching technique that was used in teaching writing is by using PQP technique. They are:

9. Firstly, the teacher emphasizes the topic they learn that day (brainstorming), such as showing a text about recount text and asking some questions about that text to the students. This section only need around 5 to 10 minutes. After that, teacher discuss it with the students around 15 to 30 minutes. In this discussion section, teacher can explain more about the language features and the generic structures of recount text and then, the researcher asked students to make a group. Each group consists of 3 to 5 students. The teacher asks the students to write a recount text for 30 minutes based on the topic given.
10. After that, the teacher also to explain the students about PQP technique. Teacher should tell the students that this technique can use to evaluate, revise, and increase their own writing skill by evaluating their friend's writing text. The teacher have a big responsibility to explain the students about some various praises, questions, and polishes style that students can use in revise their friend's

writing. Teacher have to tell three important points in using the PQP technique, such as; what is good from your friend's text (praise), what you don't understand (question), and what is your suggestion (polish). For the example;

a)

Praise: What is good about the writing? What should not be changed? Why is it good?

Sentences starters for Praise:

- 1) I like the part where...
 - 2) I'd like to know more about....
 - 3) You used some powerful words, like...
 - 4) I like the way you explained...
 - 5) Your writing made me feel....
 - 6) I like the order you used in your writing because...
 - 7) Your dialogue was realistic, the way (character) said.....
- b) *Question:* As a reader, what do you not

understand? Sentences starters for

Question:

- 1) I was confused with....
- 2) I didn't understand...
- 3) I didn't get...
- 4) What did you meant when...
- 5) How did you come up with....

6. *Polish:* What specific suggestions for improvement can you make? Sentences starters for Polish:

4. Do you need a closing?
5. I got confused in the part about.....
6. Could you add more to this part because.....
7. Could you combine some sentences? *Example:*

In your conclusion, I got confused in the part about happy and sad in the same time, can you explain that.

11. Each person will play as the writer and read his paper aloud to the group. The rest may get the copy of his writing.

12. Each member should be polite and attentive while listening.

13. In the “praise” part, the responders must be supportive and appreciative as there is always something can be praised from the writing, for the example the students can say “your writing/ your story is very good”.

14. T
he responders are supposed to find the weaknesses of the writing by asking what they do not understand from it in the

“question” part.

15. I
n the “polish” part, given any feedback and suggestion for better writing. The students were guided to give their comments on these components, they are in term of the students’ writing quality, grammatical, and generic structure.

discuss the feedback with teacher. In this activity, Teacher also need to make a conclusion about the materials by telling the students all of aspects that students need to understand in Recount Text, such as; purpose, generic structure, grammatical, etc. After that, teacher gives students homework before close the lesson.

3.6 Research Source

The materials were taken from students textbook and internet websites.

The materials will be given to the class as follow:

Table 3.4

Research Materials

No	Meetings	Topic	Teaching Process
1	Pre-test	Retelling a series from: a. Vacation b. My first day school c. Going to school	Pre-test

		d. Very tired day	
2	Treatment 1	Celebrate independence day	Treatment
3	Treatment 2	A trip to zoo	
4	Treatment 3	My time at hometown	
5	Treatment 4	My daily activity	
6	Post-test	Retelling a series from : a. Unforgettable Experience b. My time at Elementary School c. Horrible Experience d. My Holiday	Post-test

3.7 Data Collection Technique

In this research the writer was collected the data for this research is taken from one aspect, it is quantity aspect. It means that, the writer used a test to get a scientific data. The writer given tests to the students. The form of the test in this research is pre-test and post-test. They are experimental class and control class.

In this research, the writer gets the data by distributing test to the students. The test consist of two the materials. The duration will 45 minutes to conduct all activities.

3.8 Data Analysis Technique

In analysis data, the researcher used score of pre-test and post-test of the students, the score of pre-test is taken as data of research. The researcher gave some treatments to the students before conducted the study. The researcher gave the students of the treated a group pre-test. The purpose of pre-test is to find out initial of the students' learning English. The result used to know the development made by the students' after giving treatment.

