

THE IMPLEMENTATION OF PRESENTATION, PRACTICE, AND PRODUCTION (PPP) IN ENHANCING STUDENT'S WRITING ABILITY

Ni Putu Riska Dewi¹, Ni Wayan Krismayani^{2*}, Dewa Ayu Ari Wiryadi Joni³
Universitas Mahasaraswati Denpasar

Email: chrismayani@unmas.ac.id*

ABSTRACT

One of the four essential skills that must be learned is writing ability. The majority of junior high school students struggled with their writing abilities. The purpose of the current study was to ascertain if classroom action research may increase PPP among seventh-grade students at SMP Negeri 12 Denpasar during the academic year 2022–2023. The pre-test, post-test, and questionnaire were the researcher's instruments for achieving the goal of the current study. Pre-test results from the pre-cycle indicated that the subject's writing abilities were good, mainly descriptive paragraphs. The current classroom action research was subsequently completed using PPP. The second session's post-test I result revealed that the subject had made less progress than the previous pre-test. The results of the post-test II from the previous session also demonstrated significant improvement in the subject's writing abilities, which went from a decent level to an excellent one. Additionally, this study demonstrated that learning behaviour had changed because of the technique's success in enhancing the subject's writing abilities. In conclusion, the current classroom action research demonstrated that PPP might enhance the writing abilities of seventh-grade students at SMP Negeri 12 Denpasar in the academic year 2022–2023. The subjects also gave positive responses.

Keywords: Implementation, Writing, PPP

INTRODUCTION

One of the valuable skills in learning English is writing, which is used to communicate in writing. People may share ideas and ensure that information is in writing by putting it in writing. Additionally, mastering writing is critical. There are certain advantages to writing. Communication comes first. Good writing enables authors to communicate with audiences clearly and concisely. Second, writing is crucial for improvement, particularly for university students. They will use writing to complete assignments like essays, papers, proposals, thesis, etc. Third, writing can help people get employment. They can build curriculum

vitae by writing to submit employment applications.

The authors do more than only string words together to form sentences when they write. A good writer will go through several phases to create a piece of writing, including selecting a concept, soliciting feedback, organizing, writing, analyzing structure and value, and refining structure and content (Cahyadi et al., 2019; Murtini et al., 2018; Rahmah, 2017). We can emphasize the final product or the writing process while teaching writing. The students should be able to compose a few short paragraphs on subjects linked to their creativity and develop ideas more easily. Writing is one result of skills that can be descriptive, narrative, argumentative, etc.

Punctuation, grammar, spelling, vocabulary, and other writing skills must be fascinating. As a result, this stage requires that the students pay close attention. Everybody, though, can run into issues when they begin or are in the middle of creating something. According to (Adas & Bakir, 2013; Ariyanti & Fitriana, 2017; May Al-Gharabally, 2015; Rohim, 2019; Yoandita, 2019), most people find writing extremely difficult when attempting to express novel ideas and fresh perspectives in their language. The next step is for them to develop their writing skills.

Many students need to develop their paragraph-writing skills using text structure. To support their writing ability, the students must understand how to construct a paragraph. According to (Astrid et al., 2021; Made et al., 2022; Spahr, 2018) to write better, authors must have a growing understanding of who they are, how their ideas function, and how they acquire knowledge. Students can start by writing about their expertise to improve readability in writing instruction. Writing for your writers requires effort to start with. A lot of students require writing assistance. Young writers are frequently mystified by the act of writing. Students struggle with how to start their essays (Ariyanti & Fitriana, 2017; Dahl et al., 2023; Melekhina & Levitan, 2015). They must first write the writing and the steps for finishing it.

Writing is never a single action but a continual wise decision. The writing process consists of about four steps. The writers can first form ideas. They can choose a theme and gather ideas to explain it in this step. The writers organize their thoughts into a brief outline in the second step, organizing. The third writing stage entails the writers creating a rough draft while using their outline as guidance. The writers polish their writing in the last process, which is called polishing. Polishing works best when done in two stages. They must first correct the

paragraph. They must then revise the passage that the student wrote.

