IMPROVING STUDENTS’ WRITING SKILL BY USING PQP (PRAISE, QUESTION, AND POLISH) TECHNIQUE
(A Classroom Action Research in XI MIA 1 Grade at SMA Negeri 7 Surakarta in 2015/2016 Academic Year)

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ABSTRACT

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The aims of the study To find out using Praise, Question, and Polish Technique to improve students’ writing skill at the eleventh grade students of SMA Negeri 7 Surakarta and to know the use of praise, question and polish (PQP) technique can improve writing skill in XI MIA 1 grade at SMA N 7 Surakarta.

The method used in this research was an Action Research. The researcher conducted the research in two cycles at XI MIA 1 of SMA Negeri 7 Surakarta from August to October 2015. In collecting the data, the researcher used observation, interview, field note, and test (pre – test and post – test). The research findings show that the use of Praise, Question, and Polish Technique can improve students’ writing skill. The improvements of the students can be seen from the followings: (1) the students are able to develop the supporting details of the topic; (2) the students are able to organize the supporting idea to make well formed text; (3) the students can use the correct spelling and punctuation; and (4) the students can use effective words and grammar.

The improvement of the students’ writing competence can be seen from the improvement of the mean score of pre – test (65.2), post – test one (72.2) and post – test two (79). The class condition had also improved. The improvement of class condition includes: (1) the students’ participation are better, (2) the students are more active and enthusiastic during the teaching learning process, (3) the students pay more attention and more focus on the activities during the teaching learning process.

In conclusion, Praise, Question, and Polish Technique can improve students’ writing skill and the condition in the classroom.

Key words: Writing Skill, Classroom Action Research, (PQP) Praise, Question, and Polish Technique.
INTRODUCTION

Language is an extraordinary skill in the world. It is an effective technique of communication of our feelings. Language reflects both the individual characteristics of a person, as well as their beliefs and practices of their community. Every human learns this fabulous skill to interact with other social creatures. They need to share many things in their life, such as: ideas, histories, news, advices, suggestions, and many other. Language is an important skill that should be learned by students. In Indonesia, especially in Junior and Senior High School, English language is a very important language that should be mastered by students.

Learning English cannot be separated from four main skills. The four main skills of the English language are reading, listening, speaking, and writing. Writing is one of subjects which important in teaching English besides listening, speaking, and reading because it is a kind of written forms in communication. Writing is an important skill that must be mastered by students in learning English language. SMAN 7 Surakarta is one of the senior high schools that uses 2013 Curriculum. At SMAN 7 Surakarta, English is taught twice in a week with time duration about 90 minutes (2x45 minutes). Based on the researcher’s observation at XI MIA-1 grade at SMA N 7 Surakarta, writing has been taught by using some techniques by the teacher of English. Generally, the teacher introduced to the students what material they studied. The teacher presented the material and reviewed the characteristics of the texts based on genre given including the kinds of the texts, the purpose of the texts, the text organizations, and the language features. Then, the teacher described the way how to write monologue texts or essay based on the technique given at that time and teacher gave the example. After that, the teacher asked
the students to write monologue texts or essay based on the genre given in some paragraphs. Finally, the teacher and the students concluded the materials together. Basically, the teacher had applied some interesting strategies and techniques in teaching writing. In fact, some students still had some problems in writing skill. The KKM (Kriteria Ketuntasan Minimal) of English lesson at SMA N 7 Surakarta was 75. For those who get the score more than 75, they pass the KKM and for those who get less than 75 it means that they do not pass the KKM. In this lesson, most of the students could not pass the KKM (Kriteria Ketuntasan Minimal).

In fact, based on the researcher’s observation at XI MIA-1 grade at SMA N 7 Surakarta, the researchers found many problems. There are some problems in writing. First, the students had lack of vocabulary especially in choosing words to make good sentences, so the students could not express their ideas and opinions. Second, the students did not understand how to write well and what should they write. In this case, the students found difficulty to find ideas that should be written and they had difficulty to organize their ideas and opinions. Third, the students did not understand how to develop the text into good generic structure. They inclined to make sentences grammatical error. As result they did not have motivation to write well. Then, they did not revise and edit after writing such as checking grammar, spelling, and punctuation so that they did not know their mistakes in writing. Therefore, they could not produce a good writing. Then, when the researcher explained the material of writing or gave task to them, the students did not pay attention on it but they were busy with other activities for example, playing with their pens or just talking to their friends. Moreover, if the students
could not finish their work then the researcher asked them to do at home. Unfortunately, the students did not understand their weaknesses and their improvement in writing.