The scores were analyzed by using statically analysis test. The data were analyzed by statistical analysis, to know the result whether it will statically significant, and it was analyzed by using t-test.

Table 3.5

Recount Text Scoring Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

From the analytic scoring rubric for writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft of the recount text. The content is weighted 30% since it can be more worth than the other aspects. The organization and the grammar are weighted 20% respectively as they are more worth than vocabulary and mechanic. As there is a little anxiety around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. They are weighted 15% respectively.

Table 3.6

The Classification of Students' Score

Score	Categories
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Fair
0-59	Poor

Then, to find out whether there is significant effect of using Praise-Question-Polish (PQP) strategy towards students' writing ability of recount text at the first year at MA-Almajidiyah, the writer used measurement to analyze the data. In analyzing the data, the writer used paired-sample T-Test from IBM SPSS Statistics 24 version to analyze of using Praise-Question-Polish (PQP) strategy towards students' writing ability of recount text at the first year at MA Al-Majidiyah.

The T-obtained value was consulted with the value of T- table at the degree freedom (df).

Statically Hypothesis:

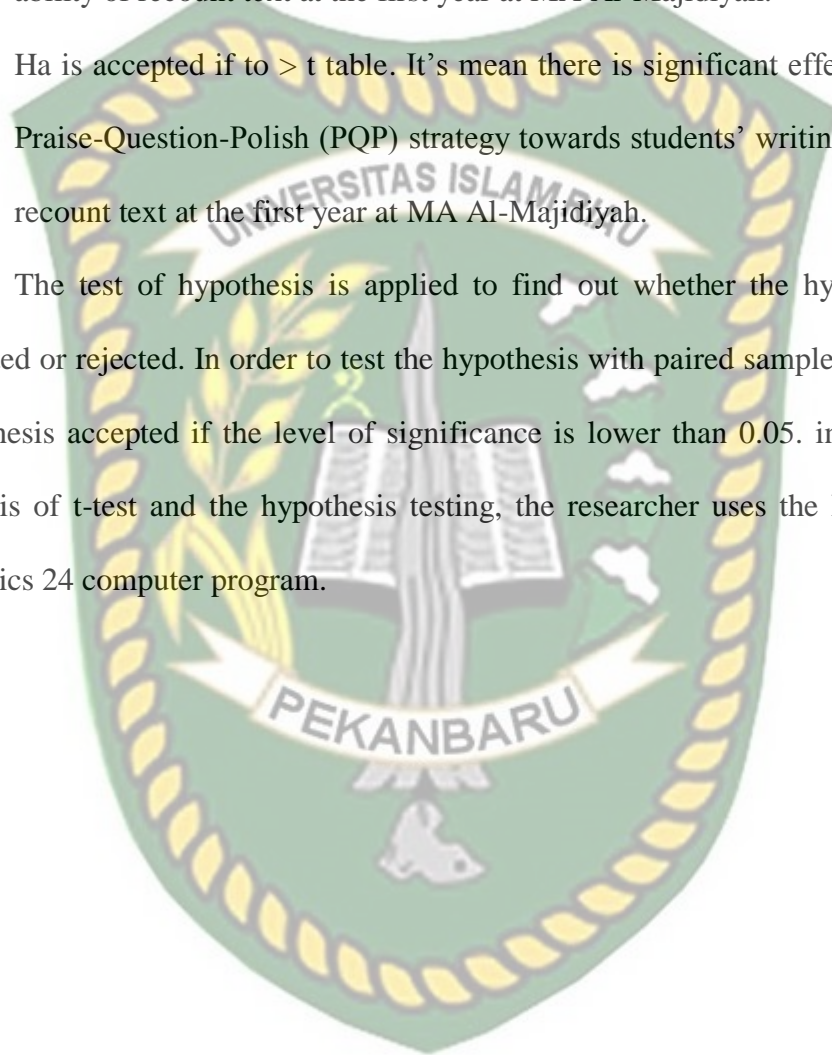
$H_0 = t_o < t_{table}$

$H_a = t_o > t_{table}$

Criteria for hypothesis:

1. H_0 is accepted if $t_o < t_{table}$. It's mean there is no significant effect of using Praise-Question-Polish (PQP) strategy towards students' writing ability of recount text at the first year at MA Al-Majidiyah.
2. H_a is accepted if $t_o > t_{table}$. It's mean there is significant effect of using Praise-Question-Polish (PQP) strategy towards students' writing ability of recount text at the first year at MA Al-Majidiyah.

