

**THE EFFECT OF USING PRAISE QUESTION POLISH (PQP)
TECHNIQUE ON STUDENTS' ACHIVEMENT IN WRITING
RECOUNT TEXT AT ACADEMIC YEARS 2016/2017**

SKRIPSI

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By

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ABSTRACT

Fitri, Anum. 1302050265. The Effect of Using Praise Question Polish (PQP) Technique on Students' Achivement in Writing Recount Text at Academic Years 2016/2017. English Department of Teachers' Training and Education. University Of Muhammadiyah Sumatera Utara (UMSU) Medan 2017.

This research was aimed to find out using Praise Question Polish (PQP) technique on students' achivement in writing recount text. The population of this research was eight grades of SMP ALI IMRON MEDAN at Academic Year 2016/2017. It consisted of one class with 26 students as samples in experimental group and one class with 26 students in control group. The objective was to discover the significant improvement using Praise Question Polish (PQP) in writing recount text. This research was conducted by using quantitative research. The instrument of research was test including pre-test and post-test. Based on written tests, the students' score of experimental group keep improving in every test. In the pre-test the mean score of experimental group was 54.07 while in the post-test the mean score was 80.61. Meanwhile, in pre-test students' score of control group was 48.07 and in the post-test the students' score of control group was 60.75. Furthermore, the t-test in this study was 85.58 and t-table was 2.02 which were 0.05 as the significant level of this research. Because the t-test value was higher than the t-table ($85.58 > 2.02$) so, the result of this research was H_a was accepted. In other words, the result of this research concluded that using Praise Question Polish (PQP) can effect students' achivement in learning writing recount text. Indeed, it was recommended for teachers to apply this technique in teaching English, especially in teaching writing recount text.

Keyword : Writing, Praise Question Polish (PQP). Recount Text.

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The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of Study

Writing is one of the skill of English subject that has to be learned besides listening, speaking, and reading. Through writing student will be able increase their ideas chronologically. That is very important in our life, because it is very useful for us to be an alternative way to carry for some purpose, such as: writing a letter to our parent or friends, an application letter to get a job, a paper as last project of our study, a report of discussion, and etc. According to Coulmas (2003) defines writing in six meanings : 1) a system of recording language by means of visible or tactile marks; 2) the activity of putting such a system to use ; 3) the result of such activity a text; 4) the particular form of such as a result, a script style such as block letter writing; 5) artistic composition; 6) a professional occupation. So, writing is the result of such activity a text. It means that, writing is important before people make something, with writing people can explore their idea in a text.

Writing is a process in the delivering ideas, feeling expression, an opinion in written. The writing process as a private activity may be broadly seen as comprising four main stages : planning, drafting, revising and editing. The term process writing has been bandied about for quite a while ESL classrooms. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead

students through the various stages of the writing process but to construct process oriented writing instruction that will affect performance.

According to Brown (2010) says that there are three genres of writing that a second language writer might produce in daily life, within and beyond the requirement of a curriculum. The first one is writing for academic writing. Second, write for job-related the writing. Third, write for personal writing. A good teacher have to follow all of these regulations. Firstly, the teaching activities are started from pre-teaching activities. In this phase the teacher's role is to prepare the students physically and mentally in learning process. Such as: checking the students attendance and the students readiness before begin the learning process. If the students seem not ready to study, the teacher can ask students about things that related with the topic that will be learn. Then, teacher tells lesson objective to the students. The second, teacher applies whilst-teaching activities. It is the main learning process which purposes to raise learning basic competence stated. It can activate the students in learning as well as to provide opportunities for the students to be creative and independent learners based on their talent and their self development.

Based on Educational Unit based Curriculum, student have to be able to produce some text. The texts that are learners in junior high school are recount text. The students should able to identify generic structure of the each text and to use good language features of the text. As the result the students can increase their ability in writing skill and also they are able to arrange the sentences into paragraph.

But in fact, based on the observation on PPL at SMP ALI IMRON MEDAN, it was found the students had difficulties to write well. Besides, the students still difficulties to generate on organize their ideas and their ability into sentences. Then, the students had lack vocabularies because they were very lazy to open dictionary. The students had low motivation in studying English especially in writing because they dislike about english. Furthermore, the teacher teach them still using traditional strategy which make the students bored and did not enjoyable.

Many strategies in english teaching especially in writing such KWL, Jigsaw, Tea Party, Cubing strategy, T-Charts strategy, Brainstorming, Praise Question Polish (PQP), etc. So, the researcher found strategy to solve the problems above, namely Praise Question Polish (PQP). According to Neubert and McNells (1986) Praise Question Polish is revising strategy appropriate for a second round of revision and editing during which students work with one another. In addition, Haney (2010) defines Praise Question Polish (PQP) as beginning strategies used during the writing process. It's purpose is to assist the students edit their writing by focusing feedback under the three headings praise question polish. Praise is for what students like about the authors writing style or ideas. Question is for confusion the improvement of the text being revised. Polish is a peer feedback technique that encourages quality comments and actionable feedback.

Based on the explanation about, the researcher interested to conduct the research with the title **The Effect of Using Praise Question Polish (PQP) Technique on Student Achivement in Writing Recount Text.**

B. The Identification of Study

Based on the Backgroud of Study, the researcher identified the problem as follows :

1. The students difficult in writing recount text.
2. The students still difficult to generate and organize ideas and feeling.
3. The students lack vocabulary in vocabulary.
4. The students had low motivation in writing.
5. The teachers taught still use traditional strategy which make the students bored.

C. The Formulation of Study

Based on the identification of study, the problems were formulated as follows “Is there any significant effect of Praise Question Polish (PQP) in writing recount text”?

D. The Objective of Study

Based on the problem of study, the aimed of this study as follows “To investigate the effect of Praise Question Polish (PQP) in writing recount text”.

E. The Scope and Limitation of Study

The scope of study focused on writing and was limited of this study was recount text.

F. The Significance of Study

In this study, it was expected to many contributions either practically or theoretically.