Related the problems above, the students need an appropriate strategy or technique to improve their writing skill that can be as a solution for their problem in writing. The researcher as facilitator should have to find the solution by finding out or more appropriate techniques to improve their writing skill. Praise, Question, Polish is one of the techniques used to elevate their writing skill. It is a simple technique in cooperative learning.

Praise- Question- Polish (PQP) technique was first suggested by Bill Lyons (1981:42-43) 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). It helps students focus on their writing as well as maintain a positive attitude toward the critique process (Neubert and McNellis, 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 (Baliya, 2013).
Based on the researcher’s observation at XI MIA-1 grade at SMA N 7 Surakarta, the advantages of using (PQP) are: (a) Help students to focus to their writing and give feedback to their writing process. (b) The students tend to be motivated and enjoy with the activities in the each teaching procedures. As a result, the students were not bored and could understand the text more easily. (c) Leads the students to be good writers as well as good editors. In this case, the students will work in pairs or in a group to edit their friend’s writing. (d) Makes the students able to clarify what is the important part that should be stated in writing and what should not be. (e) gives students time to analyze what they understand, critically evaluate their learning, and identify their troubles and also helps the students to learn how editing and revising in writing.

Considering the students’ problems above, the researcher interested in investigating these problems by conducting a research entitled: “Improving Students’ Writing Skill by Using PQP (Praise, Question, and Polish) Technique (A Classroom Action Research in XI MIA-1 Grade at SMA N 7 Surakarta in 2015/2016 Academic Years)”.

RESEARCH METHODOLOGY

The research was conducted at SMA N 7 Surakarta. This school is located on Jl. Mr. Muh. Yamin 79, Tipes village, Serengan sub-district, Surakarta, Central Java. The students are from various areas with various level economic families. Most of the students have the difficulties in writing and they have under average ability. The classroom action research was done in XI MIA-1. In the schedule, this research was carried out during 3 month
In this study, the researcher took one class on eleventh grade that’s XI MIA-1 students at SMA N 7 Surakarta. The number of students are (30) include (16) boys and (14) girls.

This research is a classroom action research. This research was intended to improve the first grade students’ skill of SMA N 7 Surakarta, particularly XI MIA-1 in writing by using (PQP) technique.

Classroom Action Research (CAR) follows the same steps as the general scientific model, although in a more informal manner. The CAR process can be conceptualized as a seven-step process (Bell, 1993; Sagor, 2000; and Hubbard and Power, 1993).

In classroom action research, the researcher use conceptual model for getting started on action research. This research used action research cycle from Stephen Kemmis and Taggart (1899).

![Picture 1. Simple action research model by Stephen Kemmis and Taggart (1998)
The researcher got the data from the sources, because in every research there should be data to study. The data source in a research basically subjects from data that got by the student.

1. Test

According to Brown (2003: 3), test is a method of measuring a person’s ability, knowledge, or performance in a given domain. The researcher used the test to get the data result about process of learning writing skill. The test were pre-test and post test. The pre-test was completed before implementing Praise, question, polish Technique and to evaluate students’ writing skill at first. On the other hand, post-test is implementated after using Praise, Question, polish Technique. The type of the test is essay.

2. Interview

Burns (2003: 74) defines interviews as a classic way in research to conduct a conversation that explores the focus area. The number of people that we choose to interview will depend on time available as interviews can be more time consuming than observations or surveys. The researcher used this interview to collect qualitative data. The participants were the teacher and the students.

3. Observation

Observation is one of the instruments in collecting data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students’ feeling, thinking, and something they do in teaching learning process
4. Document

Burn (1999: 140) state that documents could be pertinent to the research focus, including student portfolios of written work, student records and profiles, lesson plans, classroom materials, letters, class memos and newsletter, and previous test or examination paper. The researcher collected the document from photographs, lesson plan, and list of students’ test.

According to Weigle (2002) there are five components presented in the analytical scoring rubric for writing, are: content, organization, vocabulary, language use, and mechanics.

To get the mean of students’ writing score uses the formula (Anas Sudijono, 2008):

\[
M_x = \frac{\sum X}{N}
\]

M\(_x\) : Mean

X : Individual score

N : Number of students

To get the class percentage which passes the minimum mastery Kriteria Ketuntasan Minimal (KKM) 75 (seventy six), the researcher uses the formula (AnasSudijono, 2008):

\[
P = \frac{F}{N} \times 100\%
\]

P : the class percentage

F : total percentage score

N : number of student
THE RESULT OF THE RESEARCH

The result was carried out at XI MIA 1 of SMA N 7 Surakarta. The researcher took about three months from August until October to finish this research. The aim of the research is to find whether Using PQP (Praise, Question, and Polish) Technique Improve XI MIA-1 at SMA N 7 Surakarta in 2015/2016 Academic Years.

