

PRAISE-QUESTION-POLISH (PQP)TECHNIQUE IN TEACHING WRITING

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Abstract: Writing means the ability of the writers in making, expressing, delivering and sharing the ideas in written form. Due to its difficulties of the skill, the teacher should be creative in applying the effective technique, one of them is praise question polish technique. This research was experimental research. The population was the second grade students of SMP N 1 Kec, Luak. There were seven classes of the second grade students which consisted of 237 students. There were two classes chosen. VIII,2 as the experimental and VIII as control class. Cluster random sampling technique to choose these classes. The experimental class was taught using the Praise-Question-Polish (PQP) technique and control was taught using the usual strategy. The instrument was valid because it has content validity. Researcher used inter-rater to see the reliability of the instrument. To analyze the data, researcher used the t-test formula from Gay and Airasian. The researcher compared the t-calculate and t-table by using a significant level of 0.05 with the degree of freedom/df ($df = n_1 + n_2 - 2$). After the researcher got data, it was found that t-count was -0.6524 and t-table was 2.000. from the calculated null hypothesis was accepted. The t-test was smaller than t-table. It meant that the research hypothesis was rejected. In other word, there was not significant effect of using Praise-Question-Polish technique in teaching writing.

keywords: writing, teaching writing, Praise-Question-Polish (PQP) Technique

A. Inroduction

Writing is a process of creativity pouring ideas or ideas that exist in the mind of the form of wrting with a specific purpose. Writing is a form of thinking which is poured in words that easy to understand. Writing is one of the skill of the English subject that has to be learned besides listening, speaking, and reading. Through writing the students can express their feeling, idea, opinion and thinking critically. That is very important by students, because the students should teachstudents how to use the correct vocabulary and grammar in writing.

According to Linse (2005: 98) assumes that writing is a combination of a process and product. The processs refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. So, Writing is an activity of pouring out the thoughts, ideas, and feelings of a person expressed in written language.

Caswell (2004: 3) states that writing is the vehicle for communication and a skill mandated in all aspects of life. Parents write notes for their children. Doctors write prescription. Automotive technicians write work others. Politicians write speeches. Grandparents write letters. Friends write e-mails. Writing as communication is a daily activity. It means, writing is one's activities to convey ideas to readers in written language in order to be understood by the reader.

Based on the explanation above, it can summarized that writing is learning process which express idea by tag in writing form. writing belongs to productive skill where it is can be done effectively after the students require the receptive skills like listening and reading.

Teaching writing is the process of explaining to students how organize ideas in written form. Teachers are a major role in teaching students, writing is very important in every class of education. Expecially in junior high school, teachers should have extra strength in teaching writing to students because not all students interest to write. Sometimes, students do not understand what they are going to write.

According to Linse (2005: 99) teaching writing must consider two separate areas of

development. First, do your students have the fine motor or physical skills necessary. Second, do they have the cognitive skills necessary to formulate ideas and write them onto paper. So, teaching writing consider two separate areas of development.

According to Casswell (2004:3) teaching writing provides opportunities for students to develop clear thinking. When students are granted time to write and process their thoughts, they develop a way to analyze their thinking. Through writing, they discover the channels of logic and the pitfalls of fallacies. They begin to rely on cognitive reasoning instead of impromptu thought. In turn, writing makes students responsible for their learning, they cannot sit passively in the classroom they must engage. It means, teaching writing is teach students how to write with the right language so that students can easily understand in learning to write.

Based on the explanation above, the researcher concludes that teaching writing is the activity between teacher and students in the classroom to make the students can be able to write English well. There are many strategy in teaching writing. According to Lines (2005: 110), there are some classroom techniques and activities in teaching writing, they are : first, Writing models: here teacher model the writing for students activities by providing reading material. Second, Group writing : this activity demand the students work collaboratively with their friend on writing project, but it needs to be carefully organized on the part of the teacher.

Third, Talking and writing box: the creation of the box is a pre writing activity in and of itself. For a writing activity, the teacher give students a prompt or suggestion about what to write.

Fourth, Writing centers: this activity can be set up in most classroom. The writing center can be used by students at any stage of the writing process.

Fifth, Writing conferences: it is for help students in refining their writing product. There can be one conferences per piece of writing, or there can be a series of conferences for a specific piece of writing.