1. Theoretically, it was expected can give many benefit in developing theories especially in writing recount text.
2. Practically, it was expected can give contribution to :
 - a. The other researcher, it can help them to further researcher as basic reference of different object and field.
 - b. The teacher, it can be guide them in teaching writing especially recount text so they have different variation technique in teaching learning writing.
 - c. The student, it can make them more comfortable and enjoyable in learning writing so that they do not bored and be able in writing.
 - d. The researcher it self, it can be reference to be future teacher and increase knowledge in developing writing using Praise Question Polish (PQP).

CHAPTER II

LITERATURE FRAMEWORK

A. Theoretical Framework

1. Description of Writing

Writing is one of the four skills in English. Writing can be defined in several ways. Writing combines process and product. The processes presented with gathering ideas and comprehend word into sentence or products of writing contain complexity process in writing. According to Coulmas (2003) defines writing in six meanings : 1) a system of recording language by means of visible or tactile marks; 2) the activity of putting such a system to use ; 3) the result of such activity a text; 4) the particular form of such as a result, a script style such as block letter writing; 5) artistic composition; 6) a professional occupation. So, writing is the result of such activity a text. It means that, writing is important before people make something, with writing people can explore their idea in a text (Riza's journal).

According to Petter (2008) writing is a complex and demanding skill. If students are to become confident and competent writers, they require explicit instruction and many opportunities to write. Research evidence strongly supports the view that student benefit from instruction in specific strategies for writing. Struggling writers don't necessarily lack ability or imagination they simply lack effective strategies for planning, composing and refining their text.

1.1 The Purpose of Writing

Purpose is the reason or reasons why a person composes a particular piece of writing. Focusing on purpose as one writes helps a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written. There are eleven types of purpose include the following:

1. Express

In expressive writing, the writer's purpose or goal is to put thoughts and feelings on the page. Expressive writing is personal writing. We are often just writing for ourselves or for close friends. Usually, expressive writing is informal, not intended for outside readers. Journal writing, for example, is usually expressive writing. However, we may write expressively for other readers when we write poetry (although not all poetry is expressive writing). We may write expressively in a letter, or we may include some expressive sentences in a formal essay intended for other readers.

2. Describe

Descriptive writing portrays people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about. By appealing to the five senses an original, unique, and creative way, the writer does not tell the audience that the flower is beautiful; it shows them the flower is beautiful. Description allows the audience to feel as though they are a part of the writer's experience of the subject.

3. Explore/Learn

In exploratory writing, the writer's purpose is to ask key questions and reflect on topics that defy simple answers. In those topics where intuition and reflection are more important than rational analysis or argumentation, writers focus more on their journey of discovery than on any definite answers. In exploratory writing, your readers are companions, sharing your journey of discovery, listening to your thoughts and reflections.

4. Entertain

As a purpose or goal of writing, entertaining is often used with some other purpose to explain, argue, or inform in a humorous way. Sometimes, however, entertaining others with humor is our main goal. Entertaining may take the form of a brief joke, a newspaper column, a television script or an Internet home page tidbit, but its goal is to relax our audience and share some story of human foibles or surprising actions.

5. Inform

Writing to inform is one of the most common purposes for writing. Most journalistic writing fits this purpose. A journalist uncovers the facts about some incident and then reports those facts, as objectively as possible, to his or her readers. Of course, some bias or point of view is always present, but the purpose of informational or reportorial writing is to convey information as accurately and

objectively as possible. Other examples of writing to inform include laboratory reports, economic reports, and business reports.

6. Explain

Writing to explain, or expository writing, is the most common of the writing purposes. The writer's purpose is to gather facts and information, combine them with his or her own knowledge and experience, and clarify for some audience who or what something is, how it happened or should happen, and/or why something happened. Explaining the whos, whats, hows, whys, and wherefores requires that the writer analyze the subject (divide it into its important parts) and show the relationship of those parts. Thus, writing to explain relies heavily on definition, process analysis, cause or effect, analysis, and synthesis. Explain versus inform. So, how does explaining differ from informing? Explaining goes one step beyond informing or reporting. A reporter merely reports what his or her sources say or the data indicate. An expository writer adds his or her particular understanding, interpretation, or thesis to that information. An expository writer says this is the best or most accurate definition of literacy, or the right way to make lasagna, or the most relevant causes of an accident.

7. Argue

An arguing essay attempts to convince its audience to believe or act in a certain way. Written arguments have several key features:

- a. A debatable claim or thesis. The issue must have some reasonable arguments on both (or several) sides.
- b. A focus on one or more of the four types of claims: Claim of fact, claim of cause and effect, claim of value, and/or claim of policy (problem solving).
- c. A fair representation of opposing arguments combined with arguments against the opposition and for the overall claim.
- d. An argument based on evidence presented in a reasonable tone. Although appeals to character and to emotion may be used, the primary appeal should be to the reader's logic and reason.

8. Persuade

Although the terms argument and persuasion are often used interchangeably, the terms do have slightly different meanings. Argument is a specific type of persuasion that follows certain ground rules. Those rules are that opposing positions will be presented accurately and fairly, and that appeals to logic and reason will be the primary means of persuasion. Persuasive writing may if it wishes ignore those rules and try any strategy that might work. Advertisements are a good example of persuasive writing. They usually do not fairly represent the competing product and they often appeal to image, to emotion, to character, or to anything except logic and the facts unless those facts are in the product's favor.

9. Evaluate

Writing to evaluate a person, product, thing, or policy is a frequent purpose for writing. An evaluation is really a specific kind of argument: it argues for the merits of the subject and presents evidence to support the claim. A claim of value the thesis in an evaluation must be supported by criteria (the appropriate standards of judgment) and supporting evidence (the facts, statistics, examples, or testimonials). Writers often use a three-column log to set up criteria for their subject, collect relevant evidence, and reach judgments that support an overall claim of value. Writing a three-column log is an excellent way to organize an evaluative essay.

