

## USING PRESENTATION, PRACTICE, AND PRODUCTION STRATEGY TOWARD STUDENTS' ABILITY IN COMPARISON AND CONTRAST PARAGRAPH WRITING

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### Abstrak

*Penelitian ini didasari oleh rendahnya keterampilan mahasiswa dalam menuliskan gagasan dan ide dalam menulis paragraf sebagai unsur terkecil dalam menulis. Penelitian ini merupakan penelitian eksperimen dengan tujuan mengetahui efek dari penggunaan strategi Presentation, Practice, and Production terhadap kemampuan mahasiswa dalam menulis paragraf comparison and contrast. Sampel dari penelitian ini adalah mahasiswa jurusan Pendidikan Bahasa Inggris Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP)-PGRI Sumatera Barat. Hasil penelitian ini menunjukkan bahwa penggunaan strategi Presentation, Practice, and Production memberikan dampak yang signifikan terhadap kemampuan mahasiswa dalam menulis paragraf comparison and contrast.*

### Abstract

*This research is based on the low students' ability to write their ideas in paragraphs as the smallest part in writing. It was an experimental research in order to know the effect of using Presentation, Practice, and Production Strategy toward students' ability in comparison and contrast paragraph writing. The sample of the research was English Department students of College Teacher Training and Education (STKIP) PGRI West Sumatra. The result of this research showed that the use of Presentation, Practice, and Production Strategy had significant effect toward students ability in writing comparison and contrast paragraph.*

*Key Words: Presentation, Practice, and Production Strategy, students' comparison and contrast paragraph writing ability*

## INTRODUCTION

Writing is considered as a tool to communicate with other people in written form. Leo et al. (2007:1) note that writing is a process of expressing ideas or thoughts in words. The writers might start to think the ideas that they want to share to others. Then, they will organize those ideas into a well composition and support them with some details in writing stage. The most valuable thing is the writers should enjoy every single activity in writing in

order to make them are easier to reach the maximum product of writing. Specifically, for students, they need to improve their ability to think the ideas clearly because they have to organize those ideas correctly. It is aimed to produce and prepare them as the creative generation and also the critical thinkers.

However, writing in a foreign language is not an easy task for students. They needs a lot of concentration in order to get the

successful result or product in their writing. Based on the writer's interview with some lecturers who teach Writing subject at *Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) PGRI Sumatera Barat*, most of the students still have difficulties in writing a paragraph. Most of them could not express their ideas clearly. They cannot write down a good topic sentence as a starting point in their paragraph. They also do not know how to support their topic through supporting sentences. And then, they have difficulties in organizing those ideas into the correct order.

In addition, the students also have problem in grammar. They are still confused in representing their ideas by using the appropriate tenses. And then, related to mechanics of writing, the students, sometimes, still in doubt to use correct punctuation, like commas, full-stops, colon, semi-colon, etc, and also they still have misspelling of the words in their writing. Even the students get confused to use capital letter in the beginning of their sentences.

The problem above is supported by Ur (2000:63). He agrees that the students are still poor in grammar and choice of words. The students also have difficulties to connect their ideas from one sentence to the next sentences. They get confused to start their idea in the first sentence and do not know how to continue the idea into the next sentences. As a result, their product of writing will be produced without having coherence and unity.

Finally, the writing strategies that will be applied in the classroom can help the students to be able to construct a good paragraph. One of the strategies which have been commonly applied in teaching writing is PPP (Presentation, Practice, and Production). This is a

kind of simple teaching strategy. In Presentation stage, the teacher explains the aims of the lesson in order to make the students know what they will learn and why they learn it. The teacher explains the material in this stage. In Practice stage, the teacher just asks the students to produce sentences or answer the questions related to the material that have been taught. In Production stage, the teacher just motivates and gives the students opportunity to do exercise. Based on the stages that have been explained before, it is assumed that this strategy can help the students in writing because it can give satisfactory result toward students' product of writing. Actually, writing is a production skill. The students need to have much practice during teaching and learning process and they also need feedback from the teacher. They also need to learn the lesson in an enjoyable and effective way to help them to communicate their ideas through their product of writing.

Some ideas are delivered by experts about the definitions of writing. According to Sokolik in Linse (2005:98), writing is a combination between process and product. The writer imagines, organizes, drafts, edits, reads, and rereads. 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. It means that the readers will read what have been written by the writer. And the writer will compose his/her writing clearly in order to make the readers have comprehension. Similar idea also stated by McKay (2008:245). He notes that writing, like reading, is a process and product. Writing needs process to be written and it should give valuable things such as information or

entertainment. The product of writing may be various and the forms are determined by the purpose of writing. The readers will read the product of writing and understand the context of the writing itself.