The test of hypothesis is applied to find out whether the hypothesis is accepted or rejected. In order to test the hypothesis with paired sample t-test. The hypothesis accepted if the level of significance is lower than 0.05. in doing the analysis of t-test and the hypothesis testing, the researcher uses the IBM SPSS Statistics 24 computer program.



CHAPTER IV

RESEARCH FINDINGS

4.1 The Description of Research Procedures

The writer did some steps in doing the research in order to know whether there was an effect of using praise-question-polish (PQP) strategy in teaching writing at the first year students of MA Al-Majidiyah or not. The writer used one instrument to gain the data of the research that was written test, so before applying the treatment to the students, the writer gave pre- test. Then, the writer gave the treatment around six times – here, the treatment was teaching the students by using praise-question-polish (PQP) strategy, and then the writer gave post-test to the students. For being clearer, here are the steps of the research:

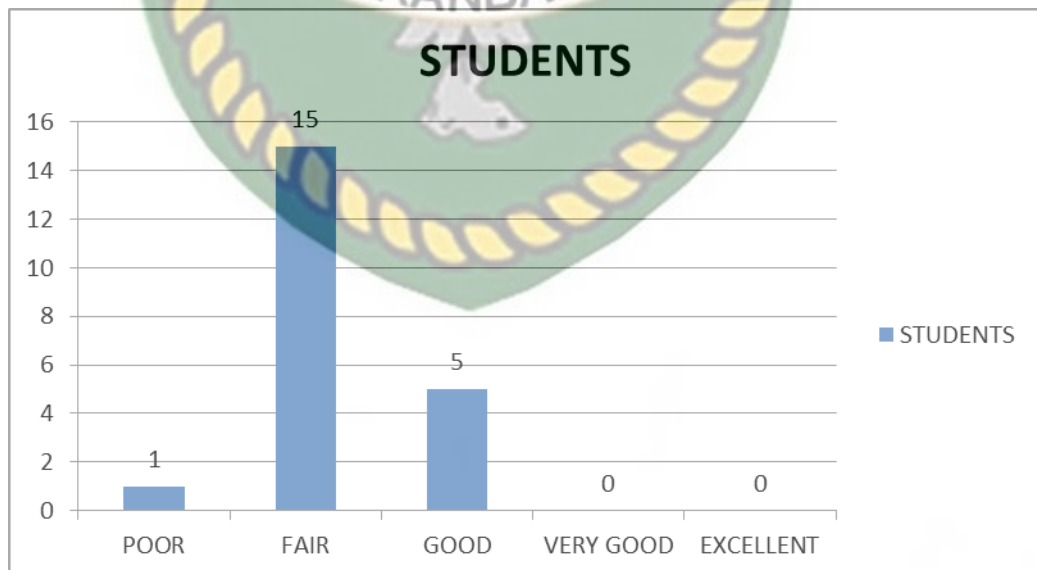
1. The students were given pre- test in the first meeting. Firstly, the writer distributed the instruction to the students and explained it to them. Then the writer asked the students to write about recount text in a piece of paper.
2. After the students finished the test, the writer collected the students' work.
3. The writer gave the treatment in the second meeting to the six meeting. The treatment was about teaching writing the students by using praise-question-polish (PQP) strategy.

4. The writer then gave post- test to gain the data of the research.
5. The writer analyzed the data that were gained through pre and post-written test by using descriptive statistic, and t-test formula was used to find out the effect of using praise-question-polish (PQP) strategy toward students' ability in writing recount paragraph.

4.1.1 The Result of Pre Test in Control Class

The test was done to know the ability of students in writing. The students' score on pre-test is presented in the following information:

Figure 4.1 The Result of Pre-Test Control Class



The graph shows that there are more students who get problem in writing test because there were 16 students stayed in fair and poor level that indicate the students' problem in writing. However, there were 5 students who can reach good level. The data presents that the students' writing.

