

## CHAPTER II REVIEW OF RELATED LITERATURE

### 2.1 Some Pertinent Ideas

#### 2.1.1 Definition of Writing

Writing is one of the language skills and productive skill that will be learned by students in junior high school, senior high school, and university. Students will be able to express their ideas and feeling by English writing. Learning writing as a foreign language is not as easy as learning native language, they will meet all of the learning problems dealing vocabulary, sound system and grammar or structure.<sup>1</sup> Many English learners think of writing as the fact of picking up a pencil and forming letters either by printing or writing them in cursive they could think about the fact composing a piece of text. According to oxford, writing is activity of writing, written words of an author and handwriting.<sup>2</sup> According to Webster's , writing is to trace or inscribe (latter words, number, symbols, etc) on surface with a pen or pencil.<sup>3</sup> Writing is progressive activity. It means that when we first write something down, we have already been thinking about what we are going to write. Then after and how we have finished writing, we read over what we have writing and make changes and correlation.<sup>4</sup> Meanwhile, Donn Byrne defines that writing is produce a sequence of sentences arranged in a particular order and linked together in certain way.

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<sup>1</sup> Widodo Hami, *Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game* (Walisongo: Published IAIN Walisongo, 2011), p. 7.

<sup>2</sup> Oxford University Press, *Oxford Learner's Pocket Dictionary Third Edition* (China: Printed in China, 2003), p. 502.

<sup>3</sup> Webster's, *The New International Webster's Comprehensive Dictionary of the English Language* (Trident press International, 2003), p. 507.

<sup>4</sup> Alice oshima & Aan Hogue, *Introduction to Academic Writing Second Edition* (New york: Longman Group, 1997), p. 2.

Byrne expresses that writing is the letters or combination of letters which related to sounds we make when we speak, writing can be said to be the act of forming these symbols, the symbols have to be arranged.<sup>5</sup>

### 2.1.2 Types of Writing

According to Wishon, there are some types of writing, they are:

1. Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to a natural time sequence. Types of narration include short stories, novels and new stories, as well as a large part of our everyday social interchange in conversation.
2. Description reproduces the way things look, smell, taste or sound, it may also evoke moods, such as happiness, loneliness, or fear. It used to create a visual image of people, places, even of units of time-days, time of day or season. It may tell about the people's character or personality.
3. Exposition is used in giving information, making an explanation and interpreting meanings. It includes editorials, essays, informative and instructional material. Used in combination with narrative, exposition supports and illustrates, used apart from a narrative, it stands alone as an essay.
4. Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or proposition.<sup>6</sup>
5. Procedure text, the purpose to gives instruction on how to make or do something. The test feature begins with a statement with goal (could be the little),

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<sup>5</sup>Donn Byrne, *Teaching Writing Skills New Edition* (New York: Longman Group UK Limited, 1988), p. 1.

<sup>6</sup>George E. Wishon, *Let's Write English* (NewYork: Educational Publishing Inc., 1980), p. 377.

lists materials needed in order of uses gives a series of steps (instruction) in order each instruction begins with a verb in the present tense.

6. Persuasion text (advertisement, political, essay, brochures, etc) contains the writer's point of view and statement to convince the reader to agree or accept it.<sup>7</sup>

From the explanation above, it can be concluded that there are six types of writing. This research will be focused on the Narrative text about how to improve Narrative text through PQP technique.

### 2.1.3 The Writing Process

The writing process has several stages planning, drafting, editing (reflecting and revising) and final version.

#### 1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers, this may involve making detailed notes. For others a few jotted words may be enough, still, others may not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are waiting for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece

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<sup>7</sup>Pardiyono, *Writing Clues for Better Writing Competence* (Yogyakarta: CV. Andi offset, 2006), p. 136.

that is how best to sequence the fact, ideas, or arguments which they have decided to include.

## 2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final versions.

## 3. Editing (Reflecting and Revising)

Once a writer has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writer tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

## 4. Final Version

Once writers have their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process.

