

## **CHAPTER I INTRODUCTION**

This chapter presents and discusses about background of study, research question, purpose of study, hypothesis of study, significance of study, scope and limitation, and the definition of key term.

### **1.1. Background of Study**

In general, language is very important for us to communicate with other people. Language is also used to express people's feeling, thought, and share information. According to Siahaan (2008: 1) language is a set of rules used by human as a tool of their communication. In Indonesia, there are some languages that learn in education system, one of each is English language. English language is very important subject for students that taught formally from students of junior high school until students of university.

In English, there are four language skills that are speaking, listening, reading and writing. The writing skill is very important in learning English language. Writing is the act of expressing idea or thought which express in letter form. According to Siahaan (2008: 2) written productive language skill is called writing. Moreover, as mentioned by Wardani et al (2014: 1) among the language skills, writing seems to be the most difficult one in the sense that it needs a long process starting from brainstorming up to final product. It can be concluded that writing is the written language skill that it needs a long process starting from brainstorming up to final product.

Writing is the most difficult activities or skill among the other skill of language skills. It is needed basic competence to enable student for understanding writing, such as grammar, vocabulary coherence, cohesion, etc. There are some problems on students writing skill, such as errors in lexical and grammatical features, organizing information, punctuation and spelling. And also students have difficulties in finding their ideas to arrange the sentences while they write.

Moreover, descriptive text is one kind of texts that required to be mastered by students it is because descriptive text is the common text which taught in the school especially in junior high school. Descriptive text is described about thing, place, and people. According to Wardani et al (2014: 2) descriptive text is a text that gives information about particular person, place, or thing. Actually, when the students master descriptive text, students enable to describe something through written form. PPP is one of descriptive text writing method that can be used to make students easier to write descriptive text. Students will practice to make descriptive text often so the end of the lesson they can produce descriptive text with their own ability.

Harmer (2007: 64-65) says that a variation on Audiolingualism is the procedure most often referred to (since the advent of Communicative Language Teaching – see below) as PPP, which stands for presentation, practice and production. This grew out of structural-situational teaching whose main departure from Audiolingualism was to place the language in clear situational contexts. In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language, too, is then presented. The students now

practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase or sentence at the teacher's urging), and cue response drills (where the teacher give a cue such as cinema, nominates a student by name or by looking or pointing, and the student makes the desired response, e.g. would you like to come to the cinema?). Cue-response drills have similarities with the classic kind of Audiolingual drill we saw above, but because they are contextualized by the situation that has been presented, they carry more meaning than simple substitution drill. Later, the students, using the new language, make sentence of their own, and this is referred to as production.

According to Vystavelova (2009: 30) there are some advantages for PPP methods. The first advantages that PPP lessons provide clear and simple structure of the lesson. As a second positive point teacher said that such a lesson is easy to prepare because the material used for the lesson are ordered from the simplest to the most difficult. And types of activities are arranged from the most controlled to the least controlled. Several teachers also wrote that this approach is relatively easy for beginner students that communication is effective.

Based on the explanation above, the researcher will conduct the research under the title "The Effectiveness of Presentation Practice Production (PPP) Method Toward Students' Writing Skill In Descriptive Text At The First Grade Students of SMP N 1 Siman Ponorogo In the Academic Year of 2015/2016".

## **1.2. Research Question**

Based on the background of study above, the research question is “To what extent the effectiveness of Presentation, Practice, Production (PPP) Method toward Students’ writing skill in descriptive text at the First Grade Students of SMP N 1 Siman Ponorogo?”.

## **1.3. Purpose of Study**

Based on the research question above, the purpose of the study is “To know the effectiveness of Presentation, Practice, Production (PPP) Method toward Students’ Writing Skill in Descriptive Text at the First Grade students of SMP N 1 Siman Ponorogo”.

## **1.4. Research Hypothesis**

The researcher formulates two kinds of hypothesis to be tested; they are Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

### **1. Null Hypothesis (Ho)**

There is no significant different score of the students’ writing descriptive text comprehension ability before and after being taught by using Presentation, Practice, and Production (PPP) Method of the First grade students at SMP N 1 Siman Ponorogo.

### **2. Alternative Hypothesis (Ha)**

There is significant different score of the students’ writing descriptive text ability before and after being taught by using Presentation, Practice, and Production (PPP) Method of the First grade students at SMP N 1 Siman Ponorogo.

## **1.5. Significance of Study**

The result of this research are expected to be useful for :

### **1. The Teacher**

The teacher can use PPP method effectively to teach writing in descriptive text as well as to enrich his or her method in teaching.

## 2. The Student

- a. To make the students easier to write descriptive text and improve their skill in writing.
- b. To make students more interested in writing.

## 3. The School

The result of the research is hoped to be additional advance for the school.

## 4. The other researcher

- a. To improve the researcher's knowledge and experience.
- b. As the reference for the next research

## 5. The Reader

To know about the effectiveness of Presentation, Practice, Production (PPP) method in teaching writing especially writing descriptive text.

### **1.6. Scope and Limitation**

#### 1. Scope of the study :

The study is focused on the PPP (Presentation, Practice, Production) Method in teaching writing descriptive text.

#### 2. Limitation of the study :

The researcher limits this study only about teaching writing descriptive text by using PPP Method and focused at the First grade of SMP N 1 Siman Ponorogo.

### 1.7. The Definition of Key Term

There are some terms in this study that should be classified,

Writing : as a process of expressing ideas or thoughts in words, should be done at our leisure (Oxford, 1990: 1).

Presentation, Practice, Production : Presentation, Practice and Production, or PPP as it is called, is one of the most common teaching methodologies for ESL (Harmer: 2007).

Descriptive text : among the language skills, writing seems to be the most difficult one in the sense that it needs a long process starting from brainstorming up to final product. (Wardani et al 2014: 1)

