THE EFFECT OF APPLYING PRESENTATION, PRACTICE, PRODUCTION (PPP) APPROACH ON THE STUDENTS' WRITING ACHIEVEMENT

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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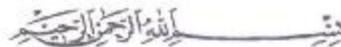
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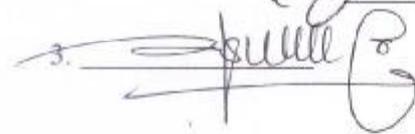
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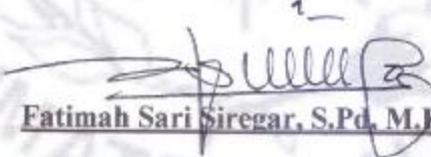
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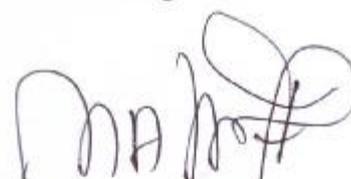
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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23-12-2017	Chapter II : Theory	
04-01-2018	Chapter III : Method of Research	
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16-03-2018	Chapter V : Conclusion and Suggestion	
21/3/2018	Acc	

Medan,   Maret 2018

Diketahui oleh:
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Dosen Pembimbing

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ABSTRACT

Siti Mawaddah, Npm: 1402050180 "The Effect of Applying Presentation, Practice, Production (PPP) Approach on the Students' Writing Achievement". Skripsi. English Department, Faculty of Teachers' Training and Education – University of Muhammadiyah Sumatera Utara, Medan, 2018.

The objective of this research was to find out the effect of applying Presentation Practice Production (PPP) Approach on Students' Writing Achievement. The population of this research was the first grade students of SMA UISU Medan, Jl. Bahrum Jamil, SH. Gg. UISU No. 2 Teladan Barat Medan, Kota Medan at academic year 2017/2018 that population was 67 students in two classes: class X-IPA were 33 students and X-IPS 34 students, the research taken X-IPA as a sample with the total samples were 33 students. This research was applied cluster random sampling. This research used experimental research design namely One group pre-test and post-test, Therefore, the research took one class as the experimental class. The researcher was given treatment by Presentation Practice Production (PPP) Approach. The instrument in collecting data was collected by using writing test. The data were analyzed by using t-test formula. The result of the data showed that t-observe 7.4> t-table 2.040 with degree of freedom (df) = n-k. The hypothesis was accepted. It proves that Presentation Practice Production (PPP) Approach significantly effect to the students' achievement on the students' writing achievement.

Keywords: *presentation practice production (ppp) approach, writing achievement*

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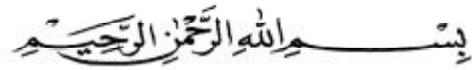
In the name of Allah SWTthe most gracious and the most merciful. First of all the researcher would like to thank to Allah, who has given her strength, patience, healthy and chance to finish this study. Second, sholawat and salam to the prophet Muhammad SAW who has brought human beings from the darkness into brightness. Third, the researcher would like to thank her beloved parents, Alm. Syahrial Husein Tambusai and Melia Amran Dalimunthe who always pray for her, give her suggestion, motivation, support her spiritual and material especially for her academic years at FKIP UMSU. Her true love is very much given to her parents.

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CHAPTER I

INTRODUCTION

A.   The Background of the Study

As one of the basic language skills, writing has a complex process. Therefore, writing is not as easy as what people think. It is a comprehensive achievement which consists of grammar, vocabulary, punctuation, word selection, and topic. By writing students understand the grammar of the text, how the students get the information about the text after they write and then how the students retell about the story after they write. Langan (2003:168) states "Writing is an act of discovery and knowledge creation by means and language. And the purpose of the writing is how the students can make their creation with the writing". One way that can be used to find out students' knowledge about English is by analyzing the students' text or writing. The research about analyzing students' text is very important to do because by knowing the students' difficulties, it can lead the teacher to help solve the students' problems.

In reality, based on the observation that was conducted by the researcher during the teaching practice program (PPL), there were several problems that were found in SMA UISU Medan, they were:

1. Most of the students did not know how to build sentences such as grammatical correctly, limitation vocabulary, and generic structure of each text.

2. The students' might also have ideas in their mind, but they did not know how to express them in writing. Therefore, teacher as the facilitator must be able to

design a good concept of teaching to encourage the students, especially to write a good piece of writing.

3. Most of the students did not interest in learning writing because they didn't have many ideas and they confuse about the materials.

4. The researcher found that was also caused by inappropriate which was used by the teacher. The teacher mostly taught the students only about the theories, asked the students to memorize them without giving chance for the students to practice their writing achievement. Based on situation, the teacher as educator must be able to formulate an interesting English process in an approach or method.

One approach that can help overcoming the problems was called Presentation Practice Production (PPP). The researcher was believed that using PPP approach was more appropriate to teach writing achievement and can be handled. Harmer (2001:86) says "A referred to as PPP, which stands for presentation, practice, production. The maintain PPP has been recommended to trainee teachers as a useful teaching procedure from the 1960s onwards".

