IMPROVING DESCRIPTIVE TEXT WRITING ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF SMA NEGERI 19 PALEMBANG THROUGH ADAPTED PPP METHOD

A Thesis

by

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SRIWIJAYA UNIVERSITY

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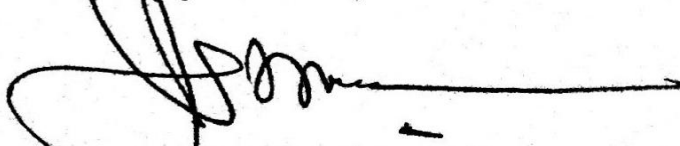Advisor 1,

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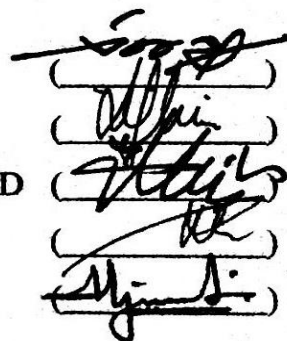
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THESIS DEDICATIONS

- ➢ My superhero and heroin, Ayah Teguh Riyanto and Ibu Yulia. Your smile and happiness are the only reason why I survive.
- ➢ My little sisters, Nadya Dwi Agustina, (do everything more than what I did) and (almh) Salwa Nur Assyiffah, who will never be deleted from my heart.

MOTTO

-If Allah has written something to you,

then not a single person in creation is able to prevent it.-

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Improving Descriptive Text Writing Achievement of the Tenth Grade Students of SMA Negeri 19 Palembang through Adapted PPP Method

ABSTRACT

The objectives of this study were to find out whether or not (1) there was a significant difference in writing achievement of descriptive text between before and after the students were taught using PPP method and (2) there was a significant difference in writing achievement of descriptive text between the students who were taught by using PPP method and those who were not. This study was quasi-experimental research method that used pre-test and post-test control group design. Convenience sampling method was used in this study to get the sample. There were 72 of the tenth graders of SMA Negeri 19 Palembang who were divided into two groups: the experimental group and the control group. The data of this study was collected by giving a descriptive writing test. The data were analyzed using paired sample t-test and independent sample t-test using SPSS version 24. The results of this study were revealed that there was a significant difference in descriptive text writing achievement between before and after the students were taught by using PPP method as the t-obtained was higher than the t-table (t-obtained = 8.034 and t-table = 2.030) and there was a significant difference in descriptive text writing achievement between the students who were taught by using PPP method and those who were not as the t-obtained was higher than the t-table (t-obtained = 4.513 and t-table = 1.994). In brief, PPP method is effective in improving descriptive text writing achievement of the sample students.

Keywords: *Writing, Descriptive text, PPP method, Tenth graders*

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CHAPTER I

INTRODUCTION

This chapter describes: (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

1.1 Background

Writing is more than text producing. Harmer (2004, p. 31) states that writing is a way to produce language and express idea, feeling, and opinion. According to Oshima and Hogue (1999, p. 3), writing is not easily done. Writing is the most difficult skill to develop among the students because it needs basic knowledge which enables students to cover all necessary things to communicative and understandable writing such as grammar, vocabulary, coherence, cohesion, idiom, expression, purpose, punctuation, and spelling in balance way. Therefore, it is quite difficult to improve. In line with Hyland (2007, p. 152), writing consolidates complex structures of vocabulary or grammar. A study conducted by Kareem (2014) in the Iraqi Preparatory School found that most students were hesitant and show less selves when they were asked to write. While Alfaki (2015) found grammatical problems, mechanical problems, and sentence structure problems as the obstacles which were faced by the students' effective writing in English in Sudan.

One of the texts which should be mastered by the students in Indonesia is descriptive text as it is included in 2013 Curriculum. Descriptive text is a text which tells what a person or a thing is like. Hammound (2010, p. 121) states that the main goal of descriptive text is to describe person, place, or thing in such a way that the picture is formed in the readers' mind when they read. The purpose is to describe and reveal a particular person, place, or thing in detail. The generic structure of descriptive text are identification -- identifying or introducing the phenomenon or character to be described which usually contains object's name and kinds of the object, description -- describing the phenomenon in parts, qualities, characteristics, size, physical appearance, ability, habit, and daily life in

order to make the readers get the clear description of the subject described, and conclusion. The tense used in descriptive text is the simple present tense.