4.1.2 The Result of Pre Test in Experimental Class

Before giving treatment, the researcher had given pre-test to the students in control and experimental groups. It was done to know the ability of students in writing ability after treatment was done.

Figure 4.2 The Result of Pre-Test in Experimental Class

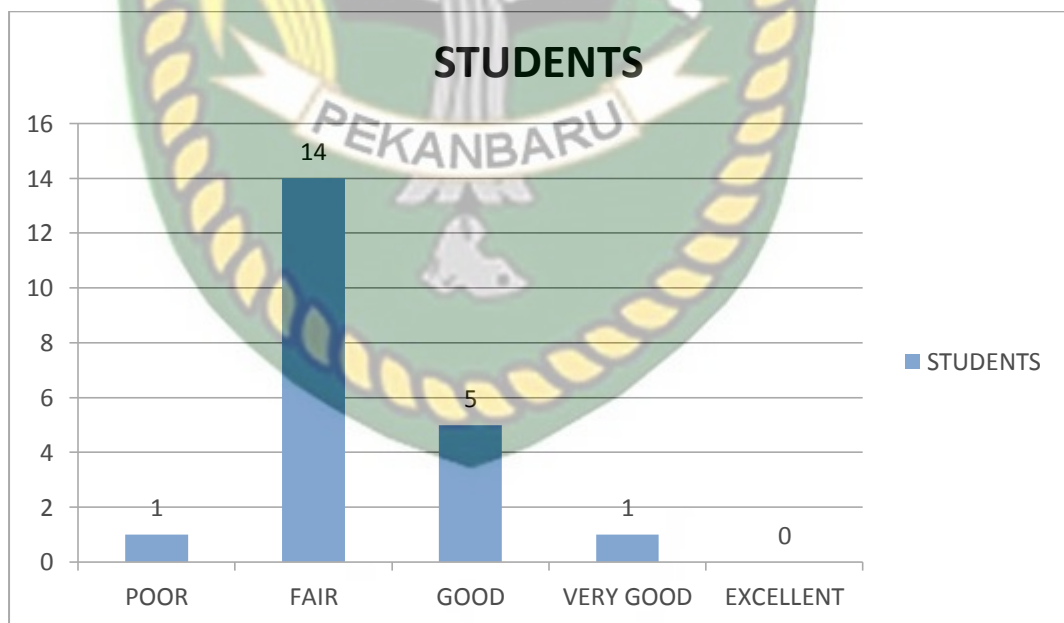


Figure shows the result of the students' writing ability in control class, it can be seen that 15 students stayed in fair and poor level, and 6 students can

reach good and very good level, there are more students who get problem in writing ability.

4.2 Treatment

The treatments were given after the students getting pre-test. The function of the treatment is to get the significant effect of using Praise-Question-Polish (PQP) strategy towards students' writing ability. For the treatments the researcher gave four topics: Celebrate independence day, A trip to zoo, My time at hometown, and My daily activity, there were four meetings done by the researcher, the detail information about the meeting can be seen in the following:

4.2.1 The First Meeting

The first meeting, was conducted on September 12th 2018. The topic was celebrate independence day. In pre teaching the researcher as a teacher greeted the students and checked attendance list, the researcher asked question about condition and warming up to make atmosphere enjoyable. Before learning, the researcher asked the students some question about recount text.

During teaching, the researcher also explain the students about PQP technique, tell the students that this technique can use to evaluate, revise, and increase their own writing skill by evaluating their friend's writing text. The researcher tell three important points in using the PQP technique, such as; what is good from your fiend's text (praise), what you don't understand (question), and what is your suggestion (polish). After that the researcher gave example

about PQP, the researcher continue explain about the recount text and gave assignment to make the students have already understood about the topic.

In assignment practice, the researcher asked students to make a group. Each group consists of 3 to 5 students the students would write a recount text based on topic given. After the students done make a text the researcher give a PQP sheet to the students and start to give comment and suggestion to each other. In closing part the researcher discussed with the students about their assignment and checked that students have already understood about the information and explained for the next meeting.