Sixth, Inventive spelling: invented spelling refers to students attempts at spelling word based on their developing cognitive and literacy skills. Invented spelling can reveal valuable information about the child's English-language literacy development.

Seventh, Word Walls: Word Walls are list of words that the children have encountered in their reading and that can be used in their writing. These lists should be posted on the walls of your classroom- hence their name. In teaching writing, there are many activities can be done by the students.

Based on explanation above, there are some strategies can be followed by the teacher in teaching writing. The teachers may use variation strategies in teaching writing to make the students become enjoying learning writing in the classroom. In fact, based on the researcher observation problems faced by students are usually caused by factors from students themselves. First problem, the students still do not know how to write. Second, some students are not able to show the main idea in writing. Third, students can not choose the right vocabulary in writing. Fourth, some students still take a long time to write. Fifth, there are still some students who do not know what to write. Consequently, the students are lazy to write. Because, they can not develop their ideas well and do not interest with the writing activity. When they asked to write about topic, they would be confused and could not finish their tasks well.

Based on problems above, it is very important for teacher to guide the students to understand the importance of writing. Therefore, the teacher should develop an appropriate technique to make student better in writing. So, the student can interest in writing. Actually, many technique can be used to teaching writing, but the researcher interested to use the effect of using Praise-Question-Polish (PQP) in writing skill to improve student ability.

According to Neubert and McNells (1990:52) PQP technique requires group members (usually two to five per group) to take a turn reading their drafts aloud as the other students

follow along with copies. So, technique helps students focus on the task at hand as well as maintain a positive attitude toward the critique process.

It is supported by Lyons in Riza (2013: 4) that praise question polish technique is a good technique for peers to edit each others writing work. So, the technique can help the teachers and alsothe students in improving writing ability.

In conclusion, Praise Question Polish technique one of the technique in writing that provides students the opportunity for improving their writing ability by considering others opinion and critical comments. They also study to give feedback to their peer for the improvement of his/her writing. This technique also can be used in any materials of writing. The Procedures of Praise-Question-Polish (PQP) in Teaching writing.

According to Kaminsky in Latifah (2010:1) the procedure of applied PQP consist of following steps :

- a. Praise
 1. The students work in pair orr group to give response on their friends writing draf
 2. The students revise each other about their work and give a comments into several suggestions
 3. The students can use the commentsbellow :
 1. "My favorite part is...."
 2. "...sounded very effective.."
 3. "you were really clearly(vivid,sensitive)about.."
 4. "tells me about.."
- b. Question
 6. The students give some questions if they think there are some confusing part in their friends draft.
 7. The students used suggested comment below :
 - a. "could you help me see thatbetter..?"
 - b. "would you consider adding(taking out, changing)?"
 - c. "what if you moved this wordor phrase?"
 - d. "im not sure I understand thispart clearly"
 - e. "what about if you change thesentences patterns, like this...
- c. Polish

The students may add some additional part or they wants to correct any parts that they think are wrong According to Kaminski in Lestari (2012:10) describe the procedures of PQP technique as below :

- a. Arrange the desks in circle to ease the communication. Each group consists of 3 to 5 students.
- b. Each person will play as the writer and read his paper aloud to the group. The rest may get the copy of this writing. Each member should be polite and attentive while listening,
- c. In the 'praise' part, responders must be supportive and appreciative as there is always something can be praised from the writing.
- d. The responded to find the weaknesses of the writing by asking what they do not understandfrom it in the 'question' part.
- e. In the 'polish' part, give any feedback and suggestion for better writing.
- f. Discuss the feedback with teacher.

Based on explanation above, the researcher choose all of the procedure Praise-Question-Polish (PQP) technique. The reasonof the researcher using procedure Praise-Question-Polish (PQP) isto make the students not bored when teaching English..

B. Research Methodology

Based on the topic chosen, the design of this research was an experimental research. Gay et.al (2012:250) state that experimental research is the only type of research that can test hypothesis to establish cause-effect relations. Then, the researcher use the post-test only

controlgroup design..

According to Gay et.al (2012:269) the post-test only control group design in the same as the pretest-posttest control group design except there is no pretest. There no pretest because the research do the homogeneity test to the population of this research.

