

CHAPTER I INTRODUCTION

1.1 Background

English is one of the important subjects for junior 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 students, 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. Writing is one of the English language skills which should be mastered by the students because being able to write English is very important. It is very fun if they can enjoy it. The students can be more interested in writing if they know what they want to write, but there are some of them who usually enjoy writing indirectly. They write everything they like related to their experiences, knowledge, feelings and events that they had been happened in their life. In fact, the act of writing can not be separated from themselves. Because of almost every aspect of their everyday life is carried out in writing forms such as doing exercises, homework, project papers, reports, letters, etc.

The act of writing is often done by students in daily life. According to Russel and Robert, writing is usefully described as a process, something which shows continuous change in time like growth in organic nature.¹ It can be realized that the human has limited memory for remember many things happened in life. So by writing, the students can remember something or memorize the event which happened in last. Writing is also about expressing the ideas. The writer has messages that developes to the readers.

¹Christina Russell McDonald and Robert L.McDonald, *Teaching Writing* (Virginia: Shouthern Illinois University Press, 2002), p. 7.

As Celce-Murcia says “viewing writing as an act of communication suggests an interactive process which take place between the writer and the reader via the text”.²

In writing, the writers try to developed the message to students. The student is an essential concept for all writers.³ The writers should know who will read their writing. So, they choose their subjects, and their methods of presenting material (diction, sentence structure, organization) according to whom will read the finished product. Of course, a writer is not required to know readers individually or at all, but most writers have at least a general student in mind and a purpose when they put words on paper. As one of the language skills, writing should be produced grammatically because it will be never separated from the mastery of grammar. Grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write well without using words correctly. To produce good sentences, it requires the mastery of the aspect. Mastering grammar is the first step to make a good writing. It can guide us to produce writing grammatically in which our writing can be read meaningfully and logically.

The writing section in each unit is devided into five categories: prewriting activity, structure of a rhetorical pattern, models of that pattern, analysis and choice of topic. The prewriting activity is concerned with some aspect of organization or problem solving that will be necessary in creating the written assignment at the end of the unit. The structure section break down the rhetorical pattern sentence by sentence, paragraph by paragraph, describing how a typical technical composition is

² Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* Third Edition (Bosto: Heinle & Heinle, 2001), p. 207.

³ Joy M. Reid, *The Process of Composition* (New Jersey: Prentice Hall, 1988), p. 2.

constructed, with appropriate example. Models are provide from different fields. In the analysis section, the structure is repeated in a formulaic manner and a partner or small group exercise is provided in which students are asked to analyze the models in terms of the structure described. This exercise demonstrates to student the manner in which the structure was in creating the model, although certain departures from the structure will be evident too. Finally, a list of topics is provided in various disciplines to stimulate the students' ideas for their own topics, which should come from their chosen fields of specialization.⁴

PQP is a useful technique in improving students' writing by implementing three form: Praise, Question and Polish. Neubert and Nellis promote a technique named PQP (Praise Question Polish) in teaching writing.

1.2 Problem Statement

Based on the background of the study, the statement of the problem of the reseach as follow:

1. How is the students' writing ability before and after using Praise Question Polish (PQP) technique at MA DDI Lil-Banat Parepare?
2. Is using Praise Question Polish (PQP) technique able to improve students' writing ability at MA DDI Lil-Banat Parepare?

1.3 Objective of Reasearch

According to the problem statement above, the objective of the reasearch are:

1. To know the students' writing ability before and after using Praise Question Polish (PQP) technique at MA DDI Lil-Banat Parepare.

⁴Peter Master, *English Grammar and Teaching Writing* (Manila philippines: BMJ Books, 2002), p. 214.

2. To find whether or not the using Praise Question Polish(PQP) technique able to improve students' writing ability at MA DDI Lil-Banat Parepare.

1.4 Significance of the Research

The following of this research are expected to provide more information for the readers.

1. For the Students

The results of this research are expected to be able to solve the student's problem in writing ability and also to help the students to enhance their writing ability.

2. For the teachers

This research will give some information to the teacher about the benefit of the PQP technique so the teacher can enhance learning quality by choosing the right technique to use in English learning.

3. For the Researcher

This researcher is expected to be useful information to the next researcher in enhance the writng ability.