Writing is difficult since developing opinions, words, sentences, paragraphs, and structure requires careful thought (Cahyadi et al., 2019; Creswell, 1991; Rahmah, 2017). Additionally, it must be clear about requirements such as appropriate word choice, grammar, punctuation, and spelling. The practice of writing skills both within and outside of the classroom can be done in various ways (Hembrough & Jordan, 2020; Sadiku, 2015; Yunus & Salehi, 2012) From the observation, It can be concluded that the students require assistance structuring ideas before beginning to write. Most of the students struggle to write a paragraph. They require assistance formatting the paragraph correctly. They are frustrated about where to start and how to arrange them chronologically based on the general structure of the descriptive paragraph because most of them struggled to compose effective descriptive paragraphs. They still require assistance with concept organization and are afraid of making grammatical errors. They experience boredom and sleepiness as a result when learning. More motivation is required to get the students to grasp the material. Therefore, to help students become better writers, the teacher should make studying engaging and innovative. This issue can be resolved if a teacher chooses and uses efficient teaching techniques when teaching writing. As a result, teaching writing requires an effective method.

Following the justification, the researcher used the PPP technique to address the issues. The PPP techniques can aid students in creating representative paragraphs. In the first paragraph, the researcher will briefly explain the presentation phase under their control. Second, during the practice phase, students attempt written exercises while still guided by the teacher. The researcher gives the students constructive criticism throughout this stage and fixes any issues they may be

having. The students then could create a model paragraph using a general framework of 6–12 sentences during the Production phase. Typically, the researcher doesn't get involved. The PPP method has some benefits. The teacher added that the material utilized for the session is arranged from the easiest to the most challenging, making it simple to prepare for such a class (Lakuana & Siojam, 2020; Yen Phuong et al., 2015). In addition, the different activity kinds are ranked from the most to the least restricted. Several teachers also mentioned how simple this strategy is for beginning students and how communication works well.

The students require assistance composing descriptive paragraphs considering the explanation of the study's context. The critical issue in this study is that the students' poor writing abilities make it challenging to write representative paragraphs in adjunct. Consequently, the researcher must employ a suitable technique to improve the students' writing skills. Because the PPP technique can aid students in resolving their writing issues, this researcher decided to implement the PPP technique in teaching learning process. The research question, which may be framed based on the context of the study above, is: Can the writing proficiency of the seventh-grade students at SMP Negeri 12 Denpasar in the academic year 2022/2023 be improved by implementing PPP?

METHOD

The design of this study is Classroom Action Research (CAR). This study was conducted on the seventh-grade students of SMP Negeri 12 Denpasar. There were 11 classes of seventh-grade students. Class VII A was selected, which consists of 40 students and covers 22 females and 18 males. The researcher learned about some of the students' issues during the teaching and learning process based on an interview with an English teacher who teaches in this class. Two different types of research

instruments were used in this classroom action research. They are tests and questionnaire. Tests (pre-test and post-tests) comprised the first, while a questionnaire comprised the second. Quantitative data from the pre-test and post-tests are used to address the study topic. The questionnaire provided qualitative data on the students' reactions to various teaching methods. The data analysis for this study was done by averaging the results or scores from the pre- and post-tests. The author also makes a comparison between the pre-test and post-test scores to determine the improvement. The questionnaire's results could be used to support the current investigation as additional data.

RESULTS AND DISCUSSION

Finding

The goal of the current study was to solve a specific research issue. The present study's goal was to conduct classroom action research. Planning, action, observation, and reflection were the four interconnected steps of the current classroom action research design. Aside from that, the current classroom action study was conducted during cycles I and II and the pre-cycle. In addition, administering the research instruments allowed for collecting the necessary data for this investigation.

Pre-Cycle

Before applying the learning technique, the researchers examined the subjects' pre-existing abilities to write a sample paragraph. The pre-test was administered to the participants to ascertain the issue and determine their initial written score. The subject took a test on paragraph structure as part of the pre-test. The subjects were given forty minutes to create a descriptive paragraph. The pre-test was administered to the participants to identify the issue and calculate their initial writing scores.