PPP Approach was relatively straight forward, and structured enough to be easily understood by both students and new or new emerging teachers. It showed that this approach suitable for student which difficult received new material. It was also to make easier for the teacher makes some plan step by step to make more understand for the students. It showed that the PPP approach can minimize the mistake on the stage when learning process. Vystavelova (2009:30) says "There are some advantages of PPP approach. The first advantage that PPP

lessons provide is clear and simple. As a second positive point teacher said that such a lesson is easy to prepare because the material is used in the lesson are ordered from the simplest to the most difficult". And types of activities were arranged from the most controlled to the feast controlled. Several teachers also wrote that this approach was relatively easy for beginner students that communicate effectively. There were steps of PPP approach in writing skill they were: presentation, the presentation did from the English teacher. Practice, practice did from the student. Production, production also did from the student. In this research the students were made the paragraphs, so each student can exchange their ideas.

Based on the explanation and problem above, the researcher interested to see the effect of applying presentation practice production (ppp) approach on the students' writing achievement.

B.   The Identification of the Problem

The problems of this study were formulated as follows:

1. There were many students who had limitation vocabulary, and grammatical so that they were difficult to understand the writing text.

2. The teacher didn't teach the writing by using Presentation Practice Production (PPP) Approach.

3. The students were bored to write the text because it was not interested.

4. The effect of applying Presentation Practice Production (PPP) Approach on students' writing achievement.

C.   The Scope and Limitation

The scope of this research was focused on writing achievement by using Presentation Practice Production (PPP) Approach the limitation of this research in academic 2017/2018 and it was limited in recount text.

D.   The Formulation of the Problem

Based on the background, the problem of the study was formulated as is there any effect of applying Presentation Practice Production (PPP) Approach on students' writing recount text.

E.   The Objectives of the Study

In line with the problem of the study, the objective of the study was to find out the significant effect of applying Presentation Practice Production (PPP) Approach on students' writing recount text.

F.   The Significance of the Study

The result of this research was expected to be useful for:

1. Theoretically:

To add knowledge, experience and insight in teaching writing, especially in teaching recount text by Presentation Practice Production (PPP) Approach.

2. Practically:

a. For students, to develop their achievement sin writing recount text by applying Presentation Practice Production (PPP) Approach.

b. For the teachers, to provide the English teacher to plan and conduct a better and interesting teaching learning process, especially in teaching writing recount text, and

c. For other researchers, who is interested in conducting the same field of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This research was related to the accumulated ideas from various theories. In doing research, the purpose must be in order to make the same perspective of the implementation in the field. The terms were used in a particular context and aimed to give a clear concept to avoid understanding between the researcher and the readers. The researcher begins to clarify the term and concept, so that the readers and the researcher may have the same perception of them.

1. Effect

Effect in this research means as any ability improvement after learning something. Slameto (2010:15) states "Improvement in learning as a certain proof of success or ability of the student in doping their learning activities which based on their level of class". Effect is defined to change of ability that the students have by using certain techniques of teaching. It's usually in experimental technique in which an idea or hypothesis are tested or verified by setting up a situation in which the relationship between the different subjects or variable can be determined.

An improvement in which achieved by the students then are realized in the form of the score so that it will be acknowledged the certain position of students in the class because they score they have reflected their improvement in the learning process. Therefore, effect can be defined as the result of the product of

teaching the technique of teaching has a big role in making improvement in the students' ability.

2. Applying

JS Badudu and Sutan Mohammad Zain (Badudu&Zain, 1996:1487) says "The applying was the case, way or result. Based on such understanding could be concluded that the application was an action that done either individually or on groups with a view to achieve the goals that had been formulated". As for elements implementation included:

1. Existence of program implemented.

2. Presence of the target group, namely people who are targeted and expected and expected to receive benefits from the program.

3. Existence of execution, either organizations or individuals who responsible for the management, implementation and supervision of the implementation process.

3. Presentation Practice Production (PPP) Approach

Presentation Practice and production (PPP) is an approach can be separated because they related among that. This consists of Presentation, Practice and Production. Richards (1998:7) in a typical lesson according to the situational approach, a three-phase sequence, known as the PPP approach, was often employed: Presentation Practice and Production. Presentation: the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and check students' comprehension of it. Practice:

Students practice using the new structure in a controlled context, through drills or substitution exercises. Production: Students practice using the new structure in different contexts often using their own content or information, in order to develop fluency with the new pattern.

In addition, Harmer (2007:120) defines "PPP can be seen as a development of Audiolingualism. One of the criticisms leveled at Audiolingualism was that controlled drills do not result in the kind of language behavior found in the real-life context thus fail to develop communicative activities". This means, PPP has similar to the Audiolingualism method with controlled drills without result in the kind of language behavior in the real life context. Moreover, Widdowson (2009:344) says "Presentation represents the introduction to a lesson, and necessarily requires the creation of the realistic (or realistic-feeling) situation requiring the target language to be learned". Practice usually begins with what is termed mechanical practice by means of drills and repetitive exercises, and gradually moving into more demanding procedures like information gap activities, dialog creation and controlled role plays. Practice is seen as the necessary first stage in ensuring accurate knowledge of the new language. Production is seen as the culmination of the language learning process, whereby the learners act upon their linguistic knowledge, where they perform their competence and become users of the language. The teacher's role here is to provide occasions where the students can actively apply the language they have been practicing.