Then According to Gay (2011:113) describe that population is the large group from which the sample will be selected. In this researcher, population was the Second grade of SMP N 1 Kecamatan Luak academic year. They were 7 classes of second grade in SMP N 1 Kecamatan Luak. The total students in SMP N 1 Kecamatan Luak were 237 students. The researcher used Bartlett test to know the homogeneity of the students. The formula of the test by Sudjana (2005 : 263) with using Chi Squareas with the result based on test homogeneity was homogen, because the researcher found $X^2_{count} = 0,1319$ and $X^2_{table} = 14,07$. In other word $x^2 < x^2_{table}$ (0,1319 < 14,07).

The researcher using cluster random sampling by Gay, et al (2011: 129) cluster random sampling is sampling in which groups, not individuals, and randomly selected. In choosing the sample, the researcher make 7 lottery. Then, gave a name the lotteries with the name of class. After that, the researcher role all papers, and puts them into the box and shakes it next the researcher choose two lotteries to be experimental class and control class. The first lotteries to be experimental class and the second lotteries to be control class. The researcher was chosen experimental class was VIII.1 and control class was VIII.2

The instrument of this research was writing test. The researcher gave some topic in teaching writing. Teacher asked the students to write paragraph the text by they own word. The time for test in write 60 minutes. Test should be valid and reliable.

The instrument was valid because the material had been learnt by the students and this subject existed in the syllabus and curriculum. It meant it had content validity.

The instrument was reliable because the reseacher used inter-rater. It used two scorers to gave the students writing score. The first scorer was the writer herself, and the second scorer was one of the English teacher in the second grade of SMP N 1 Kecamatan Luak. The scorer was analyzed by using the formula pearson product moment by person in Sudjono (2009:217) to know the coefficient reliability.

From the analyzed, it was found the result of the reliability of experimental class was 0,06 and control class was 0,03 it meant that there was a very low between the score from scorer 1 sand scorer 2. Finally, it can be stated that the score was reliable..

The researcher did post test the students' writing was scored by using writing scoring rubric suggested by Hughes (1989:91), the score test was focused on Grammar, Vocabulary, Mechanics, because the teacher used 3 criteria above in assessing writing in English lesson in jumior high school rateit.

The researcher got the final score by adding the score from first scorer and second scorer and divided by two as follow the formulated by Sudjono (2009:318).

Researcher get the students scorers, the data would be analyzed by using normality test. The test is used to see whether distribution of the scorers in normality or not. The writer used normality test liliefors suggested by Irianto(2004:274).

In analyzing the data, the reseache used formula t-test, to was whether there was significant effect between study teaching writing by using Praise-Question- Polish (PQP) technique, the researcher would used the formula that was suggested by Gay, Mills and Airasian (2011:486).

C. Finding And Discussion

After analyzing the data the researcher describes the result of the study about teaching writing by Praise- Question-Polish (PQP) at SMP N 1 Kecamatan Luak 2017/2018 academic year. The researcher used two classes as the sample, experimental class was VIII.1 and control class was VIII.2. The experimental class was taught by using Praise-Question-Polish (PQP) and control class was taught by conventional strategy

There are 31 students in experimental class and 31 students in control class when the

researcher taught. While the researcher did the post-test to these class, all of the student did post-test. The data of this research was based on the scores of the two sample classes on the post-test given at the end of study. The post-test of research of course was about writing which evaluated the students achievement in writing skill after receiving the instruction. The calculated result of the students scores both of groups are presented as the following table :

Table 1. The Result of the Students' Post – Test Calculation

	Experimental Class	Control Class
Total Score	2094,29	2141,531
X (Mean score)	67,55	69,08
N (Number of students)	31	31
SS (Sum Square)	2906,68	2248,52
Normality Test	0,0853	0,1112
T-Calculated	-0,6524	
T-Table	2,000 3.	
Level of Significance (a)	0,05 4.	
Df (Degree of Freedom)	31+31-20=60 5.	

Based on the table above, it could be seen that t-calculated is -0.6524 was smaller than t-table is 2.000 in level significance (0.05) and degree of freedom (df) is $n_1+n_2-2=60$ with the name of result of the post-test in experimental class total score 2094.29 and control class was 2141.531. Then, H_0 was accepted. It meant that there was no significant the effect of using

Praise-Question-Polish (PQP) technique on students ability in teaching writing at second grade of SMP N 1 kecamatan luak 2017/2018 Academic Year.