Based on an interview with the English teacher of SMA Negeri 19 Palembang, it was found that the students' problem in wiriting descriptive text was lack of vocabulary. She said that the students seemed difficult to express their ideas because they should write the text in English.

Regarding to the problem above, to motivate the learners in studying English and also to make the process of learning and teaching success, the teacher should make the process interesting for the students. One way on how to make the process of teaching and learning interesting is using some methods. One of them is PPP. PPP stands for Presentation, Practice, and Production. As Richard and Rodgers (2001) state, (1) presentation begins by the teacher who sets up the class situation, for example giving a short illusutration heard on the tape, (2) practice is time for the students to try the new material in a controlled way by drilling the sentence, (3) production is used for expressing the students' thought in a task. PPP, according to Thornbury's (1999) view, has a logic that is appealing to teachers and learners in that it reflects a notion of practice makes perfect, common in many skills; it allows the teacher to control the content and pace of the lesson. Furthermore, Swan (2005) thinks that PPP is a useful routine for presenting and practicing structural features. At the end, this strategy will lead the students to write the description text as they get from every step of it.

In this modern era, according to Stosic (2015), the role of educational technology in teaching is of great importance because of the use of information and communication technologies. The teacher can modify PPP method by including technology in it as what the writer did in this study, for example the use of laptop and projector in presentation stage to create a modern teaching and learning process and grab the students' attention. The writer would modify the method by letting the students to take part in presentation stage because the students are expected to be active as is suggested in Curriculum 2013. Both the students and the writer took part in the first stage.

By using this method, the teacher can break the complex language into manageable chunks for students to understand better and gives a clear context from the example given in it. The students can put into practice what they have learned and use their own ideas as well. It could also be said that PPP is an effective way to teach, since it is easy to make the planning and it can be implemented by relatively inexperienced teacher. Nunan (2008) states that PPP method is relatively straight forward, and structured enough to be easily understood by both students and new emerging teachers. It means that this approach views accuracy as a precursor to fluency because of its three steps. This method offers the new teachers the supporting item of consecutive phases to be done in the classroom (Richards and Rodgers, 2001, p. 246). Vystavělová (2009) states that PPP in language teaching is the newest familiar methodology which is used by professional schools around the world. It also becomes a good point of the famous CELTA certification and other TEFL qualifications offered specifically in the United Kingdom (Ludescher).

A study conducted by Izzah (2013) in MA Al Ma'arif Singosari Malang for first year class showed that PPP method improved the average of students' achievement. Before implemented the method, the students mean scores of writing were 65 where the passing grade from its school was 75. After the method was implemented, the average became 77.5. In other words, the score of students' writing skill had already met the criteria of success. It was also found that the students were interested, curious, and enthusiastic in joining the activity. The students also actively asked questions involved in the activity during the learning process. Another study conducted by Phuong (2014) found that PPP method helped the students to improve their linguistic accuracy. The results of pre-test and post-test increased because the students were directly instructed how to organize their ideas in a paragraph.

In line with the background above, the writer is interested in applying PPP Method to the tenth grade students' of SMA Negeri 19 Palembang. Therefore, this study is entitled "Improving Descriptive Text Writing Achievement of the Tenth Grade Students of SMA Negeri 19 Palembang through Adapted PPP Method".

1.2 Problems of the Study

Based on the background above, the problems of the study were formulated in the following questions:

1. was there any significant difference in descriptive writing achievement between before and after the students were taught by using PPP method?

2. was there any significant difference in descriptive writing achievement between the students who were taught by using PPP method and those who were not?

1.3 Objectives of the Study

Based on the problems above, the objectives of this study is to find out whether or not:

1. there was a significant difference in writing achievement of descriptive text before and after the students were taught by using PPP Method.

2. there was a significant difference in writing achievement of descriptive text between the students who were taught by using PPP Method and those who were not.

1.4 Significance of the Study

It is expected that the results of this study will be beneficial for students, teachers, and future researchers. It is hoped that by using PPP as a useful medium in writing, the students are motivated to like English writing class and it can improve their writing abilities. English teachers in this modern era are expected to be creative so the writer hopes that the result of this study is able to help the teachers develop their way in teaching. Hopefully, PPP method by involving technology will be used as one of the strategies which is implemented by the teachers in order to give good treatment for their students and create an enjoyment atmosphere in the teaching and learning process. At last, the writer hopes that it can be one of the references and the meaningful knowledges or a good inspiration for the future researchers in improving students' writing descriptive text by using PPP method or related studies.

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