In conclusion, presentation, practice and production approach teacher first

introduction of lesson and provided in small familiar chunks. Then in practice, it's usually beginning what is termed mechanical practice by means of drills and repetitive exercise and the last production as the culmination of the language learning process which their students perform their competence. In addition, in PPP approach has similarly with Audiolingualism. This case, the teacher know how to makes students' competence in teaching process.

3.1 Steps of Presentation Practice Production

1. Reading a text and making a note individually.

2. Students interaction in front of the class, to discuss the notes.

3. Construction of knowledge from the result thinking and writing individually.

Richards and Renandya (2002:246) says "Many traditional approaches to language teaching are based on a focus on grammatical form and a cycle of activities that involves the presentation of new language item, practice of the item under controlled conditions, and a production phase in which the learners try out the form in a more communicative context". This has been referred to as the PPP approach and it forms the basis of such traditional methods of teaching as Audiolingualism and the Structural-Situational approach.

As Willis and Willis (1996, cited in Richards & Rodgers, 2001:80) a lesson plan based on PPP should have three phases as follows:

a. *Presentation stage:* The teacher begins the lesson by setting up a situation, either eliciting or modeling some language that the situation calls for. Presentation may consist of model sentences, short dialogues illustrating target

items, either read from the textbook, heard on the tape or acted out by the teacher.

b. *Practice stage:* Students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually, until they can say them correctly. Other practice activities are matched parts of sentences, completing sentences or dialogues and asking and answering questions using the target language.

c. *Production stage:* Students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher. It can be a role play, a simulation activity or a communication task.

4. Advantages and Disadvantages of Presentation Practice Production

4.1 Advantages of PPP

1. Can help students to learn the second language features to produce them correctly without thought.

2. The students make easier when their teacher uses this method in teaching process successfully.

3. The teacher plays the role of informant in the presentation stage, a conductor in a practice stage and a guide in the production stage.

4. PPP lessons provide clear and simple structure of the lesson.

5. The lesson is easy to prepare because the materials used for the lesson are ordered from the simplest to the most difficult and types of activities are arranged from the most controlled to the least controlled.

6. The teacher sees the progress of students in the lesson clearly and easily was written.

4.2 Disadvantages of PPP

1. The students tend to be passive quite a large part of the lesson.

2. The lessons are predisposed to be teacher-centered.

5. Description of Method, Approach, Strategy, and Technique

5.1 Method

Method is a way of teaching a language by following systematic principles and procedures. A method included the actual activities the learner and the teacher are engaged in while teaching and learning a language. A theory of language puts into practice in a method. A method is more abstract than teaching activities. Knowledge of methods is part of the knowledge base of teaching. It helps to widen a teacher's repertoire of techniques.

Method is also usually based on a set of beliefs about the nature of language learning. For many years, the goal of language pedagogy was to find the right method a methodological magic. Method are contrast with approaches, which are more general, philosophical orientations such as communicative language teaching that can encompass a range of different procedures.

5.2 Approach

According to Richards and Rogers (2001:19), approach refers to "Theories about the nature of language learning that serves as the source of practice and principle in language teaching". An approach describes how language is used and how it is constituent parts interlock in order words, it is offering a model of language competence. An approach describe how people acquire their knowledge of the language and makes statements about the conditions which will promote successful in language learning in the literature of English language teaching.

The term "method and approach" are often used in the nature of language learning. An approach is axiomatic and described the nature of the subject matter to be taught. By using approach, it will make the teaching process become more effective because an approach is a very important element in managing students in the classroom.

5.3 Strategy

Strategy, Brown (2008:16) says "Any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives". Strategy is the mental and communicative procedure learns using in order to learn and use language. Underlying every learning task is at least one strategy. However, in most classrooms, learns are unaware of the strategies underlying the learning task in which they are engaged. Strategies are mental and communicative procedure learns using in order to learn and use language. Underlying every learning task is at least one strategy. Strategy is a set of learning materials and

procedures that are used together to induce learning outcomes on the learner or students.

Effort to implement lesson plan that have been prepared in real activity so that the goals can be achieved optimally prepared, we need a method that is used to realize a predetermined strategy. Thus, one possible teaching strategy could be used expository lecture as well as question and answer method or even discussion by utilizing the available resources including the use of instructional media. Therefore, both of strategies and methods are different. The strategy suggests a plan of corporation achieving something, while the method as a way in achieving something.

5.4 Technique

A technique is a method of doing something needs skill. It is an implementation that actually takes place in the classroom. It is particular trick, strategy, used to accomplish an immediate objective. The teacher must be able to create strategy, how to manage the class, when she/he faces with naughty students or the stupid students. Brown (2001:16) says "A technique is any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives".

The technique refers to procedure that describe how realized its approach and design in classroom behavior. Therefore, technique must be consistent with the method as well as the approach. From the above explanation, we can get information how important technique to support our material.

Richard and Rogers (2001:67) states "Technique is an explicit procedure or strategy used to accomplish a particular learning a second language based theoretical approach selected". It involves the design of syllabus for the course, which in turn consist of learning objectives and technique for activating those adjectives. Moreover, Brown stated that technique is any exercise, activities and task in the classroom to meet the objectives or goals of learning.