4.2.2 The Second meeting

The second meeting, was conducted on September 18th 2018. In pre teaching the researcher as a teacher greeted the students and checked attendance list. Before start to learning the researcher asked about last topic that learns before. After that the researcher asked some question about “A trip to zoo”.

During the learning process, the researcher gave the students example about recount text. In the meeting the researcher asked about students’ experience when they come to zoo and write their experience. After that they went back to the group that had been made before to give comment or suggestion in PQP sheet. After students got PQP sheet the teacher gave an example of how they use the strategy as an example of how to give express of praise like: I like the way you explained, your writing made me feel. Express of question like: I was

confused with, I didn't understand, and the last express of polish: Could you add more to this part because..., all these expressions can be used as examples used by students when they start to discuss using PQP sheets.

The researcher chooses one group to show the results of the discussion those who have finished using the PQP strategy. In closing part the researcher discussed with the students about their assignment and checked that students have already understood about the information and explained for the next meeting.

4.2.2 The Third meeting

The third meeting, was conducted on September 19th 2018. The topic was My time at hometown. In pre teaching the researcher as a teacher greeted the students and checked attendance list. Before start to learning the researcher asked about last topic that learn before. After that asked the student about their experience when they on holiday to related about the material in learning process.

The researcher gave a picture from several regions to make students recall their hometowns. And then, the researcher gave the task of making text about their hometown and went back to the group that had been made before to give comment and suggestion in PQP sheet.

The researcher chooses one group to show the results of the discussion those who have finished using the PQP strategy. In closing part the researcher

discussed with the students about their assignment and checked that students have already understood about the information and explained for the next meeting.

4.2.3 The fourth meeting

The fourth meeting was conducted on September 25th 2018. In pre teaching the researcher as a teacher greeted the students and checked attendance list. Before starting the learning process the researcher asked about last topic that learn before. After that the researcher asked some question about what are the students activities when they are not in school because that can related to the topic My daily activity.

During the learning process, the researcher gave the students example about recount text about my daily activity. Then, the researcher asked to the students to write their all activity in recount text. After that they went back to the group that had been made before to give comment and suggestion in PQP sheet.

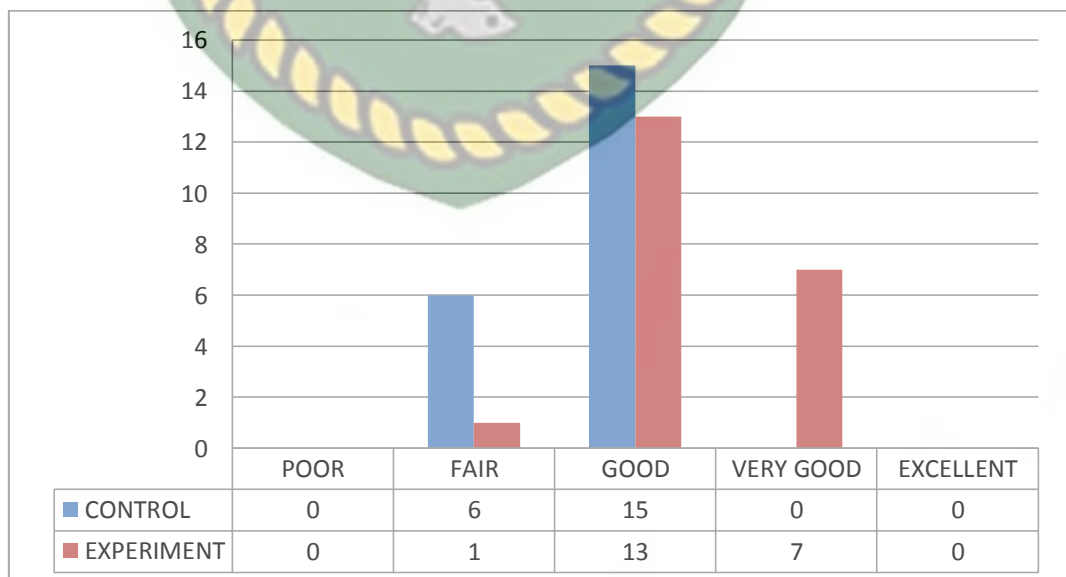
The researcher choosed one group to show the results of the discussion those who have finished using the PQP strategy. In closing part the researcher discussed with the students about their assignment and checked that students have already understood about the information and explained for the next meeting.