But the writer is now ready to send the writer is now ready to send the written text to its intended audience.<sup>8</sup>

#### 2.1.4 Definition of PQP

Praise Question Polish (PQP) technique was first suggested by Bill Lyons and it was described in detail by Gloria A. Neubert and Sally J. McNellis. PQP technique is one of the techniques regarding group work. It requires students' critical thinking and good interaction among members in group.<sup>9</sup> PQP technique gives students an organizational technique in responding their peers' writing and focusing on content features of writing. It helps students focus on their writing as well as maintain a positive attitude toward the critique.<sup>10</sup> In this technique the group members take turns to read aloud their papers as their other group members follow along with copies. First, the respondents are asked to react to the piece of writing by asking them to identify what they liked about the work (Praise), then identify what portion of the writing they did not understand (Question), finally offering specific suggestions for improvement of the writing (Polish).<sup>11</sup> 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.<sup>12</sup> PQP technique requires group members (usually two to five per group). The students are required to respond the writing through three steps: The first is

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<sup>8</sup>Ade pratiwi, *How to Improve Descriptive Text Through Picture Strip Story* (unpublished IAIN parepare, 2015), p. 13-14.

<sup>9</sup> Rizki Anggoro Putro, *Improving students' writing skill by using Praise Question Polish* (Surakarta: 2015).

<sup>10</sup> Neubert, Gloria A and Sally J McNellis, *Teaching Specific Revision*: 1990.

<sup>11</sup>Neubert, Gloria A. and Sally J. McNellis, *Improving Writing in the Disciplines*, [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_198604\\_neubert.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198604_neubert.pdf)

<sup>12</sup> Neubert, Gloria and Nellis Sally, *Improving Writing in the Disciplines* (Educational Leadership: Retrieved from Ascd.org).

Praise which stands for what is good about writing? In this step, the students are required to give a praise statement to the author's draft. The second is Questions which stands for what do you not understand? It means that the students are required to ask about something which they are not understand. The last is Polish which stands for "what specific suggestion for improvement can you make? The students are required to give the suggestions in order to improve the author's writing draft.<sup>13</sup>

### **2.1.5 The Procedure of Praise Question Polish(PQP)**

There are some procedure of Praise Question Polish (PQP) by Lyons:

1. Read any current magazine article or fiction piece that might be of interest to students, but leave out important details.
2. After reading the piece, engage the students in discussion on the following three questions:
  - a. What did you really enjoy or think was especially interesting about this piece?
  - b. Was there anything you didn't understand or parts that seemed unclear? Were any implied questions left unanswered? If you were the editor preparing this piece for publication, what advice would you have for the writer that would make this piece of greater interest for the reader?
3. Explain that the conversation that the class just engaged in is a process called PQP: Praise Question Polish. This process is a way to critically evaluate material that you have read or heard and is one that adults in real life situations engage in all the time: people discuss news articles and broadcasts, books, and speeches given by politicians in just this way. Remind students that they will one day be adults who

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<sup>13</sup>Neubert, Gloria and Nellis, *Teaching SpecificRevision Suggestion* (English Journal: Retrieved from Learner.org, 1990), p. 52-56.

should be able to critically evaluate information they hear and read, if for no other reason so they can vote responsibly on political candidates and issues

4. Explain further that this process is also a collaborative process and will provide a framework for each student to get helpful feedback from his or her peers as he/she revises for precision and clarity. Remind students that they typically will write for an audience of educated adults and that in the adult world of work, people typically get feedback from others on letters, reports and contracts to insure the communication is clear and precise.

5. Ask: Are there are other situations they may be in as adults where they would have to critically evaluate issues? Allow students to brainstorm when these skills would be helpful. (school issues, work related issues, legal issues, financial issues).

6. Explain that they will be using this process throughout the year to not only hone their own critical thinking skills but to help each other sharpen their communicate skills, both oral and written.