6. Achievement

Learning is a process in individual self who doing an interaction with their achievement to get change in their behavior. Students' achievement is a change which involved the people to be changed in their attitude and behavior. Teaching purpose is purpose which described a knowledge, skill, attitude that must be gained by the students as a result (teaching that called in behavior which can be observed and measured).

Affective was the changing of behavior that affect someone liens to do something. There are accepted, sign with the acceptance by using their senses and response. Decision, decide a problem with a simple up to complex. Psychomotor was the skill to did something, ready to did it base on physic and emotion, self control and become a habit. Therefore, it was concluded that the achievement was reaching a particular goal, statues or standard, especially by effort, skill courage, etc.

From the explanation above, the achievement would be got from students' achievement test that related to cognitive domain in the teaching learning process.

Teaching purpose is purpose which described a knowledge, skill, attitude that must be gained by the students as a result (teaching that called in behavior which can be observed and measured).

It will be got in score form. Students can get a good achievement test in reading comprehension if the teacher gives motivation, interesting and suitable level comprehension of the text of the students. In achievement, the teachers are demanded to be creative in creating the better technique on strategy. It means that the teacher plays a major role in determining the effectiveness of reading program.

7. Writing

Writing can be seen as a mental process. The students will have to understand the function of language. He has learned for instance, that there are rules in writing. These rules can be applied to express the idea. Words must be selected. The correct rules are needed to make meaning comprehensible. In other words, there should be relations between one word to another or one sentence. Good writing is when the reader can understand the message and can make the conclusion of the writing itself. It means that, teacher cannot understand the message in the written form, we cannot say that it is good writing.

7.1 Genre of Writing

Genre must deal with kinds of text. It has communicative purpose or social function, generic structure, or text organization and language feature. Genre is based on accession, function, behavior, and interaction structures. Each of text uses different language feature. In English there are some academic genre texts

that should learn and mastered by students. According to Dirgeyasa (2014:1) said that there are many genres: a) Narrative: has function to amuse, entertain and deals with actual or various experience in different ways. b) Recount: has function to retell events for the purpose of informing/entertaining. c) Descriptive: has function to describe a particular person, place or thing. d) Report: has function to describe the way are things are with reference to arrange of natural man made and phenomenon environment. e) Procedure: has function to describe how something is accomplished through a sequence of action or steps. f) Explanation: has function to explain the purpose involved in the formation or working of natural on socio-cultural phenomenon. g) Discussion: has function present information and opinion about issues in more one of an issue. h) Anecdote: has function to share with other and account of an unusual amusing incident. i) Spoof: has function to tell event with a humorous twist and entertain the readers. j) News: has function to give information and the events.

7.2 Process of Writing

According to Carrol et al (2001:15) in producing a writing piece, there bin process involved. Process is the stage where the researcher goes through in order to produce a writing matter. Carrol et al (2001:15) elaborate a stage of writing process as follows :

1. Prewriting: freely exploring the topic and beginning to gather and organize details before you write.

2. Drafting: getting your ideas down on paper in roughly the format you intend.

3. Revising: concerning any errors and improving the writings from the content.

4. Editing and proofreading: Polishing the writing: fixing error in grammar, spelling, and mechanics.

5. Publishing and presenting: sharing your writing.

8. Text

A text is a sequence or paragraph that represents an extended unit of speech. According to Sanggam and Kisno (2008:1) a text is both a spoken and written text. A spoken text is meaning spoken text. It can be a word or a phrase or sentence or a discourse. And written text is any meaningful written text. It can be noticed or a direction or an advertisement or a paragraph or an essay or an article or a book, etc. A text refers to any meaningful short or longer spoken or written text.

8.1 Text Types

Text types are general semantic-functional concepts and are not to be confused with text forms (advertisements, editorials, sermons, shopping, list, poems, telephone, books, novels, etc.).

There are 5 major text types:

a. Descriptive

b. Procedure

c. Narrative

d. Recount

e. Report

a. Descriptive Text

The simplest type of academic writing is descriptive. Its purpose is to provide facts or information. An example would be a summary of an article or a report of the results of an experiment. The kinds of instructions for a purely descriptive assignment include: identifying, report, record, summarize and define.

b. Procedure Text

Procedure text is a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of series. The communicative purpose of this text is to describe how something is made through a sequence of actions or steps. There are three generic structures in procedure text. The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods. To know the text that we read is procedure or not is so simple. You can read the title if the title is started with 'how to make…' or 'how to use…' it can be certain that the text is procedure text.

c. Narrative Text

A narrative is a story that is created in constructive form. A narrative is commonly found in fiction. That is why we often see a narrative as a story. We have to keep in mind that every narrative should consist at least one complication among the participants. Because most stories are explored base on the complication in the story plotting, then the stories are narrative texts.

d. Recount Text

Mark and Anderson (1997:48) says "Recount is a piece of text that retells past events, usually in the order in which they happened. Its purpose is either to inform or to entertain the audience". There is no complication among the participants and that differentiates from the narrative. A recount text is a text that tells you a part of the experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that "rounds off" the sequence of events. In the text, you find words and phrases used to start, connect a sentence with the next one, and finish your composition. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred.

e. Report Text

Report text is a text that describes something in general. Every text has a communicative purpose. The communicative purpose of report text is to present information about something in general. Report text has two generic structures. The first is general classification it is usually in the first paragraph of the text. This part usually introduces the topic of the report or tells what phenomenon under discussion is. It can be a short description of the subject or it can be definitions of the subject that is described. The second is, description. In this part, we usually will describe the details of the topic or subject, such as physical appearance, parts, qualities, habits or behavior. Every paragraph in the part of description usually gives us information about one feature of the subject.