4.3 Data Presentation in Post-Test

To find out the significant effect of using Praise-Question-Polish (PQP) Strategy on students' writing ability, the writer showed the independent samples test from the post-test score of control class and post-test score of experimental class. The data were analyzed by using SPSS Statistics 24.0 that can be seen from the table below:



Figure 4.3 Post-Test of Control Class and Experimental Class



From the table above shows the result of the students' writing ability in control group and experimental group. In control class there were 6 students stayed in fair level, and there were 15 students in good level. However in experimental group, there were 1 student stayed in fair level, and there were 20 students who can reach good and very good levels. It can be seen that the score of experimental group were higher than control class. To see the score of post-test in each indicator can be seen as follow:

4.4 Data Interpretation

In interpretation of data focused on the result of the research and the analysis which related to the effect of using Praise-Question-Polish (PQP) Strategy on students' writing ability as could be seen by this following table:

Table 4.1 paired sample statistics of Pre-Test and Post-Test Scores on the Students' Writing Ability

Paired Samples Statistics					
		Me an	N	Std. Deviation	Std. Error Mean
Pair	Score of Pretest	65.	21	3.454	.754

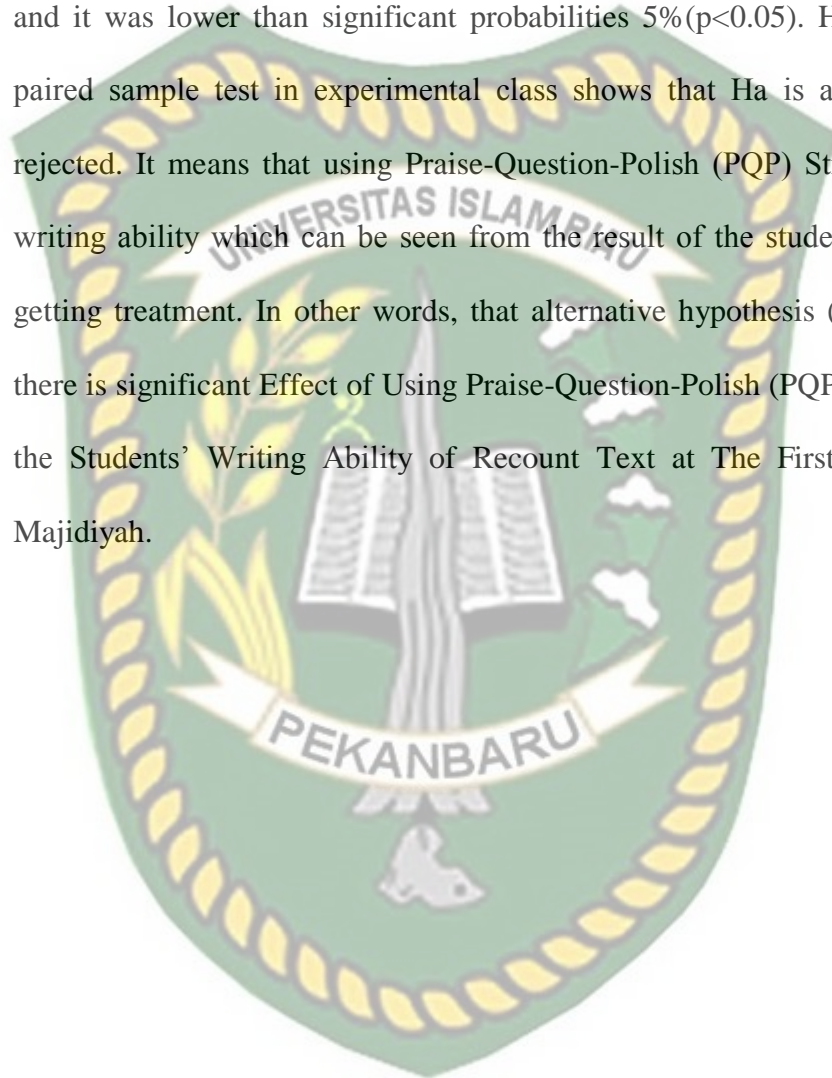
1	Control Group	33			
	Score of Posttest Control Group	70. 57	21	3.234	.706
Pair 2	Score of Pretest Experimental Group	66. 00	21	3.317	.724
	Score of Posttest Experimental Group	75. 05	21	4.620	1.008