10. Problem solve

Problem solving is another specific type of argument: the writer's purpose is to persuade his audience to adopt a solution to a particular problem. Often called "policy" essays because they recommend the readers adopt a policy to resolve a problem, problem solving essays have two main components: a description of a serious problem and an argument for specific recommendations that will solve the problem. The thesis of a problem-solving essay becomes a claim of policy: If the audience follows the suggested recommendations, the problem will be reduced or eliminated. The essay must support the policy claim by persuading readers that the recommendations are feasible, cost-effective, efficient, relevant to the situation, and better than other possible alternative solutions.

11. Mediate

Traditional argument, like a debate, is confrontational. The argument often becomes a kind of “war” in which the writer attempts to “defeat” the arguments of the opposition. Non-traditional kinds of argument use a variety of strategies to reduce the confrontation and threat in order to open up the debate.

- a. Mediated argument follows a plan used successfully in labor negotiations to bring opposing parties to agreement. The writer of a mediated argument provides a middle position that helps negotiate the differences of the opposing positions.
- b. Rogerian argument also wishes to reduce confrontation by encouraging mutual understanding and working toward common ground and a compromise solution.
- c. Feminist argument tries to avoid the patriarchal conventions in traditional argument by emphasizing personal communication, exploration, and true understanding. Once writers have determined what type of purpose best conveys their motivations, they then need to examine how this will affect readers. Writers and readers may approach a topic with conflicting purposes. It is the job of the writer to make sure both are being met.

1.2 The Writing Process

In academic writing, the following writing process has worked for millions of university students. The essay form and to some basics of writing. The sequence of steps in writing an effective essay. In particular, focuses on

prewriting and revising-strategies that can help with every paper you write. For many people, writing is a process that involves the following steps:

- 1) Discovering a thesis-often through prewriting.
- 2) Developing solid support for the thesis-often through more prewriting.
- 3) Organizing the thesis and supporting material and writing it out in a first draft.
- 4) Revising and then editing carefully to ensure an effective, error-free paper.

Learning this sequence will help give you confidence when the time comes to write. The prewriting as a way to think on paper and to gradually discover just what ideas you want to develop. There are four clear-cut goals-unity, support, organization, and error-free sentences-to aim for in your writing. The revision to rework a paper until it is a strong and effective piece of writing. The edit a paper so that sentences are clear and error-free. According Langan (2005), the writing process divided into three namely : prewriting, revising, editing.

1. Prewriting

If you are like many people, you may have trouble getting started with writing. A mental block may develop when you sit down before a blank sheet of paper. You may not be able to think of an interesting topic or thesis. Or you may have trouble coming up with relevant details to support a possible thesis. And even after starting a paper, you may hit snags-moments when you wonder “What else can I say?” or “Where do I go next?”

Describe five prewriting techniques that will help you think about and develop a topic and get words on paper: a) freewriting, b) questioning, c) making a list, d) diagramming, and e) preparing a scratch outline. These techniques help

you think about and create material, and they are a central part of the writing process.

a. Freewriting

Freewriting means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. See if you can write nonstop for ten minutes or more. Do not worry about spelling or punctuating correctly, about erasing mistakes, about organizing material, or about finding exact words. Instead, explore an idea by putting down whatever pops into your head. If you get stuck for words, repeat yourself until more words come. There is no need to feel inhibited, since mistakes do not count and you do not have to hand in your freewriting

To get a sense of the freewriting process, take a sheet of paper and freewrite about some of the everyday annoyances in your life. See how much material you can accumulate in ten minutes.

b. Questioning.

In questioning, you generate ideas and details by asking questions about your subject. Such questions include Why? When? Where? Who? and How? Ask as many questions as you can think of. To get a sense of the questioning process, use a sheet of paper to ask yourself a series of questions about a good or bad experience that you have had recently. See how many details you can accumulate in ten minutes.

c. Making a List

In making a list, also known as brainstorming, you collect ideas and details that relate to your subject. Pile these items up, one after another, without trying to sort out major details from minor ones or trying to put the details in any special order. To get a sense of list-making, list on a sheet of paper a series of realistic goals, major or minor, that you would like to accomplish between today and one year from today.

d. Clustering

Clustering, also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In clustering, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you. Begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as ideas and details come to you, put them in boxes or circles around the subject and draw lines to connect them to each other and to the subject.

e. Preparing a Scratch Outline

A scratch outline is an excellent sequel to the first four prewriting techniques. A scratch outline often follows freewriting, questioning, list-making, or diagramming; or it may gradually emerge in the midst of these strategies. In fact, trying to make a scratch outline is a good way to see if you need to do more prewriting. If you cannot come up with a solid outline, then you know you

need to do more prewriting to clarify your main point or its several kinds of support. In a scratch outline, you think carefully about the point you are making, the supporting items for that point, and the order in which you will arrange those items. The scratch outline is a plan or blueprint to help you achieve a unified, supported, well-organized composition.

2. Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting a paper, building on what has already been done, in order to make it stronger. One writer has said about revision, “It’s like cleaning house—getting rid of all the junk and putting things in the right order.” But it is not just “straightening up”; instead, you must be ready to roll up your sleeves and do whatever is needed to create an effective paper. Too many students think that the first draft is the paper. They start to become writers when they realize that revising a rough draft three or four times is often at the heart of the writing process. There are three stages to the revising process: 1) Revising content 2) Revising sentences 3) Editing.

3. Editing

After revised your paper for content and style, check for and correct errors in grammar, punctuation, and spelling. Remember that eliminating sentence-skills mistakes will improve an average paper and help ensure a strong grade on a good paper. Further, as you get into the habit of checking your papers, you will also get

into the habit of using the sentence skills consistently. They are an integral part of clear and effective writing.

1.3 Genre of Writing

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used. This, of course, will vary due to different context and situation. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is certain process of production and reproduction. Genre as an approach, of course, provides some stages or steps to follow. These will guide the writer systematically in order to be able to produce the writing work itself. There are eleven genre in writing:

1. Recount Writing: A recount is the retelling or recounting of an event or an experience, or recount is a text that retells events or experiences in the past.
2. Narrative Writing: The function of narrative genre is amuse, entertain and to deal with actual or vicarious experience in different ways.
3. Spoof Writing: Spoof is commonly written in a story. It is defined as a text which tells a false story that happened in the past time with unpredictable and funny ending. Spoof text is text that tells a funny incident or event that happened in the past.
4. Anecdote Writing: Anecdote is separated from spoof which has main element of funny thing.