A pre-test in text composition was given to assess the subjects' prior writing abilities for a descriptive paragraph. The subjects were given 40 minutes to produce a sample paragraph with six to twelve sentences broken into three paragraphs. The researchers have chosen the topic. "My Best Friend" is the theme. The statistics showed that the pre-mean test score was 67.82. The pre-mean test's score and the findings of the interview agreed. It also demonstrated the subjects' continued need for writing proficiency. The pre-test results also revealed that, out of 40 students, only 9 subjects achieved the required English language proficiency at SMP Negeri 12 Denpasar.

Cycle I

Cycle I began with planning. The researchers developed a lesson plan, learning materials, a sample paragraph, a worksheet for the students, and a post-test in this step to use the PPP technique. First, the researcher created a lesson plan using the school's Merdeka curriculum. The lesson plan was designed for two sessions, and since each session had a 90-minute time allotment, cycle I lasted 180 minutes. The researchers also produced the learning materials for the subjects taught across two sessions.

The subjects were instructed on the definition of the descriptive paragraph, its general structure, its social role, its language characteristics, and its descriptive paragraph about the person. The researcher also provided a subject connected to the cycle I learning material. The exercise was also created so the students could practice writing descriptive paragraphs. In addition, a post-test to assess the subjects' development in their writing was meticulously prepared for them after cycle I or session 2.

The statistics showed that the subjects' mean score was 79.95. Additionally, the analysis of the mean score from post-test 1 in cycle I above revealed that the

individuals' ability to write descriptive paragraphs improved due to guided writing. Additionally, in post-test 1, 37 out of 40 patients obtained the required passing score. Some topics could produce an excellent descriptive passage with a complete generic structure. Additionally, subjects could create a descriptive paragraph with the appropriate mechanics, punctuation, and format. However, further investigation was required since the success indication still needed to be met. The researchers extended the current classroom action research to cycle II to enhance the subjects' abilities, particularly in writing a descriptive paragraph.

Cycle II

The researchers had to go on to cycle II after examining the outcomes of the cycle I. Cycle II was carried out based on the post-test results from cycle I to improve better than cycle I. Cycle II has two sessions, namely sessions 3 and 4, similar to Cycle I. Planning, action, observation, and reflection were the four integrated activities used to carry out this session. Through this exercise, the researcher demonstrated how to implement the PPP technique in teaching-learning to enhance the subjects' ability to write descriptive paragraphs and achieve success indicators. The researcher also carried out cycle II, which was anticipated to yield more significant outcomes in the subjects' writing abilities after applying the PPP technique.

Since cycle II was predicted to have significantly higher writing skills than cycle I, it was essential to update the planning. In addition, the researcher developed a lesson plan, a sample paragraph, learning materials, a worksheet, a post-test 2, and a questionnaire before conducting cycle II. The lesson plan was carried out throughout two 90-minute sessions, totaling 180 minutes. It was very similar to cycle I. In addition, the researcher created instructional materials that include descriptions of terms, their general

structures, social functions, linguistic feature, and examples of descriptive paragraphs. In addition, the researcher created a worksheet so that the participants may practice their writing skills. This was created so they would comprehend the material better and perform better on the post-test. The researcher created post-test 2 in text construction to assess the subjects' writing progress after creating the lesson plan, instructional materials, example of a paragraph, and worksheet. The last session of cycle II or the post-test would be given. In cycle II, the researcher additionally created a structured questionnaire to get the participants' opinions on how the PPP technique was applied.

Post-test 2 was given after the teaching and learning process had been carried out using the PPP technique. The study aimed to gauge the individuals' writing proficiency, particularly concerning the capacity to write descriptive paragraphs. Although the subject of post-test 2 differed, the guidelines remained the same as those of post-test 1. The subjects were given specific topics and instructed to write a six to twelve-sentence descriptive paragraph on a person in forty minutes. There were 40 students took post-test 2, and the overall score was 3434.

