

CHAPTER I

INTRODUCTION

In this chapter, the writer describes: (a) background, (b) problems of the study, (c) objectives of the study, (d) significances of the study, (e) hypotheses, and (f) criteria for testing the hypothesis.

A. Background

Language cannot be separated from human life because language is one of important tools, especially as a tool of communication for all people in the world. According to Algeo (2010, p. 2), a language is a system of conventional vocal signs by means of which human beings communicate. As a tool of communication, people can use language in many aspects especially in education. It can be used for teaching and learning process because language as a mediator for teacher and learner to communicate each other.

Many languages can be used for communication, one of them is English. English is one of the languages which is used by many people to communicate each other. According to Algeo (2010, p. 1), English has become the most widespread language in the world. One of the examples is as an international language which has an important role in education area. In Indonesia, English is taught as a foreign language in school from elementary up to university. English is taught to the learner in order to be able to communicate with others in the world.

In the process of teaching and learning English, writing is one of the English skills subject that has to be learned beside listening, speaking, and reading. Writing has always formed part of the syllabus in the teaching of English (Harmer, 2004, p. 31). As one of the English skills, writing cannot be ignored in teaching and learning process. It is because writing is one of the ways for students to improve their knowledge. For example, students can share their ideas and express their feeling by writing. Besides, writing is a skill which should be taught to the students in order to improve their ability in writing process. So that, the students can write well and correctly. According to Harmer (2004, p. 31), writing encourages students to focus on accurate language used and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

The purpose of teaching writing is helping students who have difficulties in writing. Most of students have problem that might appear when the teacher gives exercise in writing. According to Torwong (2003, p. 1-2), one of the problems is that many teachers pay little or no attention to content; instead, the teachers mainly look at grammar and the mechanics of writing (punctuation and spelling) and correct errors from the first drafts. Therefore, the students will feel difficult to compose a good sentence in expressing their ideas related to the topic. They will feel lazy to write and are not motivated to follow teaching and learning process.

Based on the writer's informal interview to the teacher of English at SMA Muhammadiyah 5 Palembang, the writer also found the same problem

which is faced by the students at SMA Muhammadiyah 5 Palembang that they got difficulties in learning writing skill. The first problem, the students had difficulties when they tried to generate and develop ideas to tell the sequences of events. Second, they could not arrange the events in a correct chronological order. Then, they did not notice the generic structure of a text when they composed the draft. Probably, those are caused by the strategy that is used by the teacher. The strategy was not suitable for students. Therefore, the students were not motivated to study.

Based on the fact above, the writer would like to choose PQP (Praise-Question-Polish) strategy in writing recount text to the tenth grade of senior high school students. PQP strategy is a revision strategy by getting peer responses to the draft or writing by focusing on three elements for getting suggestions or responses from peers. Those are praise, question and polish.

This PQP (Praise-Question-Polish) strategy comes from peer response group by Neubert and McNelis (1990, p. 52). Before, peer response group is used as a strategy to give responses to a peer's draft. But many teachers feel difficult getting students to respond to one another's writing because the students just give a vague comment. They do not notice about the specific comments which can be used by peers to revise the draft. So that the students complain about the writing responses because their peers give a vague comment which cannot help them to get effective revision. Finally, they revise their own draft with suggestion in their mind.

In this case, Neubert and McNelis (1990, p. 52) states that for several years, in other settings with high-school and college students, they had been using an organizational technique with their peer-response groups called PQP-Praise-Question-Polish. This technique helps students focus on the task at hand as well as maintain a positive attitude toward the critique process.