5. Descriptive Writing: Descriptive is to illustrate or to picture object, place, person in order to have visual appearance of the object described.
6. Report Writing: Report text is to describe the way things around our environment are described.
7. Explanation Writing: Explanation is sometimes replaced by the word explanative. Both terms are similar describing the process of natural and non-natural phenomena.
8. Procedure Writing: Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or step.
9. Hortatory Exposition: Writing Exposition is sometimes interchangeably used with persuasive writing.
10. Analytical Exposition: Writing Analytical exposition text is a part of exposition in general. Analytical exposition is also defined as a text that elaborates the writer's idea about the phenomenon surrounding.
11. Discussion Writing: Discussion is a text which presents points of view. This kind of text is commonly found in philosophical, historic, and social text.

2. Description of Recount Text

Recount writing is a type of genre writing telling and informing the past activities. It is not a fictious writing but a factual writing. Simply recount is defined as a type of text composed in order to give information about the past activities. A recount retells past events in the order in which they happened. In terms of written text, the past activities are designed and narrative tends to be

fictitious while recount tells something real or factual in the past. Recounts are often personal stories and they can be either factual or imaginative. Example of recount genre include a trip to the zoo which a family took yesterday, the story a pink coupon from the sky, many biographies and autobiographies, and event. However, recounts though often personal, can also be factual or imaginative.

2.1 Generic Structure of Recount

Recount writing also has its own rhetorical structure and textual elements. Then, each element of textual element has its own function. It states what the element is for. The rhetorical structure and textual elements of recount writing consist of 1) Orientation, 2) Record of event, and 3) Re-orientation.

2.2 Grammatical Patterns

The grammatical pattern or language usage of a certain genre writing seems to have its own distinct or spesific features. This may occur because different genre writing states different and distinctive communicative purpose, reader, and contexts in term of when it happens, how it happens, or why it happens. In general, the common grammatical pattern as genre based recount writing include :

- 1) The use of verb such as past tense, past perfect, past continuous tense.
- 2) The use of adjective functions to indicate mood of the event or personal attitude such as:
 - a. It was wonderful
 - b. We enjoyed it very much

- c. It was tiring
- d. We had an extraordinary experience

Then, recount writing also should contain and cover the following features in term of grammatical patterns. The features includes 1) set the scene (who, when, where, and what), 2) concluding statement or re-orientation, 3) word focus, 4) connecting word such as then, next, finally, after, thet, first, when, later, the next day, after, finally, the use adjectives such as interesting, strong, happy, dangerous, difficult, severe, and urgent, etc.

3. Students Achivement in Writing

Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards. The ultimate goal of any instructional strategy, curriculum, or education reform initiative is to raise student achievement endeavors. As the standards-based education movement has taken hold in recent decades, measuring and reporting student achievement has become an even more critical component of public education. State and federal accountability systems have raised the bar for school performance and have led to an increased reliance on standarized tests of student achievement. There are three achievement level definitions: basic, proficient, and advanced. Recent research has suggested that the students who are most likely to

experience reading difficulties throughout their school years are those who attend a low achieving school, have limited English proficiency, are unfamiliar with Standard English dialect, or live in communities of poverty (Talal:2012).

4. Description of Praise Question Polish (PQP)

PQP is a peer-response strategy that fosters quality comments and constructive feedback. Students compliment one another's work, question areas where revision may be needed, and make specific suggestions to improve expression and the quality of text. Praise Question Polish (PQP) technique was first suggested by Bill Lyons and it was described in detail by Gloria A. Neubert and Sally J. McNellis. PQP technique is one of the techniques regarding group work. It requires students' critical thinking and good interaction among members in group. PQP technique gives students an organizational technique in responding their peers' writing and focusing on content features of writing (as opposed to grammatical features).

According to Neubert and McNellis quoted by Riza that to helps students focus on their writing as well as maintain a positive attitude toward the critique process,1990:52-56).In this technique the group members take turns to read aloud their papers as their other group members follow along with copies. First, the respondents are asked to react to the piece of writing by asking them to identify what they liked about the work (Praise), then identify what portion of the writing they did not understand (Question), finally offering specific suggestions for improvement of the writing (Polish). The students would be able to improve their

own writing by critically evaluating the writing of their peers. Praise, Question, Polish is a peer feedback technique that encourages quality comments and actionable feedback. Employed during peer revision, students provide each other with specific comments on one another's writing, ask questions where writing is unclear, and provide suggestions to improve writing according to the learning target or writing rubric. This is an especially useful tool in the writing process in fostering feedback that will help writers meet established learning goals.

4.1 Procedures of Praise Question Polish (PQP)

There are some procedure in PQP, namely:

1. Assign the students to group of three, and instruct each student to bring to the the group.
2. Prepared and distribute the PQP the PQP guide.
3. Have the students in each group designate one student the author, recorder, and one the reader.
4. Instruct the author to pass the PQP guide to the recorder and draft to the reader.
5. Instruct the reader to read the draft the draft aloud while the others listen. Then instruct the recorder to fill in the PQP guide with suggestion for revision.
6. Instruct the groups repeat the process until all the three drafts have been read and each PQP guide has been completed.
7. Instruct the student to return the drafts and PQP guides to the authors, who will then use the guides for revision.

4.2 Advantages of Praise Question Polish (PQP)

The advantages of Praise Question Polish (PQP) technique are : (a) Provide focused, informative, specific feedback. (b) Emphasize use of specific content or process language. (c) Describe what was done and not done. (d) Reinforce, encourage, and support personal writing. (e) Establish relationships of mutual respect. PQP technique teacher can use three areas of feedback, they are:

1. P : praise for what you like about the author's writing style or ideas.
2. Q : question for the author to remove any confusion you have.
3. P : polish ideas to the author for improvement in her/his writing.