In this section, the researcher presented the discussion of research finding. Based on the pre- research, the researcher found some problems of students’ writing skill, such as they felt afraid if they made mistakes in writing. They did not know what will they wrote in their text. They did not understand about the basic structure of English sentence. They had a low participation and motivation in learning English.

From the facts above, the researcher proposed the way of teaching writing by using Praise Question Polish Technique. The result showed that Praise Question Polish Technique can improve students’ score. It could be seen from the score of post test II. The mean score was better than post test I. The mean score of post test II was 79 while the mean score of post test I was 72.2. It mean that the students had good improvement and their writing skill was increase. The students also achieved Kriteria Ketuntasan Minimal (KKM) score by using Praise, Question, Polish technique.

Praise Question Polish also improve another aspect of writing. First, developed the ideas. Praise Question Polish Technique helped the students to developed their ideas easily. Second, used correct grammar. In report text, the tense was simple present tense. Praise, Question, Polish Technique helped the students to apply the using of simple present tense more easy in making Report text. Third, using correct mechanism. Praise
Question Polish Technique helps the students more aware about punctuation and spelling, and, getting vocabulary.

To know the significant difference in every test, the researcher. The mean score of pre-test was 65.2 and the mean score of post-test I was 72.2.

The researcher conducted the research in two cycles and every cycle consists of two meetings. In first meeting of cycle one, the researcher gave material about basic sentence patterns and what Praise Question Polish technique was. He also gave example of using Praise Question Polish technique. In second meeting, the researcher explained about report text especially described Place, Plant or Animal and how to use Praise Question Polish Technique in making a good report text. He gave explanation about definition of report text, the generic structure and language features of report text. He also introduced simple present tense. In Second meeting, the researcher gave post test I to know the students' improvement after implementing the technique. In cycle two, first meeting, the researcher reviewed the material about Report text and gave explanation about simple present tense. In second meeting, the researcher gave more detail explanation about Report text so the students could understand clearly. He also explained more about simple present tense. The researcher gave post test II to know the result after implementing the action.

The researcher also found that Praise Question Polish Technique had strengths. Praise Question Polish Technique was a technique that could help the students to developed their ideas in made report text. This technique could help the students used correct grammar of simple present tense supported by Lyons Housel (2002) that Praise –
Question - Polish technique is a good technique for peers to edit each other’s writing work.

From the discussion above, the researcher concluded that Praise Question Polish Technique was the effective technique to help the students to improve their writing skill especially in XI MIA 1of SMA Negeri 7 Surakarta. This technique can improve the students’ English skill there likes their vocabulary, grammar, mechanism, content and organization.

DISCUSSION

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Based on the result of research finding, the conclusion can be drawn that Praise Question Polish (PQP) can improve students’ writing skill, especially in report
text. It was viewed from conclusions of answering problem statements of this research as follows:

1. Praise Question Polish Technique can improve the students’ writing skill of Eleventh grade students of SMA Negeri 7 Surakarta. It can be seen from the result of mean score before and after implementing the action through pre test and post test. The mean score of pre test is 65.2 and it increases became 72.2 in post test I. And then, it increases more better became 79 in post test II. The scores of all test involves five elements, there are content, organization, grammar, vocabulary, and mechanism.

2. Praise Question Polish Technique also can make the class XI MIA 1 of SMA Negeri 7 Surakarta better. The students looked more active and not ashamed when to ask questions to the researcher. They were also interested in learning report text using Praise Question Polish Technique.

**SUGGESTIONS**

Based on the result above, the researcher Gave the suggestions. The suggestions will be useful for teachers, students and other researchers. The suggestions as follows:

1. For the English teacher

   In teaching learning process, teachers need an interesting technique to eliminate the students’ boredom during the lesson and attract them to be interested in teaching learning process. Praise Question Polish Technique can be used as one alternative technique in teaching writing report text. The teacher should be able gave
more attention and interested material to the students in teaching writing. Furthermore, the teacher always keeps the students’ motivation and always be a good model for them.

2. For the students

   The students should keep on motivating and developing what they have already reached in learning writing. They should practice Praise Question Polish Technique in order to improve their writing skill especially in learning report text. By using Praise Question Polish Technique, they can also improve their vocabulary.

3. For the other researchers

   This research can be used as a reference and be the alternative guidance in conducting the same study of obtaining the better result. Besides that PQP can be applied not only for writing skill but also for teaching the other skill. Moreover, future researchers should maximize the use of Praise Question Polish in teaching learning process.
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