7. Divide the class into groups of 3-4 students. Instruct them in this process by emphasizing several important aspects:

- a. This is an oral process. As such each person will read aloud his/her paper to the group and the group must listen carefully (and make personal notes if necessary) in order to be able to give feedback to the reader.
- b. A second paper will be read only after the entire group has thoroughly discussed the first paper.
- c. After a paper has been read aloud, each person in the group should share what he/she thought was especially interesting or something they liked. (This may include descriptions, humorous anecdotes, or the skilled way the writer built suspense.)



d. Next, each person in the group asks at least one question to clarify issues that the writer may not have clarified. (Remind students to consider implied questions that may have been unanswered.)

e. Finally, each person in the group gives the writer one suggestion for improving the piece.

f. Although a student may pass in each round of the process, encourage students to find something to comment on (assuming that none of us are so skilled that we can't benefit from the critical evaluation of our writing).

g. The writer/reader should note suggestions and comments on his/her own paper throughout the process so that appropriate changes can be made in the next draft of the piece.

8. Initially, this lesson may take two days (one to explain the process and one for students to engage in it). After this initial introduction, however, students should be able to move into small groups and complete this process when appropriate without much explanation beyond, "It's time to move into PQP groups."<sup>14</sup>

## 2.2 Previous Related Research Finding

There have been some researches done related to this research, some of them are quoted below.

Meliya Adriati in her research "*The use of clustering technique in teaching writing narrative text*" Beside its effectiveness, students' response to this technique was positive and variety of students' ideas about the strength of the technique were also unveiled from the interview. First, clustering technique is considered very effective since it provides the place for the students to store many key words or

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<sup>14</sup>Hasnawati latif, *Improving the Students' Writing Ability in Narrative Text Trough Praise Question Polish* (Makassar: English Education Department Faculty of Teacher Training and Education Muhammadiyah University, 2014).



vocabularies which may be used in their writing. This also draws another advantage for them: clustering enriches their vocabulary as they were compelled to write every single word in English. Second, the technique helps the students in constructing the plot line of the story. By using this technique, they were assisted to organize their ideas in determining the plot line which they wrote into narrative text. Third, the technique is very potential to be a new alternative for them to writing with or without other kind of brainstorming. Next, clustering is a potent technique which empowers their imagination and creates fun atmosphere throughout their learning writing in the classroom.<sup>15</sup>

Uliah Rahmah in her research *"The effectiveness of using mind mapping technique on students' writing skill"* According to the results, it can be concluded that using mind mapping is effective in improving students' writing skill of descriptive text. Based on the study that has been conducted by the writer, it showed that teaching writing descriptive text using mind mapping made the teaching and learning process become more enjoyable and also gave significant effect to the students towards students' writing skill.<sup>16</sup>

Linta Hayatunisa in her Research *"Student Teams Achievement Divisions (STAD) Technique In Teaching Narrative Text"* The effectiveness of Student Teams Achievement Divisions (STAD) technique in teaching writing narrative text can be seen through the students' texts. Based on the analysis of the students' text, STAD technique was effective in teaching writing narrative text. The technique was said to

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<sup>15</sup>Meliya Adriati, *The Use of Clustering Technique in Teaching Writing Narrative Text* (Jakarta: English Education Study Program of Indonesia University, 2013), p. 44-45.

