

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Praise-Question-Polish (PQP) Strategy

a. Definition of Praise-Question-Polish Strategy

Lyons states that Praise-Question-Polish Strategy is a good way for peers to edit each other's work.¹ Praise-Question-Polish Strategy is a peer response strategy that fosters quality comments and constructive feedback.² It means this strategy is useful and giving opportunity to students to edit each other's work in writing. In this case, the students in peer give the critical comments about each other's work in constructive way. In conclusion, the feedbacks given by the peers are utilized to help students develop the quality of their writing.

Praise-Question-Polish Strategy was developed by Lyons in 1981.³ In 1990, Naubert and McNelis also introduced this strategy through their research on middle school students for peer conferencing.⁴ In their study, Naubert and McNelis found that this strategy helped for reducing the percentage of vague comments given in peer conferencing

¹ Teacher Created Resources, *Nonfiction Strategies*,
www.mtsd.k12.wi.us.mtsd.District/ela.../praise_question_polish.html , retrieved on 7th March 2013. p 118

²*Praise-Question-Polish*,
<http://www.learner.org/workshops/middlewriting/images/pdf/W7ReadPeer.pdf> , retrieved on 7th March 2013

³Op.Cit. p 118

⁴ Amanda Grzybowski, *The Effect of Peer Conferencing on the Confidence and Writing Quality of Struggling Middle School Writers*. (New York :Alpha Upsilon Action Research, 2008). p 7

and increasing the percentage of “general but somewhat useful” and “specific” comments that were made. So, the teacher teaches students how to give the comment that will help their peer in developing writing ability.

Praise-Question-Polish is critical comments given by students in Praise-Question-Polish Strategy are not only about “what you do not like” but also about “what you like” and “suggestions for improvement”.⁵ Firstly, the students give Praise for what they like about the writing style or ideas of their peers. Then students give the Questions in order to lead the writer/peer to remove any confusion they have about her/his writing. Finally, students are expected to polish ideas to their peer for improvement in her/his writing. So, this strategy is very useful for giving contribution to students’ writing ability because each student has the opportunity to revise their writing with their partner and improve the quality of their writing.

There are several suggestions in using Praise-Question-Polish Strategy for teaching writing in the classroom. One of them is by using sticky note:⁶ For example the teacher provides the students with three different colors of sticky notes and asks the students to give Praise in the yellow sticky, Questions in the Purple sticky, and Polish in the blue one. As the students read the composition of their peer, they will give

⁵ Larry Lewin. *Designing Tiered Assignment*.
<http://www.larrylewin.com/workshops/booklets/differentiation/DiffChap2.pdf> retrieved on 20th October 2013. p. 38

⁶ Ibid

feedback to their peer onto the color coded sticky notes. The teacher can also use Praise-Question-Polish Strategy in specific way for teaching writing Descriptive paragraphs by providing the form as follows⁷:

The form of Descriptive PQP

Use this form to give feedback to the writer.

Writer's Name :

Focus

What parts of the writing help you know that it's a descriptive? How can you tell that the writing is telling a story?

What details does the writer include?

Praise Questions

What is good about the writing? What should not be changed? Why is it good?

Question

As a reader, what do you not understand?

Polish

What specific suggestions for improvement in writing

In conclusion, Praise-Question-Polish Strategy is one of the strategies in writing that provides students the opportunity for improving their writing ability by considering others opinion and critical comments.

Here, they also learn to give feedback to their peer for the improvement

⁷ Descriptive PQP Peer-Review Form,
http://www.readwritethink.org/files/resources/lesson_images/lesson122/pqp_Descriptive.pdf
 retrieved on 20th October 2013.

of his/her writing. This strategy also can be used in any materials of writing.

b. Purposes of Praise-Question-Polish Strategy

Writing is a complex process in which there are several stages that have to be through by the writer in order to produce a good piece of writing. So, the writer needs strategy for helping them in writing activity. Here, the writers need to master not only vocabulary and grammatical features of English, but also develop the ability to generate their ideas. Praise-Question-Polish Strategy gives students an organizational strategy in responding their peers' writing and focusing on content features of writing and it helps students focus on their writing as well as maintain a positive attitude toward the critique process.⁸ In conclusion, students must be able to communicate their ideas effectively in order to evaluate the writing of others.