There are two procedures. The first procedure is model quality in comments. It begins by providing instruction in what quality feedback looks like and the sounds like. It also provides examples of the student's comments and classifies them as vague, general but useful or specific. The second process is model and implements the PQP technique. It reminds the students that the purpose of peer review is to note areas of strength and to clarify, justify, and extend text.

4.3 Disadvantages of Praise Question Polish (PQP)

There are some disadvantages in using Praise Question Polish (PQP) technique that is usually faced by teacher and students. There are:

1. In dividing a group, it is not easy for teachers because in dividing group the students make noisy
2. In a group, there is feeling unsuited between the students. The weak students feel inferior when they are formed with a strong student.

3. In the discussion, sometimes the group task is only done by some students, meanwhile other are completed.
4. In the evaluation, the students often copy from their friend. So, it's not pure based on their ability.

B. Conceptual Framework

Writing is one of the four skills in English. Writing can be defined in several ways. Writing combines process and product. The processes presented with gathering ideas and comprehend word into sentence or products of writing contain complexity process in writing.

PQP technique is a technique that leads the students to be a good writer as well as a good editor. In this case, the students will work in pairs or in a group to edit their friend's writing. This process will be acted by all students. It means all students will fell the role as a editor. It makes the students able to clarify what is the important part that should be stated in writing and should not be.

C. The Research Hypothesis

Based on the research question that presented by the researcher, the research hypothesis was stated as follows:

- a. Hypothesis alternative (Ha): there is a sinificant effect in writing taught by using PQP technique.
- b. Hypothesis null (Ho): there is not a significant effect in writing recount text taught by using PQP technique.

CHAPTER III
RESEARCH METHODOLOGY

A. Location of Study

This study was conducted at SMP Ali Imron Medan. It was located at Jl. Bersama No. 19-21 Bandar Selamat Kec.Medan Tembung.

B. Population and Sample

a. Population

The population of research was eight grade of SMP Ali Imron Medanat academic year 2016/2017. The population this reseach which consisted of two classes. They were VIII A (26 students) and VIII B (26 students).So the total of population is 52 students.

Table 3.1
Total of Population

No.	Class	Population
1.	VIII-A	26 Students
2.	VIII-B	26 Students
Total		52 Students

b. Sample

Sample was taken from population. The sample of the research from eight grade students SMP Ali Imron Medan. The technique was taken sample as the research using T-test. In this research, VIII A (26 students)as a experimental group and VIII B (26 students)as control group.

Table3.2
Total of Sample

No.	Class	Sample	Group
1.	VIII-A	26 Students	Experimental
2.	VIII-B	26 Students	Control
Total		52 Students	

C. Research Design

This research was conducted by applying quantitative experimental research. In this research, sample divided into two groups namely experimental group and control group. Experimental group was group which was taught by applying PQP technique, meanwhile control group was group which was taught without applying PQP technique. From sample, the researcher took VIII-A class as experimental group while VIII-B class as control group. The design figured as follows:

Table 3.3
Research Design

Group	Class	Pre-test	Treatment	Post-test
Experimental	VIII-A	√	X	√
Control	VIII-A	√	Y	√

Notes : X = a group which was taught by applying PQP technique.

Y = a group which was taught without applying PQP technique.

D. Instrument of Collecting Data

This research used written test as instrument to collect the data. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The students were asked to write recount text based on the topic which was given by teacher. In this case, the same test in pre-test and post-test which was given by experimental and control group in writing recount text.

E. Technique of Collecting Data

Before analyzing data, this research accomplished by the procedure as following:

1. Giving the pre-test and post-test to the students of the experimental and control class.
2. Collecting the test of the students.
3. Scoring the test of the students.

F. Technique of Analyzing Data

In analyzing the data, this research accomplished by the procedure as following :

1. Analyzing the test by using formulas.
2. Comparing the score by using t-test.
3. Testing the hypothesis.

The result of the data was analyzed by using statistical procedure which consist of mean, standard deviation (SD) and t-test.

The mean used to find out the average of the sample. To find the mean, Ary (2010) such as :

$$\bar{X} \equiv \frac{\sum X}{N}$$

\bar{X} = mean

\sum = sum of

X = raw score

N = number of cases

To measure the students score, the researcher used standard deviation formula as follows :

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

S_D = standard deviation

D = differences between with t=-test and post-test

N = number of pairs

T-test is the mean difference between the paired scores. Pre and post-test scores of the same individuals were an example of paired scores. The formula t-test as follows :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N(N-1)}}}$$

t = t ratio

\bar{D} = average difference

$\sum D^2$ = different scores squared, then summed

$(\sum D)^2$ = difference scores summed then squared

N = number of pairs

G. Assesment of Writing

There are some important components in writing assessment. In this study, the researcher will evaluate the score as supported by Ghanbari (2012), they are content, organization, vocabulary, language use, mechanics.

APPENDIX IV

Table 4
Assessment in Writing

COMPONENT	CRITERIA	SCORE
<p>1. CONTENT The score of content depend on the students ability to write idea, information in the form of logical sentences.</p>	<p>EXELLENT TO VERY GOOD: Knowledgeable – substance – through development of thesis – relevant to assigned topic.</p>	30-27
	<p>GOOD TO AVERAGE: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail</p>	26-22
	<p>FAIR TO POOR: Limited knowledge of subject – little substance – inadequate development of topic.</p>	21-17
	<p>VERY POOR: Does not show knowledge of</p>	

	subject – non – substantive – not pertinent – or not enough to evaluate	16-13
<p>2. ORGANIZATION The organization refers to the students ability to write the ideas, information in good logical order. The topic and supporting sentences are clearly stated.</p>	<p>EXCELLENT TO VERY GOOD: Fluent expression – ideas clearly stated/supported – succinct – well- organized – logical – sequencing – cohesive.</p>	20-18
	<p>GOOD TO AVERAGE: Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.</p>	17-14
	<p>FAIR TO POOR: Non – fluent – ideas confused or disconnected – lacks logical sequencing and development.</p>	13-10
	<p>VERY POOR: Does not communicate – no organization – or not enough to evaluate.</p>	9-7