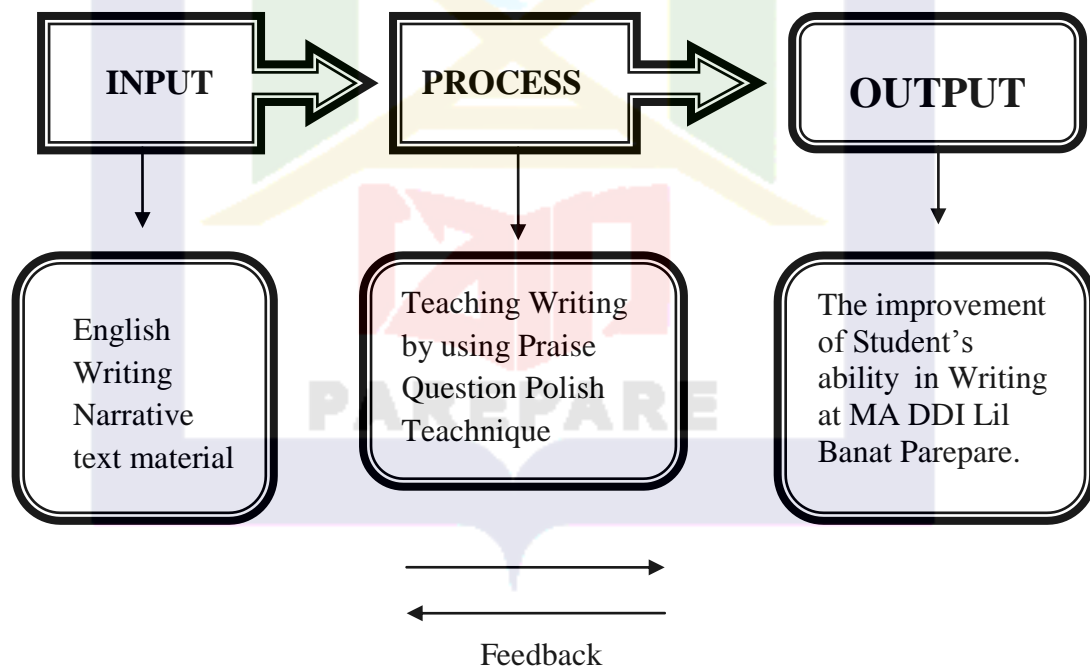
<sup>16</sup>Uliah Rahmah, *The Effectiveness of Using Mind Mapping Technique on Students' Writing Skill* (Jakarta: Faculty Of Educational Sciences Syarif Hidayatullah State Islamic University, 2017), p. 43.

be effective because there was an improvement in students from their first draft to their final writing. The analysis of the students' text, in terms of generic structures and linguistics features, for each meeting is presented below.<sup>17</sup>

From the point of view of some researcher above, it can be found that there are many ways to improve the students' skill in writing such as: using a media, technique, and the others.

The researcher gives one way to improve students' writing ability by using PQP technique. This technique make the students focus in writing and more critical in thinking. The researcher hope PQP effective to teach writing for the students of MA DDI Lil Banat Parepare.

### 2.3 Conceptual Framework



<sup>17</sup>Linta Hayatunisa, *Student Teams Achievement Divisions (STAD) Technique In Teaching Narrative Text* (Jakarta: English Education Study Program of Indonesia University of Education, 2013), p. 20.

Based on the conceptual framework above, there are three elements that be explained, where:

### 1. Input

This part referring to learn English by teaching English writing narrative text material, where the students of class XI at MA DDI Lil-Banat Parepare as the subject of this research.

### 2. Process

The Process is referring to the students of eleventh grade (the Pre-experimental class) at MA DDI Lil Banat Parepare that have learned about writing by using Praise Question Polish technique. In this process, the researcher teach the students with four times meetings.

### 3. Output

The output is referring to the result of the process. The improvement of student's writing ability of eleventh grade at MA DDI Lil-Banat Parepare.

## 2.4 Hypothesis

**H0** : Using Praise Question Polish(PQP) technique is not able to improve students' writing ability at MA DDI Lilbanat parepare.

**H1** : Using Praise Question Polish(PQP) technique is able to improve students' writing ability at MA DDI Lilbanat parepare.

## 2.5 Variable and Operational Definition

### 2.5.1 Variable of the Research

This research has two variables, independent and dependent variable, namely:

2.5.1.1 Independent variable of this research is Praise Question Polish Technique

2.5.1.2 Dependent variable of this research is Writing ability

### 2.5.2 Operational Definition

Praise Question Polish technique is one of the techniques used by the researcher to improve students in writing, the researcher chooses the Eleventh grade students of MA LIL BANAT Parepare because researcher believes that it is the most ideal classroom to implementing this research and then the researcher gives the test before and after treatment to know student ability in Writing.

Writing is one of the the English language skill which should be mastered by the students, the researcher chooses this skill because the researcher relize that Writing is also important to learn especially for students also the researcher beside that the resercher wants to improve the student in order to write well and structured.