Table 4.1 showed that the difference achievement of mean score in pretest and post-test both group. In experiment class the mean score in pre-test was 66.00 and the mean score in post-test that was 75.05. While in control class the mean score in pre-test was 65.33 and the mean score in post-test that was 70.57. It shows that experimental class score higher than control class.

Table 4.2 paired sample statistics of Pre-Test and Post-Test Scores on the Students' Writing Ability

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST2 - POSTTEST2	-9.048	4.031	.880	-10.882	-7.213	-10.286	20	.000
Pair 2	PRETEST - POSTTEST	-5.238	2.737	.597	-6.484	-3.992	-8.771	20	.000

From table 4.2 above, in experimental class, the value of sig (2-tailed) was 0,000 and it was lower than significant probabilities 5%($p < 0.05$). Hence, the result of paired sample test in experimental class shows that H_a is accepted and H_o is rejected. It means that using Praise-Question-Polish (PQP) Strategy on students' writing ability which can be seen from the result of the students' post- test after getting treatment. In other words, that alternative hypothesis (H_a) is accepted or there is significant Effect of Using Praise-Question-Polish (PQP) Strategy Towards the Students' Writing Ability of Recount Text at The First Year of MA Al-Majidiyah.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on explanation in chapter I,II,III, IV, This research was conducted to find out the effect of using Praise-Question-Polish strategy on students' ability in writing recount text at the first year students of MA Al-Majidiyah.

Students' difficulties in writing learning. Which the problems were they were not able to write the generic structures of recount paragraphs, demonstrate the main idea of recount paragraphs,create a complete sentence in recount paragraph, choose vocabulary appropriately in writing recount paragraphs, they needed long time to write, and they did not know what to write.

Using Praise-Question-Polish(PQP) Strategy, is a good way for peers to edit each other's work. Praise-Question-Polish Strategy is a peer response strategy that fosters quality comments and constructive feedback. It means this strategy is useful and giving opportunity to students to edit each other's work in writing. In this case, the students in peer give the critical comments about each other's work in constructive way. In conclusion, the feedbacks given by the peers are utilized to help students develop the quality of their writing.

Experimental research was used when the writer wanted to establish possible cause and effect between the independent and dependent variables. In this research, the writer used experimental design which focused on quantitative approach. Experiment group which was intended to find out the effect of using Praise-Questions-Polish Strategy on students' ability in writing recount paragraphs at the first year students of MA Al-Majidiyah.

There was a significant effect of using Praise-Question-Polish (PQP) Strategy on students' ability in writing the recount paragraphs at the first year students of MA Al-Majidiyah. It could be seen from the mean score of post-test for both classes. The mean score of post-test in experiment class was higher than control class. It also could be seen from the result of t-test (t_0). Based on the score of t-test ($t_{obtained}$) gathered from SPSS statistics 24.0. It was found that t_0 was higher than t_{table} . The finding of t_0 was 10.286 while $df=20$, at the level of significance of 5% is 2.20 and the level significance of 1% is 2.72. It can be read that $2.02 < 10.286 > 2.72$. Thus, the writer could conclude that H_a is accepted and H_0 is rejected. In other words, there is a significant effect of using Praise-Question-Polish (PQP) Strategy on students' ability in writing descriptive paragraphs at the first year students of MA Al-Majidiyah.

In conclusion, teaching English by implementing Praise-Question-Polish (PQP) Strategy at the first year students of MA Al-Majidiyah is successful to improve students' writing ability.