<p>3. VOCABULARY Vocabulary refers to the students ability in using word or idiom to express idea logically to use the synonym, antonym.</p>	<p>EXCELLENT TO VERY GOOD: Sophisticated range – effective word / idiom form, choice, usage but meaning not obscured.</p>	20-18
	<p>GOOD TO AVERAGE: Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.</p>	17-14
	<p>FAIR TO POOR: Limited range – frequent errors of word / idiom form, choice, usage – meaning confused or obscured.</p>	13-10
	<p>VERY POOR: Essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.</p>	9-7

<p>4. LANGUAGE USE Language use refers to the students ability in writing, the simple complex, or compound sentences correctly and logically, it also refers to the ability to use agreement in the sentences and some other words such as nouns, adjectives, verbs, and the time signal.</p>	<p>EXCELLENT TO VERY GOOD: Effective complex constructions – few errors of agreement, tense, number word order/function, articles, pronouns, prepositions.</p>	25-22
	<p>GOOD TO AVERAGE: Effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p>	21-18
	<p>FAIR TO POOR: Major problems in simple/complex contractions – frequent error of negations, agreement, terns, number, word order / function, articles, pronouns, prepositions and / or</p>	17-11

	fragments, run –ons, deletion – meaning confused or obscured.	
	<p>VERY POOR:</p> <p>Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate.</p>	10-5
<p>5. MECHANICS</p> <p>Mechanics refers to the students ability in using words appropriately, using function correctly, paragraph and text can be read correctly.</p>	<p>EXCELLENT TO VERY GOOD:</p> <p>Demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.</p>	5
	<p>GOOD TO AVERAGE:</p> <p>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning confused or obscured.</p>	4
	<p>FAIR TO POOR:</p> <p>Frequent errors of spelling, punctuation, capitalization,</p>	3

	<p>paragraphing – poor handwriting – meaning confused or obscured</p>	
	<p>VERY POOR: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate.</p>	<p>2</p>

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data Collection

The data was the result of students' achievement in writing test. The data were taken from eight which consist of 26 students at VIII A and 26 students at VIII B as totaly 52 students. The class divided into two group, namely Experimental Group (VIII A) and Control Group (VIII B). Both of groups were given the same essay on writing form on the pre test and post test. The data were collected by asking the students to write recount text as mentioned on the instrument of collecting data. The data collection used five indicators in assessment of writing, namely Content, Organization, Language Use, Vocabulary, Mechanism.

The data of this study were obtained from the result of the pre-test and post-test were from Experimental and Control Group. The score of pre-test in Experimental Group was 1406 and mean of Experimental Group was 54.07 (see appendix I) and the score of pre-test in control group was 1250 and the mean of Control Group was 48.07 (see appendix II). Then, to know students score of post-test in Experimental Group was 2096 and the students mean in Experimental Group was 80.61 (see appendix III). Meanwhile, the students score of post-test in Control Group was 1575 and the mean in Control Group was 60.75 (see appendix IV).

B. Data Analysis

The analysis is intended to earn the significance difference between teaching by using PQP technique on the students' achievement writing recount text. The data of pre-test and post-test from two groups were computed by using t-test formula and standard deviation. Some of students' score as representation in experimental group analyzed were taken from the highest and the lowest score. The data showed that the highest score of pre-test in experimental group was 60 and the lowest score 48 (see appendix I) while the highest score of post-test was 90 and the lowest was 73 (see appendix II).

After the researcher assessed students' scores, then they were calculated into formulas to find out the Mean, Standard Deviation and T-Test to know the differences between the students' score in the experimental group and control group, it could be seen in the tables below:

Table 4.5
The Result of T-test Experimental Group

No	Students' Initial	Score		Difference of Scores (D)	D ²
		Pre test	Post test		
1	AS	50	75	25	625
2	AW	55	80	25	625
3	AF	48	73	25	625
4	AS	53	79	26	676
5	DA	58	85	27	729
6	E	54	82	28	784
7	F	60	90	30	900
8	FP	57	84	27	729
9	IH	53	79	26	676
10	MR	50	75	25	625
11	MA	55	80	25	625
12	MR	48	73	25	625
13	MF	53	79	26	676

14	MF	58	85	27	729
15	MN	54	82	28	784
16	NS	60	90	30	900
17	NE	57	84	27	729
18	NH	48	73	25	625
19	PF	57	84	27	729
20	PN	50	75	25	625
21	PZ	55	80	25	625
22	RH	48	73	25	625
23	RT	53	79	26	676
24	RS	58	85	27	729
25	RS	54	82	28	784
26	PR	60	90	30	900
Σ				690	18380
Mean				26.53	706.92

The data showed that there was a significant improvement on students' marks after they received treatments by using PQP technique. To get the t-test score of Experimental Group, the researcher used the formula T- test.

$$T = \Delta\sqrt{N} \text{ or } T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{26.53}{\sqrt{\frac{18380 - \frac{(690)^2}{26}}{26(26-1)}}$$

$$T = \frac{26.53}{\sqrt{\frac{18380 - \frac{476100}{26}}{26(25)}}$$

$$T = \frac{26.53}{\sqrt{\frac{18380 - 18311.53}{650}}}$$

$$T = \frac{26.53}{\sqrt{0.10}}$$

$$T = \frac{26.53}{0.31}$$

$$T = \mathbf{85.58}$$

To get the standard deviation score of the Experimental Group students, the researcher used the formula this below:

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

$$SD = \sqrt{\frac{18380 - \frac{(690)^2}{26}}{26 - 1}}$$

$$SD = \sqrt{\frac{18380 - \frac{476100}{26}}{25}}$$

$$SD = \sqrt{\frac{18380 - 18311.53}{25}}$$

$$SD = \sqrt{\frac{68.47}{25}}$$

$$SD = \sqrt{2.73}$$

$$SD = 1.65$$

Consequently, the following data were the Control Group students' scores.