9. **Recount Text**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from the narrative. A recount text is a text that tells you a part of the experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that "rounds off" the sequence of events. In the text, you find words and phrases used to start, connect a sentence with the next one, and finish your composition. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

9.1 **The Purpose of Recount Text**

The purpose of recount text is to tell what and when something happened to the audience. Miller (2006:3) states "Goals of recount text are to make the writers more understand about them, and for the readers, it makes their understanding of their own experience and the writers". The function of recount text is to retell events for the purpose of informing or entertaining. In order to achieve the purpose, recount text has the generic structure as a base for the writing.

9.2 The Characteristic of Recount Text

a) Generic Structure

1. Orientation: Introducing the participants, place and time.

2. Events: Describing a series of event that happened in the past.

3. Reorientation: It's optional. Stating personal comment of the writer to the story.

b) Language Feature

1. Introducing personal participant; I, my group, etc.

2. Using chronological connection; then, first, etc.

3. Using linking verb; was, were, saw, heard, etc.

4. Using action verb; look, go, change, etc.

5. Using simple past tense.

A recount text is a text that tells you a part of the experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that "rounds off" the sequence of events. In the text, you find words and phrases used to start, connect a sentence with the next one, and finish your composition. Those words and phrases are first, then, after that, finally.

9.3 The Example of Recount Text

Meeting My Idol

Orientation	Afgan has always been my favorite singer. I had always been thinking of how I would feel when met him. then I was suddenly hit by lighting when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.
Event 1	On that bright and sunny Saturday morning, the radio station was full of Afganism. They sat on the chairs in front of the yaed radio station. After about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying "good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.
Event 2	Then he started the event by singing his hit single "Dia dia dia". Afganism went even crazier, they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he for autographing the memorabilia.
Event 3	I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that could write it on CD to say "To Mia, Love Afgan". He was also very friendly. So I didn't feel too nervous when I had a chance to take pictures with him
Reorientation	He was just an amazing person. That was one of the best days in my personal life history.

(source: Bahasa Inggris X SMA, Edisi Revisi 2016)

9.4 Kinds of Recount Text

There are main kinds of recount:

1) *Factual recounts*: These are used to record details and facts of a particular event which the speaker or writer has not necessarily been involved in.

2) *Personal recounts*: These describe the events that the speaker/writer was personally involved in. In written form, this is usually autobiographical.

All recounts need to have a problem which is resolved, so each recount type should have a beginning (exposition), a middle (the problem of the story), and resolution (solution to the problem posed).

Aspects of the text type *Context:* recounts form part of everyday life, through letters, conversations, anecdotes, or chat shows. We are constantly recounting events to each other. *Purpose:* To relate, usually in chronological order, a sequence of past events. *Audience:* For personal recounts this will often be friends or colleagues making the recount informal. Factual recounts may have an official audience such as the police or a judge. *Writer-reader, speaker-listener relationship*: If the writer/speaker knows the reader/listener the recount may form part of a friendly or family relationship. Factual recounts assume a far more distant relationship and will be more impersonal. Recounts will often be oral.

B. Previous Study

Some research had been conducted related to the use method or approach on writing recount text. The first research has been done by Eva Rahimah Sardi and the tittle "*The Effect of Quantum Learning Method on Students' Achievement*

in Writing". The objective of this research was to find out the significant effect of using quantum learning method on students' achievement in writing The population of this research was the second years students' of SMP SATRIA NUSANTARA BINJAI. The population of this research was 180 students of VIII-1, VIII-2, VIII-3, VIII-4, VIII-5 and VIII-6. The researcher was taken the sample by random sampling technique, the researcher taken odd number from each class absent of eight grade as the sample. Thus, the total samples were 45. The sample was taught by using quantum learning method. The instrument in collecting data was collected by using essay test about descriptive text and analyzed the data from students' answer. After the data has been collected, they were analyzed by using t-test. was higher than (2.62 > 1.68.) with the level significant 0.05 and the degree of freedom (df) = 43. The finding showed that the hypothesis of study ware accepted. It means that by using quantum learning method given significant effect in increasing the students' achievement in writing. Therefore, the finding of the study indicated that students' achievement in teaching descriptive text using Quantum Learning Method was more significant.

The second research has been by Hairunnisa and the title *"The Effect of Post-It Collection Method on the Students' Achievement in Writing Recount Paragraph"*. After accounting the data previously the data previously by using test formula, it showed that t-observe value was 8,2 then after seeking the t-table of distribution of t-critical as basis of counting t-critical in certain degree of freedom (dj). The calculation showed that df was 68. In the line 68 showed than table was 2.00 for 5%. Based on the data t-observe > t-table or 8.2>2.00. it means

that the null hypothesis was rejected and the alternative hypothesis is accepted. It means that there was a significant effect of post it collection method on the students' achievement in writing recount paragraph.