To support the current research, extra needed data were also collected. After cycle II, data were gathered using a standardized questionnaire to learn how the subjects felt about using PPP to enhance their writing abilities. The questionnaire was created in Bahasa Indonesia, to ensure that the subjects would understand. Besides, the structured questionnaire consisted of ten items which had five choices that were constructed based on a Likert scale ranging from five (5) to one (1). The subjects' responses for strongly agree were 590; agree, 628; undecided, 306; disagree, 20; and strongly disagree, 11. The total responses of all items were 1555 responses.

Discussion

In the current investigation, there were two cycles run. In each cycle, there were two sessions. Additionally, it involved four related activities: planning, action, observation, and reflection. The pre-cycle was conducted as the first step in the research. After the pre-cycle, Cycle I and Cycle II were finished. Tests and a questionnaire were used as study instruments to gather the data. A deep conversation was required to develop a deeper understanding based on the pre-cycle, cycle I, and cycle II findings. After the researcher used PPP approaches during the cycle I, the subjects demonstrated progress in writing a descriptive paragraph; after session 2, a post-test was taken. The subjects' ability to write descriptive paragraphs increased after using the PPP technique. The mean score of post-test 1, which included 40 participants, was 79.95, and 37 met the predetermined minimum passing mark. The findings of post-test 1 demonstrated the subjects' capacity to write descriptive paragraphs after employing the PPP technique.

After using this PPP, some individuals could compose a solid paragraph that met the requirements of the grading rubric. Some subjects could also write a descriptive paragraph with the generic elements of identification, description, and conclusion. Therefore, the researchers chose to continue the classroom action research into cycle II to enable the researcher to achieve significantly better outcomes in enhancing their writing ability. The post-test 2 average score for cycle II was 85.85. The subjects' means had improved compared to the pre-test and post-test 1. The minimal passing grade was achieved in every subject during this cycle. The findings from cycle II also demonstrated that using the PPP technique might enhance the subjects' writing abilities, mainly when it came to creating a descriptive paragraph. The subjects were more engaged and enthusiastic in sessions

3 and 4 than they had previously been. They tried to write their paragraph correctly and showed a lot of enthusiasm in the practice session. Additionally, they listened more intently when the researcher in the classroom went over the course material. They completed the majority of the topics in their writing using a general structure and a good paragraph criterion. This section demonstrates how the topic can write effective paragraphs using cohesive sentences. Additionally, the participants who were inactive in cycle I appeared more engaged in cycle II and made an effort to critique or modify their friends' work. Furthermore, since the study's participants had already attained the intended success indicator, cycle II of this classroom action research could be concluded. The additional supporting information gathered through the distribution of the structured questionnaire was also used to support these results.

The effectiveness of the PPP technique, which might aid the subjects in developing their writing skills, particularly in creating descriptive paragraphs, was supported by the primary research findings in this study, as indicated by the elaboration mentioned earlier. The pre-test and post-test scores 1 and 2, which considerably improved following the teaching and learning process using the PPP technique, demonstrate this. This was further reinforced by the findings of the structured questionnaire, which revealed the subjects' favorable reactions to using the PPP technique to help them enhance their writing abilities, particularly in the creation of descriptive paragraphs. As a result, the current study concluded that incorporating the PPP technique into the teaching and learning process help the seventh-grade students at SMP Negeri 12 Denpasar enhance their writing skills.

CONCLUSION

To conclude, this classroom action research aimed to explore if the PPP technique enhance the writing abilities of

SMP Negeri 12 Denpasar seventh graders. Additionally, the current study aided the researcher in helping the subjects become better writers and resolve issues they were having. According to the evaluation criteria, they could compose a descriptive paragraph well. Implementing the PPP technique to hone their writing also received favorable feedback from the subjects. According to the findings of this study's pre-test, post-tests 1 and 2, and questionnaire, the seventh-grade students at SMP Negeri 12 Denpasar's writing proficiency can be improved by implementing PPP.

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