Table 4.6
The Result of T-test Control Group

No	Students' Initial	Score		Difference of Scores (D)	D ²
		Pre test	Post test		
1	AR	48	58	10	100
2	AR	47	56	9	81
3	AL	45	54	9	81
4	AH	46	58	12	144
5	AF	52	64	12	144
6	A	51	62	11	121
7	AP	50	60	10	100
8	AF	54	75	21	441
9	AF	55	77	22	484

10	FS	54	72	18	324
11	FN	50	60	10	100
12	FA	52	66	14	196
13	GR	42	52	10	100
14	IFS	51	62	11	121
15	LZ	50	60	10	100
16	LA	55	77	22	484
17	MI	48	58	10	100
18	MY	46	56	10	100
19	MS	41	52	11	121
20	MR	42	54	12	144
21	MA	44	58	14	196
22	MH	43	54	11	121
23	NA	50	62	12	144
24	NP	48	60	12	144
25	RA	44	56	12	144
26	PA	42	52	10	100
Σ				325	4435
M				12.5	170.57

To get the t-test score of Control Group, the researcher used the formula suggested by Ary, et al.,

$$T = \Delta\sqrt{N} \text{ or } T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{12.5}{\sqrt{\frac{4435 - \frac{(325)^2}{26}}{26(26-1)}}$$

$$T = \frac{12.5}{\sqrt{\frac{4435 - \frac{105625}{26}}{26(25)}}$$

$$T = \frac{12.5}{\sqrt{\frac{4435 - 4062.5}{650}}}$$

$$T = \frac{12.5}{\sqrt{0.57}}$$

$$T = \frac{12.5}{0.75}$$

$$\mathbf{T = 16.66}$$

To get standard deviation score of the Control Group students, the researcher used the formula :

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

$$SD = \sqrt{\frac{4435 - \frac{(325)^2}{26}}{26 - 1}}$$

$$SD = \sqrt{\frac{4435 - \frac{105625}{26}}{25}}$$

$$SD = \sqrt{\frac{4435 - 4062.5}{25}}$$

$$SD = \sqrt{\frac{372.5}{25}}$$

$$SD = \sqrt{14.9}$$

$$\mathbf{SD = 3.86}$$

The result clearly showed the result of the research in both the experimental and the control group. It concluded that students' achievement in Experimental Group performed a very good improvement on writing especially recount text after the teaching and learning process during the research. In this section, the discussion focused on the data interpretation which explains the result in relation to the literature and hypothesis testing which answer the research question in which H_a was accepted.

1. Hypothesis Testing

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If $t\text{-test} > t\text{-table}$, it means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom(df) $\rightarrow n-1 = 52-1 = 51$ was 2.02. It means that this research was accepted (H_a) since the students' t-test in the Experiment Group was 85.58 and the t-table is 2.02. Because the t-test value was higher than the t-table ($85.58 > 2.02$). It concluded that PQP technique can improve in writing text especially on recount text.

C. Discussion

From the result, it is found that teaching writing on recount text after using PQP technique was more effective than teaching writing text by using conventional method. It could be seen from the difference of mean score from both of the groups. Based on the analysis above, the result of t-test was 85.58. It showed the result of t-test was higher than t-table ($85.58 > 2.02$). It means that the using of PQP technique significantly affects students' ability in writing on recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, it concluded after conducting treatment by Praise Question Polish (PQP) in teaching writing especially recount text. It was found that the students' achievement improved. In addition, the t-test was applied in order to know whether the difference between the pre test and post test mean was significant accepted or rejected. The result of calculation in the Experimental Group was 85.58 while the critical value of 0.05 significant levels was 2.02. Because t-test was 85.58 was higher than the t-table was 2.02, it concluded that the effect of using Praise Question Polish (PQP) on students' achievement in writing recount text was accepted.

B. Suggestions

After drawing the conclusion, the researcher would like to offer some suggestions based on the result and to complete this research:

1. The other researcher, it can help them to further researcher as basic reference of different object and field.
2. The teacher, it can be guide them in teaching writing especially recount text so they have different variation technique in teaching learning writing.
3. The student, it can make them comfortable and enjoyable in learning writing so they do not bored and be able in writing.

4. The researcher it self, it can be reference to be future teacher and increase knowledge in developing writing using Praise Question Polish (PQP).

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APPENDIX I

Table 4.1
The Students' Score of Pre-test in Experimental Group

No	Students' Initial	Assessment in Writing					Score
		Con	Org	Voc	LU	M	
1	AS	13	11	12	11	3	50
2	AWS	13	13	14	12	3	55
3	AF	14	10	10	12	2	48
4	ASR	15	10	10	16	2	53
5	DAL	17	13	13	12	3	58
6	E	15	12	13	12	2	54
7	F	17	13	14	13	3	60
8	FPS	15	14	15	11	2	57
9	IH	15	10	10	16	2	53
10	MR	13	11	12	11	3	50
11	MAP	13	13	14	12	3	55
12	MRS	14	10	10	12	2	48
13	MFH	15	10	10	16	2	53
14	MF	17	13	13	12	3	58
15	MN	15	12	13	12	2	54
16	NS	17	13	14	13	3	60

17	NE	15	14	15	11	2	57
18	NHN	14	10	10	12	2	48
19	PF	15	14	15	11	2	57
20	PNH	13	13	14	12	3	50
21	PZ	13	13	14	12	3	55
22	RH	14	10	10	12	2	48
23	RT	15	10	10	16	2	53
24	RS	17	13	13	12	3	58
25	RS	15	12	13	12	2	54
26	PR	17	13	14	13	3	60
Σ							1406
\bar{x}							54.07

APPENDIX II

Table 4.2

The Students' Score of Post-test in Experimental Group

No	Students' Initial	Assessment in Writing					Score
		Cont	Org	Voc	LU	M	
1	AS	22	18	16	17	2	75
2	AWS	22	18	20	17	3	80
3	AF	21	17	17	16	2	73
4	ASR	22	17	18	19	3	79
5	DAL	27	17	17	17	4	85
6	E	24	16	20	19	3	82
7	F	29	18	18	18	4	90
8	FPS	26	18	17	17	4	84
9	IH	22	17	18	19	3	79
10	MR	22	18	16	17	2	75
11	MAP	22	18	16	17	2	80
12	MRS	21	17	17	16	2	73
13	MFH	22	17	18	19	3	79
14	MF	27	17	17	17	4	85