The purpose of writing is expressing ideas as well as transmitting the message from the writer to the readers. According to Hughes (1992: 92), there are five components that should be taken into account in order to compose a writing product.

1. Content; The term of “content” relates to how well the students put the thesis statement and supports it with some related ideas. It can be personal experience, illustration, facts, opinion, and the use of description, cause/effect, and comparison/contrast. It also demands the students to keep focus and consistent with the key idea.
2. Organization; The term of “organization” in writing deals with how well the writers function the introductory, body, and conclusion as well as possible. Besides, the ideas follow the logical sequence.
3. Discourse; The term of “discourse” deals with the use of topic sentence, paragraph unity, transition, discourse marker, cohesion, rhetorical conventions, reference, fluency, economy, and variation.
4. Vocabulary; Vocabulary is all words that a person knows or uses. In writing, the writer should know how to choose the appropriate words to form phrases, clauses, and sentences in order to produce meaningful and effective product of writing.
5. Mechanics; Mechanics of writing are related to spelling, punctuation,

citation of reference, neatness and appearance.

The basic unit of writing that should be acquainted by the students is writing a paragraph. According to Zemach and Rumisek (2005: 11), a paragraph is a group of sentences which have a single topic. The sentences in one paragraph can be shorter or longer. It can be five or ten sentences long. Actually, it depends on the topic which will be discussed in that paragraph. And then, the sentences in the paragraph discuss about the writer’s main idea related to the topic. They note that a paragraph has three basic components. First is the topic sentence. It is the main idea of the paragraph. It is usually the first sentence of the paragraph and it is the most general sentence of the paragraph. Second are the supporting sentences. These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence. And the last is the concluding sentence. It is found at the last sentence of the paragraph. It has a function to sum up the main point or restated the main idea in a different way.

Besides, according to Oshima and Hogue (2006:2), paragraph is defined as a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or long as ten sentences. They underlined that the number of sentences in one paragraph is not important because a paragraph can stand by itself and it should be long enough in order to develop the main idea clearly.

Reid (1994: 135) states that comparison and contrast paragraphs will have different purposes. Comparison is used to identify similarities between

two person, places, things, or ideas, whereas contrast is used to identify differences between two person, places, things, or ideas. It uses different connectors, for example comparison connectors like similarly, likewise, in like manner, in the same way, etc, and contrast connectors like however, on the contrary, on the other hand, nevertheless, nonetheless, although, even though, etc.

PPP is considered as a traditional strategy for teaching. PPP stands for Presentation, Practice and Production. According to Cotter (2001:1), PPP is extremely effective strategy for teaching simple language at lower level. The teacher will present the target language and gives the students the opportunity to have practice through very controlled activities. And at the final stage of the lesson, the teacher will give the students the opportunity to practice the target language in free activities which bring in other elements of the language.

Furthermore, Roger (2003: 27) adds that PPP is considered as a strategy in which the language is presented in small, discrete items that are gradually combined over the length of the course. At the end of the course, the students will be tested on the items which have been presented within the course. He also adds that PPP is a strategy that represents the survival of an old behaviouristic model of teaching procedures which combined with the relatively recent communicative view of the nature of language and communication.

Moreover, Byrne in Johnson and Johnson (1999: 252) notes that the teacher has a specific role dealing with each P. For example, at the presentation stage, the teacher has the role as informant. She/he gives information

about the lesson. At the practice stage, the teacher will act as conductor. She/he gives the students a chance to participate during the lesson. And at the production stage, the teacher acts as a guide. She/he lets the students think about what they know about the lesson.

In addition, Llurda (2006: 76) explains that PPP has special characteristics. In presentation, this strategy allows the teacher to let the students explore the new language elements. In Practice, it lets the students use the language in authentic task. And then, in Production, the students can be given task to be finished and it can be or can't be without guidance from the teacher.

Furthermore, Ur in Andrews (2007:52) states that in PPP strategy, the teacher presents a new lesson to the students in order to help them understand about the lesson. After understanding the lesson clearly, the students will engage in practicing that lesson, and then they will transfer what they know from short term memory to long term memory.

