THE IMPLEMENTATION OF PRAISE QUESTION POLISH TECHNIQUE IN WRITING CLASS

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ABSTRACT

The aims of the research were 1) to know whether Praise Question Polish technique can improve students’ writing skill at the Eleventh Grade of SMA Al-Muayyad Surakarta and 2) to know whether Praise Question Polish technique can solve problems in teaching writing at the Eleventh Grade of SMA Al-Muayyad Surakarta. In order to achieve the aims, the researcher conducted a classroom action research. The research was conducted to know if there was an improvement in students writing skill. The research was conducted in two cycles. In collecting the data, the researcher used test, interview, observation, and documentation. In analyzing the data, the researcher used quantitative data (pre-test and post test) and qualitative data (data collection, data reduction, data display and conclusion). The research was conducted at the eleventh grade of SMA Al-Muayyad Surakarta in 2015/2016 Academic Year. The total number of students was 27 students. The research implementations showed that: Praise Questions Polish technique could improve some aspects of the students such as: Vocabulary, organization, content, grammar, and mechanic. It could be seen from some indicators. (1) the students could write in a good organization and generic structure. (2) they produced text in a good organization according to the generic structure of descriptive text, which consist of identification and description. (3) they could produce a good written text with a good grammatical and language features based on the descriptive text language features. and (4) the technique gave them stimulus about certain topics that can make them easily to reconstruct a text based on the material by their own words. Besides, Praise Questions Polish is a good technique to improve students’ writing skill. It can be seen from the result of the research as follows: the mean score of pre-test was 60, in Post Test 1 it was 67.7, and improved to 75.1 in Post Test 2. The use of interesting topics that are easy to be understood by the students increased the students’ enthusiasm and their motivation in writing. From the research, the researcher concludes that Praise Questions Polish can improve the students’ writing skill at the Eleventh Grade of SMA Al-Muayyad Surakarta in 2015/2016 Academic Year.

Keyword: Praise Questions Polish, Writing, Action Research
INTRODUCTION

Nowdays, learning English in this global era is a need as more television programmes, major newspapers, and magazines use English. This is why people in many countries who do not have English as mother tongue need to learn English to be part of globalization. Crystal (2003: 3).

In senior high school teaching and learning English includes four skills: listening, speaking, reading, and writing. Writing in senior high school students are expected to be able to express their ideas in good writing, both interpersonal and transactional, in forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition in daily life”. Nunan (2003: 88) states that “writing is a form of communication and a process of expressing and impressing ideas into a product of writing, translating our thought into language. Linse (2005: 98) says that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Richards and Schmidt (2010: 640) state that “writing is a result of complex processes of planning, drafting, reviewing, and revising”. It means that writing has complex processes in producing a product, namely planning, drafting, reviewing, and revising.

In this study, the researcher did pre observation and interview and it was known that the KKM in English subject at SMA Al-Muayyad in class XI-A was 75, but only 45 percent students reached the KKM. It means more than half of the students in the class failed. Furthermore, based on the pre observation and interview, it was known that: 1) Many students did not know how to write well, 2)
They thought that their vocabulary mastery was limited, 3) That they did not know how to write using good grammar, 4) They did not know how to express their ideas well in writing, 5) The teacher used traditional method in class, where the teacher only explained and gavetask based on textbook.

Teachers have an important role in teaching learning English. To help the students, teachers need a good technique to be implemented in classroom, so that the students will be more interested in learning English and can improve their score.

To help the students, teachers need An appropriate technique to be implemented in classroom. Neubert and Nellis (1986) promote a technique named PQP (Praise Question Polish) in teaching writing. In this technique, each student takes turn by being a writer and other students can respond while the appointed student reads his or her work aloud. The other students who gives respond became listeners.

According to Hyland (2003: xv), Writing is among the most important skills that second language students need to develop their idea which emphasizes the view that writing involves composing skills and knowledge about texts, contexts, and readers. Harmer (2001: 79) states that “Writing as a skill is by far the ability to write letters, how to put written reports together, and know some of writing special conventions (punctuations, paragraph construction).

In teaching writing, teacher is the one who takes a control about what students write and how they write. It means there are writing as process and writing as product. Writing as process is a way of knowing. The teacher should
guide students how to write, let them know whatever they want, let them ask every question to figure out the answer they looking for. Writing as product is a way of telling. Before asking students to compose a paper, the teacher should tell them what they have to do and show them how to do. All students have to do is: generating their ideas and organized their ideas.


Moreover Harris (2008) states that 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.

Neubert and McNelis (1990: 52), PQP technique requires group members (usually two to five per group). The students are required to respond the writing through three steps: The first is Praise which stands for what is good about writing?. In this step, the students are required to give a praise statement to the author’s draft. The second is Questions which stands for what do you not understand? It means that the students are required to ask about something which they are not understand. The last is Polish which stands for “what specific suggestion for improvement can you make?”. The students are required to give the suggestions in order to improve the author’s writing draft.

This research focuses on two problems firstly, it is to to know whether Praise Question Polish technique can improve the students’ writing skill at the Eleventh
Grade of SMA Al-Muayyad Surakarta in 2015/2016 Academic Year. Secondly, it is to know whether Praise Question Polish technique can solve problems in teaching writing at the Eleventh Grade of SMA Al-Muayyad Surakarta in 2015/2016 Academic Year.

