

**THE EFFECT OF PRAISE-QUESTION-POLISH (PQP) STRATEGY ON STUDENTS’
WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE STUDENTS OF SMA
SWASTA YPIS MAJU BINJAI**

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ABSTRACT

Based on School Based Curriculum, writing is one of the English language skills that must be taught and learned in Senior High School. SMA Swasta YPIS Maju Binjai is a school which uses K13 as the curriculum in the teaching and learning process. After doing observation in SMA Swasta YPIS Maju Binjai, the writer found that the students were difficult in developing a descriptive text. In this case, the teacher was expected to find a good strategy in order to give a contribution to increase the students’ ability in writing a descriptive text by applying Praise-Question-Polish (PQP) Strategy as a replacement of previous strategy or technique.

This research consisted of two variables, they were Praise-Question-Polish Strategy as variable X, and students’ writing descriptive text as variable Y. The type of this research was an experimental research. The writer used a quasi-experimental design with nonequivalent control group which was intended to find out the effect of using Praise-Question-Polish (PQP) Strategy on students’ writing descriptive text of the tenth grade students of SMA Swasta YPIS Maju Binjai.

In analyzing the data, the writer used a statistical analysis which used t-table. It was obtained that t-obtained was higher than t-table. It means, null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted. It could be stated that $6,971 > 1,672$. In conclusion, there was a significant effect of using praise-question-polish strategy on students’ writing descriptive text of the tenth grade students of SMA Swasta YPIS Maju Binjai.

Keyword : *Praise-Question-Polish (PQP) Strategy, writing, descriptive text*

INTRODUCTION

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing meanings, ideas or thoughts. Language is purely human and non-instinctive method because language is the most frequently used and most highly developed form of human communication.

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. English also is one of the important subjects for Senior High School and the students of senior high school are expected to be able to utilize some skills in English. There are four important skills that are expected to be mastered by the student, they are writing, speaking, reading, and listening. These skills are very important to be mastered because it can help the students to be able to communicate in English, as the target language.

According to Savignon in Murcia (2001:14), the skills needed to engage in writing activities are described subsequently as productive. So, writing is one of the productive language skills. Here, the writer will produce many aspects of writing when they are in the process of writing. So, practicing writing needs some processes in order to make a good piece of paragraph or essay.

Based on School-Based Curriculum, writing skill for Senior High School has two basic competences that should be achieved by the students at the first year in the second semester. First, the students are able to express the meaning of short functional written text (for example: announcement, advertisement, invitation card, etc) accurately, fluently and contextually to interact in daily life context. Second, the students are able to express the meaning and rhetorical step or simple essay accurately, fluently, and contextually to interact in daily life context in term of narrative text, descriptive text and news item. Meanwhile, the students are strived to be able to arrange the descriptive text.

SMA Swasta YPIS Maju Binjai is one of the schools applying School-Based Curriculum as the guidance in teaching and learning process. The demand of the minimum criteria of passing grade that is determined by English teacher is also relatively high with the score 75. Based on the writer's preliminary observation by interviewing the teachers of English language, writing has been taught by using conventional approach. It means that this approach make the students only produce the language based on what the teacher had given to them. The students like more filling in the blanks of the sentences or paragraphs. They are not accustomed to generating their ideas in writing paragraphs or essay.

Based on the writer's preliminary obseravtion at the first year of SMA Swasta YPIS Maju Binjai, the writer found some problems like some of students are not able to write the generic structures of text, they are not able to demonstrate the main idea, and more.

However, some students cannot fulfill the demand of the minimum criteria of passing grade (KKM) given by the English teacher. Therefore, the writer would like to try to apply a strategy in learning English called Praise-Question-Polish (PQP) Strategy. Praise-Question-Polish (PQP) Strategy is developed by Bill Lyons in 1981. Praise-Question-Polish (PQP) is a peer response strategy that fosters quality comments and constructive feedback. This strategy is also a good way for peers to edit each other's work, because after students have written a first draft, they meet with a partner and share what they like, what they do not understand, and also additional ideas of other's work.

Referring the problems described above, it is clear that most of the students in SMA Swasta YPIS Maju Binjai still have some problems that have to solve as soon as possible. The problems can be from students or the other factors.

The following problems such as:

1. The students found difficulties to write especially in descriptive text.
2. The students are not able to create a complete sentence in descriptive text.
3. There are many students who have limited understanding about English like grammatical, vocabulary and the other pattern.
4. The students' score of English subject is still low.
5. The students do not know what to write.