Then, Bowen (2008:1) convinces that PPP is a traditional strategy that is used to the organization of language lessons. By using this strategy, individual language item is presented by the teacher, then she/he practiced in the form of spoken and written exercises, and it is used by the learners. Based on the statement before, PPP will be done through three important stages. First is presenting the context and situation. Second, practice is begun with mechanical practice gradually move into communicative practice. And the last, learners' production has become independent users of the language. Finally, it can be concluded that the purpose of PPP is to lead the language mastery from accuracy to fluency.

Based on the experts' opinion above, there are several procedures that can be implemented in the classroom. Meanwhile, in this research, the researcher will use procedures which are suggested by Cotter. These procedures are introducing the material to the students, giving opportunity to the students to have practice through very controlled activities. Finally, the students practice the exercise by reproducing it accurately.

### RESEARCH METHODS

This research was conducted by using a quasi experimental method. The purpose of this research was to find out whether the use of PPP strategy gave significant effect toward students' ability in comparison and contrast paragraph writing for the first year students of the English Department of STKIP PGRI West Sumatera. This research used Pretest - Posttest Control Group Design. Pretest scores and posttest scores were then compared from experimental and control group to determine the improvement of students' ability by using PPP strategy after giving treatment. To determine the

sample, the researcher used cluster random sampling technique. As a result, class 2011C was considered as experimental group. The instrument of this research was a comparison and contrast paragraph writing test. The test was used for pretest and posttest.

### FINDING AND DISCUSSION

The purpose of this research was to find out whether the students who are taught by using PPP strategy have better achievement in comparison and contrast paragraph writing for the first year students of the English Department of STKIP PGRI West Sumatera. The finding of this research tested that the use of PPP strategy is better toward students' achievement in comparison and contrast paragraph writing.

There are some possible explanations related to the result of this research. The students were motivated to write the topics that were given to them because it was related to their real life. Therefore, the result is consistent with theories and researches. The following table showed the result of students' score in pretest and posttest.

**Table 1. Recapitulation of Mean Scores (Pretest and Posttest)**

<b>Classification</b>	<b>Experimental Group</b>
<b>Pretest</b>	8.42
<b>Posttest</b>	13.00
	4.58

The table 1 showed that between two tests, experimental group got higher result in posttest rather than pretest. Thus, the difference was only 4.58. As it is calculated statistically, it clearly indicated that there is a significant effect of using PPP strategy toward students' ability in paragraph writing.

### Hypothesis Testing

The research hypothesis was tested by using t-test. It is important to know which hypothesis is accepted based on the finding of this research.

**Table 2. The Result of the Calculation of the Hypothesis Testing Comparison and Contrast Paragraph**

Group	Variable	N	Mean		The Closest <i>df</i>	t-calculated	t-table	Interpretation
			Pretest	Posttest				
Experimental	PPP Strategy	36	8.42	13.00	36	3.68	2.04	$t_{\text{calculated}} > t_{\text{table}}$ . Therefore, there is a significant difference between X and Y

From table 2 the calculation of  $t_{\text{test}}$ , the  $t_{\text{calculated}}$  of experimental class is 3.68. The total case degree of freedom was 36. The  $t_{\text{table}}$  at the level of significance 0.05 and 36 degree of freedom (the closest *df*) is 2.04. This calculation reveals that the  $t_{\text{calculated}}$  is higher than the  $t_{\text{table}}$ . It means that the research hypothesis ( $H_a$ ) was statistically accepted. The interpretation is PPP strategy had good effect toward students' ability in comparison and contrast paragraph writing.

## CONCLUSION

Writing in a foreign language is not easy for students. A good writer should think of some considerations during the process of writing. It made the researcher interested in introducing a new strategy in teaching writing, namely Presentation, Practice, and Production strategy. It was used to teach comparison and contrast paragraph.

The data collected have been tested statistically by calculation of  $t_{\text{test}}$ . The result of the calculation of comparison and contrast paragraph indicates that  $t_{\text{calculated}}$  is higher than  $t_{\text{table}}$ . Referring to the result, the hypothesis ( $H_a$ ) of this research is accepted. It means that PPP strategy can improve students' ability in this kind of paragraph writing.

## SUGGESTION

Based on the findings of this research, the future research should include for more specific development of paragraph, different samples, and different places. Good times of conducting the research also should be longer. It is expected that by having such kind of research, the effectiveness of using PPP strategy can be more explored and students' product of writing will be better.

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