Otherwise, when teacher asks student for giving comments on one another's writing, the result could be less than teacher's expectations. Students often give the vague and unconstructive comments, such as: "I like it", "add a little more detail", or "change the last two sentences so they sound better". So, students often fail in using peer review in their writing activities. In the other hands, Praise-Question-Polish Strategy offers the structures that have specific feedback that can be used by

Glauria. A. Naubert and Sally J. McNellish. Peer Response: Teaching Specific Revision Suggestions. (English Journal: 1990).<http://www.learner.org/workshops/middlewriting/images/pdf/W7ReadPeer.pdf> retrieved on 19th October 2013⁸.

students for improving their writing ability. Praise-Question-Polish strategy can achieve the objective of peer review, such as⁹:

- a) Provide focused, informative, and specific feedback
- b) Emphasize use of specific content or process language
- c) Describe what was done and not done
- d) Reinforce, encourage and support an individual
- e) Establish relationships of mutual respect

c. Procedures of Praise-Question-Polish Strategy

Praise-Question-Polish Strategy has some procedures for implementing it in the classroom as writing activities, they are:¹⁰

1. Model quality in comments, begin by providing instruction in what quality feedback looks like and sounds like. Provide examples of students' comments and classify them as vague, general but useful, or specific. Have students construct their own specific comments.
2. Model and Implement the PQP strategy
3. Remind students that the purpose of peer review is to note areas of strength and to clarify, justify, and extend texts. As you model the PQP strategy, emphasize these purposes:

Praise: What is good about the writing? What should not be changed? Why is it good?

⁹*Praise-Question-Polish. Op. Cit.*

¹⁰ Ibid

Example: Your first two arguments against offshore drilling were very convincing. You gave 2 or 3 examples for each reason and supported them with details from your research.

Question: As a reader, what do you not understand?

Example: Why did you say that the BP Gulf oil disaster “didn’t have to happen”? What, in your opinion, could have prevented it? Can you support your opinion with facts?

Polish: What specific suggestions for improvement can you make?

Example: In your conclusion, you say we need to focus on finding alternative forms of energy. Give some examples of these alternative forms of energy.

The procedures of Praise-Question-Polish in a very simple way. In this research, the researcher applied these procedures¹¹:

- a) The teacher asks students to arrange the desk in circle at ease to communication. Each group consists of 3 to 5 students.
- b) Each person will play as the writer and read his paper aloud to the group. The rest may get the copy of his writing.
- c) Each member should be polite and attentive while listening.
- d) In the “praise” part, the responders must be supportive and appreciative as there is always something can be praised from the writing

¹¹Kaminski, R. PQP : Praise-Question-Polish, <http://teachers.greenville.k12.sc.us/sites/shared%20Documents/PQP.ppt>. Retrieved on 13th October 2013.

- e) The responders are supposed to find the weaknesses of the writing by asking what they do not understand from it in the “question” part.
- f) In the “polish” part, give any feedback and suggestion for better writing
- g) Discuss the feedback with teacher.

d. Using Praise-Question-Polish Strategy for Teaching Writing

Descriptive Paragraphs

Praise-Question-Polish Strategy needs students’ participation for helping each other’s writing through the comments given in the form of Praise, Question, and also Polish. These comments are expected to be useful for their peer to improve the quality of his/her writing. The students are also expected to have confidence in writing activities as they are helping each other in their work, showing a high level of enthusiasm, curiosity, and involvement since they work cooperatively each other. As stated by Naubert and McNelis, the integration in activity of Praise-Question-Polish Strategy will be a great benefit for students and help them enhancing their writing skill.¹²

Praise-Question-Polish Strategy is very helpful for writing activities because each comment given by students to their peer hold the answer for a better piece of writing that the writer even can not imagine on their own. According to Lyons, the answer to “Praise” will

¹² Larry Lewin. Op.Cit.