METHODOLOGY

This research was a classroom action research. It was conducted at SMA Al-Muayyad Surakarta which is located at Jl. H. Samanhudi No.64, Laweyan, Surakarta. This study was conducted from February 2016 to April 2016 in 2015/2016 Academic Year. The subject of this research was the students of the Eleventh grade of SMA Al-Muayyad in 2015/2016 Academic Year. In this research, the researcher used class XI-A which consisted of 27 students: 10 boys and 17 girls.

The research was conducted in two cycles, each cycle had two meeting that ended with post test. The procedures were planning, implementing, observation, and reflecting.

To collect the data, the researcher used test and non-test. The test given before the action is referred as pre-test, and the researcher gave assignments during the implementation of the action and gave final test and at the end of each cycle as post-test. Non-test techniques of collecting data were interview, observation and document to collect the qualitative data.
RESULT AND DISCUSSION

From the collected data, the researcher analyzed the score of students’ writing skill. The pre-test was conducted on February 13\textsuperscript{th}, 2016 at SMA Al-Muayyad. In the pretest the students were asked to write a hortatory exposition textentitled “Why you should not smoke”. The mean score of pre-test was 60. This score is lower than the KKM (\textit{Kriteria Ketuntasan Minimal}) that is 75. Then, the researcher used PQP techniqueto solve the problems in two meetings. After that, the researcher gave them post-test one. Post Test one was held on March 12th, 2016 at SMA Al Muayyad Surakarta. The result of mean score from post-test one was 67.7. The students’ score was still under the KKM (\textit{Kriteria Ketuntasan Minimal}), but using PQP technique made changes for the students. The students generally showed improvement in content and they could write comments using PQP in groups as instructed by the researcher. In cycle one, the researcher found some strength and the weaknesses during the lesson. In the cycle one, the researcher found problems in teaching learning writing meeting one and meeting two in cycle one such as; the teaching and learning process ran slowly. Besides, they were still confused about the steps in PQP Technique, mainly the Praise step, they did not Praise enough and only focused on Polish-part. So, the researcher decided to conduct the next cycle to reach the goal of the research.

For the next cycle, to solve the problems that appeared in cycle one in which the students’ attention and their behavior in learning process did not really improve and also the areas of writing most of the students still had problems in punctuation clarity of main ideas in their writing. The researcher and the teacher
revised the plan. They planned two meetings in cycle two. In this cycle, the researcher chose a different materials. The materials were chosen specifically that could get the students paid attention during teaching and learning process. Besides, the researcher told the students not to worry much about punctuation and grammar because making mistakes was normal and everyone must have made mistake.

The result of post-test two showed a significant improvement in students’ score. The students’ mean score in cycle two was 75.1. The students’ mean score in cycle two achieved the KKM (*Kriteria Ketuntasan Minimal*) score that is 75. In the cycle two, the students were interested in the teaching learning writing. The students could produce a good sentence. The researcher concluded that teaching writing using PQP technique created an active and conducive classroom. In cycle two, the researcher found more strength than the weaknesses.

The implementation of teaching and learning process using PQP technique improves the students’ writing significantly. It shows a positive improvement of students writing, before the action research was conducted the students got difficulties in using punctuations and also had grammar problems, but after implementing PQP technique, these students show some improvements because their grammar gets better. The students writing improves using PQP technique. The improvement of the result of the action can also be identified from the comparison between the mean score of the tests.
The improvement can be seen from the students’ mean score. They can be seen in the Table below:

<table>
<thead>
<tr>
<th>Mean of Pre Test</th>
<th>Mean of Post Test 1</th>
<th>Mean of Post Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>67.7</td>
<td>75.1</td>
</tr>
</tbody>
</table>

The table showed the improvement of the students’ mean score of writing test. PQP Technique was suitable technique for teaching learning process. The mean score of pre-test was 60; the mean score of post-test one was 67.7; and the mean score of post-test two was 75.1. The comparison between the mean score of pre-test, post-test one and post-test two showed there were improvements of students’ writing skill. It could be summarized that there was significant improvement of the students’ writing skill using PQP Technique.

CONCLUSION

Based on the result of this action research, the researcher concludes that using Praise Question Polish in writing at XI grade students of SMA Al-Muayyad Surakarta was successful, the conclusions are as follows:

1. Praise Question Polish Technique can improve the students’ writing skill. In terms of the achievement and the process. It was indicated in their achievement in the score test. The pre-test score was 60. After conducting cycle one using Praise Question Polish Technique, their writing skill is getting better and better. Their score in the post-test one was higher (67.7) than pre-test. After having some meetings in cycle two, the students’ skill in writing increased highly to 75.1. It means that students
writing skill showed improvement and good progress by using Praise Question Polish Technique.

2. PQP can solve problems in teaching writing. Before, the students had problems in expressing their ideas, but using this technique, because the students had to work together in groups, they can help each other in the group and the students can express their ideas in writing better. Before the students also had problem in vocabulary, as they thought their vocabulary is limited, but using this technique, they also could expand their vocabulary mastery as in this technique, the students were challenged to use their own words.
References