15	MN	24	16	20	19	3	82
16	NS	29	18	18	18	4	90
17	NE	26	18	17	17	4	84
18	NHN	21	17	17	16	2	73
19	PF	26	18	17	17	4	84
20	PNH	22	18	16	17	2	75
21	PZ	22	18	16	17	2	80
22	RH	21	17	17	16	2	73
23	RT	22	17	18	19	3	79
24	RS	27	17	17	17	4	85
25	RS	24	16	20	19	3	82
26	PR	29	18	18	18	4	90
Σ							2096
\bar{x}							80.61

APPENDIX III

Table 4.3

The Students' Score of Pre-test in Control Group

No	Students' Initial	Assessment in Writing					Score
		Cont	Org	Voc	LU	M	
1	AR	13	11	12	10	2	48
2	AR	13	10	12	10	2	47
3	AL	14	10	9	10	2	45
4	AH	13	11	8	11	3	46
5	AF	15	13	12	10	2	52
6	A	16	12	11	10	2	51
7	AP	14	12	10	12	2	50
8	AFS	14	12	13	12	3	54
9	AFL	13	11	13	15	3	55
10	FSD	15	12	12	13	2	54
11	FN	14	11	10	12	3	50
12	FA	13	12	13	11	3	52
13	GRS	13	9	9	9	2	42
14	IFS	13	11	12	12	3	51
15	LZ	14	12	10	11	3	50

16	LA	15	12	12	13	3	55
17	MIH	13	11	10	12	2	48
18	MYS	14	10	10	9	3	46
19	MSH	13	10	8	8	2	41
20	MRA	13	10	8	9	2	42
21	MA	14	10	9	9	2	44
22	MH	13	11	7	8	2	43
23	NA	15	11	10	12	2	50
24	NP	14	10	11	10	3	48
25	RAP	13	10	10	9	2	44
26	PA	14	9	9	8	2	42
Σ							1250
\bar{x}							48.07

APPENDIX IV**Table 4.4****The Students' Score of Post-test in Control Group**

No	Students' Initial	Assessment in Writing					Score
		Con	Org	Voc	LU	M	
1	AR	15	12	15	13	3	58
2	AR	14	13	14	12	3	56
3	AL	14	12	13	13	2	54
4	AH	17	13	13	12	3	58
5	AF	19	15	13	14	3	64
6	A	18	14	14	13	3	62
7	AP	18	14	13	12	3	60
8	AFS	22	18	16	15	4	75
9	AFL	24	17	18	14	4	77
10	FSD	22	16	16	15	3	72
11	FN	18	14	13	12	3	60
12	FA	20	15	15	13	3	66
13	GRS	13	13	12	11	3	52
14	IFS	20	14	12	13	3	62
15	LZ	19	14	12	12	3	60
16	LA	26	17	16	14	4	77

17	MIH	19	12	12	12	3	58
18	MYS	16	12	13	12	3	56
19	MSH	15	12	12	10	3	52
20	MRA	15	12	12	12	3	54
21.	MA	15	13	13	12	3	58
22	MH	17	12	12	10	3	54
23	NA	20	14	13	12	3	62
24	NP	19	13	13	12	3	60
25	RAP	17	12	12	12	3	56
26	PA	15	12	12	10	3	52
Σ							1575
\bar{x}							60.75

DOCUMENTATION



Researcher explained the material about recount text



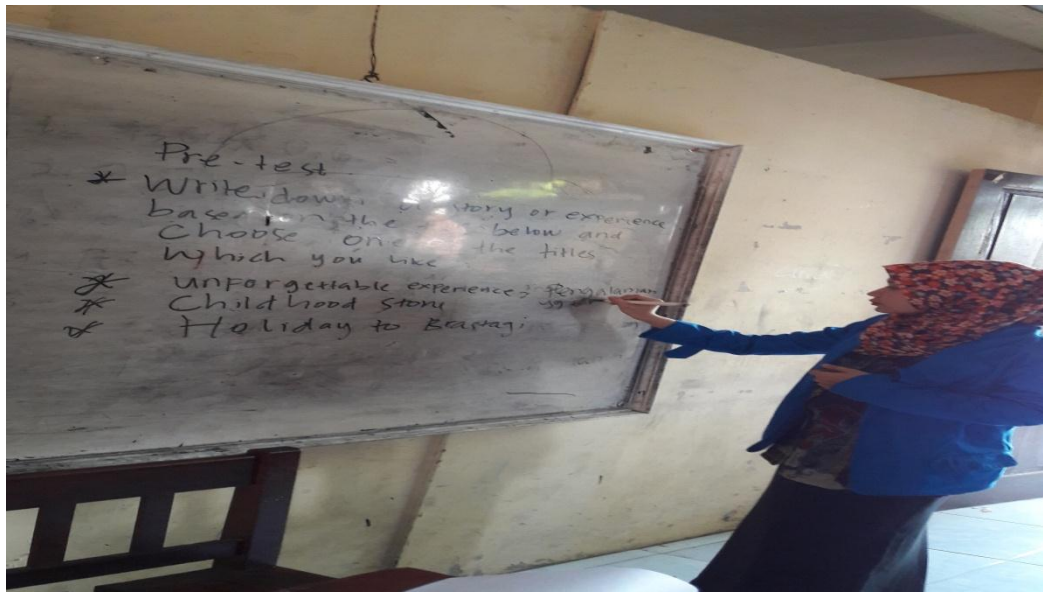
Researcher gave the pre-test in experimental group



Researcher gave the post-test in experimental group by using Praise Question Polish (PQP) technique



Researcher explained the material in control group



Researcher gave the pre-test in control group



Researcher gave the post-test in control group