identify the strength of writing, boost writer's ego and prepare the writer for the following critiques, then the answer of "question" will guide the writer to think critically about their writing – whether it is clear, organized, fluent, and specific enough, Finally, the answer of "Polish" will help the writer for a better proofreading because the writer will be encouraged to polish their writing in a painless way.¹³

According to Grzybowski, Peer conferencing can be a powerful tool for helping struggling writer.¹⁴ It means that this strategy is very helpful in helping students who have less confidence in their writing; because they can cooperate with others in order to know their weaknesses in writing so they can improve their writing. As stated by Graham and Perin, Peer assistance in writing can be highly effective to improve writing quality and that it can be even more effective for students who are struggling writers.¹⁵ In Praise-Question-Polish Strategy, students cooperate each other in a small group in applying this strategy. So, students in groups can have the opportunity to assist each other in order to know the strengths and the weaknesses of their own writing.

This strategy requires the students in the group to take a turn reading their drafts aloud as the other students follow along with copies. According to Naubert and McNelish, this oral reading helps the writer to hear the piece in another voice to independently identify possible

¹³ Glauria. A. Naubert and Sally J. McNelish. Op.Cit

¹⁴ Amanda Grzybowski. Op.Cit

¹⁵ Larry Lewin. Loc.Cit.

change.¹⁶ So, this strategy can integrate the skill of writing with other skills in English – reading and listening – and they still can focus in writing activity. These integrations of skills in English can help the students to increase their communication skill in English.

In conclusion, this strategy provides many ways for students to increase both their writing ability and their communication skill in English. Having students to assist each other for improving the quality of their own writing proves that this strategy can make students into an independent student which have the initiative and creativity. This strategy also integrates writing skill with other skills of English such as: reading and listening. Thus, it makes the students increase their communication skill which is the goal of teaching English.

2. Nature of Writing

1. Definition of Writing

Writing is one of the language skills and it is categorized as a productive skill. According to Richard and Schmidt, writing is viewed as the result of complex processes of planning, drafting, reviewing, and revising and some approaches to the teaching of first and second language and writing teach students to use these processes.¹⁷ According to Webster, writing can be defined as the act of one who writes, the characters so made; handwriting, anything written or expressed in letters, the profession or

¹⁶Glauria. A. Naubert and Sally J. McNellish. Op.Cit

¹⁷Jack C Richards and Richard Schmidt, *OpCit* p. 640 - 641

occupation of a writer, and the practice, art, form, or style of literary composition.¹⁸ In this case, it can be concluded that writing is not an easy job because it is full of the process that has to be through by the writer to make a good writing product.

The activity of writing and speaking is completely different even though they have the same purpose that is for communication to others. In writing, the writer communicates their message to the audiences but in speaking, the speaker communicates their message to the listener. According to Broughton et al, the act of writing differs from that of talking in that it is less spontaneous and more permanent.¹⁹ Therefore, the resources that can be used for communication in writing are fewer than speaking because writers can not interact with the listeners and adapt as they go along as speakers do in conversation. Halliday in Nunan also states that the differences between spoken language and written language are: spoken language is simpler than written language and writing is often decontextualized.²⁰ Written language is complex at the level of the clause, and the complexity is reflected in the lexical density of written paragraphs which refers to the number of lexical or content words per clause. On the other hands, writing is often decontextualized because writers always consider many things in the process of writing, such as: the audiences, the background knowledge of our audiences, the possible difficulties that will

¹⁸Allen Read Walker, *The New International Webster's Comprehensive Dictionary of the English Language*, (Florida: Trident Press International,2004) p. 1453

¹⁹ Geoffrey Broughton, Christopher Brumfit, Roger Flavell et al, *Teaching English as a Foreign Language [Second Edition]*, (New York: Taylor & Francis e-Library, 2003) p. 116

²⁰ David Nunan, *Op cit* p. 85 - 86

be faced by the reader when reading our writing product, etc. In conclusion, writing tends to be less flexible than conversation and the language used in writing tends to be standardized.