Based on two research before, so the researcher was conducted an experimental quantitative research. This research was applied Presentation Practice Production Approach on students writing recount text. This research was improved writing ability on students writing achievement.

C. Conceptual Framework

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from the narrative. A recount text is a text that tells you a part of the experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that "rounds off" the sequence of events. In the text, you find words and phrases used to start, connect a sentence with the next one, and finish your composition. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

Presentation Practice production is an approach has activities that help

students to solve their problem in getting higher score. By thinking students can develop their ideas by comparing and setting the ideas that test presents with their ideas and know what ideas that can be discussed. Practice with their friends can make student share each other and test their ideas to get better ideas. Every student may have different opinions about the ideas discussed. By sharing and testing their ideas, students get self-confident to use their own language in the writing activity because they are sure that their ideas are good. This activity also will help students to write recount text because they just retell events or experiences in the past that they get from practice activity. It will make them easily in organizing their ideas and write them into good recount text by their own words.

D. Hypothesis

The hypothesis was formulated as follows:

Ha : There is a significant effect of applying Presentation Practice Production (PPP) Approach on the students' writing achievement.

H0 : There is no significant effect of Presentation Practice Production (PPP) Approach on the students' writing achievement.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMA UISU Medan Jl. Bahrum Jamil, SH. Gg. UISU No. 2 Teladan Barat Medan, Kota Medan. It was conducted during the academic year 2017/2018.

B. Population and Sample

1. Population

The population was the whole subject of research. A population was set or collected of all elements processing one or more attributes of interest. The population of this research was taken from the X grade students of SMA UISU Medan, that consist of X-IPA = 33 students, X-IPS = 34 students. So the entire of the students consist 67 students.

Table 3.1
Population

No.	Class	Population
1.	X-IPA	33
2.	X-IPS	34
Total		67

2. Sample

The researcher used cluster random sampling. Cluster random sampling is a sampling technique where the entire population is divided into groups, or

clusters, a random sample of these clusters are selected. One class was selected as the sample and description in the table as follows:

Table 3.2
Sample

Class	Sample
X-IPA	33
Total	**33**

As the result, X-IPA was taken as the sample of this research, and its functions as the experimental group. The experimental group was taught by applying Presentation Practice Production (PPP) Approach.

C. Research Design

This research was conducted by using an experimental quantitative research. There was one group of students in this study, namely one group pre-test post test. The experimental group was taught by using Presentation Practice Production (PPP) Approach. The experimental group was given a pre-test before doing treatment.

In the experimental group, the treatment was taught by using Presentation Practice Production (PPP) Approach. After the treatment, the experimental group was given a post-test. The design was applied in order to investigate the effect of applying Presentation Practice Production (PPP) approach on students' writing achievement.

Table 3.3
Research Design One Group Pre-test Post-test

Sample	Pre – Test	Treatment	Post – Test
Experimental Group	O_1	Presentation Practice Production (PPP) Approach (X)	O_2

Where:

O1   : pre-test before giving treatment.

X   : treatment by using Presentation Practice Production (PPP) Approach.

O2   : post-test after giving treatment.

D. Instrument of Collecting Data

In collecting the data, writing test used in this research. Writing the text was given with a clear and reality defined for the topic, which was motivate them to write. Therefore, the sample was asked in writing recount text. Which tell about an experience in the past, they have known well. In the term topic was given the sample only asked for the topic to be written and to know students' achievement in writing.

The collected data used an important part in conducting a study. The data of this study were collected by using a test. In collecting the data, pre-test, treatment, and post-test was used. The test of pre-test and post-test was the same in the experimental group.

a. Pre-Test

Before treatment, a pre-test was administrated to the experimental group. The function of pre-test was used to find out the students' achievement in writing before having treatment. The pre-test was writing test.

b. Treatment

The activities during the treatment were used Presentation Practice Production (PPP) Approach in teaching recount text in the experimental group.

Table 3.4
Treatment for Experimental Group

Experimental Group	
Teacher Activities	**Students Activities**
1. Teacher greeted students to open the class (good morning).	1. Students answered the teachers'.
2. Teacher told the students about learning objectives.	2. Students listened the learning objectives.
3. Teacher introduced the material and explained to the students about the theory of recount text (definition, generic structure, language feature, and grammatical pattern). (Presentation)	3. Students paid attention to the teacher's explanation.
4. Teacher gave the copy recount text to the students and the students read the text.	4. Students received the copies and read the text.
5. Teacher asked the students to read and identified the example of recount text.	5. Students read the text carefully and made notes of the reading individually that their got from the text.
6. Teacher asked the students to identify tenses used in the text, characteristic of the text, and what about text the individually and asked students to practice in front of the class what they had been thinking in a note individually. (Practice)	6. Students presented their notes and practice in front of the class.
7. Teacher asked the students to make	7. Students made a new writing text

a writing text individually from their experiences with use their own words, determine generic structure and present their new recount text in front of the class. (Production)	about recount text, the text based on their experiences and submit their own words.
8. Teacher and students were evaluating investigating and resulting of their new recount text.	8. Students listened carefully to teachers' explanation.
9. Teacher made a conclusion and gave feedback.	9. Students and teacher made a conclusion together.

c. Post-Test

After teaching the students writing achievement by using Presentation Practice Production (PPP) Approach to the experimental groups, the researcher gave the experimental group a post-test in order to see the result whether the approach is effective or not. The post-test was writing test. The test of post-test and pre-test was the same.