Dokumen ini adalah Arsip Miik :

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5.2 Implication

Based on the research findings, it is implied that the use of Praise-Question-Polish (PQP) Strategy in teaching writing is effective to solve the students' difficulties in writing. It supports the theories of teaching writing a suitable strategy needs to be used in the teaching learning of writing regarding with students' writing ability problem. It can be implied that guided writing strategy can be used in teaching writing to junior high school students to improve their writing ability.

5.3 Suggestion

5.3.1 Suggestion for the Teacher

The teacher should be creative in selecting the strategy that can be used in English teaching in order to make the students interested in learning English.

The teacher should give opportunities to the students to share or express their ideas or opinions in front of their friends.

5.3.2 Suggestion for the Students

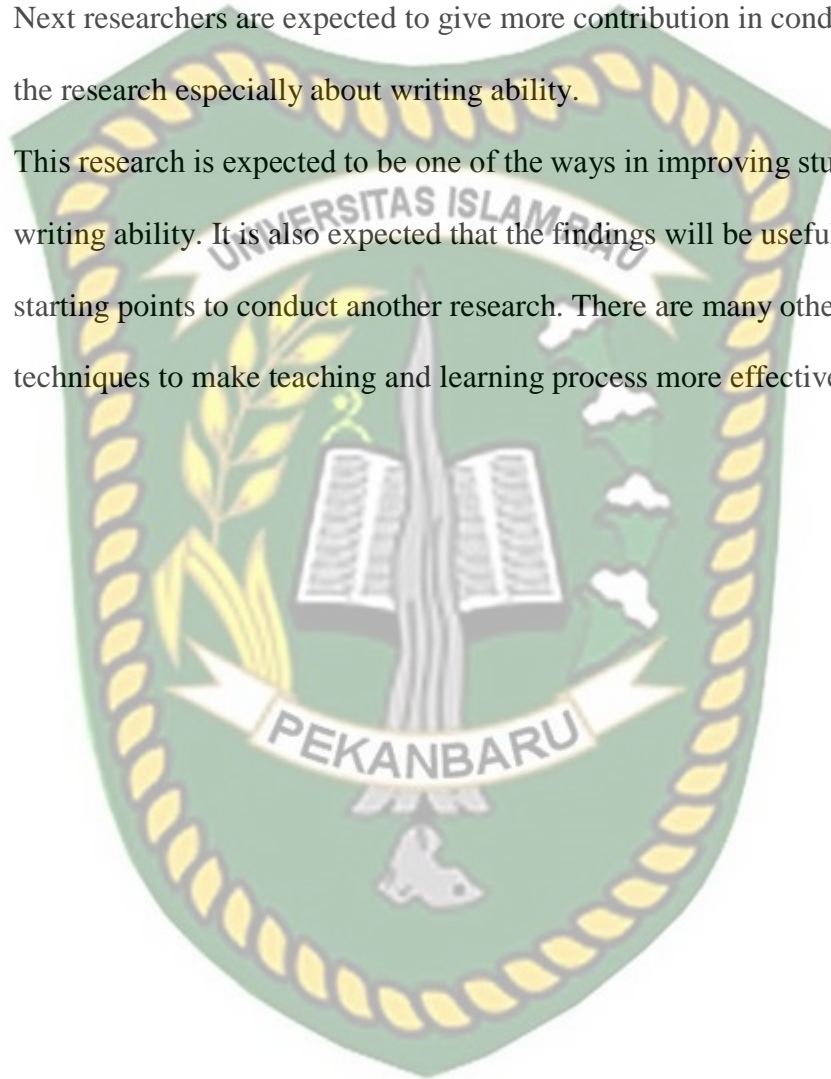
The students should pay more attention to the lesson that has been explained by the teacher.

The students should have discussion and share information with their friends about English to improve their writing ability.

The students should practice their English whenever and wherever they are.

5.3.3 Suggestion for Next Researcher

- a. Next researchers are expected to give more contribution in conducting the research especially about writing ability.
- b. This research is expected to be one of the ways in improving students' writing ability. It is also expected that the findings will be usefull as starting points to conduct another research. There are many other techniques to make teaching and learning process more effective.



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