From the differences depicted above, it can be concluded that writing is one of the ways to express and communicate our ideas besides speaking. As Murcia said that viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the paragraph.²¹ In writing, the writers can deliver their ideas to the readers indirectly and they can also arrange their ideas continuously. Moreover, the writer can explore their deepest feeling and thought. To conclude, writing in other word can be a way of defining ourselves and our problem, of clarifying our knowledge, and our ideas in understanding and solving our problems. Thus, English teacher has to be able to enable students to produce fluent, accurate, and appropriate written English and also to enable students to relate oral and written language.

Remembering that writing is a process, the students can not master the ability of writing easily. Syafii said that at least there are three major steps that should be stepped by students who have great concern in writing²²: first, they should master about the basic sentence pattern. Second, they have to amplify the sentence correctly. Finally, they have to develop sentences into paragraph. The success of writing ability in this case also depends on the collaboration between students and teacher. The teacher is

²¹ Marianne Celce Murcia, *Op cit* p. 207

²² M. Syafii S, M.Pd. *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Syaf Intensive, 201) p. 171

expected to be able to support and motivate the students persuasively in order to make them creative in writing.

Writing is completely a complex process in which the writers are required to focus on many aspects in their writing process and it is a very hard to make students interested in writing since writing itself needs a long process. According to Hamp-Lyons and Haesley in Nunan, writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired. Here, teacher needs to make writing as completely an interesting process which can attract the learner to develop their ability in writing. As Nunan states that writing skills can be developed rapidly when students' concerns and interests are acknowledged.²³ Thus, it is very important to build up students' concerns and interests in writing to make them develop their ability in writing.

Heaton also states that the writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements²⁴. Therefore, it can be concluded that there are many components that the writers should take into account in the process of writing in order to make a good writing, because it is not only the matter of mastering vocabulary and grammar of the target language but also how to reflect the thought of the writer in the target

²³ David Nunan, *Op cit.* p. 88

²⁴ J.B Heaton, *Writing English Language Tests [New Edition]*, (New York: Longman Group, 1990) p. 135

language well, so the message will be transferred to the reader. According to Blanchard and Root, there are three elements of a good writing²⁵, they are:

a. Subject

In composing a good writing, the writers will choose the topic that interests them and that they know and understand well. Here, the writer will assign a subject and try to find the angle or the focus on that subject. This angle or focus on the subject should be interesting for the writer that can be explored.

b. Purpose

In writing something, it is important for us to determine our purpose of writing. There are three most common purposes for writing, they are: to entertain, to inform and to persuade. These three purposes are not exclusive because writers can accomplish several purposes at the same time in a piece of writing. According to Heaton, the purpose of writing will also help to establish a particular register: for example, is the student writing to entertain, inform, or explain?²⁶

c. Audience

According to Reid, the audience is an essential concept for all writers and the writers have to choose their subjects and their methods – diction, sentence structure, and organization – according to who will read the finished product.²⁷ So, what you write about (subject) and your

²⁵ Karen Blanchard and Christine Root, *Ready to Write More: From Paragraph to Essay [Second Edition]*, (New York: Pearson Education, 2004) p. 4-9

²⁶ J.B Heaton. *Op cit.* p. 135

²⁷ John M. Reid, *The Process of Composition*, (New Jersey: Prentice Hall Regent, 2000) p. 2

reason for writing (purpose) are greatly affected by whom you are writing for (audience). The writers will always write for the audience, and they will communicate their messages and ideas more effectively if they keep remembering the audience.

Furthermore, Langan in Syafii states that there are important key factors that are involved in writing in order to develop students' writing proficiency²⁸, they are:

1. Having students to have the right attitudes upon writing
2. Having students to write the subject they are interested in.
3. Having students to do prewriting
4. Having students to outline their writing
5. Having students to rewrite their writing

Writing is one of the productive language skills that consists of many aspects to be considered. According to Syafi'i, one thing that must be jotted down is that writing proficiency or composing skill is not merely the activity of writing down some words or sentences into the written language but also must be performed into well – organized performance of writing.²⁹

According to syllabus of SMAN 5 Pekanbaru, writing descriptive paragraphs has some indicators, they are³⁰:

- a) Students are able to respond the text in form of procedure, narrative and descriptive.