Based on Arikunto (2012:245) the researcher can classify the students' scoring in writing as follows:

Table 3.5
The Scoring of Writing Ability

No.	Level of Achievement	Students' Mark	Grade
1	Excellent to very good	80 – 100	A
2	Good to average	66 – 79	B
3	Fair to poor	56 – 65	C
4	Poor to very poor	40 – 55	D
5	Very poor	30 – 39	E

E. Technique for Collecting the Data

In collecting data, some steps were applied as follows:

1. Giving pre-test to experimental group.

2. Giving treatment to experimental group by using Presentation Practice Production (PPP) Approach.

3. Giving post-test to experimental group.

4. Listing the score of pre-test and post-test into table for the experimental group.

F. Technique of Analyze the Data

After collecting the data from the test, the data was analyzed by using some steps, the following procedures were:

1. Finding the correlation of the teaching approach.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum_x 2 - (\sum x)^2)(n \sum_y 2) - (\sum y)^2)}}$$

2. Determining T-test by formulation.

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Testing Linear Regression

$$\hat{y} = a + bx$$

With :

$$b = \frac{n \sum xy - (\sum x)(\sum y)}{(n)(\sum_x 2) - (\sum x)^2}$$

$$\alpha = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

Where:

$\hat{y}$ = Individual Work

a = Constant

x = Independent Variable

b = Correlation Coefficient

4. Finding the significant effect by formulation:

$$D = rx_{y^2} \text{ x } 100\%$$

G. Statistical Hypothesis

In this research, statistical hypothesis were described whether the hypothesis was accepted or rejected. The statistical hypothesis formula is:

Ho : T – observe < T – table

Ha : T – observe > T – table

Where:

Ho : There is no significant effect of applying Presentation Practice Production (PPP) Approach. (the hypothesis is rejected)

Ha : There is a significant effect of applying Presentation Practice Production (PPP) Approach. (the hypothesis is accepted)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the writing test. There were two kinds of test for the experimental group, pre-test and post test. The following was students' score on the pre-test and post-test of the experimental group. That was the results of the pre-test and post-test in the experimental group in the table 4.1.

Table 4.1

The Score of Pre-Test and Post-test of Experimental Group

No.	Students' Initial	Pre Test (O1)	Post Test (O2)
1.	AS	60	85
2.	AA	60	90
3.	AH	80	95
4.	DS	80	90
5.	DA	45	75
6.	DP	65	85
7.	DA	65	90
8.	DP	55	80
9.	FH	75	90
10.	FR	70	95
11.	FS	60	75
12.	GA	75	95
13.	HT	60	85
14.	HA	60	85
15.	IR	70	90
16.	KH	65	90
17.	MA	45	80
18.	MA	40	80
19.	MP	40	75
20.	MW	45	80
21.	MR	50	80
22.	NS	55	85

No.	Students' Initial	Pre Test	Post Test
23.	PS	55	85
24.	RP	65	80
25.	RN	70	85
26.	RA	65	85
27.	SM	45	75
28.	S	65	85
29.	TS	65	85
30.	TC	45	80
31.	WA	80	95
32.	WO	60	80
33.	XO	65	80
	Total Score	**2000**	**2790**
	Mean	**60.61**	**84.55**

Based on the data in the table 4.1 showed that mean of pre-test was 60,61 and the mean of post-test was 84,55.

B. Data Analysis

1. Finding Correlation

Table 4.2

The Calculation Table of Experimental Group

No.	Students' Initial	Pre Test (X)	Post Test (Y)	X^2	Y^2	XY
1.	AS	60	85	3600	7225	5100
2.	AA	60	90	3600	8100	5400
3.	AH	80	95	6400	9025	7600
4.	DD	80	90	6400	8100	7200
5.	DA	45	75	2025	5625	3375
6.	DP	65	85	4225	7225	5525
7.	DA	65	90	4225	8100	5850
8.	DP	55	80	3025	6400	4400
9.	FH	75	90	5625	8100	6750
10.	FR	70	95	4900	9025	6650
11.	FS	60	75	3600	5625	4500
12.	GA	75	95	5625	9025	7125
13.	HT	60	85	3600	7225	5100
14.	HA	60	85	3600	7255	5100

15.	IR	70	90	4900	8100	6300
16.	KH	65	90	4225	8100	5850
17.	MA	45	80	2025	6400	3600
18.	MA	40	80	1600	6400	3200
19.	MP	40	75	1600	5625	3000
20.	MW	45	80	2025	6400	3600
21.	MR	50	80	2500	6400	4000
22.	NS	55	85	3025	7225	4675
23.	PS	55	85	3025	7225	4675
24.	RP	65	80	4225	6400	5200
25.	RN	70	85	4900	7225	6950
26.	RA	65	85	4225	7225	5525
27.	SM	45	75	2025	5625	3375
28.	S	65	85	4225	7225	5525
29.	TS	65	85	4225	7225	5525
30.	TC	45	80	2025	6400	3600
31.	WA	80	95	6400	9025	7600
32.	WO	60	80	3600	6400	4800
33.	XO	65	80	4225	6400	5200
	Total Score	**2000**	**2790**	**125450**	**237080**	**171875**