RESEARCH METHODOLOGY

The type of this research is Experimental research. According to

Creswell (2008:299), experimental research is used when the writer wants to establish possible cause and effect between the independent and dependent variables. In this research, the writer used a quasi-experimental design with nonequivalent control group which was intended to find out the effect of using Praise-Question-Polish Strategy on students' writing descriptive text at the first year of SMA Swasta YPIS Maju Binjai.

this research used two classes as sample. The first class function as an experimental class (X) treat by using Praise-Question-Polish (PQP) Strategy and the second was a control class (Y) which is treat without using Praise-Question-Polish (PQP) Strategy. In the experimental class, the students were given pre-test at the beginning of the teaching learning in order to know students' ability in writing descriptive text. Then, there will be a treatment in middle. During the treatment, the writer will corporate with the observer, and posttest was done at the end of the teaching learning processes in order to know the effect of using Praise-Question-Polish (PQP) Strategy on students' writing descriptive text.

To collect data, the writer applies writing descriptive test (essay). The criteria of scoring the test include generic structure and grammatical feature score of descriptive text. The score ranges are between 0-100.

In this research, the writer uses test (pre-test and post-test) for collecting data. The purpose of the research is to know students' ability in writing descriptive text by using Praise-Question-Polish (PQP) Strategy. In pre-test, the students will write descriptive text based on the topic given in 45 minutes. After that, the writer begin to do the treatment by using Praise-Question-Polish (PQP) Strategy in teaching writing descriptive text and gives an exercise of writing.

The technique which used in this research was applying the t-test formula as follows :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{X_1^2 + X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

DISCUSSION

The data shows that in experimental groups, the total score of pretest was 1715 and posttest is 2150. Moreover, in control group the total score of pretest is 1685 and posttest was 1925. The highest and lowest score in experimental group were 75 and 50 meanwhile the highest and lowest score in control group are 70 and 50 based on the data above, it proves that there are different scores between the two groups. After administering the treatment, the students' score in experimental group were higher than students' score in control group (see appendix I). The pretest and posttest students' score, the total and mean students' score from experimental and control group were described in the table as follows:

Table. Students' scores in pre-test

Statistical calculation	Experimental group	Control group
	Pre-test	Pre-test
Highest	75	70
Lowest	50	50

Table. Students' scores in post-test

Statistical calculation	Experimental group	Control group
	Post-test	Post-test
Highest	90	85
Lowest	70	60

After collecting some data from the tables, the writer applied the t-test to find the critical value for both group as the basic of hypothesis testing of the study. Based on

the result of the calculation above, it could be listed the score as follows:

$$\bar{X}_1 = 15,8928571429$$

$$\bar{X}_2 = 8,5714285714$$

$$X_1^2 = 352,6785714$$

$$X_2^2 = 242,8571429$$

$$n_1 = 28$$

$$n_2 = 28$$

The gained data, then is calculated and analyzed by using t-test formula. It shown that the critical value was 6,971 Then, it is consulted to the t-table of distribution and in the degree of freedom (df) 54 ($n_1 + n_2 - 2$) or ($28 + 28 - 2$). The t-table shows that (t_t) = 1,672.

CONCLUSION

The observed data using t-test was 6,971 for the degree of freedom 54 ($n_1 + n_2 - 2 = 28 + 28 - 2 = 54$). In the row of 54 of *t-table* was 1,672 $\alpha = 0.05$. The result showed that t-observed was higher than t-table, namely $6,971 > 1,672$. Therefore, the hypothesis was accepted, namely there is significant effect of Praise-Question-Polish (PQP) Strategy on students' writing descriptive text of the tenth grade students of SMA Swasta YPIS Maju Binjai.

SUGGESTION

From the foregoing conclusion, the writer concerned:

1. The teacher should be creative in selecting the strategy that can be used in English teaching in order to make the students interested in learning English.
2. The teacher should give opportunities to the students to share or express their ideas or opinions in front of their friends.
3. The students should pay more attention to the lesson that has been explained by the teacher.
4. The students should have discussion and share information with their friends about English to improve their writing ability.

5. The students should practice their English whenever and wherever they are.
6. Next researchers are expected to give more contribution in conducting the research especially about writing ability.
7. This research is expected to be one of the ways in improving students' writing ability. It is also expected that the findings will be useful as starting points to conduct another research. There are many other techniques to make teaching and learning process more effective.

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