²⁸ M Syafii S, M.Pd. Opcit p.172

²⁹ Ibid. p. 163

³⁰ Syllabus of SMAN 5 Pekanbaru

- b) Students are able to make identification about the content of the text well.
- c) Students are able to write short monologue text in form of procedure, narrative and descriptive.

Based on the explanation above, it can be concluded writing is long processes which make the students need to focus their ideas while writing. So, it can be concluded both from the syllabus and the expert about the indicators of writing descriptive paragraphs, they are:

- a) Students are able to describe in detail based on the topic
- b) Students are able to develop their ideas to become a descriptive paragraphs
- c) Students are able to make drafting of some ideas or information in which they have gotten before.
- d) Students are able to use the simple present tense correctly.
- e) Students are able to use the proper spelling, punctuation, and capitalization accurately.

2. Definition of Writing Descriptive Paragraph

Description is used in all forms of writing to create a vivid impression of a person, place, object or event, for example: to describe a special place and explain why it is special, to describe the most important person in your life, to describe the animal's habitat in your report. Descriptive writing is usually used to help a writer develop an aspect of their work, for example: to

create a particular mood, atmosphere or describe a place, so that the reader can create vivid pictures of characters, places, objects etc.³¹ Syafi'i et al state that a descriptive paragraph describes ideas and examples focused on a particular subject.³² In describing something, the writer should arrange their sentences in order to provide details which can reflect the objects being described. According to syafi'i et al, there are two kinds of descriptive paragraph:³³

a. Description of a Place

A description of anything in writing should be clear. Therefore, in describing a room, for example, the following should be taken into consideration: 1. the location of the objects in the rooms should be clear, 2. the details should be arranged logically and semantically, so that it is easy for the reader to visualize the description in his mind, and 3. The most important is that there should be a controlling idea, because a strong controlling idea gives the paragraph a focus.

b. Description of a Person

In describing a person, the writer can describe a person's appearance in many ways such as his/her clothes, manner of speaking, color and style of hair, facial appearance, body shape, and expression.

From the definition above, it can be concluded that descriptive paragraph is a kind of paragraph that is used to show or describe what the

³¹ *Descriptive Paragraph Type*. http://en.wikipedia.org/wiki/Text_types . retrieved on 15th June 2012

³² M. Syafi'i S, M. FauzanAnsyari, JonriKasdi. *Opcitp*. 43

³³ *Ibid* p. 18 - 19

subject looks, sounds, feels, tastes, and smells as if the reader can see the object that is being described directly.

According to syafi'i et al, descriptive paragraph falls into two board categories: objective and subjective.³⁴ Objective paragraphs describe the topic in a literal, impartial way. As much as possible, the writer's feelings are not revealed. These types of paragraphs tend to include words that do not convey a high degree of emotion. On the other hand, subjective paragraph communicate the writer's opinion; their intention is to evoke from the reader an emotional response, among other thing. These types of paragraph use words charged with some emotional tone and a clear cut attitude.

Furthermore, Syafi'i et al say that there are several elements of descriptive paragraph, it should use words that appeal to the five senses: smell, touch, hearing, taste, or feeling.³⁵ The writer will not be able to- and it is not necessary to apply all five senses to every subject she/he writes about, but strive to use as many as the writer can.

Thus, Syafi'i also states that vivid language, precise language, and imagery are needed to support the sentences in descriptive paragraph.³⁶ Vivid language presents the words that come alive, by presenting the words in this way the writer can create pictures and impressions that appeal not only for the mind but also for the five senses. Furthermore, precise language is the way to select highly specified words in order the reader's mind come to draw what the writers are talking about. Imagery is an effort of essay to

³⁴ Ibid, p. 43

³⁵ Ibid

³⁶ Ibid, p. 44, 45, 47

make a comparison of the subject's writing by using metaphors in order to create instant visual images in the reader's mind.