N $\quad$ = 33

$\sum X$ $\quad$ = 2000

$\sum Y$ $\quad$ = 2790

$\sum X^2$ $\quad$ = 125450

$\sum Y^2$ $\quad$ = 237080

$\sum XY$ $\quad$ = 171875

Based on the data in table 4.2 finding the correlation between Pre-test and Post-test by using this formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum_x 2 - (\sum x)^2)(n \sum_y 2) - (\sum y)^2)}}$$

$$r_{xy} = \frac{33(170875) - (2000)(2790)}{\sqrt{33(125450) - (2000)^2 \quad (33(237080) - (2790)^2}}$$

$$r_{xy} = \frac{5638875 - 5580000}{\sqrt{(4139850-4000000)\ (7823640-7784100)}}$$

$$r_{xy} = \frac{58875}{\sqrt{(139850)\ (39850)}}$$

$$r_{xy} = \frac{58875}{\sqrt{5535263000}}$$

$$r_{xy} = \frac{58875}{74399,35}$$

$$r_{xy} = 0,8$$

2. **Determining T-Test**

    After testing the correlation continued with determining T-test.

$$t = \frac{r\ \sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0,8\ \sqrt{33-2}}{\sqrt{1-(0,8)^2}}$$

$$= \frac{0,8\ \sqrt{31}}{\sqrt{1-0,64}}$$

$$= \frac{0,8\ (5,56)}{\sqrt{0,36}}$$

$$= \frac{4,44}{0,6}$$

$$= 7,4$$

From the t-test above, t-observe = 7,4 with df = n-2. So, 33-2 = 31 and t-table = 2.040. If t-observe > t-table. The alternative hypothesis Ha is accepted and 7.4>2.040. So, the hypothesis was accepted.

3. Testing Linear Regression

$$\hat{y} = a + bx$$

In finding y find the value of a and b with the following this formula:

$$b = \frac{n \sum xy - (\sum x)(\sum y)}{(n)(\sum_x 2) - (\sum x)^2}$$

$$= \frac{33\,(170875) - (20000\,(2790)}{33\,(125450) - (2000)^2}$$

$$= \frac{5638875 - 5580000}{(4139850 - 4000000)}$$

$$= \frac{58875}{139850}$$

$$= 0,42$$

$$\alpha = \frac{\sum y}{n} - b\,\frac{\sum x}{n}$$

$$= \frac{2790}{33} - (0,42)\,\frac{2000}{33}$$

$$= 84,55 - 25,45$$

$$= 59,1$$

After finding the value of a and b, input the value and the finding as at the following:

$$\hat{y} = a + bx$$

$$\hat{y} = 59,1 + 0,42$$

4. **Calculating Determination**

$$D = rx_{y^2} \text{ x } 100\%$$

$$= (0,8)^2 \text{ x } 100\%$$

$$= 0,64 \text{ x } 100\%$$

$$= 64\%$$

From the determination above it was known that the effect applying Presentation Practice Production (PPP) Approach on students' writing achievement was 64% and 36% of the other factors.

C. Discussion and Finding

By consulting, analyzing of the data, it is clearly stated that there was an effect of Presentation Practice Production (PPP) Approach on students' writing achievement. It can be simple see from the differences of mean score of Pre-test and Post-test in experimental class. They were 60,61 in pre-test and 84,55 in post-test of experimental class, the mean of pre-test increases after applying Presentation Practice Production (PPP) Approach from 60,61 to 84,55.

Based on the testing of hypothesis, the value of t-observe > t-table it means that there was a significant effect of applying Presentation Practice Production (PPP) Approach on students' writing achievement. The value of the effect was about 64%.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analyzing in Chapter IV, the conclusion can be drawn as the following:

From the determination it was known that the effect of applying Presentation Practice Production (PPP) Approach on students' writing achievement was 64% and 36% was influenced from other factor. Based on the result of the pre-test and post-test the researcher found there were students' writing achievement, which is proven from the result of the test t-observe > t-table or 7,4>2,040. The fact hypothesis Ha was accepted and Ho was rejected.

B. Suggestion

The study showed that the applying of Presentation Practice Production (PPP) Approach could improve the students' achievement in writing recount text. Based on the conclusion given, the researcher suggests that:

1. English teachers should apply Presentation Practice Production (PPP) Approach in their teaching learning process so that they can improve their students' achievement in writing recount text because this approach is designed to let students sharing their ideas to write in good text. So it is expected for the students to write a text especially recount well.

2. Students should apply this learning approach in writing because it can stimulate students' thinking when the students their own idea and share to

others. Therefore, the students will find by applying Presentation Practice Production (PPP) Approach is easier to write down their ideas into a good text.

3. The readers who interested in further study related to this research should explore the knowledge to enlarge their understanding about how to improve students' achievement in writing and search other references.

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