In this study, the writer chose the tenth grade students of SMA Muhammadiyah 5 Palembang. It is because the material about recount text is taught in this grade and the students got difficulties in composing a text. In this study, the writer focuses on writing recount text because recount text is one of non-fictions writing which is generally felt to be more problematic because of linguistic features such as the use of specialist vocabulary, structure, and connectives. Consequently, the students need more support to produce their own non-fiction writing. Besides, the students also need personal comments to edit written recounts because they should focus on the examining of the sequence of events which can be further developed, summarized, or omitted. Therefore, by using PQP (Praise-Question-Polish) strategy, the students are taught to give personal comments and suggestions to another peers' draft. So that, they will get ideas from their peers to revise their draft in order to get a better recount text draft.

Based on the fact above, the writer is interested in implementing PQP (Praise-Question-Polish) strategy for the students of SMA Muhammadiyah 5 Palembang in writing recount text in order to know whether this strategy can increase the students' achievement in writing recount text or not. The writer

would like to conduct a research study entitled *“Teaching Writing Recount Text by Using PQP (Praise-Question-Polish) Strategy to the Tenth Grade Students of SMA Muhammadiyah 5 Palembang”*.

B. Problems of the Study

1. Is there any significant difference on the students' achievements in writing recount text taught by using PQP (Praise-Question-Polish) strategy and those who are taught by using teacher's strategy at the tenth grade students of SMA Muhammadiyah 5 Palembang?
2. What are students' responses on the implementation of PQP (Praise-Question-Polish) strategy?

C. Objectives of the Study

The objectives of this study are to find out:

1. Whether or not there is a significant difference on the students' achievements in writing recount text taught by using PQP (Praise-Question-Polish) strategy and those who are taught by using teacher's strategy at the tenth grade students of SMA Muhammadiyah 5 Palembang.
2. Students' responses on the implementation of PQP (Praise-Question-Polish) strategy.

D. Significances of the Study

The significances of this study will be useful for:

1. Students of SMA Muhammadiyah 5 Palembang

This study is expected to help the students of SMA Muhammadiyah 5 Palembang to be motivated in learning, to improve the students' ability in editing and revising their own or peers' writing draft especially recount text draft, and to help them to be a good writer.

2. Teacher of English at SMA Muhammadiyah 5 Palembang

The outcome of this study will be useful for teacher of English at SMA Muhammadiyah 5 Palembang to apply the suitable strategy in teaching writing especially in developing and improving the learners' ability in writing recount text by using PQP (Praise-Question-Polish) strategy.

3. Next researchers

The outcome of this study is expected to be useful for next researchers in providing the reference in doing research for the next.

E. Hypotheses

Fraenkel and Wallen (2009, p. 45) states that a hypothesis is, simply put, a prediction of the possible outcomes of a study. There are two hypotheses in this study, they are null hypothesis (Ho) and alternative hypothesis (Ha).

1. Null Hypothesis (Ho)

- a. There is no significant difference on the students' achievements in writing recount text taught by using PQP (Praise-Question-Polish) strategy and

those who are taught by using teacher's strategy at the tenth grade students of SMA Muhammadiyah 5 Palembang.

- b. Students give negative responses on the implementation of PQP (Praise-Question-Polish) strategy.

2. Alternative Hypothesis (Ha)

- a. There is a significant difference on the students' achievements in writing recount text taught by using PQP (Praise-Question-Polish) strategy and those who are taught by using teacher's strategy at the tenth grade students of SMA Muhammadiyah 5 Palembang.
- b. Students give positive responses on the implementation of PQP (Praise-Question-Polish) strategy.

F. Criteria for Testing the Hypotheses

The criteria used for testing hypotheses are follow as:

1. If the p-output (sig.2-tailed) is higher than 0.05 level and t-value lower than t-table (Df.78:2000), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.
2. If the p-output (sig.2-tailed) is lower than 0.05 and t-value higher than t-table (Df.78:2000), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.
3. If students' positive responses are lower than students' negative responses, the students do not agree that implementation of PQP

(Praise-Question-Polish) strategy is successful in improving students' achievement in writing recount text.

4. If students' positive responses are higher than students' negative responses, the students agree that implementation of PQP (Praise-Question-Polish) strategy is successful in improving students' achievement in writing recount text.