3. Definition of Teaching Writing

Writing is one of the important skills in English that needs to be developed by the students because it is one of the ways to communicate and express the ideas of the students in the target language. In order to make students able to communicate in the target language through writing, the teachers of English have to be able to teach writing communicatively and use various technique or strategy to motivate their students in writing activity. According to Harmer, there are four reasons for teaching writing to students of English as a foreign language³⁷. The reasons are:

a. Reinforcement

Most of the students in foreign language get the benefit from seeing the written form of the target language. As Harmer said that the visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to commit the new language to memory.³⁸ It means that it is very useful to make students write the new language that they have just studied to make them memorize it and make a brief connection between the oral form that they have just heard and the written form of the language.

b. Language Development

³⁷Jeremy Harmer Harmer, Jeremy, *How to Teach English.*(Harlow: Pearson Education Limited.2000) p.79

³⁸ Ibid

In writing, there are the stages of process needed to go through in order to make a good writing. These processes in writing activity will influence the language development of the learner and make them learn from the experience of writing. As pointed out by Harmer, the mental activity, writers have to go through in order to construct proper written paragraphs as all parts of the ongoing learning experience.³⁹

c. Learning Style

According to Harmer, writing is appropriate for such learners and it can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.⁴⁰ Here, writing is very useful activity when the students consider it valuable for having the time to think things through and producing the target language in a slower way.

d. Writing as a Skill

It is the most important reason of teaching writing because writing is the basic of English skill. Students need to know how to write well and also how to use some of writing's special conventions (punctuation, paragraph construction etc). The part of job of an English teacher is to give them this knowledge about writing.

Teaching writing as a process approach or a process classroom becomes commonplace and dominant trend in the world of teaching English as a foreign language. According to Murcia, the "process approach" serves today as an umbrella term for many types of writing courses, each offering a

³⁹ Ibid

⁴⁰ Ibid

curriculum shaped by other considerations.⁴¹ Therefore, viewing writing as a process is very important in teaching writing because it enables us to teach writing in various types of writing task and makes students comfortable in doing their writing task. However, According to Dudley Evans and St. John in Hinkel, the considerations of end-product quality in writing of the target language is important in academic and professional writing, combining the strength of both the product- and process- oriented approaches to the teaching of writing that can lead to the overall improvements in the writing instruction of the target language.⁴² In other words, teaching writing as a process approach is completely important to the language teaching because it can make the students comfortable in the writing activities that make them able to share their message, information and also feelings in the written form of the target language. But the stage of processes that has been through by the students in writing activity leads the students to be good at writing product. In conclusion, it is very useful to combine the benefits or the strength of both product and process approaches to improve students' ability in the target language.

John M. Reid explains that students must understand and be able to produce the technique by which academic writers communicate to academic audiences.⁴³ As academic writers, the students should be able to demonstrate

⁴¹ Marianne CelceMurcia, Opcit. p. 220

⁴² Eli Hinkel, *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*, (New Jersey: Lawrence Erlbaum Associates, 2004) p. 25

⁴³ John M. Reid, Opcit, p. 1

the techniques of writing paragraph. Generally, the techniques of writing areas are as follows:

- a. Choose a subject that you know about
- b. Identify your audiences
- c. Narrow your subject to a topic that will interest your audience
- d. Collect some ideas about your topic
- e. List details about some of your ideas that will interest your audience
- f. Limit the ideas to the most important ones you want to communicate
- g. State the main idea of the paragraph in your topic sentences
- h. Write the paragraph, using the details you have listed

In making a written task, the teacher of English should consider many aspects in writing skill and also the level of their class. This consideration is used to help students' problem in writing activity because writing is a very complex skill in English. According to Broughton et al, the teacher can grade the task in the following ways:⁴⁴

- a. Limiting the length of written material to be produced
- b. Increasing the amount of class preparation for the task
- c. Providing guidance on the final form of the written work
- d. Encouraging students to collaborate in the actual process of writing
- e. Allowing cross – checking between the draft stage and the writing of the final product
- f. Limiting the complexity of writing task itself.

⁴⁴ Geoffrey Broughton, Christopher Brumfit, Roger Flavell et al. Opcit p. 121

g. Demanding that the task can be completed either slowly or quickly.

Grading the task in this way can be done by the teacher to ease their students in writing activities. In this case, teacher should be aware of the condition and the problems faced by their students.