The research taught for eight meeting and did the the post-test for both of experimental class and control class, the researcher got the data and continued to analyzed. The researcher found that t- count was smaller than t-table. So, the strategy was not effective. It meant, effect of using praise-question-polish (PQP) technique was not effective at second grade of SMP N 1 Kec.luak 2017/2018 Academic year. For more explanation, the result can be seen in these point below:

1. The total score of post-test in experimental class was 2094.29 and the sum square was 67.55. then total score of post test in control class was 2141.531 and the sum square was 69.08. the mean score experimental class was 67.55 and in the control class was 69.08.
2. The result of normality test in experimental class L_{max} was 0.0853 and L_{table} was 0.1591. then, L_{max} was smaller than L_{table} . It mean H_0 was accepted. The data experimental class was normal. The result of normality test in control class L_{max} was 0.1112 and L_{table} was 0.1591. then, L_{max} was smaller than L_{table} . It meant, that H_0 was accepted. The data in control class was normal
T-count was -0.6524
T-table was 2.000 with $df=60$ and $(\alpha) 0.05$

From the calculating above, it was gotten the t-count was -0.6524 and t- table was 2.000. then, t-count was smaller than t-table. It can be concluded that H_0 was accepted. It meant the Praise-question-polish (PQP) was not effective in teaching writing at second grade of SMP N 1 kec.luak 2017/2018 academic year. Then, H_0 was accepted. It means that there was not significant effect teaching writing by using Praise-Question- Polish (PQP) at second grader of SMP N 1 Kecamatan Luak 2017/2018 Academic Year.

After analyzing, the researcher found that the mean score of experimental class was

67.55 and control class was

69.08. it means that the score experimental class was smaller than control class. The t-calculated was -0.6524 and t-table was 2.000, t-calculated smaller than t-table the researcher hypothesis was no accepted.

In experimental class students pay less attention when researchers teach techniques, they were always noisy when the learning process takes place. They felt bored when researchers gave lessons because they thought that the lessons that researchers gave very difficult in learning English. So, praise-question-polish (PQP) technique was not effective in teaching writing in experimental class.

There were some factors that could be assumed as the cause of this result. There were some factors that means score experimental class was smaller than control class. In this method did not run well, this phenomena was probably caused by some factors such as the students less interested to learning English and the students bored with the method that used by researcher. Another factor because students need more concentration to make an idea in making writing in this method. Students are less able to develop ideas they have in the techniques applied by researchers. Students think English is a difficult language to understand because English is a foreign language and difficult to understand. The students are also very lazy in responding to the lessons from the material that the researcher gave.

Probably, some problem also came from the researcher. The researcher probably could not manage and control the class. Because the students were noisy when the researcher taught, and less in relationship between researcher and students. So, researcher did not get good response of the student and sometimes they do not serious to answer the question from the researcher.

Then, The finding of this research It can be generalized the school could not support the method in the maximum way. The situation and condition in the class that less supported to apply this technique so that is why this technique did not work well in this school. The situation in the classroom is less calm because of the interference from outside by other activities, while the condition of the students, they are busy with their activities that cause the atmosphere less good class and less calm. Another reason why researcher could not control students maximal, based on above student's condition. The researcher could not manage the students during the process of teaching. The researcher had of less about made some decision about the situation or condition when students made in the during lesson. The researcher had nervous before started the lesson, because researcher afraid that student would not understand of the material that given by researcher

D. Conclusion

This study deal with teaching writing. Based on the result of the research, Praise-Question-Polish (PQP) Technique has not good result to teaching writing. The result was known from the research that had been done at the first grader students at SMP N 1 Kecamatan Luak 2017/2018 Academic Year It can be seen from the result of post-test where the mean score of experimental class was 67.55. after the score is tested with t-test formula in which the value of t-count - 0.6524 was smaller than the value of t-table 2.000. it meant the H₀ is accepted..

Based on the explanation above, it was concluded that there was not significant effect of using praise-question-polish (PQP) technique on students ability in teaching writing at second grade of SMP N 1 kec. Luak 2017/2018 academic year.

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