B. Relevant Research

In order to avoid plagiarism, the writer states some researches dealing with Praise-Questions-Polish(PQP) strategy and Writing ability as follows:

1. A research was done by Heni Lestari from Riau University in 2012. This research is entitled: "Using PQP (Praise-Question-Polish) Strategy to Improve the SMA Santa Maria Pekanbaru Second Year Students' Ability in Writing Hortatory Exposition Text". This research focused on finding the effect of using Praise-Question-Polish on writing ability in writing hortatory text at SMA Santa Maria Pekanbaru. This research was an experimental research which used quasy experimental design. The data were analyzed statistically by using SPSS 16 Version. Here, alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. In this research, the researcher found out that Praise-Question-Polish Strategy was very helpful for struggling writers in writing hortatory text. The researcher concluded that this strategy helped students to give feedback each other in order to improve the quality of their writing. Research done by Herni Lestari is relevant with my research because we both have the same purpose in conducting research. Eventhough we started with quite

different problems we came out with similar solution which is applying a strategy called PQP strategy and the strategy showed a succes in increasing and improving students' ability in writing.

2. Furthermore, there is a research that was conducted by MelgisDilkawatyPratama in 2011; the research entitled: "*The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru*". The objective of this research was to find out whether there is significant effect of dictogloss technique toward students' writing ability or not at the second year of SMAN 4 Pekanbaru. The technique of data collection employed the test which was used to know the students' writing ability at the second year of SMAN 4 Pekanbaru. In analyzing the data, the researcher used score of pre-test and post-test, and the different mean was analyzed by using regression formula. Based on the data analysis, she could make the conclusion that there was a significant effect of using dictogloss technique toward ability in writing essay text. Research done by Melgis Dilkawaty Pratama is relevant with my research because we have same purpose to improving students' ability in writing, we have different strategy to applying writing in learning process, Melgis Dilkawaty Pratama using Dictogloss Technique but I using Praise-Question-Polish strategy.

3. **Operational Concept**

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is

an experimental research which focuses on gaining the effect of using Praise-Question-Polish Strategy on students' ability in writing descriptive paragraph at the first year of SMAN 5 Pekanbaru. Therefore, in analyzing the problem in this research, there are two variables used. The first is using Praise-Question-Polish Strategy which refers to the students' strategy in writing, and as an independent variable. The second is students' ability in writing descriptive paragraph at the first year of SMAN 5 Pekanbaru, as a dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of using Praise-Question-Polish Strategy are as follows⁴⁵:

- a) The teacher asks students to arrange the desk in circle at ease to communication. Each group consists of 3 to 5 students.
- b) The teacher asks each person will play as the writer and read his paper aloud to the group. The rest may get the copy of his writing.
- c) The teacher asks each member that should be polite and attentive while listening.
- d) The teacher asks students in the "praise" part, the responders must be supportive and appreciative as there is always something can be praised from the writing

⁴⁵Kaminski, R. PQP : Praise-Question-Polish. Op.Cit

- e) The teacher asks students to respond that are supposed to find the weaknesses of the writing by asking what they do not understand from it in the “question” part.
- f) The teacher asks students in the “polish” part, gives any feedback and suggestion for better writing
- g) The teacher gives discussion and feedback with students.

2. The indicators of students’ ability in writing descriptive paragraph are as follows:

- a) The students’ ability to describe in detail based on the topic
- b) The students’ ability to develop their ideas to become a descriptive paragraphs
- c) The students’ ability to make drafting of some ideas or information in which they have gotten before.
- d) The students’ ability to use the simple present tense correctly.
- e) The students’ ability to use the proper spelling, punctuation, and capitalization accurately.

4. **Assumption and Hypothesis**

1. **Assumption**

In this research, the writer assumes that the result of this research shows there is a significant effect of using Praise-Question-Polish Strategy on students’ ability in writing descriptive paragraphs.

2. Hypothesis

H_0 : There is no significant effect of using Praise-Question-Polish Strategy on students' ability in writing descriptive paragraphs at the first year of SMAN 5 Pekanbaru.

H_a : There is a significant effect of using Praise-Question-Polish Strategy on students' ability in writing descriptive paragraphs at the first year of SMAN 5 Pekanbaru.